TAE40110 Certificate IV in Training and Assessment

(Release 4)

Learner Guide
© Quality Training Resources 2013. Except as provided by the Copyright Act 1968, no part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means without the prior written permission of the publisher.

**Soft Copy License**

Where Quality Training Resources has granted a non-exclusive Soft Copy License for educational purposes only, ownership of copyright is retained by Quality Training Resources.

**Hard Copy License**

No part of this publication may be reproduced in any form or by any means, electronic or mechanical, including photocopying or recording, or by an information retrieval system without written permission from Quality Training Resources. Legal action may be taken against any person who infringes their copyright through unauthorised copying. These terms are subject to the conditions prescribed under the Australian Copyright Act 1968.

**Copying for Educational Purposes**

Educational institutions are permitted to copy printed material for educational purposes under special provisions in the Copyright Act. These provisions require them to copy within certain limits and to pay equitable remuneration to a collecting society, Copyright Agency Limited (CAL).

When an educational institution (or a person acting on behalf of an educational institution) copies material for use in class, or as part of the resources made available to students in a particular course, the copies can be made under the educational provisions in Part VB of the Act.

However, these provisions do not apply to anything that is done for purposes other than the educational purposes of the institution. Therefore, making further copies of the materials for sale or distribution to other colleges is not permitted under Part VB of the Act.

**Disclaimer**

While every effort has been taken in the preparation of this publication, the authors assume no responsibility for errors or omissions. Neither is any liability assumed for damages, costs and other consequences resulting directly or indirectly from using these resources and any information or material available contained herein.
© Copyright

This document has been licensed and developed by Advantage Training Australia and is intended for use by enrolled students studying with Advantage Training Australia for the purposes of completion of a TAE40110 Certificate IV in Training and Assessment only.

You use of this document is subject to the following terms:

- You will not share this Learner Guide or its contents with anyone.
- You will not copy, print or email this Learner Guide unless it is for the sole purpose of completion of TAE40110 Certificate IV in Training and Assessment.
- You will not sell or attempt to sell this document or any of its contents or distributed it free of charge.

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior written permission of Advantage Training Australia.
# Table of Contents

Table of Contents ............................................................................................................................................. 4

**How to use this guide** .................................................................................................................................... 7

**SUBJECT 1. DESIGN AND DEVELOP LEARNING PROGRAMS (TAEDES401A)** ...................................................... 9
  - Define parameters of the learning program ................................................................................................. 10
  - Work within the VET policy framework ....................................................................................................... 33
  - Develop program content ............................................................................................................................. 47
  - Design structure of the learning program ..................................................................................................... 59

**SUBJECT 2. USE TRAINING PACKAGES AND ACCREDITED COURSES TO MEET CLIENT NEEDS (TAEDES402A)** ............................................................
  - Select appropriate training package or accredited course .............................................................................
  - Analyse and interpret the qualifications framework ..................................................................................
  - Analyse and interpret units of competency and accredited modules ..........................................................
  - Contextualise units and modules for client applications ............................................................................
  - Analyse and interpret assessment guidance .................................................................................................

**SUBJECT 3. PROVIDE WORK SKILL INSTRUCTION (TAEDEL301A)** .................................................................
  - Organise instruction and demonstration ....................................................................................................
  - Conduct instruction and demonstration ......................................................................................................
  - Check training performance .........................................................................................................................
  - Review personal training performance and finalise documentation ..........................................................

**SUBJECT 4. PLAN, ORGANISE AND DELIVER GROUP-BASED LEARNING (TAEDEL401A)** .................................
  - Interpret learning environment and delivery requirements ........................................................................
  - Prepare session plans ....................................................................................................................................
  - Prepare resources for delivery .....................................................................................................................
Deliver and facilitate training sessions
Support and monitor learning

SUBJECT 5. PLAN, ORGANISE AND FACILITATE LEARNING IN THE WORKPLACE (TAEDEL402A)

Establish effective work environment for learning
Develop a work-based learning pathway
Establish the learning/facilitation relationship
Implement work-based learning pathway
Maintain and develop the learning/facilitation relationship
Close and evaluate the learning/facilitation relationship
Monitor and review the effectiveness of the work-based learning pathway

SUBJECT 6. PLAN ASSESSMENT ACTIVITIES AND ASSESS COMPETENCE

Determine assessment approach
Prepare the assessment plan
Develop assessment instruments
Prepare for Assessment
Gather Quality Evidence
Support the Candidate
Make the Assessment Decision
Record and Report the Assessment Decision
Review the Assessment Process

SUBJECT 7. PARTICIPATE IN ASSESSMENT VALIDATION (TAEASS403B)

Prepare for Validation
Contribute to Validation Process
Contribute to Validation Outcomes
SUBJECT 8. ADDRESS ADULT LANGUAGE, LITERACY AND NUMERACY SKILLS
(TAELLN411) ........................................................................................................... Error! Bookmark not defined.

Analyse LLN requirements ............................................................... Error! Bookmark not defined.

Select and use resources and strategies to address LLN skill requirements .......... Error! Bookmark not defined.

Use specialist LLN support where required................................. Error! Bookmark not defined.

Evaluate effectiveness of learning support and assessment strategies in addressing LLN requirements .................................................................................................................. Error! Bookmark not defined.

Glossary ................................................................................................................................. Error! Bookmark not defined.
How to use this guide

This Learner Guide provides you with the information and activities to support you through the learning and assessment process for this unit of competency. It contains the following sections:

<table>
<thead>
<tr>
<th>Introduction</th>
<th>This section contains a brief summary to the contents of the guide and provides an overview of what you will learn during this unit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td>The resources page lists the physical resources required to complete the activities and assessments.</td>
</tr>
<tr>
<td>Sections:</td>
<td>This guide is broken down into sections, which are the elements contained within this unit of competency. Each section contains a brief introduction detailing what the learning materials cover and what you should be able to achieve upon its completion.</td>
</tr>
<tr>
<td>Context scenario</td>
<td>The 'context' box at the start of each section has been designed for you to see how this section relates to industry. The same scenario is woven throughout this guide, helping you to piece together each element of the unit.</td>
</tr>
<tr>
<td></td>
<td>Read these context scenarios and think about how the information presented applies to your own workplace.</td>
</tr>
<tr>
<td>Learning summary</td>
<td>Each section contains a learning summary. These have been designed to 'test' your knowledge about the section you have just completed. If you have difficulty answering a question or completing an activity, you should go back and review the content, to ensure you are familiar with the concepts and theories. They are optional and you do not have to submit these as they do not form part of your assessment.</td>
</tr>
</tbody>
</table>
SUBJECT 1. DESIGN AND DEVELOP LEARNING PROGRAMS (TAEDES401A)

Introduction

TAEDES401A – Design and develop learning programs is one of the units that make up the Certificate IV in Training and Assessment.

This unit of competency describes the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

This unit typically applies to a trainer or facilitator who designs or develops learning programs. A learning program can be specific, providing a planned learning approach that relates to learning and training needs, or it may form part of the learning design for a qualification.
Define parameters of the learning program

This section examines how to clarify the purpose of the learning program and determine the content in relation to your client’s individual needs.

**At the end of this section you will be able to:**

- Clarify purpose and type of learning program with key stakeholders.
- Access and confirm the competency standards and other training specifications on which to base the learning program.
- Identify language, literacy and numeracy requirements of the program.
- Identify and consider characteristics of the target learner group.

Ensuring that your learning program caters for the language, literacy and numeracy needs of the program and your target learner group will guarantee the program is a success.

---

**This section relates to a workplace in the following context...**

Roger is a Team Leader at Amos Call Centres. His team is involved in receiving calls on behalf of an electricity supply company and deals specifically with faults, reconnections and new supply. His team members are in a high pressured job and mainly deal with irate or frustrated clients. Roger has identified three areas of training which he feels his team members would benefit from:

- customer service
- time management
- handling customer complaints.

Roger approaches the training organisation who works with Amos Call Centres, to train his team members. Ginger has been asked to train Roger’s staff. The first thing she does is to meet up with Roger and asks questions about the goals of his team to determine the ‘big picture’, not just the three issues which Roger talks about. The reason why Ginger looks at Roger’s team holistically is to ensure that the training she provides will truly assist his team in the long run, and is not just a short term ‘band-aid’ solution to an immediate problem. Ginger will then complete a Delivery Assessment Strategy (DAS), which builds a big picture of what Roger wants to achieve and how this aligns with the overall strategies of the company.

Next, Ginger considers the training content of the learning program and confirms the competency standards that are required.

Lastly she needs to consider the language, literacy and numeracy (LLN) requirements of the program and understand the characteristics of her learners. This last step is vital as it allows her to make informed choices about the training materials and pathways she chooses.
**Why do we need a learning program?**

A learning program provides you with information about the competencies being delivered, a profile of the learners and their needs, and suggestions for the assessment strategy. From this you can develop an overall delivery plan and individual session plans.

The purpose of a learning program will vary from each client and may include:

- developing vocational competency or vocational skills
- developing language, literacy and numeracy skills
- developing general educational needs
- meeting legislative, licensing and registration requirements for a job role, such as work health and safety (WHS) requirements or a machinery licence.

**What are your client's needs?**

When designing a learning program you need to work closely with your client. This includes gathering information to ensure you have a thorough understanding of your client's expectations. That way, you are establishing the parameters of the learning program up front.

**How does a learning program differ from a Delivery and Assessment Strategy (DAS)?**

A DAS is a document where you record the needs of the business and their individual students. The format of this document will be varied; however, it will usually contain as much relevant information as possible about a client's training needs and the context in which the learning program will be delivered.

A DAS is a framework that guides the learning requirements and the teaching, training and assessment arrangements of a vocational education and training qualification. It is the document that outlines the macro-level (bigger picture) requirements of the learning and assessment process. In other words, a DAS is the high level aspect of planning the training; it sets out the goals that need to be accomplished and the ideas for achieving those goals. A DAS may be created for learning activities right across an organisation; they can be multi-layered plans for achieving broad learning objectives.

Learning programs on the other hand are the ‘nuts and bolts’ of the DAS. They are the ‘doing’ aspect of a DAS and focus on the specific actions needed to meet the requirements of a qualification. The following diagram indicates where a learning program sits within a DAS.
What does a learning program look like?

Learning programs, like a DAS, have no specific layout; they have specific key areas which will assist with the development and delivery of the program. The following table is an example of a completed learning program.

<table>
<thead>
<tr>
<th>Client name:</th>
<th>Amos Call Centres Pty Ltd</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTO name:</td>
<td>MY RTO</td>
</tr>
<tr>
<td>Purpose of learning program:</td>
<td>To provide support training to the Zap team within the Amos Call Centre. The Zap team handle customer queries for an electricity supply company and may deal with irate or frustrated clients. Key focus is on customer service, time management and handling complaints. This is a pilot training scheme. If successful, it will be rolled out to the rest of the teams.</td>
</tr>
<tr>
<td>Learners:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kelly Frost</td>
</tr>
<tr>
<td></td>
<td>10 years in retail, 12 months call centre, extrovert, confident. Visual learner</td>
</tr>
<tr>
<td></td>
<td>Francis Pratt</td>
</tr>
<tr>
<td></td>
<td>15 years in call centres, introvert, confident. Kinaesthetic learner</td>
</tr>
<tr>
<td></td>
<td>Keely Brooke</td>
</tr>
<tr>
<td></td>
<td>Three years in hospitality prior to starting eight months ago, young, quiet. Kinaesthetic learner</td>
</tr>
<tr>
<td></td>
<td>Randall Bright</td>
</tr>
<tr>
<td></td>
<td>Five years in retail, extrovert, moved from the UK 12 months ago and started with ACC. Auditory learner</td>
</tr>
<tr>
<td>Learners’ special needs:</td>
<td>Francis has a work related injury in her left hand which prohibits her from lifting items &gt; 2kg.</td>
</tr>
<tr>
<td>Management Strategy:</td>
<td>Ensure any assessments do not require lifting as a demonstration.</td>
</tr>
</tbody>
</table>
Kelly has a late lunch break at 3.00pm daily so she can collect her daughter from child-care and take her a friend’s place. She is back by 3.45pm

Ensure delivery is morning-based to accommodate.

**Training Proposed:** Customer contact qualification including customer service, time management and processing complaints.

**Training Details:** BSB30211 Certificate III in Customer Contact

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCUS301B</td>
<td>Deliver and monitor a service to customers</td>
</tr>
<tr>
<td>BSBLED301A</td>
<td>Undertake e-learning</td>
</tr>
<tr>
<td>BSBWHS302A</td>
<td>Apply knowledge of WHS legislation in the workplace</td>
</tr>
<tr>
<td>BSBCCO307A</td>
<td>Work effectively in customer contact</td>
</tr>
<tr>
<td>BSBCCO309A</td>
<td>Develop product and service knowledge for customer contact operation</td>
</tr>
<tr>
<td>BSBCCO301B</td>
<td>Use multiple information systems</td>
</tr>
<tr>
<td>BSBCCO304C</td>
<td>Provide sales solutions to customers</td>
</tr>
<tr>
<td>BSBCM301B</td>
<td>Process customer complaints</td>
</tr>
<tr>
<td>BSBWOR201A</td>
<td>Manage personal stress in the workplace</td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>BSBWOR301B</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>BSBMGT405A</td>
<td>Provide personal leadership</td>
</tr>
</tbody>
</table>

**Contextualised Contents:** Discussions to be held with Roger to ensure Zap team terminology is embedded within learning text. Copies of policies and procedures regarding WHS, processing complaints, product knowledge requirements and e-learning platforms to be updated along with induction information pertaining to expected behaviours and codes of ethics.

**Existing Resources:** Cert III Customer Contact already held for Amos Call Centres Pty Ltd for the Sprite team. Will need contextualising for the Zap team. Policies and procedures to be updated.

**Required Resources:** None at this stage.

**Delivery Strategy:** Training to be held on the first Tuesday of the month for 3 hours. 9:00am – 12:00 pm.

<table>
<thead>
<tr>
<th>Visit</th>
<th>Units Trained:</th>
<th>Delivery Conditions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Deliver and monitor a service to customers</td>
<td>Training room with PowerPoint presentations.</td>
</tr>
<tr>
<td></td>
<td>• Provide sales solutions to customers</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>• Undertake e-learning</td>
<td>Computer training room with data projector.</td>
</tr>
<tr>
<td></td>
<td>• Use multiple information systems</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>• Apply knowledge of WHS legislation in the workplace</td>
<td>Training room with PowerPoint presentations.</td>
</tr>
<tr>
<td></td>
<td>• Work effectively with others</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>• Recommend product services</td>
<td>Training room with PowerPoint presentations and DVDs to watch. Guest speaker.</td>
</tr>
<tr>
<td></td>
<td>• Develop product knowledge</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>• Process customer complaints</td>
<td>Training room with PowerPoint presentations.</td>
</tr>
<tr>
<td></td>
<td>• Manage personal stress in the workplace</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>• Organise personal work priorities and development</td>
<td>Training room with PowerPoint presentations.</td>
</tr>
<tr>
<td></td>
<td>• Provide personal leadership</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Strategy: Assessments will be held on the last Tuesday of each month for two hours. 10.00am - 12.00pm

<table>
<thead>
<tr>
<th>Visit</th>
<th>Units Assessed</th>
<th>Assessment Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Deliver and monitor a service to customers</td>
<td>Written questions, role-plays, presentation.</td>
</tr>
<tr>
<td></td>
<td>• Provide sales solutions to customers</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>• Undertake e-learning</td>
<td>On-line test, observation, oral questions.</td>
</tr>
<tr>
<td></td>
<td>• Use multiple information systems</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>• Apply knowledge of WHS legislation in the workplace</td>
<td>Observation, written questions, case studies.</td>
</tr>
<tr>
<td></td>
<td>• Work effectively with others</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>• Recommend product services</td>
<td>Presentation, written questions, role-plays.</td>
</tr>
<tr>
<td></td>
<td>• Develop product knowledge</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>• Process customer complaints</td>
<td>Case studies, oral questions, written questions.</td>
</tr>
<tr>
<td></td>
<td>• Manage personal stress in the workplace</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>• Organise personal work priorities and development</td>
<td>Project, written questions, presentation.</td>
</tr>
<tr>
<td></td>
<td>• Provide personal leadership</td>
<td></td>
</tr>
</tbody>
</table>

Cost analysis: Trainer/Assessor $750; handouts and workbook copying $200; Admin $300.

What questions can I ask my client to determine their needs?

To help you understand your client's needs and the purpose of the learning program, do your homework first. Communicating with your client and conducting your own research will help you obtain answers to some important planning questions. If your organisation uses a template to gather this information, follow that format and ask questions which will help you fill it out. Alternatively, you may wish to create your own learning program template. The following list of questions may assist you gather the information you require:

- Why is a learning program required?
- What does the learning program seek to achieve?
- What competency standards or other benchmarks must be met?
- What are the specific learning objectives, outcomes or goals of the learning program that reflect the benchmarks?
- What skills, knowledge or attributes will the learners demonstrate as a result of participating in the learning program?
- How many competencies need to be achieved?
- What activities need to be encompassed in the learning program?
- Will the learning design be inclusive and all learners be given a fair and equitable assessment?
- Where can you access information to help develop the learning program?
- Where will the learning and assessment take place?
- What resources are available to support the learning and assessment?
Think carefully about the questions you ask. These initial questions will help you set the foundation of your learning program.

Where do I source information for my learning programs?

Depending on what has been identified by your client as a training need will depend on where you source the information for your learning program. It is always best to try to align the training needs of a client to that of a nationally accredited program, such as those offered within the Vocational Education and Training (VET) sector. VET provides skills and knowledge for work through a national training system. The VET Quality Framework consists of a national regulator which governs all states and territories except Western Australia and Victoria, which are governed by state regulators. The VET Quality Framework is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the VET sector are enforced.

The best place to start looking for VET programs is at Training.gov.au (TGA). This is a database that provides up-to-date information on recognised VET qualifications and courses. It includes details of endorsed training packages and their components (competency standards, assessment guidelines and qualifications and any non-endorsed components) together with details of Registered Training Organisations (RTO) and their scope of registration.

What does www.training.gov.au (TGA) contain?

TGA contains information on, or links to, the following seven key areas:

1. Training packages
2. Qualifications
3. Accredited courses
4. Units of competency
5. Skills sets
6. Registered Training Organisations
7. Industry skills councils
Important Note

Training packages, qualifications and units of competency are dynamic documents that are constantly changing to reflect the needs of industry. There will be a number of training packages, qualifications and units of competency listed and referred to within this Learner Guide that have been superseded or modified. We are aware of this and have left references to some of these as it is important that you are knowledgeable of the changes, have an understanding of the previous structure of older versions of training packages etc and more importantly that you are able to navigate your way through TGA and the various versions training packages, qualifications and units of competency. This is what a seasoned Trainer and Assessor would have to do, so it makes sense that you learn and practice these skills from the outset.

1. **Training packages** are products which have been developed by industry to ensure quality training outcomes which meet the current and emerging vocational skill needs. Training packages are designed to support a range of training pathways, including workplace and school-based, and to provide for a more flexible approach to training delivery. They also play a critical role in underpinning Australian apprenticeships and traineeships.

All training packages contain:

- units of competency
- assessment guidelines
- national qualifications.

These items are what we refer to as endorsed components which form the basis for the assessment of competencies and the issuing of national qualifications.

Training packages are supported by a number of other tools and resources, such as delivery and assessment strategies, assessment materials and professional development materials. These tools and resources help RTOs tailor training packages to suit the needs of particular clients. All training packages will identify qualifications which can be achieved through an Australian apprenticeship or traineeship pathway.

Each training package specifies the qualifications that have been determined by industry groups to be the most relevant for employment within that industry. For example, the Tourism, Hospitality & Events training package contains a number of qualifications that cover all aspects of these industries, eg. kitchen operations, tourism in Australian Indigenous Culture, Asian cookery, holiday parks and resorts, just to name a few.

These qualifications are developed by national Industry Skills Councils (ISC) in consultation with industry stakeholders and other interested parties, or by enterprises, to meet the identified competency requirements of specific industries or sectors. To find out which ISC has developed a training package, simply select the package in TGA and look in the ‘details’ section.
In brief:

Training packages contain qualifications relating to an industry. For example, if your client works in a retail environment, then you would identify the training packages relating to that industry. In this case you would discover SIR07 is the Retail Services training package.

Depending on who you are training in that retail environment (considering what position they hold and how long they have been employed in that industry) will determine on what qualification level you choose. For example a new employee in the retail industry would commence at a Certificate II qualification level. To reach this conclusion; however, you would need to research each qualification level and read through the qualification rules to gain an understanding of who would undertake that training, and if there are any restrictions or prerequisites to the qualification.

2. Qualifications are achieved when a student completes a program of learning that complies with the Australian Qualifications Framework (AQF). The AQF is the national policy for regulated qualifications in Australian education and training.

3. Accredited courses are programs of learning that comprises one or more components (eg. units of competency, modules or subjects) that have been accredited by an accrediting authority.

Accredited courses are developed to meet training needs that are not addressed by existing training packages. A course will not be accredited if it duplicates existing endorsed training package qualifications, or if the outcome can be achieved through the contextualisation of a training package qualification.

Accredited courses can be made up of units of competency from training packages as well as accredited modules.

Whilst training packages are developed by ISC, accredited courses can be developed by individuals, organisations or enterprises and are accredited by the Australian Skills Quality Authority (ASQA). ASQA is the national regulator for Australia's VET sector. ASQA regulates courses and training providers to ensure nationally proved quality standards are met.

4. Units of competency are single components of a qualification or ‘stand-alone’ units that have been accredited by the same process as for a whole qualification. Units of competency are also referred to as a module, subject or unit.

5. Skill sets provide individuals specific sets of skills (single units or combination of units) to meet industry standards or regulatory and legislative requirements, to operate in the workplace. Skill Sets in training packages are identified by National Industry Skills Councils (ISCs) but Registered Training Organisations (RTOs) can also identify skill sets in response to the needs of enterprises or individuals."

ISCs as training package developers determine and name skill sets in their training packages.
The following are some examples of skill sets, as listed in TGA:

<table>
<thead>
<tr>
<th>Foster care skill set</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHCFC301A:</strong> Support the development of children</td>
</tr>
<tr>
<td><strong>CHCFOS401A:</strong> Provide foster care as part of a team</td>
</tr>
<tr>
<td><strong>CHCFOS402A:</strong> Promote positive development of children and young people in out of home care</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Small business contracting skill set</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BSBSMB401A:</strong> Establish legal and risk management requirements of small business</td>
</tr>
<tr>
<td><strong>BSBSMB402A:</strong> Plan small business finances</td>
</tr>
<tr>
<td><strong>PSPGOV407B:</strong> Provide a quotation</td>
</tr>
</tbody>
</table>

6. **Registered Training Organisations** (RTO) are authorised to deliver accredited VET courses that provide students with training that results in the achievement of qualifications and statements of attainment. These qualifications are recognised and accepted by industry and other educational institutions throughout Australia.

Registered training organisations can be publicly or privately owned. All registered training organisations in Australia, and the qualifications they are registered to deliver, are listed on the TGA.

7. **Industry Skills Councils** (ISC) are national bodies recognised and funded by the Australian Government to develop and maintain training packages specific to the industry area(s) for which they have coverage.

The ISC listed in TGA are:

- Agri-Food ISC
- Automotive Skills ISC
- Community Services & Health ISC
- Construction & Property Services ISC
- Electrocomms and Energy Utilities ISC
- Forest Works ISC
- Government Skills ISC
What training and competency standards can I base my learning program on?

The training used within your learning program can come from training packages and can be a whole qualification or simply a unit or multiple units of competency. If you cannot locate a training package that is suitable for your program, there might be an accredited course which meets the needs of your client. Accredited courses can be made up of units of competency from training packages as well as accredited modules.

Whilst training packages are developed by ISC, accredited courses can be developed by individuals, organisations or enterprises and are accredited by the Australian Skills Quality Authority (ASQA). ASQA is the national regulator for Australia's VET sector. ASQA regulates courses and training providers to ensure nationally proved quality standards are met.

You can see a full list of accredited courses available on the TGA website simply by ticking the ‘Accredited courses’ box in the Search screen. Familiarise yourself with what is available; however, in most cases accredited courses are not freely available to view in full detail on the TGA website as the developer has copyright of all course content. If you are interested in viewing or using an accredited course and their modules you can contact the developer to discuss purchasing arrangements. All contact details are provided on the TGA website.

Other training included in your learning program can include:

- **product specifications** – this may include product knowledge
- **organisational work requirements** – this may include a new procedure or program or piece of equipment which requires training prior to use
- **induction needs** – this may be included for a new employee or a transition of an existing employee into a new job role or department
- **LLN development needs** – this may include providing specialist support for an individual employee or a group of employees wishing to up-skill
- **regulatory and licensing requirements** – this may include upgrading or renewing an existing license or training for a new licence to operate machinery or handle certain goods.

If choosing a training package as the basis of your learning program content, it is important to take ‘employability skills’ into consideration for your client, as these are the skills expected of their learners.
What are employability skills?

Employability skills are skills that apply across a variety of jobs and life contexts. They are sometimes referred to as key skills, core skills, life skills, essential skills, key competencies, necessary skills and transferable skills. Industry’s preferred term is employability skills. Employability skills can be located at each qualification level.

Employability skills are defined as...‘skills required not only to gain employment, but also to progress within an enterprise so as to achieve one’s potential and contribute successfully to enterprise strategic directions’.

There are eight employability skills:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The employability skills summary lists the elements of each skill that have been identified for each qualification.

When considering the correct qualification for Roger’s staff at the call centre, for example, you would need to read through the employability skills and determine if his staff are able to perform their job role at the required skill level. If the expectations set out in these employability skills are too high, you would need to consider either a different qualification level or what is required to bring them up to speed.
Below is the employability skills summary for BSB30211: Certificate III in Customer Contact:

<table>
<thead>
<tr>
<th>Employability skill</th>
<th>Industry requirements for this qualification include</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Listening and questioning to identify customer needs using appropriate tone and language writing customer notes, emails and faxes</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Referring matters to nominated personnel as required working as a member of a team and applying knowledge of one's own role to achieve team goals working with diverse persons and groups</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Processing complex inquiries searching product and service information, using multiple sources of information to match customer requests using problem-solving approaches to identify customer needs and to resolve customer complaints</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>Contributing to suggestions for improvements to products, services and processes supporting operational plan and organisation’s goals</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>Maintaining customer records managing and updating multiple information sources operating multiple enterprise systems</td>
</tr>
<tr>
<td>Self-management</td>
<td>Managing own performance managing own time and work priorities managing personal stress</td>
</tr>
<tr>
<td>Learning</td>
<td>Learning new ideas, skills and techniques seeking appropriate technical help with new computerised systems, products and services</td>
</tr>
<tr>
<td>Technology</td>
<td>Using electronic communication devices and processes i.e. internet, intranet, telephone equipment, software packages, enterprise systems and email to action customer contact using technology to assist the manipulation of information</td>
</tr>
</tbody>
</table>

You can download a guide to Employability Skills here: [http://www.ncver.edu.au/](http://www.ncver.edu.au/)
Foundation Skills

A number of Training Packages are in the process of undergoing a change. One of the most noticeable changes is the inclusion of Foundation skills. Foundation skills encompass both the core skills of reading, writing, oral communication, numeracy and learning as described by the Australian Core Skills Framework (ACSF), and the Employability Skills/Core Skills for Work. They exist on a continuum from very basic skills to highly-developed and specialist skills. Foundation skills are identified at a unit of competency level in all IBSA training packages. In line with the requirements of the streamlined training package model, units of competency in the FSK Foundation Skills Training Package identify the foundation skills that are essential to performance. As foundation skills are the primary focus of all units of competency in the package, only those skills that have not been explicitly described in the performance criteria are listed in the ‘foundation skills’ section of the unit template. For more information regarding foundation skills you can click here: [https://www.ibsa.org.au/volume/introduction](https://www.ibsa.org.au/volume/introduction)

An example of how foundation skills are displayed within a unit of competency document is shown below (from ‘TAELLN411 Address adult language, literacy and numeracy skills’)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1, 1.2, 1.3, 2.1, 2.2, 3.1</td>
<td>Analyses training specifications, training materials, LLN specific resources and validated tools based on the Australian Core Skills Framework (ACSF)  &lt;br&gt; Interprets information from enrolment records and pre-training assessments</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>2.3, 3.2, 3.3, 4.1</td>
<td>Uses appropriate language with consideration to vocabulary, tone and pace to talk with learners and other vocational education and training (VET) colleagues  &lt;br&gt; Uses language that demonstrates cultural sensitivity and builds and maintains understanding and rapport</td>
</tr>
<tr>
<td>Interact with others</td>
<td>3.2, 4.1</td>
<td>Collaborates with colleagues and support specialists to design and implement effective learning strategies  &lt;br&gt; Considers how others should be involved, often using consultative or collaborative processes when evaluating practice</td>
</tr>
<tr>
<td>Get the work done</td>
<td>2.1, 3.2, 3.3, 4.1, 4.2, 4.3</td>
<td>Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes</td>
</tr>
</tbody>
</table>
What is language, literacy and numeracy (LLN)?

A key component of any learning program is to identify its language, literacy and numeracy requirements and to ensure these meet the needs of your learners.

Language: Is referred to as speaking, listening, reading, writing and visual communication. In its broadest sense, language involves the words, verbal structures and gestures we use to convey meaning. We are also talking about using words and grammatical structures and other meaning support systems (e.g. gestures when speaking and listening; punctuation and formatting when reading and writing) to make meaning of, or to understand somebody else’s meaning.

Literacy: Is the ability to read and use written information as well as to write appropriately, in a range of contexts. Literacy involves the integration of speaking, listening and critical thinking with reading and writing. Literacy is more than basic reading and writing (sometimes called functional literacy) – following instructions, filling in forms, reading bus timetables and writing a note to a household member. It is also a process of using higher order reading and thinking skills to question what we see in written texts (sometimes called critical literacy).

Numeracy: Is the ability to use the mathematical concepts needed to function effectively in work and social contexts. It involves the practical application of mathematical skills to absorb, use and critically evaluate information in numerical or graphical form. Depending on the context this can include: number skills, spatial and graphical concepts, the use of measurement and problem solving.

When referring to LLN you must reference all information from the Australian Core Skills Framework (ACSF). The ACSF is based on the National Reporting System (NRS) – a mechanism for reporting outcomes of adult English language, literacy and numeracy provision. The NRS has been used by LLN specialists since 1995.

In 2004 an exercise was conducted to examine how the NRS was being used, how effectively it served those uses and the potential to broaden its application. In response to recommendations arising from the research, the NRS was used as the foundation for the development of the ACSF.

The ACSF is a nationally endorsed framework that provides:

- a consistent national approach to the identification of core LLN skill requirements in diverse work, training, personal and community contexts
- a common reference point for describing and discussing performance in the five core LLN skill areas.
The ACSF describes five levels of core performance skills, these are:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy

These five core skills are essential for people to participate in our society. People need to communicate effectively in many different ways, for diverse purposes and in a variety of contexts to think critically about information and ideas. The ACSF provides a rich detailed picture of real-life performance in adult learning, English language, literacy and numeracy. It draws on current theory and is also informed by the extensive expertise of specialist practitioners in these fields.

Skills definition:

**Learning:** Learning is a purposeful, goal-directed activity, undertaken to achieve objectives that are valued by the learner. Learning is an active process of gaining understanding and developing skills in which learners draw on their prior knowledge and experience as they shape meaning. It may also involve questioning beliefs and assumptions that a learner has formed on the basis of prior experience.

**Reading:** Reading is the process of deriving meaning from different text types, including developing a critical awareness of the purpose of these texts.

**Writing:** Writing is the ability to shape written language according to purpose, audience and contexts. Writing skills include traditional pen and paper along with other forms of writing such as computer literacy and mobile phone SMS.

**Oral Communication:** Oral communication combines speaking and listening. It involves both transactional and interpersonal exchanges. Transactional exchanges are primarily practical in purpose, designed to achieve a specific outcome such as providing or obtaining information, goods and services, Exchanges may tend to be more formulaic and structured often involving situations where speakers have no prior knowledge of each other.

**Numeracy:** Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in workplace, personal, training and community settings. It also involves drawing on the knowledge of when to use mathematics, choosing the appropriate mathematics to use, reflecting on and evaluating its use and then communicating about the outcomes.
How do I identify the LLN requirements of a learning program?

To be able to identify the LLN requirements within your learning program you need to review the training components and look for trigger words and phrases that will help you identify underlying LLN skills. The table below contains a list of key words that will help you get started, it is not a conclusive list; however, it can be used to examine your learning content for the essential LLN skills.

Keywords to assist you identifying core LLN skill requirements:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Keywords</th>
</tr>
</thead>
</table>
| Learning    | * goal setting  
* designing and negotiating learning pathways  
* constructing knowledge  
* monitoring team performance  
* identifying needs of self and others  
* self-reflection  
* using information to identify learning needs |
| Reading     | * according to signs, codes and labels  
* appropriate documentation  
* check  
* comply with directions  
* follow written procedures  
* identify  
* interpret and monitor  
* legislative requirements  
* marked out  
* obtain information from written instructions  
* understanding  
* written reporting |
| Writing     | * chart  
* complete reports  
* document  
* identify  
* inventory  
* label  
* maintain records  
* marked  
* monitor  
* notes  
* outline  
* record data  
* report  
* tagged  
* written reporting |
### Skill

<table>
<thead>
<tr>
<th>Keywords</th>
</tr>
</thead>
<tbody>
<tr>
<td>according to signs, codes and labels</td>
</tr>
<tr>
<td>adjust</td>
</tr>
<tr>
<td>allowance</td>
</tr>
<tr>
<td>calculate</td>
</tr>
<tr>
<td>collect data</td>
</tr>
<tr>
<td>computations</td>
</tr>
<tr>
<td>convert</td>
</tr>
<tr>
<td>determine value</td>
</tr>
<tr>
<td>estimate</td>
</tr>
<tr>
<td>formula</td>
</tr>
<tr>
<td>interpret charts and graphs</td>
</tr>
<tr>
<td>levels</td>
</tr>
<tr>
<td>measuring techniques</td>
</tr>
<tr>
<td>perform</td>
</tr>
<tr>
<td>size and proportion</td>
</tr>
<tr>
<td>time</td>
</tr>
<tr>
<td>tolerance</td>
</tr>
</tbody>
</table>

### Numeracy

### Oral Communication

<table>
<thead>
<tr>
<th>Keywords</th>
</tr>
</thead>
<tbody>
<tr>
<td>access relevant information</td>
</tr>
<tr>
<td>allocate</td>
</tr>
<tr>
<td>clarify meaning or advice</td>
</tr>
<tr>
<td>contribute</td>
</tr>
<tr>
<td>delegate</td>
</tr>
<tr>
<td>explain</td>
</tr>
<tr>
<td>feedback</td>
</tr>
<tr>
<td>follow verbal instructions or procedures</td>
</tr>
<tr>
<td>identify</td>
</tr>
<tr>
<td>inform</td>
</tr>
<tr>
<td>liaise</td>
</tr>
<tr>
<td>monitor</td>
</tr>
<tr>
<td>refer to</td>
</tr>
<tr>
<td>supervise</td>
</tr>
<tr>
<td>team discussions</td>
</tr>
<tr>
<td>use questions</td>
</tr>
<tr>
<td>verbal reporting</td>
</tr>
</tbody>
</table>

Before you can fully develop a learning program you need to gather as much information as you can about your learners. It is important to identify the needs and characteristics of your learners, so you can determine the resources and delivery methods that are best suited to deliver and support your learning program.
What are learner characteristics?

At this stage you may know what has to be learnt and why; however, what do you know about the individual learners themselves? Learner characteristics will vary depending on their age group. Trainers who deliver VET training in a school-based environment undertake training which focuses on the learning principles and characteristics of youth. This guide focuses on adult learning principles and characteristics.

Adult learner characteristics can include:

- experience in the workforce
- type and level of formal education
- current skills and competencies
- socio-economic background, age, gender
- cultural background
- special needs—physical or psychological
- language, literacy and numeracy needs of learners
- preferred learning style
- attitude towards and previous experience of education and training
- motivation for learning.

Adult learners have characteristics that set them apart from 'traditional' school or college learners. All adults come to courses with a variety and range of experiences, both in terms of their working life and educational backgrounds. This impacts on how and why they participate in learning. While each student has individual learning needs, there are some characteristics that are common to adult learners in particular, these can include:

- Adults have accumulated life experiences. Adults come to courses with experiences and knowledge in diverse areas. They tend to favour practical learning activities that enable them to draw on their prior skills and knowledge. Adults are realistic and have insights about what is likely to work and what is not. They are readily able to relate new facts to past experiences and enjoy having their talents and knowledge explored in a teaching situation.

- Adults have established opinions, values and beliefs which have been built up over time and arrived at following experience of families, relationships, work, community, politics, etc. These views cannot be dismissed and must be respected.
Adults are intrinsically motivated. Learners increase their effort when motivated by a need, an interest, or a desire to learn. They are also motivated by the relevance of the material to be addressed and learn better when material is related to their own needs and interests. For learners to be fully engaged in learning their attention must be fully focused on the material presented.

Individual differences. Adults learn at various rates and in different ways according to their intellectual ability, educational level, personality and cognitive learning styles. Teaching strategies must anticipate and accommodate differing comprehension rates of learners.

Adults learn best in a democratic, participatory and collaborative environment. Adults need to be actively involved in determining how and what they will learn, and they need active, not passive, learning experiences.

Adult students are mature people and prefer to be treated as such. Being 'lectured at' creates resentment and frustration.

Adults are goal and relevancy oriented. Adults need to know why they are learning something. Adults have needs that are concrete and immediate. They can be impatient with long discussions on theory and like to see theory applied to practical problems. They are task or problem-centred rather than subject-centred. Adults tend to be more interested in theory when it is linked to practical application.

Adults are autonomous and self-directed. They are self-reliant learners and prefer to work at their own pace. Individuals learn best when they are ready to learn and when they have identified their own learning needs. Where a student is directed by someone else to attend a course, e.g. by an employer, then that individual may not be ready to learn or may not see the value in participating on that course. This can lead to a mismatch of goals between all parties - student, employer and trainer.

Adults are practical and problem-solvers. Adults are more impatient in the pursuit of learning objectives. They are less tolerant of work that does not have immediate and direct application to their objectives. Problem based learning exercises are welcomed as they build on prior experience and provide opportunity for practical application of materials/theories covered.

Adults may have insufficient confidence. Learners come to class with varying levels of confidence. Some may have had poor prior experiences of education leading to feelings of inadequacy and fear of study and failure.
Adults may have logistical considerations, including:

- Family and caring responsibilities including childcare and/or eldercare
- Careers
- Social commitments
- Time
- Money
- Schedules
- Transportation.

Understanding the characteristics of your learners will help you design and develop a learning program that is best suited to the needs of the learner. It will make it easier to achieve the desired learning outcomes as well as meet the expectations of the client.

There are many tools or sources of information you can access to find out about your learners or target learner group. These can include:

**Questionnaires:** Questionnaires often form part of a training needs analysis and are an excellent way to find out about learners.

**Managers/supervisors:** Managers and supervisors can provide you with background information about employees.

**Employee records:** Employee records such as performance appraisals often detail learner characteristics.

**Interviews and observation:** A lot of information can be gained through talking to learners and observing their behaviour.

**Performance appraisals:** Performance appraisals can provide a wealth of information about learner personality and characteristics, but they can be subjective, according to who completed them. They should not be used as a stand-alone resource to determine a learner’s characteristics.

**Profiling tools:** Profiling tools are an excellent way of determining an individual’s preferred learning style. Many excellent profiling tools can be located on the internet.
What are learning styles?

Learning styles are the preferred ways by which people learn. Common learning styles include visual, auditory, and kinaesthetic (hands-on). There are many theories based around learning styles; the following three are considered a good place to start understanding your learner’s training needs.

Visual Learners
People who learn most effectively from material they can see (this includes written material). Tips to help visual learners:

- Provide written/printed learning materials
- Include visual information such as drawings, maps, diagrams and photos
- Use a variety of visual aids during lectures, presentations and seminars; such as overheads, video footage and data projection
- Provide opportunities for learners to make notes during presentations and discussions
- Self-paced learning materials should incorporate written material, images and video footage. E-learning material should include plenty of text descriptions and images.

Auditory Learners
People who learn most effectively from materials they can hear. Tips to help auditory learners:

- Use plenty of verbal delivery methods like lectures, seminars, discussions and group work
- Read written material out loud where possible, for example read through handouts
- Self-paced learning materials should incorporate audio recordings or video footage
- E-learning material could incorporate sound grabs, and ideas for discussion and collaboration
- Encourage group discussion wherever possible.

Kinaesthetic Learners
People who learn most effectively from touch and movement using a hands-on approach. Tips to help kinaesthetic learners:

- Provide plenty of opportunities for imitation and practice
- Use role-plays and activities that involve movement and action
- Self-paced learning materials should incorporate hands-on activities to be completed in the workplace
- E-learning materials should incorporate plenty of interactive activities.
Learning Summary

To reinforce what you have learnt in this section, complete the following. Please note, this does not form part of your assessment:

1. Briefly describe what a learning program is used for.

2. How do you determine what training will be involved in the learning program?

3. What training or competency standards can be included in a learning program?

4. In your own words, describe two learner characteristics of an adult learner.
Complete Assessment 1 in your Assessment Workbook
Work within the VET policy framework

This section describes how to work within a vocational education and training environment whilst adhering to the relevant policies and requirements of this industry.

At the end of this section you will be able to:

- Access relevant VET policies and frameworks, and apply to work practices.
- Identify changes to training packages and accredited courses and apply these to program development.
- Conduct work according to organisational quality assurance policies and procedures.

Keeping abreast of the changes within the VET sector and industry will ensure the information you present to your clients is always current. Your organisation should have policies and procedures in place to ensure this happens.

This section relates to a workplace in the following context...

Let’s look at our client Roger and his team at Amos Call Centres.

So far Ginger has met with Roger, his staff and the key stakeholders of the learning program. In conjunction with these stakeholders she has developed a learning program which includes delivery of BSB30211: Certificate III in Customer Contact as a traineeship. Ginger’s training company has delivered this qualification to other departments at the Amos Call Centres before and has a delivery plan in place and materials written. Ginger feels confident all she needs to do is to tweak the content to contextualise it for Roger’s department. Ginger starts work adjusting the existing materials.

Halfway through reworking the existing materials Ginger’s manager reviews her work and advises her that a whole unit she has completed needs to be redone, as there is now a later version. BSBWHS302A: Apply knowledge of WHS legislation in the workplace, has been superseded by BSBWHS302A: Apply knowledge of WHS legislation in the workplace, and there are some significant changes, meaning Ginger’s existing materials are not current.

Ginger needed to make sure she had the latest information before designing and developing the learning program for Roger’s team. This ensures that she is conducting her work according to her organisation’s quality assurance policies and procedures.
A brief history of VET

1992
ANTA starts

Jan 1995
AQTF introduced

Late 1990s
New Apprenticeships, National Training Framework, VET into schools, Training Packages started

2005
ANTA moved to DEST

2007
New AQF began

Apr 2009
MCTVE replaced by MCTEE

Jul 2011
VET Quality Framework (VF) replaces reference to the Australian Quality Training Framework (AQTF)
Implementation of the revised AQF commenced
NQC dissolved and replaced by National Skills Standards Council (NSSC)
Australian Skills Quality Authority (ASQA) established
Standing Council on Tertiary Education, Skills and Employment (SCOTSE) established
National Advisory for Tertiary Education, Skills and Employment (NATESE) established

Jul 2010
New AQTF conditions & standards introduced

Dec 2009
Proposed AQTF changes

Jul 2009
MCTEE responsibilities realigned

July 2011
ASQA becomes responsible for RTOs in NSW, ACT
and NT

Feb 2012
ASQA becomes responsible for RTOs in TAS

Mar 2012
ASQA becomes responsible for RTOs in SA

Jul 2012
ASQA becomes responsible for RTOs in QLD

Nov 2012
New standards for Training Packages were endorsed by SCOTSE
Notes:

(1) VET provides skills and knowledge for work through a national training system. Australia’s national VET system was initiated in 1992 with the establishment of the Australian National Training Authority (ANTA). Prior to that Australia had eight separate training systems operating independently of each other and there was no recognition of qualifications between each state and territory.

(2) The late 1990s saw the introduction of New Apprenticeships (now known as Australian Apprenticeships), the establishment of the National Training Framework (NTF), the introduction of VET in schools and the development of ‘training packages’.

(3) In 2005, the responsibilities of ANTA were moved to the Department of Education Science and Training (DEST) where they remained until 2008, when the Department of Education, Employment and Workplace Relations (DEEWR) was established.

(4) In February 2006 the Council of Australian Governments (COAG) asked the Ministerial Council for Vocational and Technical Education (MCVTE) to review and amend the existing Australian Quality Training Framework (AQTF). The AQTF 2007 was the result of this review and came into effect 1 July 2007. Its key features were:

- **Outcomes focused** – focuses on the quality of services and outcomes being achieved rather than the inputs used to get there.
- **Nationally consistent** – state and territory registering bodies have worked together to develop and publish national guidelines to ensure consistent interpretation and implementation of AQTF 2007.
- **Streamlined** – the standards for RTOs have been simplified and streamlined to focus on outcomes.
- **Transparent** – national guidelines and handbooks are readily accessible.

(5) As a result of a COAG decision on 30 April 2009, Ministers agreed to a realignment of roles and responsibilities of MCVTE and the Ministerial Council of Tertiary Education and Employment (MCTEE) replaced MCVTE.

(6) At a joint meeting of MCVTE and the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) on 12 June 2009 Ministers agreed to MCTEE commencing from 1 July 2009. A realignment of responsibilities and functions for MCTEE include a broader, cross-sectoral role for the council. As agreed by COAG, MCTEE has responsibility for:

- Higher Education
- Vocational Education and Training
- International Education (non-school)
- Adult and Community Education
- The Australian Qualifications Framework (AQF)
- Employment
- Youth policy relating to participation in tertiary education, work and workforce productivity
In December 2009, COAG endorsed amendments to the AQTF to strengthen regulatory requirements underpinning the VET sector. The amendments introduced strengthened conditions and standards for both initial registration of new training providers entering the market, and continuing registration of ongoing providers.

In June 2010, MCTEE agreed to the COAG endorsed AQTF essential conditions and standards for registration. The new AQTF essential conditions and standards for initial registration and continuing registration came into effect on 1 July 2010.

The National Quality Council (NQC) was a Committee of MCTEE, and oversaw quality assurance, ensuring national consistency in the application of the AQTF standards for the audit and registration of training providers. It had specific decision-making powers in relation to the endorsement of training packages and other aspects of the quality assurance under the National Skills Framework.

An Act to establish the National Vocational Education and Training Regulator - ASQA

The VET Quality Framework (VQF) is the national set of standards which assures nationally consistent, high-quality training.

All requirements of the AQF will be met from 1 January 2015.

The NSSC will undertake many of the functions carried out by the NQC.

Australia’s national regulator with responsibility for registering training organisations and accrediting courses. ASQA has the power to accredit VET courses across Australia.

With the launch of SCOTSE, the remit for the Ministerial Council for Tertiary Education, Skills and Employment (MCTEE) has been withdrawn.

NATESE will provide the secretariat structure to facilitate and support the key advisory councils of SCOTSE.

Plus RTOs based in Vic and WA that deliver VET courses outside VIC and/or WA borders or provide training to international students. 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 their state regulator or ASQA and in some cases, both.
What is VET?

VET provides skills and knowledge for work through a national training system. The VET Quality Framework promotes quality and national consistency in the quality of training providers and the delivery of training. It is made up of the following components:

- the Standards for National VET Regulator (NVR) RTOs
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements
- the Australian Qualifications Framework.

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 VET in the territories

ASQA was established through the enactment of three pieces of legislation passed on the 24th March 2011:

- the National Vocational Education and Training Regulator Act 2011
- the National Vocational Education and Training (Consequential Amendments) Act 2011

As Victoria and Western Australia have not referred their powers to the Commonwealth, they are not regulated by ASQA, unless RTOs registered in these states deliver training in any other state or territory or if they deliver training to international students. For the remaining Victorian and Western Australian RTOs, they are regulated by their state regulators:

- Victorian Registration & Qualifications Authority
- Training Accreditation Council Western Australia

This means that Victorian and Western Australian RTOs are still audited against the AQTF standards.

‘Essential Conditions and Standards for Initial Registration’ and ‘Continuing Registration of Training Organisations’ were approved by the Ministerial Council for Tertiary Education and Employment and come into effect from 1 July 2010. The Conditions and Standards were revised to strengthen the AQTF and provide additional protection for all students undertaking VET in Australia, which now applies only to those RTOs regulated by their state regulator.
Essential Conditions and Standards include:

- Clear requirements for the initial registration of new providers and strengthened requirements for continuing registration, including stronger financial viability, financial management, fee protection and governance conditions.

- Compliance with the ‘Conditions of Registration’ will now be audited in the same way that compliance with the ‘Standards’ is audited.

- An application must comply with the ‘Essential Conditions and Standards for Continuing Registration’ at the date that it is approved for registration.

- Non-compliance with the new ‘Essential Conditions and Standards’ may result in a range of sanctions being placed on the RTO, which may include additional conditions being placed on an RTO’s registration, an RTO being de-registered, or an application for registration being rejected.

**IMPORTANT NOTE:**

It is important to understand that currently there are two different sets of VET standards that promote quality and national consistency and RTOs will be regulated by one or there other. These are:

- VET [Quality Framework Standards](#)
- [AQTF Essential Conditions and Standards](#)

There are some common similarities between both sets of standards, such as they both outline legal, financial, record keeping and business management specifications and specify operation principles in relation to delivery of training, assessment and issuing qualifications.

To fully understand both sets of standards visit:


---

**What is a training package?**

A training package is a set of nationally endorsed standards and qualifications for recognising that support the recognition and assessment of people’s skills and knowledge in a specific industry, industry sector or enterprise. In other words it determines acceptable levels of performance in specific roles and tasks in the workplace. Training packages describe the skills and knowledge that individuals need to possess to be able to perform effectively in the workplace. A training package does not describe how an individual should be trained.

Training packages are developed by Industry Skills Councils in conjunction with industry to meet the training needs of an industry or group of industries.
A training package contains three compulsory endorsed components:

- competency standards
- qualifications framework
- assessment guidelines.

**What is the Australian Qualifications Framework (AQF)**

The Australian Qualifications Framework (AQF) sets out all nationally recognised qualifications in schools, vocational education and training and higher education. It ensures the quality, consistency and portability of training outcomes across Australia. The AQF comprises 14 qualification types from across all education and training sectors and each, with the exception of the Senior Secondary Certificate of Education, is located at one of the 10 AQF levels. There are six vocational education and training qualifications.

<table>
<thead>
<tr>
<th>School Sector</th>
<th>VET Sector</th>
<th>Higher Education Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10. Doctoral Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Masters Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Graduate Diploma</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Graduate Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Bachelor Honours Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Bachelor Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Associate Degree</td>
</tr>
<tr>
<td></td>
<td>6. Advanced Diploma</td>
<td>6. Advanced Diploma</td>
</tr>
<tr>
<td></td>
<td>5. Diploma</td>
<td>5. Diploma</td>
</tr>
<tr>
<td></td>
<td>4. Certificate IV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Certificate III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Certificate II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Certificate I</td>
<td></td>
</tr>
<tr>
<td>Senior Secondary Certificate of Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Numbers relate to AQF level.*
How does the VET Quality Framework affect me?

All training delivered under a VET Quality Framework or the AQTF Essential Conditions and Standards needs to be conducted in accordance to specific requirements. This is to ensure that all training is delivered in a consistent and accurate way which meets the requirements set out in the AQF at all times. Qualifications cannot be issued if certain criterion has not been met.

Firstly, when working with training packages you must be aware there are standards and rules which must apply. Upon opening a training package in TAG you should read and understand the following areas:

- Qualifications Framework
- Employability Skills
- Assessment Guidelines
- Competency Standards.

Once you have selected the applicable qualification you must then read the Qualification notes. These notes will include key areas such as prerequisite requirements for individual units of competency; pathways into the qualification such as what needs to be completed prior to the qualification and qualification rules which will detail how to select the units of competency for the qualification. You must follow these rules closely.

Secondly, you must understand where you fit into the big picture of VET. Are you a teacher working in a secondary school delivering VET qualifications to students? Are you working in a university, college or TAFE delivering higher level qualifications? Are you working in a private RTO delivering various qualifications?

Understanding where you fit within the big picture will assist you to gain perspective of the role you play within the system.

Lastly, all RTOs must abide by the relevant set of standards for their state or territory. This is a non-negotiable requirement if you wish to continue to operate as an RTO in Australia. You need to be aware of the standards which affect your job role specifically as well as the company as a whole. It is recommended that you make yourself familiar with the standards that relate to your organisation.
How do I identify changes to training packages and accredited courses?

Training packages and accredited courses are not static documents; they are amended periodically to reflect the latest industry practices. Changes are then made to ensure that the competency outcomes keep pace with changing industry priorities and the skill standards required for people working in various industries. The industry skills councils are key drivers of this process.

Within three years of the release of a training package, it is reviewed, updated and resubmitted for endorsement. When an existing package has been replaced by a new training package the old package is then referred to as superseded. All versions are version controlled. It is essential that the latest version is always used; therefore you should always check the version number before commencing training or assessment.

As well as replacing a training package, during the life of the package it will be reviewed for continuous improvement. What this may mean is that certain parts of a training package will be either in review or awaiting endorsement, while the rest of the training package is unchanged. To check if you are viewing the latest version simply logon to TGA and locate information about the training package. It is always best to access TGA each time you require information on training packages or accredited courses to ensure that you are using the latest versions.

Understanding training package version numbers

The primary release of a training package is Version 1. When changes are made to a training package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change.

When a training package is reviewed it is considered to be a new training package for the purposes of version control, and is Version 1. Do not confuse the version number with the training packages national code (which remains the same during its period of endorsement).

The following table is an extract of the version modification history for the SIR07: Retail Services training package (the latest information is at the top of the table).

<table>
<thead>
<tr>
<th>Version</th>
<th>Release date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>December 2010</td>
<td>The selection of imported units for the following qualifications have been broadened to comply with NQC's increased flexibility ruling: SIR30107 Certificate III in Community Pharmacy SIR40107 Certificate IV in Community Pharmacy SIR50207 Diploma of Visual Merchandising</td>
</tr>
<tr>
<td>1.2</td>
<td>June 2010</td>
<td>Qualification rules updated to include the selection of units from accredited courses and other Training Packages as an elective.</td>
</tr>
<tr>
<td>1.1</td>
<td>March 2010</td>
<td>Imported units: - BSB01 Business Services Training Package replaced by updated versions from BSB07 Business Services Training Package.</td>
</tr>
</tbody>
</table>
Note: Version control is also applicable to accredited courses with a numbering system similar to that of training packages. There are two categories of changes to training packages or accredited courses – ISC upgrades and NSSC changes.

Some of the types of changes that may be made as a result of ISC upgrades include:

- edits, deletions and enhancements to the content of existing units of competency where the structure and overall outcomes remain consistent with the original outcomes
- skill sets identification using existing units of competency
- addition of imported units of competency
- removal or addition of existing units of competency from/to elective bank
- addition of later versions of units of competency, for example 'A' to 'B', or replacing an imported unit of competency with its later version
- addition or deletion of one additional endorsed non-core unit of competency to a qualification, with a maximum of one per qualification at any one time.

Changes made by the NSSC may include:

- addition of a new industry sector or stream
- addition of new qualifications or removal of existing qualifications
- addition of new units of competency not already on the national register
- addition or deletion of a core unit in a qualification
- amendment to element or performance criteria of a unit of competency
- modification to the Assessment Guidelines e.g. additional requirements for assessors
- addition of an imported qualification to replace an existing qualification
- changes to units of competency that have a significant impact on resources for delivery
- changes to prerequisites for units of competency
- changes made to units in the training package to ensure that employability skills are sufficiently represented.
How does an RTO work within the VET policy framework?

First of all, to answer this question we need to know what an RTO is and why it exists.

RTOs are authorised to deliver accredited training that provides students the opportunity to gain qualifications and statements of attainment. These qualifications are nationally recognised and accepted by industry and other educational institutions throughout Australia.

There are three types of RTOs, these include:

- TAFE, which is publicly funded
- Privately owned RTOs whose main focus is delivering training
- Enterprise RTOs where the business is not primarily training. This may include organisations as Woolworths, Westpac and Pizza Hut, where the RTO is a portion of the business.

This means is that if you are working within a training environment for an organisation who is not an RTO, to be able to issue a qualification to your learners, you will need to partner with an RTO who can issue it on your behalf.

You cannot simply approach an RTO and suggest that they issue certificates on your behalf, RTOs are bound by national standards, as mentioned earlier; therefore, there are strict quality assurance policies and procedures which must be followed.

To maintain its status as an RTO, the RTO must:

- maintain the standards set by the NVR or the AQTF and the relevant state or territory training authority
- allow its performance to be monitored and audited at any time during the period of registration to assess its compliance with these standards
- renew its registration within the required timeframe prior to expiry.

Any person who has worked in an RTO will tell you one of the most stressful times can be audit time. Audits form a critical component of improving and monitoring the quality and integrity of VET. During their registration period, an RTO may be required to participate in strategic industry audits, risk management audits and scope of registration audits.

If areas of non-compliance are found during an audit, the RTO is advised and given time to rectify them. The best form of offence is defence, meaning if you comply with all the requirements as set out in the standards and adhere to your state or territory’s training authority guidelines, where relevant, then non-compliance should not be an issue.
To ensure that you conduct your work according to your organisation's quality assurance policies and procedures, it is vital that you talk to your workplace supervisor or manager and find out what these entail.

If your organisation is an RTO, your organisation should have current policies and procedures in place to meet requirements of the relevant standards. If your organisation is not an RTO, then you must become familiar with these standards if you are to work within a VET environment. The Standards for RTO’s 2015 can be found at the following website.

www.asqa.gov.au

RTOs are required to have quality assurance policies and procedures in place, and in addition to VET specific quality requirements, there are other quality systems and standards which organisations may choose to implement. These include ISO certification, which requires organisations to have a management system in place. This system refers to what the organisation does to manage its processes or activities, so that its products or services meet the objectives it has set itself. These can include:

- satisfying the customer's quality requirements
- complying with regulations
- meeting environmental objectives.

For larger organisations, and more commonly seen in manufacturing environments, Six Sigma is a systematic method for improving the operational performance of an organisation by eliminating variability and waste. This increase in performance and decrease in process variation leads to defect reduction and vast improvement in profits, employee morale and quality of product.

You need to be aware of the quality management system your organisation has in place as these will have an impact on how you fulfil the requirements of your job role.
Learning Summary

To reinforce what you have learnt in this section, complete the following. Please note, this does not form part of your assessment:

1. How many Vocational Education and Training qualification levels sit within the Australian Qualifications Framework?

________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________

2. What is contained in the VET Quality Framework?

________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________

3. How quality standards impact an RTO?

________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________

4. What would happen if you used a superseded training package?

________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
Complete Assessment 2 in your Assessment Workbook
Develop program content

This section examines how to develop learning program content by researching new sources of information, evaluating existing resources and considering assessment conditions.

**At the end of this section you will be able to:**

- Research, develop and document specific subject matter content according to agreed design options.
- Evaluate existing learning resources for content relevance and quality.
- Specify assessment requirements of the learning program.

Research is the first step in developing a learning program’s content. Time spent upfront in researching will save you from possibly having to rework your content later on.

---

**This section relates to a workplace in the following context...**

Ginger reflects on the fact that training packages don’t contain the resources required to provide training and assessment to her learners, instead they contain the parameters or guidelines in which she must provide training and assessment; it is up to her to develop source the program’s content.

So far she has designed a learning program for Roger’s team in the call centre, which includes delivering BSB30211: Certificate III in Customer Contact. Now it’s time to consider what content she’ll put into the course. This might not only be what is suggested in each unit of competency, it could include thinking outside the square and creating exciting activities for the content. This might include a field trip to another department in the company, or inviting a guest speaker from the electricity supply company to give a background talk on what happens to trigger a call to the centre.

Ginger knows that now is the perfect time to evaluate her existing learning resources. Just because units of competency may have changed since the last time she delivered this course doesn’t mean that she should ignore the old materials. These still can be useful; they just need to be checked against the current package guidelines.

Ginger also needs to consider how the learning will be assessed within the program. For example, she will need to read the assessment guidelines for the training package; understand the critical aspects of evidence which is required for each unit of competency and then create a picture of how assessment will take place.
What does the content for my learning program need to cover?

By now you have chosen the competency standards to be used in your learning program. These standards form the bases for your learning content. For example, if we look at Roger and his team, the qualification 'BSB30211: Certificate III in Customer Contact' is made up of 12 units of competency. When developing content for this program you will need to do it 12 times, as each unit of competency needs learning resources and content. How you do this is simple: print up each unit of competency straight from TGA (to ensure you have the latest version) and review each section. You will learn how to ‘unpack’ a unit of competency in more detail later; however, for the sake of determining what content you need for your learning program, you will need to cover the following areas:

- performance criteria
- required knowledge
- range statement.

If you provide content which covers those three areas, then you are providing the information your learners need to help them develop the skills and knowledge required to be assessed as competent in that unit.

Where do I start to research the content for my learning program?

The following steps will assist you in locating and gathering resources for your learning program:

Step 1: Research what you already have

The best place to start researching content for a learning program is to see what resources your organisation already has in place. There is no point in reinventing the wheel, so start with what you already have and see if these can be used or adapted to meet the needs of your learners and your learning program.

The following people may be able to assist you in locating current resources and ensuring that the resources you do have meet current industry standards:

- work colleagues or team members
- other trainers or assessors you know
- industry experts
- subject matter experts
- language, literacy and numeracy specialists
- human resources personnel
- WHS specialists.
Step 2: Research what industry has

A good place to start is by keying in the words 'training resources' into your internet search engine to see what is available. Alternatively the NSSC can help you find published training materials that have been 'noted'. This means the materials have been assessed by the NQC as products that meet the national quality standards for learning materials that support the delivery of training package qualifications and units of competency.

These products have a tick inserted on the cover to show they have been noted by the NQC.

Other resources are available from training resource developers who may not have the NQC tick of approval.

Note: When considering purchasing pre-made training resources ensure the quality of the materials you are about to buy. Ask to see the mapping guides first to ensure that all the competency requirements have been addressed. (Mapping guides show how the competency standards have been addressed by the assessments). Ask to read through a guide or section first to ensure it makes sense and flows correctly. It is always best to satisfy yourself that the materials are audit compliant and that they meet the required benchmarks.

Step 3: Collaborate with others

Companies within the same industry as yours will often have established learning programs. Collaboration with industry peers is a great way of sharing ideas about the resources you could use including learning activities, assessment methods, work tasks or simulations.

Step 4: Consider your learners

As you can see there are a number of different options to consider when developing the content for your learning program. Whichever option you choose, you must always consider your audience. This is where investigating your learner’s characteristics will be useful. The following two organisations can assist you with gathering resources and developing learning program content for learners with specific needs:

- Adult Multicultural Education Service (AMES) provides teaching resources that are produced in languages other than English.

- Australian Council for Adult Literacy (ACAL) provides information and support to RTOs who have learners with literacy issues. They will supply information on programs which will assist you in ensuring your resources meet the LLN needs of your learners.
What do learning resources contain?

Learning resources contain a number of components. They will usually contain a 'learning content' component which provides information based on the elements of the unit of competency or subject matter. Some resources will also provide 'learning activities' which are used to gauge a learner's understanding of the content throughout the program; whilst others may be self-paced and ask you to discuss any learning with a facilitator. The format in which these come is also varied; they can be DVD based, hardcopy format or internet based. Support materials which are used in conjunction with the learning content may include:

- handouts
- case studies
- task and activity sheets
- topic, unit and subject information sheets
- role-plays and workplace simulation activity sheets
- presentations and overheads
- prepared scenarios, projects, assignments
- prepared research tasks
- materials sourced from the workplace, e.g. operating procedures, policies and procedures program specifications.

Take a close look at this Learner Guide to see what it contains. You will notice the cover has the unit code and name so you can clearly identify what you are about to learn. The table of contents provides a quick brief as to what is covered in the guide, whilst the introduction provides a holistic overview of the unit and what elements are covered in the learning.

Each section introduces the element it covers and the performance criteria that it contains. Notice how the information provided matches up to the performance criteria as well as relevant information contained throughout the unit of competency.

At the end of each section there is the opportunity for the learner to complete activities in relation to the information presented in that section. This pre-assessment practice gives a learner the opportunity to clarify areas with their trainer or via review of the learning content prior to formal assessment.

This guide also contains assessment resources. Assessment resources can be provided separately from the learning resources depending on the resource developer.
How do I know if my existing resources are suitable to use?

There are three areas you need to consider when dealing with existing resources:

**Version control:** All resources are required to have a version control. You will need to determine when the version was written and refer to TGA to see if changes have been made to the training package, qualification or unit of competency since that date.

If a training package has been superseded with a new version, there will be a mapping guide to assist you to understand what changes have occurred. If you refer to the TAE10 Training and Education training package on TGA, you will notice a heading called ‘Release history’. If you chose the latest version and download the document under the title ‘Modification History’ you will see the following:

- the changes to the training package which have occurred with this release
- the qualifications which have been affected due to this change
- mapping of old qualifications to new, old units of competency to new.

Do not become complacent and trust in your existing materials. Even if there has not been a training package or qualification change, review each unit of competency you are to deliver against that on the TGA website, to check that it still aligns with your existing resources. Slight changes may have occurred which initial investigation may not have revealed.

**Content relevance:** Your materials may still be valid in the eyes of the VET system; however, are they still valid within your organisation or industry? Changes such as technology, legislative amendments, economic swings even changes of government parties or leadership may affect your content. Sometimes these changes can happen overnight, which has a flow on effect to you and your training resources. You need to carefully peruse all resources; including supporting materials to ensure they are current and meet industry and your client’s organisational policies and procedures.

Just imagine what it would be like developing a learning program based on communication and referring to rotary phones, typewriters, Morse code or even smoke signals. Making sure your content is current and relevant will ensure your learners feel confident in the information you are presenting.

**Check for quality:** We would all like to think that the resources we have created or have been using are wonderful and are without fault; however, reality can show us quite the opposite. When developing content for a learning program it is easy to become so entrenched in the little details that the bigger details can be missed.

It is vital to read over all content and check for spelling mistakes, grammatical errors and that it has a flow which makes sense. Never assume that materials are 100% correct, irrespective if they are your own, created by your company or purchased from an external provider. Always check. When you are developing a learning program it is your reputation you are putting on the line, so make sure resources are correct.
Recording and documenting program content?

Throughout this process you will be referring back to the information you have collected in your DAS and updating your learning program. You will need to record:

- where your learning program content is coming from
- what adjustments need to be made to contextualise the materials to suit your client
- what considerations you have made due to the individual needs of your learners
- how the content will be delivered.

As you complete the documentation regarding your learning program content, you will need to consider how the program’s content will be assessed. You will need to look at what factors, such as your learner’s needs or the workplace environment, influence the assessments within this program. This does not mean you need to decide what questions you might ask as part of an assessment task; however, the factors that will influence your approach to assessment.

What are assessment requirements and how are they determined?

When we refer to assessment requirements we mean what resources or tools will you need to assess competence within this learning program. Resources or tools are not merely the products used to assess a learner, they also include the...

why,

what,

when,

and how

...of assessment.

By reviewing your learning program you should be comfortable with the ‘why’. Ask yourself, ‘Why am I assessing these learners?’ if you answer ‘To ensure they are competent in their knowledge and skills relating to the learning program’ then you are on the right track.

The ‘what’ of assessment relates to the learning content within your program. For example, what is the learning content is based? Is it on units of competency or a whole qualification or other benchmarks?

Depending on the learning content, assessment factors you may need to consider can include:

- the assessment tools and methodologies that are available to you
- the specialist support you may require during assessment
- the legislative requirements or workplace polices which impact on assessment
- will you need to make reasonable adjustments to suit the needs of your learner? If so, how will you incorporate reasonable adjustment into your assessment processes?
the rules of evidence for the training package or the critical aspects of evidence for the unit of competency.

The ‘when’ of assessment should always be dictated by the needs of your learners. You should only ever attempt an assessment on a learner who is fully prepared and confident they are ready to be assessed and in an environment that supports assessment. Assessment, like training, should be a supportive process to your learners and a one which is transparent and flexible. A learning program needs to be designed to allow your learners’ adequate time for learning, prior to an assessment taking place.

Assessment under the VET system is competency based, this means that a learner is either ‘competent’ or ‘not yet competent’ in their skills and knowledge. This impacts on your assessment requirements as you need to allow time for your learners to be reassessed if they are not yet competent after the first assessment try.

This will be discussed in greater depth later; at this stage simply remember to make allowances for reassessment in your learning program.

‘How’ you assess your learners will depend on a number of things:

Firstly, what are the needs of your learners? Do they require additional support; do you need to make adjustments to your existing assessment strategies which will ensure the assessment is fair, valid and consistent to industry standards?

Secondly, what resources do you have available to assess the content for your learning program? Are they pre-purchased or have they been developed by your organisation? Either way, how do they relate to your current clients and are the materials current and relevant?

Thirdly, where are you conducting the assessment? Is it within the workplace or is it off-the-job in a classroom environment? What do the assessment guidelines say regarding the ‘how’ of assessment? What resources do you have at your disposal to support the assessment process, e.g. whiteboard, DVD, computers or other assessors?

All the above needs to be considered and documented within your learning program. When designing and developing a learning program for the first time, it is always best to seek guidance from your supervisor or manager as there are many areas to consider.

Most important are the relevant policies, codes of practice, national standards, legal requirements and state or territory legislation that can affect training and assessment in the VET sector. As these can be complex, the information provided in this guide is a brief guide only. Refer to your manager or course facilitator for information which relates specifically to you and your state or territory.
What policies and legislation affect training and assessment in the VET sector?

There are many policies and legislation which affect training and assessment in the VET sector. Apart from the training package rules, the AQF, the VET Quality Framework or the AQTF, which have been discussed previously, there are rules which are applied when you deliver VET in a certain way.

It is common for learners to complete training under an apprenticeship or traineeship. All states and territories have different guidelines for the administration of traineeships and apprenticeships. These guidelines can include:

- a minimum number of times you visit and train a learner
- the time-frame in which they can complete the qualification
- the length of time between visits
- the paperwork that needs to be completed for each visit and the overall training program
- reporting to the local government
- claiming government funds.

What are Apprenticeships & Traineeships?

An apprenticeship or traineeship is when you combine paid work and training to receive a national qualification. Apprenticeship and traineeship programs allow a learner to:

- earn while they learn
- gain practical hands-on experience
- receive dedicated mentoring from industry professionals
- increase their likelihood of securing future, long term employment.

Apprenticeships

Apprenticeships are generally linked to trades. Under an apprenticeship:

- an employer agrees to employ the student for the term of the apprenticeship and to support the student in their training for that period of time. The student agrees to follow instruction and attend off-the-job and/or workplace-based training
- if the student’s employer sells the business during the student’s apprenticeship, the new employer must continue with the training contract
- once the probationary period of the training contract has passed, all parties must agree in order for the contract to be cancelled.
**Traineeships**

Traineeships are non-trade related training. Under a traineeship:

- An employer agrees to employ the student for the term of the traineeship and to support the student in their training for that period of time, and the student agrees to follow instruction and attend structured training.
- If the business is sold, the new employer does not have to keep the student on as a trainee.
- Mutual agreement is not required if the student or the student's employer wants to opt out of the contract. Either party may cancel the contract by signing a cancellation form or letter stating the date of cancellation.

An apprenticeship or traineeship can be done whilst attending secondary school; this is known as a school-based Apprenticeship or Traineeship. Depending on the state or territory, completing a traineeship will give you points towards your higher school certificate. Different traineeships attract different numbers of points.

To do an apprenticeship or traineeship you must have a job with an employer. The minimum number of hours you must work to be eligible for state based funding will depend on your location, if you are full-time or part-time and if you are a school-based or non-school-based trainee.

A student will be required to sign a contract of training which must be registered with their state or territory based body.

An apprenticeship or traineeship can be done full-time or part-time once a person has left school.

**Why would an employer want their staff to complete their training under a traineeship?**

Students completing training under a traineeship may be eligible for Federal Government funding, if they meet certain criterion. This funding is paid to the employer for the purpose of covering the cost of providing training. The RTO providing the training will charge the employer for delivering the training.

From a trainer or assessor's perspective, the major difference that arises from delivering training to a learner under a traineeship is the reporting and paperwork.

It is important that you are familiar with the guidelines applicable in your state or territory, which can impact your delivery strategies.

State or territory governments fund qualifications they feel will benefit their area the most. For example, funding for mining-infrastructure related training is higher on Western Australia's priority than hospitality training. As the mining industry provides jobs for a large portion of WA's population, there is an obvious need to up-skill their citizens in that industry. That is not to say they do not fund hospitality training, they just might not pay as much for the qualification or release as much funds into that area.
Funding at a state or territory based level is often referred to as User Choice funding, for students completing an apprenticeship or traineeship and is applicable to students who meet certain eligibility criteria. This funding is paid to the RTO delivering the training; the RTO will then charge the employee an enrolment or tuition fee. Most employers will pay this fee on behalf of their employees out of the proceeds of the federal government funding they receive. For an RTO to receive this state or territory based funding they must have an agreement in place with their state government.

In addition, some states provide state based funding for RTOs delivering training to students who are not enrolled in apprenticeships or traineeships. Specific target groups, including, but not limited to, the unemployed can be funded to complete specific qualifications, often based on skill shortage areas in a specific state. Funding for existing workers is also available in some states, with a particular focus on up skilling and gaining higher level qualifications. RTOs need to be approved by the state government to be able to access this funding via a tendering process. You need to be aware of the legal requirements of delivering VET within your own state or territory. Here are some direct links:

**NSW**  [www.training.nsw.gov.au](http://www.training.nsw.gov.au)
**NT**  [http://www.dob.nt.gov.au/training/Pages/default.aspx](http://www.dob.nt.gov.au/training/Pages/default.aspx)
**QLD**  [www.apprenticeshipsinfo.qld.gov.au](http://www.apprenticeshipsinfo.qld.gov.au)
**TAS**  [www.skills.tas.gov.au](http://www.skills.tas.gov.au)
**VIC**  [www.skills.vic.gov.au](http://www.skills.vic.gov.au)

Apart from traineeships and apprenticeships, the Commonwealth and state or territory governments have industry based legislation which affects training and assessment in the VET sector. This can include:

- WHS legislation
- Responsible Service of Alcohol (RSA)
- Licensing requirements
- Employment contracts and conditions.

If you are designing and developing a learning program which is to be used for learners in different states or territories, you need to be aware of the local legislation. Your content and assessment strategies will need to align with each of your learner’s locations. When in doubt, discuss these issues with your workplace supervisor and research local government policies.
Learning Summary

To reinforce what you have learnt in this section, complete the following. Please note, this does not form part of your assessment:

Where can you source content for a learning program?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. What must you be aware of when using existing resources?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. In your own words briefly describe assessment requirements.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. In your own words describe a traineeship.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Complete Assessment 3 in your Assessment Workbook
Design structure of the learning program

This section explores how to design the structure of the learning program in a way which will provide consistency and ensure all aspects of the program have been covered.

At the end of this section you will be able to:

- Break the learning content into manageable segments and document timeframe for each segment.
- Determine and confirm delivery strategies and required assessment methods and tools.
- Document complete learning program in line with organisational requirements.
- Review complete program with key stakeholders and adjust as required.
- Ensure a safe learning progression by analysing risks in the learning environment and including a risk control plan.

Revisiting your learning program with your key stakeholders to ensure that all aspects of their requirements have been met will allow you to make any adjustments to your learning program before finalising it.

This section relates to a workplace in the following context...

Ginger loves designing the structure of the learning program as she finds it fun. It allows her to be creative and draw from her existing skills and provides opportunities for her to learn new ones. With Roger and his team in the call centre, she is going to need to design a structure which revolves around when he can release his staff and for how long.

Roger has 15 team members who can be released from their job roles for two hours at a time, in groups of five. This means Ginger’s program needs to be structured to retain the attention of visual, kinaesthetic and auditory learners over a two hour period. She needs to consider how to deliver the course content. Will this only be in a training room or will she want to present information on the call centre floor? Will she deliver all face-to-face or will a component be on-line learning? What delivery methods will she use; learner paced, interactive and participative or rigid and very structured?

When Ginger has come up with a delivery strategy she’ll need to run it past the key stakeholders to get their approval. Then she’ll need to review the training and assessment conditions to ensure a safe learning environment exists for herself and her learners. Once that is done and everything has been documented she’s ready to deliver.
Where do I start when designing the structure of my learning program?

Part of developing your learning program is to discuss with your clients what resources you have at your disposal to use throughout your delivery. Resources will include:

**Training location:** Some clients will have a dedicated training room or space you can use, other clients will have a lunchroom which needs to be used around other staff. Many clients will not have an area at all where training can be conducted and you may need to hire facilities close by or deliver training in the workplace.

**Training time:** Time is another resource which you must establish prior to designing the structure of your learning program. This will determine how to structure the content, making sure you cover the vital areas of learning in the timeframe which has been allocated. This will also determine how often you will need to see your learners and therefore how many session plans you will need to create.

Once you know the resources you have available, you can start to design the structure of your learning program. A key consideration is how to break up the learning content you have decided to use into manageable segments for your learners to process. One method that can assist this is called ‘chunking’.

**‘Chunking’ learning content.**

Chunking refers to a strategy for making more efficient use of short-term memory by recoding information into familiar manageable units or ‘chunks’. In other words it means grouping information so it is more easily understood.

Think about the amount of information you have to process each day. You may read reports and meeting notes, you most likely discuss problems, you may attend team meetings, and you chat with work colleagues whilst making a coffee. Some of the information you receive is easy to understand and retain; some of it is not, the difference is often in how the information is presented.

Think of it this way…imagine you are playing the memory game ‘what’s missing’ where you have to memorise all the items that are presented to you on a tray – then work out which one has been removed. Now imagine that the tray is presented with all the items in a jumbled format. Can you figure out what is missing? How hard is it to work out what is missing? Next imagine what it looks like if the items are organised according to size and colour or shape. How much easier is it to spot what is missing this time?

When the items on the tray are categorised, the ‘information’ on the tray is much easier to make sense of and retain. In fact there is no need to look at each item individually; you can skim the tray and grasp exactly what is being presented. This is an example of chunking.

Chunking is used all around us, for example phone numbers and credit card numbers are typically chunked. Both types of number are usually chunked in groups of three or four numbers to make it easier to remember. When you come across a phone number that is chunked differently than the way you are used to, it can be much harder to remember.
Effective delivery methods should:

**Satisfy:** Satisfy the objectives and required outcomes of the competency and/or industry standards, the client's training needs and expectations, as well as learner needs and characteristics.

**Engage:** Engage learners in the learning process through meaningful, relevant and stimulating design and delivery strategies that utilise adult learning principles.

**Encourage:** Encourage interaction and contribution by learners, and make it easy for learners to contribute by having ownership of the learning process.

**Be meaningful:** Provide meaningful and relevant learning materials and activities that reflect 'real-life' scenarios, workplace contexts and everyday situations.

**Be inclusive:** Provide an inclusive learning environment for learners of all backgrounds, and encourage collaborative sharing between the learners, and between learners and the trainer.

**Enhance:** Enhance the development of communication, organisational and interpersonal skills (key competencies or generic skills) to support the development of the key learning objectives.

**Chunking information and determining timeframes.**

Chunking can be used at a macro level to break the learning content into manageable segments such as months for delivery of a whole qualification, or at a micro level detailing hours to deliver a unit of competency. To bring the learning program together you need to map out a timeframe. For example, you will need to think about how many hours it will take to deliver the program. You can do this by identifying the number of sessions it will take to deliver program content and conduct assessment, and then you can estimate how many hours each of these sessions will take. When you are comfortable with chunking your content, record the time for delivery will take of each segment and ensure this does not exceed the maximum timeframe you have allocated for each session. At a macro level this should be recorded in your learning program, at a micro level you may use a session plan or a similar document. At a micro level, ensure you always allow time for your learners to ask questions, it is best to over-estimate your times rather than underestimate. Always have additional information prepared, perhaps in the form of a handout, which you can slip into your learning sessions to fill in time, if you run ahead of schedule.

Using a session plan to record delivery strategies can assist trainers organise information in a user-friendly way. Session plans are designed to:

- guide the trainer through session structure and content
- assist in keeping training session to time
- ensure all necessary equipment is available on time and operational, including computer hardware, software, projectors, models and so on
- ensure trainer and trainee materials are available on time and in sufficient quantities, including facilitator guides, trainee workbooks, handouts, assessments, markers and pens.
What does a session plan look like?

Session plans have no set formula, the following is an example how a session plan may look:

<table>
<thead>
<tr>
<th>TRAINING SESSION PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE:</td>
</tr>
<tr>
<td>SESSION:</td>
</tr>
<tr>
<td>COURSE OBJECTIVE:</td>
</tr>
<tr>
<td>LEARNING OUTCOMES:</td>
</tr>
<tr>
<td>FACILITATOR:</td>
</tr>
<tr>
<td>DURATION:</td>
</tr>
<tr>
<td>EQUIPMENT:</td>
</tr>
<tr>
<td>MATERIALS:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>ITEM</th>
<th>AID</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
<td>My name and background</td>
<td>W/B</td>
</tr>
<tr>
<td></td>
<td>Q. Who are you?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>name</td>
<td></td>
</tr>
<tr>
<td></td>
<td>location</td>
<td></td>
</tr>
<tr>
<td></td>
<td>current role</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hope to achieve</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session objectives</td>
<td></td>
</tr>
<tr>
<td>9.15</td>
<td><strong>Heading 1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Subheading 1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Point 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sub-point 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sub-point 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Point 2</td>
<td></td>
</tr>
</tbody>
</table>
9.30

Sub-point 1
Point 3
Sub-point 1
Sub-point 2

Subheading 2
Point 1
Sub-point 1
Sub-point 2
Point 2
Sub-point 1
Point 3
Sub-point 1
Sub-point 2

Heading 2

Subheading 1
Point 1
Sub-point 1
Sub-point 2
Point 2
Sub-point 1
Point 3
Sub-point 1
Sub-point 2

Subheading 2
Point 1
Sub-point 1
Sub-point 2
Point 2
Sub-point 1
Point 3
Sub-point 1
Sub-point 2

PP 1
PP 2
PP 3

Work book

TOPIC 2

10.00

Heading 1

Subheading 1
Point 1
Sub-point 1
Point 2

W/B

10.15
BREAK
<table>
<thead>
<tr>
<th>Time</th>
<th>Heading</th>
<th>Subheading</th>
<th>Details</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30</td>
<td><strong>Heading 1</strong>&lt;br&gt;<strong>Subheading 1</strong>&lt;br&gt;Point 1&lt;br&gt;Sub-point 1</td>
<td></td>
<td>PP4</td>
<td></td>
</tr>
<tr>
<td>10.50</td>
<td><strong>Heading 1</strong>&lt;br&gt;<strong>Subheading 1</strong>&lt;br&gt;Point 1&lt;br&gt;Sub-point 1&lt;br&gt;Point 2</td>
<td></td>
<td>PP5</td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td><strong>Heading 1</strong>&lt;br&gt;<strong>Subheading 1</strong>&lt;br&gt;Point 1&lt;br&gt;Sub-point 1&lt;br&gt;Point 2</td>
<td></td>
<td>PP6</td>
<td></td>
</tr>
<tr>
<td>11.15</td>
<td><strong>Review Topics</strong>&lt;br&gt;Point 1&lt;br&gt;Sub-point 1&lt;br&gt;Point 2&lt;br&gt;Point 3&lt;br&gt;Sub-point 1</td>
<td></td>
<td>PP7</td>
<td></td>
</tr>
</tbody>
</table>
What delivery strategies should I use in my learning program and what should they include?

Your delivery strategies will depend on the resources which are available to you and will focus on delivery methods in terms of size and type of your learner group. Your delivery strategies should include:

**Delivery location:**
- in the workplace
- in a training room
- in a community setting such as a library, park or hired community centre.

**Mode of delivery:**
- face-to-face
- online or self-paced
- blended modes.

**Delivery methods:**
- rigid, learner-paced, mixed
- interactive, participative and collaborative
- blended methods.

The delivery location is dictated, to a large extent, by your client; however, you need to be aware of this prior to developing your learning program as there is no use designing learning content which includes use of tools or props which cannot be used. For example, if your delivery location is in a workplace in a room without facilities to project an image, then it is pointless to create a program which includes a PowerPoint presentation.

Let us look closely at the modes of delivery:

**Face-to-face delivery strategy**

There are many learners who prefer to interact with others either on a one-to-one basis or as part of a group. Research has identified that approximately 90% of learners prefer the face-to-face delivery method as opposed to any other delivery method.

To be successful at face-to-face delivery involves more than simply standing in front of a group and lecturing to them, you need to employ a range of delivery methods selected to meet learner needs.
Delivery methods that could be used in face-to-face mode include:

- lectures and presentations
- workplace simulations
- instructions
- demonstrations
- seminars
- activities.

On-line or self-paced learning delivery strategy

Self-based learning is a more flexible approach to training delivery. Self-paced learning can take place within the classroom environment, at work or in the home. Learners have the flexibility of being able to study at times that suit their lifestyle and at times that fit in with work and family commitments.

With self-paced learning, learners work through the learning materials independently and you provide facilitation as required. Learners can advise you when they are ready to be assessed or you can set pre-determined assessment times. Some scheduling of due dates may be required, to help learners stay on track.

Many employers prefer self-paced learning as they can schedule the training to fit in with work commitments and employees are able to return to their normal duties as soon as they have achieved the required competencies.

Delivery methods that could be used in self-paced delivery mode include:

- print based
- computer based (online learning, CD-ROM)
- audio-visual
- video and/or teleconferencing.

Blended learning delivery strategy

The blended learning delivery strategy uses a combination of delivery methods and modes. These need to be structured carefully to ensure that the learning needs of a range of learners are met. Blended learning provides a flexible learning environment, while also allowing learners to benefit from group work and face-to-face delivery.

Delivery methods that could be used in blended-learning delivery mode include:

- lectures and presentations
- demonstrations
- tutorials
seminars
activities
print based
computer based (online learning, CD-ROM)
audio-visual
video and teleconferencing.

Not all learners like a blended delivery strategy as they may find it difficult to follow and disorienting to move between the different delivery modes. Understanding the principles behind adult learning will assist you in determining the best delivery strategies for your learners.

**What are adult learning principles?**

Because of their life experience, adults approach learning differently than children.

**Generally, adults...**

- support themselves, hence are generally self directed
- have their own ideas about what's important to learn
- tend to be concerned about effective use of learning time
- have life experiences to which they can relate new learning
- tend to learn when they need to in order to solve a problem or fulfil a need
- are more likely than children to reject or explain away information that contradicts their own experiences or beliefs.

Part of being an effective trainer or assessor involves understanding how adults learn best. When planning and designing learning for adults there are some principles that, when applied, can assure a more rewarding and effective experience. These principles are summarised as follows:

**Adult learners...**

- expect to find learning rewarding
- use all of their senses to learn
- learn more effectively when they can relate new information to their existing knowledge
- need opportunities to practice their new skills and apply their new knowledge
- remember best the first and last things in a learning session
- need feedback on their progress
- need to be actively involved in the learning process
- need more time to make sense of and value new information.

You will need to consider the adult learning principles when designing the delivery and assessment strategies of your learning program. This will ensure that your learners can connect with the concepts of the program and gain the most benefit.
What assessment methods and tools should I use in my learning program?

Assessment is the process of collecting evidence and making judgements on whether competency has been achieved. This confirms that an individual can perform to the standard expected in the workplace. The standard is described in the relevant endorsed industry/enterprise competency standards of a training package or an accredited course.

The assessment process is used to determine whether people are either ‘competent’ or ‘not yet competent’ against the agreed industry standards. A person who is not yet competent against any standard can undertake further study or training and be assessed again.

Your learning program also has to include details about how the learner’s competence is going to be assessed. There are many ways to assess competence and the approach you choose will depend on the learning environment and the different learning styles of your target group. Some assessment methods and tools you may consider using include:

**Observation:**
The most valuable way of collecting evidence is through observation. You can do this through:

- demonstration and simulation
- role play
- video.

**Questioning:**
Questioning is an important part of the assessment process, not only to help you assess underpinning knowledge and key competencies, but also to clarify or seek additional information during the assessment process. You can ask questions:

- during a demonstration, as long as it is not disruptive
- during training to support understanding
- at the end of training
- in the form of a written or oral test.
Workplace activities:
A final project that students complete is an excellent way to prove competency. As it is not always practical to have a final project, the following are some other ways to assist you gather evidence:

- portfolio of evidence
- a structured interview
- a third party report
- a sample of a finished product.

Recording or documenting your completed learning program.

Once you have determined the best delivery strategies and assessment methods and tools for your learning program you need to update your records to reflect this. Your documentation can include your DAS and your learning plan template combined with a series of session plans. RTOs are required to record the design and review processes for the learning program. In addition to documenting the actual learning program, you also need to collate evidence of the development process. This evidence may include:

- records of minutes from meetings with stakeholders
- tables, flow charts or mind maps that you have used to evaluate various learning program options
- draft resource materials that have been contextualised
- email, or other correspondence, with relevant stakeholders regarding key decisions or program development milestones.

Why must I review my learning program?

Once you have documented your learning program, it is time to review the draft with your client and any key stakeholders in the program. This is done to provide an opportunity to refine or amend your approach prior to implementation. It is also a time to obtain support from senior management for the training you are planning that involves their staff.

In addition to your client, there is a range of people who may be able to provide valuable feedback on your learning program. These people can include:

- team leaders
- participants
- subject matter experts
- other trainers
- human resource representatives
- industry experts
- government regulatory bodies.

The following are questions which should be addressed within your learning program:
Does the content and structure address all aspects required by the units of competency or other benchmarks?

Does the sequence of the learning program provide effective and manageable chunks of learning?

Are activities interesting, relevant and appropriate to outcomes and learner characteristics?

Are assessment points, methods and tools appropriate and effective?

Does the learning program effectively address equity needs?

Another review method is to undertake a ‘pilot program’. A pilot program is a way for organisations to trial a learning program to a limited number of learners prior to rolling it out to a larger group. After the pilot program has been delivered, you can assess the effectiveness of the program by seeking specific feedback from the pilot group participants and facilitators. This will allow you to make any adjustments prior to a full roll out.

Reviewing your learning program is not an isolated event; RTOs and therefore trainers or assessors need to continually look for opportunities to improve their learning programs. Even after a learning program has been delivered several times there will always be opportunities to amend a program to better meet the needs of your learners and your client.

The final consideration to be made with designing your learning program is WHS.

What does WHS have to do with developing learning programs?

WHS is about keeping people safe and healthy at their place of work by preventing accidents, injury and illness. When developing a learning program and designing its structure, you need to keep WHS in mind. For example, will the delivery strategies you suggest pose a risk to your students? Will conducting a workplace observation in your assessment methods create a risk for yourself, your students and other workers?

WHS definitions

Hazards can be generally classified into five broad areas:

- **physical** e.g. noise, light, UV radiation, heat, and cold
- **chemical** e.g. hazardous substances, poisons, vapours, and dust
- **biological** e.g. plants, parasites, and viruses
- **mechanical/electrical** e.g. slips, trips and falls, plant and equipment, ergonomics, and manual handling
- **psychological** e.g. stress, boring/repetitive work, violence/aggression.

An WHS risk is assessing the likelihood and severity of an injury or illness occurring, as a result of the hazard. WHS risk management is the term applied to the logical and systematic method of identifying, analysing, assessing, controlling, monitoring and communicating risks associated with any activity, function or process, in a way that will enable organisations to minimise WHS risks and maximise WHS strategies.
Finally risk assessment is the overall process of estimating the magnitude of risk and deciding what actions will be taken.

This simple term explains the difference between a hazard and a risk:

*A car without brakes is a hazard, it only becomes a risk when it is driven and you need to stop.*

WHS needs to be considered at all times when you are a trainer or assessor as you have a responsibility to ensure the health and safety of your clients, your learners, yourself and your colleagues. More specifically, you have a particular duty of care for any person(s) for whom you are responsible and this includes learners when they are with you. This duty of care extends to all situations, whether you are training in a formal training room or in a workplace.

You need to be aware of WHS risks in the following learning environments:

- a traditional classroom or workshop setting, either at your own organisation or external venue
- a workplace setting, where learners have their training on-site or on-the-job
- a work placement, where you are responsible for the learner but may not have direct control over their environment
- an external setting such as outdoors or at a specialised venue.

The types of risks and hazards will vary from workplace to workplace; however, your role remains essentially the same - to ensure the health and safety of your learners. To do this you need to analyse the risks and potential hazards of the learning environment. The first thing to do is complete a risk control plan; this should include the following information:

- Allocate a hazard number.
- What has to be done to control the risks?
- Who will do it?
- How will they do it?
- Resources needed to do it.
- Who is responsible for making sure it is done?
- By when?
- Review date.

To complete a plan you need to visit the learning site(s) and assess the hazards and potential risks. A copy of this completed plan needs to be submitted to the appropriate personnel who can attend to any outstanding issues.

Do not become complacent and assume that action has been taken, ensure you visit the learning environment prior to delivery and re-evaluate. A risk control plan should be done regularly throughout the learning program to ensure the continued safety of yourself and others.
Prior to delivering your learning program, you need to familiarise yourself with a venue’s emergency evacuation procedures, emergency exits, first-aid officers and any other relevant WHS information.
Learning Summary

To reinforce what you have learnt in this section, complete the following. Please note, this does not form part of your assessment:

1. What does the term ‘chunking’ refer to?

2. What modes of delivery can you use within a learning program?

3. In your own words, briefly describe adult learning principles?

4. Why is it necessary to review your learning plan?
Complete Assessment 4 and the Final Assessment in your Assessment Workbook