

Workplace Training

Course duration: 5-days

Course cost: **\$950** per person (public workshops).

Special rates can be negotiated for workshops conducted by Training Services Australia on behalf of our clients, exclusively for their personnel.

Unit(s) covered: TAAENV402B Foster and promote an inclusive learning culture
TAADES402B Design and develop learning programs
TAADEL401B Plan and organised group-based delivery
TAADEL402B Facilitate group-based learning
BSBCMM401A Make a presentation

Delivery method Face-to-face, off-the-job facilitated learning, reinforced by a practical, work-based assignment completed after the workshop.

Who should attend? Workplace trainers and assessors, particularly those working for Registered Training Organisations and those who are undertaking the Certificate IV in Training and Assessment. This course may also be useful for others who work for training and assessment organisations, including training designers, managers and consultants.

Pre-requisites: It is strongly recommended that learners complete the *Introduction to VET* course before attending this workshop.

This course requires a **relatively high level of reading literacy** in order to analyse and interpret competency standards as the basis for designing learning programs and planning and organising training delivery. It also requires a **relatively high level of writing literacy** to document learning programs and delivery plans which meet the needs of a range of clients.

Participants are expected to possess computer skills to research content for learning programs and develop simple PowerPoint presentations. Word processing skills are required to document learning programs and session plans.

Workshop aim

To equip participants with the skills, knowledge and attitude to design, plan and deliver training to groups of learners within a competency-based framework.

Workshop description

This workshop caters for the needs of those for whom training in the workplace is a large part of their job, or is their full job function within a structured training and assessment system. These people would generally be working with nationally endorsed Training Packages and would hold considerable responsibility for training and development of personnel within the vocational education and training (VET) system.

As training is a developmental process, it requires the trainer to be actively involved in providing opportunities for trainees to acquire knowledge, learn new skills, and modify attitudes and behaviour to enhance on-the-job performance. Participants in this workshop will be introduced to the skills and techniques vital to designing, planning and facilitating effective learning. They will also be guided in transferring the theory and skills they have learnt to practical applications in their respective workplaces.

Topics and activities

DAY 1

- Introduction and course overview
- Introduction to competency-based training
 - Nationally recognised training
 - Competency standards
 - Other specifications on which training is based
- Theories, styles and principles of learning
 - Theories of learning
 - Adult learning principles
 - Learning styles
 - General principles of learning
 - Structuring skills and knowledge training

DAY 2

- Modes and methods of training delivery
- Needs and characteristics of learners
- Learning objectives and outcomes
- Designing and developing learning programs
 - What does a learning program look like?
 - Content and sequence of learning
 - Learning program timeframes
 - Delivery strategy and assessment approaches
 - Learning resources, materials and activities

DAY 3

- Planning and organising training delivery
 - Delivery plans and session plans
 - Session content
 - Session plan structure
 - Selecting appropriate resources, materials and activities
 - Addressing generic skills
 - Session plan timing
 - Preparing the resources needed for delivery
 - Learner details and record of training
- Fostering and promoting an inclusive learning culture
 - What is an inclusive learning culture?
 - Why is an inclusive learning culture important?
 - Who needs to be involved in fostering an inclusive learning culture?
 - Individual needs and differences

DAY 4

- Fostering and promoting an inclusive learning culture (continued)
 - Modelling and practising inclusivity
 - Promoting a culture of learning
 - Monitoring and improving work practices
- Communication skills for facilitators
 - What is communication?
 - Components of communication
 - Cultural influences on communication
 - Listening skills
 - Questioning skills
 - Providing feedback
 - Presentation skills for trainers
 - Using training technology and equipment
 - Group dynamics
- Facilitating group-based learning
 - What constitutes a good trainer / facilitator?
 - Establishing an environment conducive to group learning
 - Session plans and session timing
 - Addressing health and safety issues
 - Providing opportunities for practice
 - Monitoring learner progress
 - Review and evaluation of training delivery

DAY 5

- Training session preparation and delivery
- Course review and conclusion

Note: During Day 5, each learner will be required to deliver a twenty five to thirty minute training session to other learners from the group.

Homework

Learners will be required to complete some work at home after each day of the course, in preparation for the following day. The homework will include finalising preparations for a twenty five to thirty minute training session to be delivered on Day 5 of the course.

Assessment

- Completion of underpinning knowledge questionnaire. The questionnaire may be completed as an 'open-book' assessment, during or after the course.
- Completion of inclusivity case study.
- On-course training activities, including preparation of learning program, training delivery plans and training resources, as well as delivery of a twenty five to thirty minute training session in accordance with delivery plan.
- Post-course assignment, including:
 - Preparation of a learning program based on competency standards or an accredited course.
 - Training delivery plans and training resources developed to support delivery of the learning program.
 - Delivery of two (or more) training sessions from the learning program, to a group of at least four learners. One of these sessions must be a minimum of one hour duration.
 - Answering a number of questions relating to training design, preparation and delivery.
 - Short research activity and third party report on fostering and promoting an inclusive learning culture.

Note that for the purpose of the post-course assignment, learners will be required to arrange for a third party to observe them delivering their training sessions or submit a video of their sessions to TSA.

Skills recognition

Skills recognition / Recognition of Prior Learning (RPL) is available for an application fee of \$165 (which covers a one hour meeting with a TSA assessor) plus \$110 per additional hour required.

An application kit is available on request from Training Services Australia.

National recognition

Training Services Australia recognises qualifications and statements of attainment issued by other Registered Training Organisations under the Australian Qualifications Framework.