

Training Accreditation Council
WESTERN AUSTRALIA

Strategies for quality training and delivery

Claire Werner

Training Accreditation Council
WESTERN AUSTRALIA

Quality?



Training Accreditation Council
WESTERN AUSTRALIA

Our focus today...

... is to explore quality training by discussing,

- What quality training looks like in practice
- What to think about when choosing an approach for your learner group
- How to plan teaching and learning
- Approaches to structuring on the job learning
- Supporting the workplace to support the learner
- Resources to support training in the classroom and the workplace



 **What Matters Most**

 **TRANSFORMATIONAL**

 **STUDENT CENTRED**

 **FIT FOR PURPOSE**

 **EVOLUTIONARY**

 **What does quality training look like in practice?**

 

Claire's Post



Write your comments in this section then press the pink publish button.

 **Choosing an approach for your learner group...**

- Demographics
- Group characteristics
- Context
- Expectations
- Prior knowledge
- Attitudes
- Learning preferences
- Technical skills and accessibility
- Barriers to learning



What's the learning objective we must achieve?

Risk probability	Risk severity				
	Catastrophic A	Hazardous B	Major C	Minor D	Negligible E
Frequent 5	5A	4B	3C	5D	5E
Occasional 4	4A	3B	4C	4D	4E
Remote 3	3A	3B	3C	3D	3E
Improbable 2	2A	2B	2C	2D	2E
Extremely improbable 1	1A	1B	1C	1D	1E

Learning objectives should be...

-  **SPECIFIC**
-  **MEASURABLE**
-  **ACHIEVABLE**
-  **RELEVANT**
-  **TIME BOUND**

Am I SMART?

Learners will understand risk assessment.

  

At the end of the session learners will be able to choose control measures that will reduce risk in the mechanical workshop.

  




Never ending and ever-expanding list of instructional methods






Putting it all together to plan the learning and practice...



School leaver and tech savvy
Keen to learn quickly and get into the workplace to earn
No prior experience of risk assessment



Career changer and tech savvy
Wants to understand the ins and outs of the work and be challenged
25 years in a range of hospitality workplaces which includes conducting risk assessments




Making a plan

Unit	Outcome	Delivery Method	Assessment Context	Practical Activity
Unit 1: CHCC004 - Provide information and advice to clients	1.1 Identify and explain the role of the RCP 1.2 Explain the RCP's role in providing information and advice to clients 1.3 Explain the RCP's role in providing information and advice to clients	Presentations	Unit 1: National Quality Framework The National Quality Framework (NQF) provides a national approach to regulation, accreditation and quality improvement for early childhood education and care and outside school hours care services across Australia.	National Quality Framework The National Quality Framework aims to improve the quality of early childhood education and care services in Australia, including changes with quality education with a focus on better health, education, and employment outcomes, leading to improved outcomes for children. The National Quality Framework includes the following: - The National Quality Standard (NQS) - The National Quality Improvement Process (NQIP) - The National Quality Commission (NQC) - The National Quality Authority (NQA) - The National Quality Regulator (NQR) - The National Quality Improvement Process (NQIP) - The National Quality Commission (NQC) - The National Quality Authority (NQA) - The National Quality Regulator (NQR)



Let's start by
TASK 1 - watching a short video to outline what is reasonable adjustment (2:32 mins)

CHATBOX TASK What are the salient points that you heard? Provide these in the chat box - discuss some examples provided

Key points are:

- Reasonable adjustment is about removing barriers for people with disability
- Reasonable adjustment is required and guided by legislation
- Reasonable adjustment can be in a learning environment, the training and delivery, the learning resources, the assessment tasks
- What makes an adjustment reasonable
- Reasonable adjustment must be documented and agreed by all parties.

Next slide...

 

What happens if this learning is occurring in the workplace...

- We are enlisting another organisation to help us with the learning and practice, they are generally not learning and assessment professionals
- We need to structure what is done from a learning perspective in the workplace



 

What do I need to consider?

Page 7 of your handout – 10 minutes



 

Collaborating with the workplace

- What have they learnt with the RTO?
- What do we want the workplace to talk to them about, show them.
- What do we want them to practice in the workplace.
- What feedback do we want about their progress – what are they good at, what do they need to work on?
- What timeframe should this occur in?

 

Supporting the workplace...



- Clear and targeted induction so that the workplace understands what the requirements are and the structure of the program.
- Make the information provided to the workplace simple and easy to use.
- Ongoing and consistent communication about the program.
- Ongoing review and feedback about the learners progress and tailoring of the learning and practice when required.
- Development / support for the workplace personnel involved in training

 

Resources...



 

Reflection

When you think about your training practice, what are you going to pay more attention to, review or improve?



  Training Accreditation Council
WESTERN AUSTRALIA

Questions



  Training Accreditation Council
WESTERN AUSTRALIA

Contact us
Training Accreditation Council
Locked Bag 16
OSBORNE PARK DC WA 6916
Telephone: (08) 9224 6510
Email: tac@dtwd.wa.gov.au
Web: www.tac.wa.gov.au



Acknowledgement: Some icons designed by Freepik
