



Strategies for quality training and delivery

Claire Werner



Quality?






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?




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Claire's Post



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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	5B	5C	5D	5E
Occasional 4	4A	4B	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	Assessment	Assessment	Assessment
Unit 1: Introduction to the National Quality Framework	1.1 Identify and describe the purpose of the NQF	1.1 Identify and describe the purpose of the NQF	1.1 Identify and describe the purpose of the NQF	1.1 Identify and describe the purpose of the NQF
Unit 2: The National Quality Framework	2.1 Explain the purpose of the NQF	2.1 Explain the purpose of the NQF	2.1 Explain the purpose of the NQF	2.1 Explain the purpose of the NQF
Unit 3: The National Quality Framework	3.1 Explain the purpose of the NQF	3.1 Explain the purpose of the NQF	3.1 Explain the purpose of the NQF	3.1 Explain the purpose of the NQF



Reasonable adjustment in RTOs

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 to 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



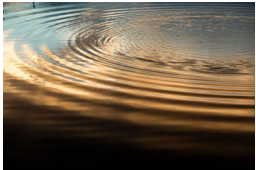
Resources...





Reflection

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





Questions





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



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