# **Quality Training and Delivery**

This handout has been developed to support the quality training and delivery workshop session. The handout includes space for the activities, examples of tools and links to useful information.

# **What matters most**

Over the past 20 years NCVER has been conducting research around quality and this has culminated in a report released recently that identified for characteristics of quality learning and assessment.

1. transformational: how well students are achieving and developing
2. student-centred: how well students are supported and encouraged to learn
3. fit for purpose: how well stakeholders’ needs, and purposes are met
4. evolutionary: how well delivery adapts to changing stakeholder and workplace/industry needs.

You can access the full report at the following link:

<https://www.ncver.edu.au/research-and-statistics/publications/all-publications/delivering-high-quality-vet-what-matters-to-rtos>

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

We are going to use the Padlet app for this activity. Scan the QR code for your session.

**Session 1 Session 2**

Qr code

Description automatically generatedQr code

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You will now see the Padlet for your session on your device. You can add comments to answer the question by clicking on the plus icon in the bottom right of the screen.



You will the access a box that allows you to add comments to the padlet. You will see the responses from the group as well as your own comments. After the workshop TAC will send a PDF copy of the Padlets from both sessions to all participants

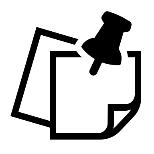
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# **Postit Notes with solid fill Your notes**

# **Getting to know your learner group**

| **Area** | **Possible questions** | **Implications for training** |
| --- | --- | --- |
| **Demographics** | Age |  |
| Gender |  |
| Languages |  |
| Profession or experience |  |
| Education background |  |
| **Group characteristics** | Size of the audience/group |  |
| What is their career level, novices, middle management etc. |  |
| Is the group homogenous? |  |
| Are they dispersed geographically |  |
| Work conditions – offices, outdoors, teams, individual? |  |
| **Context** | How much time do these people have for learning |  |
| Common frustrations, challenges, pain points |  |
| Professional or life goals |  |
| **Expectations** | Why are they doing the course |  |
| Is this mandatory or voluntary |  |
| What’s the level of urgency for the training |  |
| What does the audience expect to learn from the course |  |
| How does the course solve a workplace problem or concern? |  |
| How does the course help them achieve a professional goal |  |
| **Prior knowledge** | Do they have previous knowledge on the topic |  |
| Is there any pre-requisite knowledge that they should have before the course |  |
| What should the learners already be able to DO |  |
| What skills do the learners already possess |  |
| Are the learners aware of their knowledge gap |  |
| **Attitude towards training** | What do they think about the topic |  |
| What questions would they have about the topic – what you must answer in the training |  |
| Do they believe the training will be of benefit to them |  |
| What is the “what’s in it for me factor” – how do you convince the group of the trainings value? |  |
| **Learning preferences** | What motivates this group of learners |  |
| How do they want to be engaged with / talked to? |  |
| What kind of people are they, introverts/ extroverts/ personality / other qualities such as empathetic, driven? |  |
| **Technical skills and accessibility** | Are they Tech savvy |  |
| Do they have access to equipment / facilities / tools/ technology to do the course? |  |
| What software programs do they use in their daily life |  |
| Do they have their own devices? |  |
| **Barriers to learning** | Distractors |  |
| Constraints |  |

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**Your notes**

# **Teaching Methods: A to Z**

https://onlinedegrees.sandiego.edu/complete-list-teaching-methods/

* Appointments with students
* Art-based projects
* Audio tutorials
* Author’s chair
* Book reports
* Bulletin boards
* Brainstorming
* Case studies
* Chalkboard instruction
* Class projects
* Classroom discussion
* Classroom video diary
* Collaborative learning spaces
* Creating murals and montages
* Current events quizzes
* Debates
* Designated quiet space
* Discussion groups
* DIY activities
* Dramatisation (plays, skits, etc.)
* Educational games
* Educational podcasts
* Essays (Descriptive)
* Essays (Expository)
* Essays (Narrative)
* Essays (Persuasive)
* Exhibits and displays
* Explore different cultures
* Field trips
* Flash cards
* Flexible seating
* Gamified learning plans
* Genius hour
* Group discussion
* Guest speakers
* Hands-on activities
* Individual projects
* Interviewing
* Journaling
* Laboratory experiments
* Learning contracts
* Learning stations
* Lecturing
* Literature circles
* Making posters
* Math games
* Mock conventions
* Motivational posters
* Music from other countries/cultures
* Oral reports
* Panel discussions
* Peer partner learning
* Pen pals
* Photography
* Problem solving activities
* Reading aloud
* Readers’ theatre
* Recitation
* Reflective discussion
* Research projects
* Rewards & recognition
* Role playing
* School newspapers
* Science fairs
* Scrapbooks
* Sister city programs
* Spelling bees
* Storytelling
* Student podcasts
* Student portfolios
* Student presentations
* Student-conceived projects
* Supplemental reading assignments
* TED talks
* Team-building exercises
* Term papers
* Textbook assignments
* Think-tac-toe
* Time capsules
* Timelines
* Use of community or local resources
* Video creation
* Video lessons
* Vocabulary lists
* Web quests
* Word walls
* Workbooks

# **Our two Learner groups – what are the options?**

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

**Group 1**



School leaver and tech savy

Keen to learn quickly and get into the workplace to earn

No prior experience of risk assessment

What methods would suit the learners in group 1?

**Group 2**



Career changer and tech savy

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

What methods would suit the learners in group 2?

# **Training in the workplace**

What questions do we want to ask / consider for each of the following areas?

|  |  |  |
| --- | --- | --- |
| **The Work** | **Workplace Staff** | **Time** |
| **The Site** | **The Learning** | **The Learner** |

**Work Summary – Inspect and Service Engines**

Week Ending – 10 Oct 21

Days Worked – 3.5 Days

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| My work this week has involved | Assisted others | Worked under direct supervision | Worked under general supervision | Comments |
| Inspections |  |  |  |  |
| Clean and inspect the crankcase breathers on an engine | x |  |  |  |
| Servicing |  |  |  |  |
| Change the oil in an engine | x | x |  | Enjoyed being hands on and learning from Steve. |
| Change the oil filters in an engine. | x |  |  |  |
| Complete a valve adjustment on an engine with valve bridges. |  |  |  |  |
| Complete a valve adjustment on an engine without valve bridges. |  |  |  |  |
| Complete a valve and injector adjustment on an overhead cam engine. |  |  |  |  |
| Reports |  |  |  |  |
| Take an oil sample for analysis | x |  |  |  |
| Work Pack completed | x |  |  | WP Number 2191021 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The apprentice: | Never | Some of the time | Most of the time | Consistently |
| Follows safety procedures |  |  | x |  |
| Uses manufacturers specifications |  | x |  |  |
| Uses hand tools effectively |  | x |  |  |
| Follows contamination control procedures |  |  | x |  |
| Completes service documents |  | x |  |  |
| Demonstrates good housekeeping |  | x |  |  |

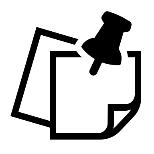
|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Tradesperson’s feedback  Missing work means has not progressed adequately. Next week to work with John Jones all week and focus on mastering the basics. | | | | | | | | |
|  |  | Exceeding  expectations |  | Progressing well | x | Progressing slowly |  | Unsatisfactory |
|  |  |  |  |  |  |  |  |  |

**Unit Tracking – Unit 7 March 2022.**

|  |  |  |  |
| --- | --- | --- | --- |
| **The RTO** |  | **The Workplace** |  |
| **What content has been delivered.** | * Risk assessment process and tools * How to conduct a risk assessment * General risks for a manufacturing workplace | **The Students Strengths** | Good communicator, good interpersonal skills. |
| **Talk to the student about-** | * Your risk assessment process * The forms to be used in your workplace * Risks that are specific to your workplace * Control measures that are acceptable in your workplace | **The student needs more:**  Checkmark with solid fill  Checkmark with solid fill  Checkmark with solid fill  Checkmark with solid fill | The student doesn’t seem to understand the concept of control measures well. In particular how a control measure will impact the risk rating table. |
| **What should the student be practicing** | * Doing risk assessments for work tasks * Following the procedures of your workplace * Completing the risk /hazard assessments forms for your workplace | **General comments**  Checkmark with solid fill  Checkmark with solid fill | Other than not understanding risk assessment is progressing well. Gets on well with workmates and is very polite. |
| **Students Comments** |  |  |  |
| This topic has been really challenging for me and I don’t feel I understand it properly. | | | |
| **Any required actions (RTO)** | | | |
| 1. Provide student with additional information via email and organise a time to discuss within a week of receipt. Allow an hour for discussion. Programmed for April 10th <link to email> 2. At the next site visit work through the process in the workplace with the student April 29th | | | |
| **Close Out** | | | |
| Discussion with student focussed on how control measures impact likelihood and impact. We focused on lots of examples from her workplace and seems to have a better understanding. Supervisor is also going to sit in on the workplace visit to assist. | | | |

**Reflection**

When you consider what has been discussed in today’s session and your training practice, what are you going to pay more attention to, review, or improve on?

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**Your notes**

# **Resources:**

<https://www.ncver.edu.au/research-and-statistics/national-research-priorities>

<https://www.ncver.edu.au/research-and-statistics/publications/all-publications/delivering-high-quality-vet-what-matters-to-rtos>

<https://instructionalleadership.ie/wp-content/uploads/2021/02/Barrie-Bennett-Beyond-Monet-compressed-1.pdf>

**Session plan templates**

<https://www.cdu.edu.au/files/2018-10/ins-lesson-plan-template-1-primary-secondary.doc>

<https://sportnz.org.nz/media/2841/training-session-plan-template.pdf>

**Training in the Workplace**

<https://www.dtwd.wa.gov.au/sites/default/files/uploads/res-apprenticeships-traineeships-2012.pdf>

<https://www.ncver.edu.au/research-and-statistics/publications/all-publications/review-of-employment-based-training-models>

<https://www.ncver.edu.au/research-and-statistics/publications/all-publications/work-based-education-in-vet>

<https://files.eric.ed.gov/fulltext/ED507125.pdf>