Project code: A.MIN.0044

Prepared by: Sharon Fitzgerald

Date submitted: June 2007

30 under 40's

Developing young meat industry trainers

Contents

1 Project background

Most of the current meat industry trainers are over 40, and there is a need to start training the next generation of meat industry trainers. This project seeks to train up to 30 new trainers from all States in the new TAA40104 Certificate IV in Training and Assessment. Participants will be trained in three groups of ten, in training and assessment techniques with an emphasis on relevance to the meat industry. The training will occur in three different states.

As this is the first time this new qualification will have been delivered within the meat industry, suitable resource materials will also be developed to support the training, including meat industry case studies, scenarios and activities, as well as assessment tasks.

Support will be provided to Registered Training Organisations (RTOs) delivering the qualification to ensure that trainers receive professional development to ensure appropriate delivery to meat industry personnel, including the structuring of training sessions, selection of appropriate materials, and a general understanding of the meat industry

There are three project objectives:

• to provide appropriate training to 30 meat industry personnel to gain the Certificate IV in Training and Assessment

• to develop suitable support materials and assessment tasks to ensure materials relevant and appropriate to the meat industry context are available for trainers.

• to ensure that there is a group of suitably qualified younger people who are becoming involved in training in the meat industry.

2 Third training course – Bunbury WA

The third Certificate IV in Training and Assessment course was held in Bunbury, WA on the following dates:

Third course – Bunbury, Western Australia

Training block	Dates
Block 1	13, 14 & 15 March 2007
Block 2	16, 17 & 18 April 2007
Block 3	14, 15 & 16 May 2007

This course was held successfully, using the customised training materials (Attachment 1). There were 11 participants

All training courses are now complete, and all available positions were filled. Some of these were taken by people who did not meet all of the criteria set out initially, which included that they be from AMPC-Member companies, have at least three years industry experience, and be under the age of 40, but preference was given to participants who met all the criteria, before awarding places to those who did not.

At this stage it is expected that 29 of the 30 total participants have been awarded, or are well on their way to being awarded the qualification. Obviously in the second and third courses there are still participants working on assessments as their course has not long ago been delivered. One participant has indicated to the RTO, Aurora Training and Professional Services, that he will not be completing the qualification.

3 Training materials

At the time of writing this report the training materials were still in the hands of the RTO, who have employed a graphic designer to make sure the materials appear professional. It was intended that by now MINTRAC would have the final materials and be able to have them copied and available for sale through the MINTRAC website and advertised in the Product Catalogue. However, due to the flooding experienced by parts of NSW recently, the RTO, and graphic designer have suffered water damage to each respective premises and Aurora has requested an extension to 16 July 2007. Once the materials have been received by MINTRAC they will be promptly duplicated and made available for purchase.

4 Participant destination survey

A phone survey was conducted among the 30 participants to evaluate the effectiveness of the program. The summary of responses is included as Attachment 2. At the time of writing this report only nine participants had been reached, although contact was attempted with all 30 participants.

The response was 100% positive. Each respondent felt that the training had improved or will improve their current or prospective careers. All respondents felt they were more confident in their role as a result of the training. Many felt that they had more to do with training in their company as a result of completing the training. Some participants had even advanced to a different job title due to having completed the course.

Some of the comments about the course included:
- I think it could have been conducted over a shorter time frame than 9 days.
- Pretty good course
- A very good and worthwhile course, I learnt a lot of background information as well as practical skills
- I thoroughly enjoyed the course
- Good course
- It was well run and professional
- The course has helped me to also change the attitudes of upper management to training
- It was a really good course
- I really enjoyed the course.

As two of the courses were conducted quite recently the impact of the training on the careers of participants is hard to measure. As such, another survey is planned for December 2007.

5 Fee-for-service courses

There has been a great deal of interest in this training from people and companies who did not meet one or more of the selection criteria set for this project. In some cases, if only one criterion was not met, they were allowed to take part in the training. However preference was given to participants who do meet all the criteria.

Due to the high level of interest MINTRAC is currently negotiating fee-for-service courses with Aurora Training and Development for delivery of the entire qualification and for an upgrade course for trainers currently holding the old workplace training and assessment qualification wanting to obtain the new qualification.

These courses will be advertised to the entire industry once prices and dates have been finalised.

At this stage the full course will be offered in the following States:

- Queensland, beginning in June 2007
- Victoria, beginning in October 2007
- Western Australia, beginning in May 2008

Upgrade courses are being proposed for:

- New South Wales, beginning in August 2007
- South Australia, beginning in February 2008
- Victoria, beginning in March 2008

Exact dates and locations are currently being negotiated, as is the price for each course per participant.

6   Attachment 1: Draft training materials used for TAA course

TAA40104

Learning Environment and Design

Training and Assessment Support Materials

TAA04 Training and Assessment Training Package

Certificate IV in Training and Assessment

First published 2006.

Disclaimer
This training material has been prepared with the assistance of industry sources and by reference to current legislation. However members of the project team and MINTRAC accept no responsibility for any consequence of oversight, misinterpretation or error in the material.

The material does not purport to be a substitute for your own legal obligations and the project team recommends that it be used only as a guide to training.

Currency of training can be achieved by using proper enterprise work instructions and standard operating procedures combined with appropriate reference to current local, state and federal legislation.

Table of Contents

•

Note to users

These training and assessment support materials must be read in conjunction with the TAA04 Training and Assessment Training Package.

In particular, trainers and assessors must address the requirements described in:

Assessment guidelines

Advice to TAA Assessors

The units of competency

Using these support materials

What are the materials for?

The materials are for the TAA04 Training and Assessment Training Package.

How can they be used?

The support materials can be used by **trainers** to:

plan and deliver training

give additional information to learners.

The support materials can be used by **assessors** to:

conduct assessment – after training and for recognition of current competence/prior learning

keep a record of the evidence used in assessment.

The training materials can be used by **learners**:

as a resource during training

to review knowledge, understanding and learning

to prepare for assessment.

How are the materials organised?

This booklet covers four units of competence:

TAAENV401A Work effectively in vocational education and training

TAAENV402A Foster and promote an inclusive learning culture

TAAENV403A Ensure a healthy and safe learning environment

TAADEL401A Use Training Packages to meet client needs

It also introduces TAADEL402A Design and develop learning programs and TAALLN401A Address language, literacy and numeracy issues within learning and assessment practice.

This is one booklet in a series of three. The other booklets supporting the Certificate IV in Training and Assessment are:

Booklet 2 Design and Delivery of Training

Booklet 3 Assessment and Validation

These units collectively support the outcomes of other in the TAA04 Training Package.   The competency specified in these units are those required by a person directly or indirectly involved in providing training and assessment services in an enterprise or Registered Training Organisation (RTO).

The **Key Competencies** section provides advice on the identification, assessment and recording of Key Competencies contained within these Unit of Competency.

The **Inclusive Practices** section provides advice about the training and assessment of equity groups including people from diverse cultural and language backgrounds, those who require assistance with Language, Literacy and Numeracy (LLN), Indigenous people and people with a disability.

Topic headings are used to break the training material into sections.

The **Resources** section has a list of other resources the trainer can use in the training.

The **Bibliography** lists the books and other sources of information that were used to write the training materials.

How is the training and assessment customised?

Every meat processing company is different. The training and assessment should match the operations of the company and the requirements of the units of competence. The material in this booklet can be customised to the company's and trainee's needs by including units of competence relevant to work being done, choosing training materials and assessment activities that reflect the actual work of trainers and assessors.   It can also incorporate the operating procedures, safety and work instructions that are relevant to workplace training and relate to units of competence. However it is imperative to train and asses to the requirements of the units of competency from the TAA04 Training and Assessment Training Package.

.

Key Competencies

This section provides advice on providing training and assessment of Key Competencies in relation to TAA40104. It should be read in conjunction with the advice provided about Key competencies in each unit of competence.

Key Competencies are to be considered as equal in importance to all of the other components which make up units of competency. As such they are subject to the same principles and issues in delivery and assessment.

All Training Packages require the integration of Key Competencies either in each unit of competency, or across a qualification, depending on industry needs and preferences.

The Key Competencies were first defined in 1992 in the project report, *Putting General Education to Work: the Key Competencies Report* (Mayer Committee 1992). The skills and knowledge they describe are essential for effective workplace participation and involve the sorts of capabilities commonly used by employers as selection criteria. They underpin the ability of employees to adapt to technological, organisational, societal and functional change.

The Key Competencies are generic, in that they apply to work in general, rather than to particular occupations or industries. They focus on the application of knowledge and skills in an integrated way in workplace situations. The seven Key Competencies are:

Collecting, analysing and organising information

The capacity to locate, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.

Communicating ideas and information

The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.

Planning and organising activities

The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's performance.

Working with others in teams

The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

Solving problems

The capacity to apply problem solving strategies in purposeful ways, both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve a desired outcome.

Using mathematical ideas and techniques

The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.

Using technology

The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

Performance Levels of Key Competencies

There are three levels of performance defined within the Key Competencies. These are stand-alone levels and do not correspond to the AQF qualification levels.

Performance Level 1 is concerned with the level of competence needed to undertake activities efficiently with sufficient self-management to meet the explicit requirements of the activity, and to make judgements about the quality of outcomes against established criteria.

Performance Level 2 describes the competence needed to manage activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.

Performance Level 3 describes the competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

The Mayer Key Competencies forms part of the overall knowledge/skills requirements within each Training and Assessment Training Package (TAA04) unit. Each of the seven Key Competencies is listed with examples of how achievement of these generic skills is demonstrated. In evaluating the level of performance for the Key Competencies, TAA trainers/facilitators and/or assessors should consider the performance expectations of the AQF qualification level at which the unit is packaged.

The Key Competencies are integral to workplace competency and must be explicitly considered in the design of the learning process, in delivery and in assessment of candidates against the Training and Assessment Training Package (TAA04) units of competency, as represented in the following diagram.

Competency Standards/ Competency Standards

Learning Outcomes

Reflection

2 Integration of Key Competencies

Assessment Strategies

Workplace Activities

Learning Strategies

Integration of Key Competencies

Training Materials for Error! No text of specified style in document. **Learning Environment and Design**

Section 1 Working Effectively in Vocational Education and Training

TAAENV401A Work effectively in vocational education and training
This unit specifies the competency required to work effectively in the policy and operating environment of the vocational education and training sector. This unit enables individuals to place their work role into a context of policy frameworks that guide the operations of the vocational education and training sector at a national, state/territory and organisational level.
In this section you will:
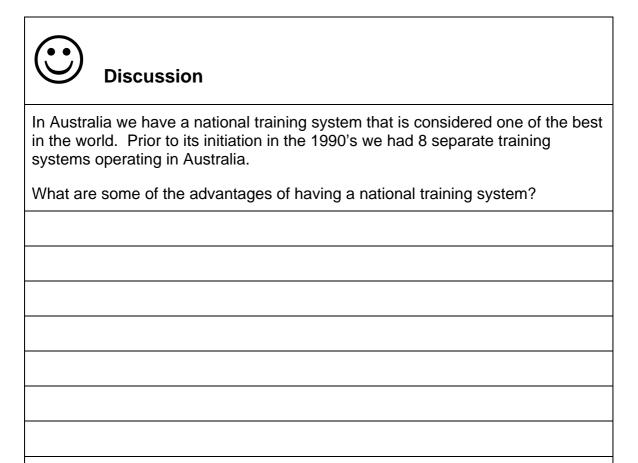
- Examine the vocational education and training policy framework and how this applies to your workplace including the:
    - National Training Framework (NTF)
    - Australian Quality Training Framework (AQTF)
    - Australian Qualifications Framework (AQF)
    - Training Packages
    - User Choice
    - Traineeship and apprenticeship arrangements
    - National Reporting System (NRS)
    - Department of Education Science and raining (DEST) strategic planning policy documents including policies related to access and equity

- Identify key vocational education and training organisations including:
    - Department of Employment, Science and Technology (DEST)
    - State Training Authorities (STA)
    - Australian Qualifications Framework Advisory Board (AQFAB)
    - Industry Skills Councils (ISCs)
    - Australian Apprenticeships Centres (AACs)
    - Training and/or assessment organisations
    - Use vocational education and training terminology
    - Explore the benefits and challenges of vocational education and training in your workplace
    - Discuss strategies to include training and assessment into the workplace and manage workloads
    - Examine the role of the workplace trainer and assessor in the meat industry

Training in the Meat Industry

Types of training

☺ **Discussion**
What type of training do you do in your workplace? Why is this training done? Who tells you what training is needed?

Challenges for trainers

☺ **Discussion**
What are some of the challenges for trainers in the meat industry? What challenges do you have in your workplace?

☺ Discussion

In Australia we have a national training system that is considered one of the best in the world. Prior to its initiation in the 1990's we had 8 separate training systems operating in Australia.

What are some of the advantages of having a national training system?

The Vocational Training Industry in Australia

- The vocational education and training (VET) sector is responsible for developing the skills and knowledge of individuals for work. It includes vocational education and training undertaken in industries, enterprises, government agencies, training organisations, TAFE and community and school settings. The vocational education and training sector encompasses both recognised training leading to a qualification or Statement of Attainment under the Australian Qualifications Framework (AQF), and non-recognised training, such as in-house and product-based training. Training in the Australian VET sector is competency based.
- Recognised training is delivered by organisations registered by State/Territory Training Authorities (STAs), in accordance with the Australian Quality Training Framework (AQTF). These are called Registered Training Organisations (RTO).
- The term VET was replaced with Vocational and Technical Education (VTE) in 2005 but the terms can be read to mean the same thing.

Reading

Who's Who in Vocational and Technical Education?

The Ministerial Council for Vocational and Technical Education

The Ministerial Council for Vocational and Technical Education - known as MCVTE – comprises the Australian Government State and Territory Ministers with responsibility for vocational education and training.

MCVTE was established in November 2005. It meets at least once a year and has overall responsibility for the National Training System, including strategic policy, priority setting, planning and performance as well as cross-sectoral issues impacting on the training system, such as skills forecasting and workforce planning (including skills needs)

Department of Education Science and Training

The Department of Education, Science and Training (DEST)* is the Commonwealth Government department that takes a national leadership role in education, science and training. This role was undertaken by the Australian National Training Authority (ANTA) until June 2005

Through its portfolio agencies DEST works with various industries, State and Territory governments, other Commonwealth agencies and a range of contracted service providers to provide high quality policy, advice and services for the benefit of Australia.

DEST is responsible for:

- the internationalisation of Australia's education and training systems.

- public and private schools and school systems

- higher education institutions and research

- vocational education and training

- student and youth affairs

- school to work transition programs

- indigenous employment and education

Training Tip
Make sure you subscribe to
www.tpatwork.com
and
fastfacts@dest.gov.au
and one industry magazine

The strategic priorities for the advancement of vocational education and training are:

- strengthening the responsiveness of the training systems to the varying needs of individuals and industry

- promoting quality at all levels of training

- assisting all people to make effective transitions and well-informed choices about their careers.

State Training Authority

Each Australian state and territory government has a training authority that administers vocational education and training (VET) – allocating funds, registering training organisations and accrediting courses.

The state and territory training authorities (STAs) are accountable to their minister, who is a member of the Ministerial Council for Vocational and Technical Education (MCVTE).

It is the responsibility of each STA to:

- plan and report on VET strategies

- purchase training on behalf of their government

- administer Australian Apprenticeships and VET in schools

- administer funding and financial incentives for VET within the state/territory

- support training organisations, employers and the community on VET issues

- accredit courses and register training providers within the Australian Quality Framework (AQF)

✎ **Write Your Answer**
What is the name of the State Training Authority in your state?

Industry Skills Councils

Industry Skills Councils (ISCs) provide advice to Australian, state and territory governments on the training that is required by industry.

The key purpose of an ISC is to provide:

- comprehensive representation of industry in the management and planning of vocational education and training (VET)

- advice and participation in the development of training products and services to meet industry needs.

ISCs collect information on industry training needs from employers, unions and professional industry associations, thereby ensuring an industry-led VET system that is flexible and responsive.

ISCs advise government on how public funds should be spent within each industry, and have primary responsibility for the development and maintenance of Training Packages.

ISCs ensure the Australian vocational education and training (VET) system remains industry-led, client-focused, flexible and responsive.

The Agri-Food Industry Skills Council (www.agrifoodskills.net.au) is responsible for the Australian Meat Industry Training Package and providing advice on the current and future skill needs of its industries.

Registered Training Organisations

Registered training organisations (RTOs) are providers and assessors of nationally recognised training. Only RTOs can issue nationally recognised qualifications.

In order to become registered, training providers must meet the Australian Quality Training Framework (AQTF) standards. This ensures the quality of Vocational Education and Training (VET) services throughout Australia.

The National Training Framework

The VTE system's requirements for quality and consistency fall under the **National Training Framework**

National Training Framework

| **Australian Quality Training Framework (AQTF)** The set of nationally agreed quality assurance arrangements for training and assessment services. These are: *Standards for Registered Training Organisations* *Standards for State and Territory Registering/Course Accrediting Bodies* | **Australian Qualifications Framework (AQF)** • Certificate I • Certificate II • Certificate III • Certificate IV • Diploma • Advanced Diploma • Statement of Attainment Non accredited courses are not included in the AQF | **Training Packages** A Training Package is a set of nationally endorsed standards and qualifications for recognising and assessing people's skills in a specific industry or enterprise. Example *MTM06 Australian Meat Industry Training Package* |
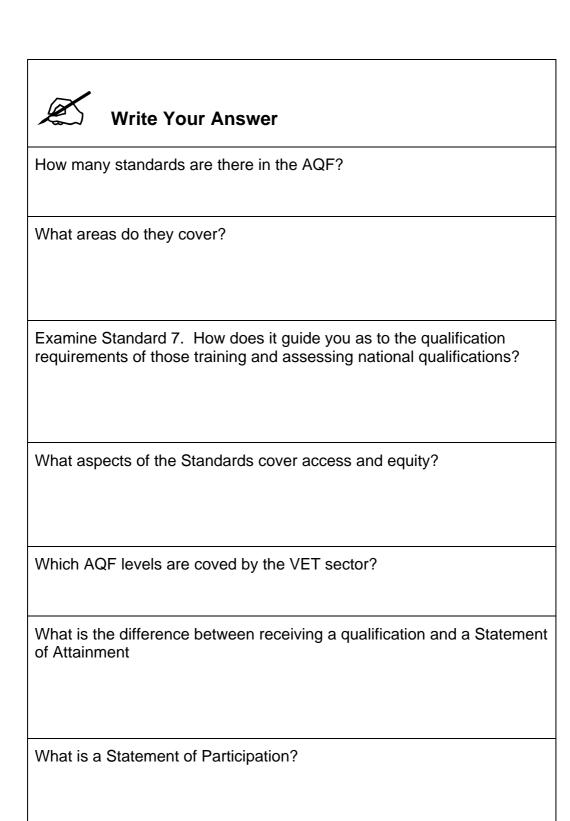
✎ **Write Your Answer**

How many standards are there in the AQF?

What areas do they cover?

Examine Standard 7. How does it guide you as to the qualification requirements of those training and assessing national qualifications?

What aspects of the Standards cover access and equity?

Which AQF levels are coved by the VET sector?

What is the difference between receiving a qualification and a Statement of Attainment

What is a Statement of Participation?

What do Training Packages aim to achieve?

Why are they now a preferred training option in Australian industry?

National Reporting System

Language, literacy and numeracy development in adults is a complex matter and simple tools used in the past for initial and on-going assessment have either been limited in their reliability or have been extended beyond their intended functions and capabilities by current vocational education and training needs in changed social and economic circumstances.

It was in this context that the Department of Employment, Education and Training (DEET) and the Australian National Training Authority (ANTA) funded the Adult, Community and Further Education Division of the Office of Training and Further Education in Victoria to develop a mechanism for reporting the outcomes of adult English language, literacy and numeracy provision, in the vocational education and training system, in labour market programs and in the adult, community education sector.

Advice from potential stakeholders and academics was sought to establish the principles and minimum specifications for the development of the NRS. It was agreed that the NRS must:

- satisfy a variety of purposes, and the requirements of a range of prospective users

- reflect and promote good educational practice

- be fair to participants, valid and reliable

- be functional in practice.

The NRS operates on two dimensions.

The theoretical underpinnings for development through the **five levels of competence** (1 - 5) which reflect:

- text and task complexity of language & literacy activities

- the interplay between identifying and doing mathematical activities and the language and critical reflections associated with numeracy tasks and texts

- information about the familiarity with contexts and variables such as the participants, the mode of communication and the learner's background knowledge

- information on the maximum types of support an individual might require to perform an activity.

The National Framework conceives of social activity in terms of **six interrelated Aspects**. The Aspects provide a way of describing the differing orientations of social activity involving reading, writing, speaking, listening and/or numeracy. For analytical purposes they are categorised into the following six orientations:

We will be examining the NRS in more detail as it relates to TAALLN401A

Individual Activity

Acronym Shuffle

	Acronym	Definition
1	DEST	
2	NTF	
3	AQF	
4	AQTF	
5	STA	
6	ISC	
7	NTIS	
8	DWT	
9	MINTRAC	
10	MCVTE	
11	RTO	
12	MTM06	
13	VTE	
14	ANTA	
15	VET	
16	DET	
17	CBT	
18	NRS	

Traineeships and Apprenticeships

Australian Apprenticeships provide real benefits by producing a more productive worker familiar with the needs of business and trained for a specific industry. In the past, apprenticeships focused on traditional trades and training took at least three years to complete.

Traineeships, by comparison, covered a much wider range of occupations but the training was shorter, lasting between one and two years.

Over the last decade, however, the distinction between apprenticeships and traineeships has blurred with many higher level and longer traineeships being introduced.

Apprenticeships and traineeships are now referred to nationally as Australian Apprenticeships - although some states and territories still make a distinction.

Australian Apprenticeships courses are designed by industry for industry and are available in more than 500 occupations across Australia, ranging from construction to multimedia.

Australian Apprenticeships are flexible and provide a wide choice of training options. They offer the opportunity of full- or part-time employment. In order to target training to specific business needs, there are numerous types of Australian Apprenticeships that can be implemented: full time, part time, school based and existing worker.

What are the roles in a traineeship?

Employer	
Trainee	
State Training Authority (NSW DET)	
Australian Apprenticeship Centre	
Registered Training Organisation	

☺ **Discussion**

What is the role of traineeships in the meat industry?

How, as a trainer, could you be involved with traineeships?

What has challenged the meat industry in using traineeships?

☺ **Discussion**

Strategic Evaluation of Traineeships in the Meat Industry

What will you do in your training practice to address the recommendations of this report?

Section 2 Safe and Healthy Learning Environments

TAAENV403A Ensure a healthy and safe learning environment

This unit specifies the competency required to ensure the health, safety and welfare of learners and candidates. It covers the legislative and common law duty of care responsibilities of trainers/facilitators, assessors and other parties in the provision of training and/or assessment services.

Trainers and assessors have a critical responsibility involving knowledge and skills to assess the learning environment for hazards and risks and to apply risk control strategies to ensure the safety, health and welfare of learners. The learning environment refers to an environment where learning/assessment takes place to develop skills and knowledge for work through a planned and organised learning process. This may include a work site, production line or class room.

In this section you will:

- Identify the responsibilities trainers, learners and organisations have for OHS in the learning environment

- Identify hazards and risks in the learning environment

- Apply the hierarchy of controls in developing a risk control plan

- Develop actions to ensure health safety and welfare of learners, including those with special needs

- Learn what information to give learners about health and safety

- Learn how to monitor OHS in the learning environment

Introduction

There are many aspects to consider when addressing a healthy and safe learning environment that include occupational health and safety issues, the wellbeing of the learner, the wellbeing of the trainer and assessor and the ability for individuals to be in an environment that cultivates good learning.

As part of your role as the trainer or assessor you must ensure the safety and wellbeing of the participants and yourself. In addition to dealing with the physical environment you are also required to address issues of trust, confidence, and tolerance of others - including beliefs, values, culture and sexuality.

Identifying Occupational Health and Safety responsibilities

Trainers and assessors are required to work in a variety of learning environments from a classroom to the workplace, with groups and individuals. As with all Occupational Health and Safety (OHS), OHS in the learning environment is everyone's responsibility and everyone is affected by what is happening around them. However, OHS in a learning environment has a number of specific considerations, especially when the learning environment is also the workplace. This is particularly true of the meat industry where work and training occur on the production line.
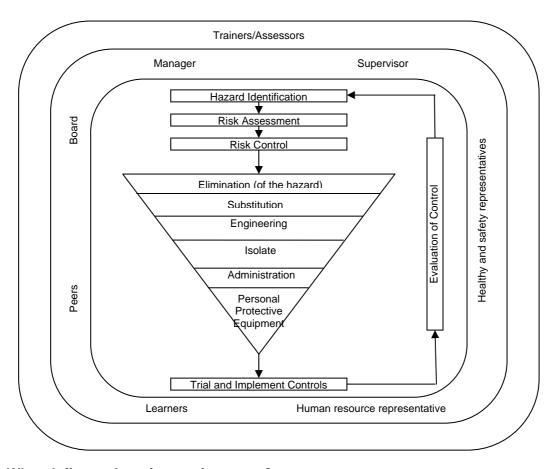
Individual Activity

In your workplace learning environment, who is responsible for health and safety and what are their responsibilities?

Who is responsible?	What/who are they responsible for?

An OHS System

What defines a learning environment?
A learning environment can refer to many different situations and settings. In each of these situations and settings you will have different degrees of control over the environment.

Situation	Considerations	What can the trainer control?
Classroom	Either at work or in a training organisation	
External organisation	May be contracted to deliver training in another organisation's environment	
Workplace	Trainees, apprentices or other workplace learners learning on the job	
Hired Venue	A training facility or function room to deliver to a group of people.	

More than Just Safety

Ensuring a healthy and safe learning environment means more than just removing physical hazards that have the potential to cause injury.

Group Activity

What other things would contribute to a healthy and safe learning environment?

It is important to remove or minimise as many of the physical hazards present in the learning environment but there are many other risks to both the trainer and learner. As the trainer and/or assessor you are responsible for ensuring that a learner's exposure to these is removed or minimised.

Harassment –comes in many shapes and forms. Harassment is when someone is attacked, teased or treated in a way they do not wish to be treated in a repeated and ongoing fashion. Harassment can take the form of physical, verbal, non-verbal (where a person is deliberately isolated) or sexual.

Bullying – is when one person or a group use authority, position, stature (physical or perceived) to threaten another so as to get that person to do something or behave in a way they do not wish to behave. Bullying can be physical, verbal or non-verbal (where a person is deliberately isolated).

Discrimination–is where a person or a group of people are singled out and subjected to bullying, harassment or any other unfair treatment because of their sex, race, culture, religion, occupation, social status, social group or opinions. Discrimination usually involves bullying and harassment of some kind.

Duty of Care
We all have a duty of care to someone and someone always has a duty of care to us.
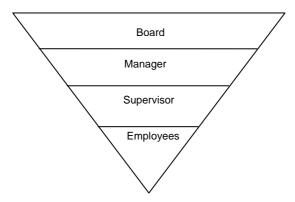
A duty of care is defined as the responsibility, either formally or informally, inferred on to an individual for the safety and wellbeing of another because of the relationship between the individuals.

Some examples of a duty of care are:

- Parent – Child
- Teacher – Students
- Employer – Employee
- Council – Residents
- Government – Citizens
- RTO – Client/Learner
- Trainer – Learner

Sometimes our duty of care is informal and not clearly defined; however, sometimes it is clearly defined in legislation.

The following diagram illustrates the levels of duty of care within an organisational structure. The size of the triangle section for each level also illustrates the amount of responsibility each level has over the lower levels.

- The Board is at the top and has the largest level of care because it has the power to make decisions, set policy and provide instruction to the levels below.
- Management is answerable to the board, however still has significant ability to make decisions, set policy and ensure resources are available. Therefore, managers hold a significant level of duty of care.
- Supervisors are responsible for the implementation of the policies and procedures set by the board and management, and the use of the resources made available to ensure the wellbeing of the employees.
- Employees have duty of care to themselves and their fellow workers. Each employee's actions and decisions can have an impact on those around them.

The concept of duty of care has the following assumptions:
- Duty of care applies in all situations of the relationship
- Individual duty of care cannot be delegated, however, roles and functions may be delegated
- Duty of care applies personally to individuals
- It applies to all risks that are foreseeable and preventable
- It includes the concept of reasonable (reasonable circumstance as perceived by the average person)

☺ **Discussion**

Trainers and assessors have a duty of care to their assigned learners. What do you think your duty of care includes?

Legislation and other legal requirements

Our work and learning environments are controlled by legislation, regulations, policies and procedures and specific work instructions. Training and assessment activities also are subject to the same legal requirements as the workplace, as a trainer and assessor you are obliged to follow the *Occupational Health and Safety Act 2000* and the *OHS Regulation 2001.* You are also required to ensure you are meeting the requirements of:

- other legislation
- Federal or State laws
- Council By-laws
- Industry codes of conduct

It is also important that you are following other necessary instructions, guidelines or safety requirements. For example:

- Standard Operating Procedures (SOP's)
- organisational policies and procedures
- Safety Data Sheets (SDS)
- Manufacturers operating procedures
- Competency Standards (eg Training Packages)

In your workplace identify the documentation that governs safety and the wellbeing of employees and identify how they would impact on training and assessment related activities.

<table>
<tr><td colspan="3">✍ Write Your Answer</td></tr>
<tr><td>Document/legislation</td><td>What does this cover?</td><td>How will it impact on training and assessment activities?</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
</table>

Personal Protective Equipment (PPE)

As the trainer and assessor it is important that you are a role model for your learners and they will learn both positive and negative behaviour and attitudes from you. If you are training in areas that require the use of PPE ensure you are familiar with what PPE is required and how to correctly use it. If you are using PPE in your training make sure that the equipment is in good order and your learning includes the correct use of the PPE.

When assessing it is important to ensure that the assessor checklists include the ability to record the learners correct identification and use of PPE. Where the testing of PPE identification and use is critical it is important that the assessor does not lead the learner and potentially influence the assessment outcome. Ensure that the assessor notes provide the assessor with reminders and checklists for preparing for assessment, include the types of PPE that should be used and strategies for allowing the learner to take the lead.

The assessor should stop an assessment if the learner has not fitted any PPE or followed any other necessary safety precautions.

Some PPE will make the process of assessing difficult to train and assess. It will hinder the ability to instruct and observe the learners' activities.

List some of the necessary PPE or safety processes you will encounter in the meat industry, how these will impact on training and assessment and strategies that may overcome this.

Required PPE/Safety Procedure	Limitations for Learning or Assessing	Strategy

Identifying Hazards and Assessing Risks in the Learning Environment

Risk Identification and Control

Identifying potential risks, minimising or removing the potential for it to happen and implementing strategies to prevent future occurrences is the underlying process of risk management whether it is in the workplace or learning environment.

What is a hazard?

A hazard is any situation that has the potential to cause physical, emotional or psychological harm to an individual or group.

Eg, being hit by a swinging carcasses on the process line

What is a Risk?

A risk is the potential outcomes from a hazard.

Eg, being knocked over by a swinging carcass may result in injuries ranging from bruising to being knocked unconscious, or being knocked into machinery.
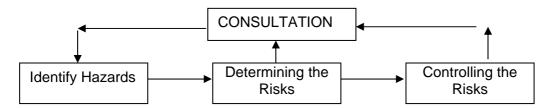
Identifying Hazards
Our daily lives are full of potential hazards and we develop the ability to recognise these and learn how to avoid or minimise the potential of being hurt. Our workplaces are a significant part of our daily routines and through training and experience we are able to avoid situations that have the ability to harm us. However, many occupations and tasks by nature expose us to abnormal conditions, that are either dangerous by nature, and/or put us in a position where the actions of others and/or the process can create unpredictable events. For this reason processes and techniques have been developed to assist us in identifying and planning for these unpredictable events in an effort to minimise the occurrence and the level of injury.

The underlying approach to hazard identification and minimisation is a three step process of:

1. Identifying the hazard
2. Determining the risks associated to each hazard
3. Developing measures to control the risks

Each step of this process is supported by consultation with a wide range of people within and without the organisation.

```
                    ┌──────────────────┐
        ┌──────────→│  CONSULTATION    │←──────────┐
        │           └──────────────────┘           │
        │                    ↑                      │
        ↓                    │                      │
┌───────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ Identify      │──→│  Determining the │──→│  Controlling the │
│ Hazards       │   │  Risks           │   │  Risks           │
└───────────────┘   └──────────────────┘   └──────────────────┘
```

When the hazards have been identified it is important to evaluate them and determine the risks associated with each hazard. Determining the risks also includes ranking the risk for likelihood and consequence. This allows the risk to be ranked and prioritised for the allocation of resources and urgency.

✍ Write Your Answer

In your organisation who is part of the consultation process for hazard identification?

Example

While you are training a new slicer you notice that their knife is not correctly sharpened. You identify this as a hazard with the potential risks of the trainee cutting themselves.

Likelihood	Consequence
A = Almost Certain: **Expected to occur** B = Likely: **Will probably occur** C = Possible: **Might occur at sometime** D = Unlikely: **Not likely to occur** E = Rare: **Exceptional circumstances**	1 = Catastrophic: **Extreme pollution; Death or permanent disability; > $500,000** 2 = Major: **Severe pollution; Long term illness or serious injury; $50,000 to $500,000** 3 = Moderate: **Significant pollution; Medical attention & off work; $10,000 to $50,000** 4 = Minor: **Low level pollution, First aid treatment; $1,000 to $10,000** 5 = Insignificant: **Minimal pollution, No injuries; Loss < $1,000**

Rating		Likelihood				
E = Extreme **H = High** **M = Moderate** **L = Low**	Consequence	A	B	C	D	E
	1	E	E	E	E	H
	2	E	E	E	H	H
	3	E	H	H	M	M
	4	H	H	M	L	L
	5	H	M	L	L	L

Eample

Hazard	Risk	Likelihood	Consequence	Rating
Knife incorrectly sharpened	Knife wound injury	C	3	High

When identifying potential hazards it is important to include a range of stakeholders in the process as each stakeholder will see the potential hazard and likely risks differently. For example, the Operations Manager may see the downtime and lost production, the HR Manager will see the potential danger to the individuals, while the Plant Manager may see the legal ramifications. Each of these will also see different possible control measures.

Training staff also need to be involved in this process for a number of reasons. Why do you think it is important for trainers and assessors to be involved in hazard and risk management processes.

✎ **Write Your Answer**

What hazards can be present in a training room?

When the Learning Environment is the Workplace
Delivering learning in a classroom or conducting assessments in simulated environment is a reasonably safe process, the risks and hazards are limited and controllable. However, when the learning and assessment need to occur on the job many new and more complex considerations occur. On the job learning and assessment usually takes place in real time in an environment where events are often beyond the control of the trainer or learner. You are exposed to a constantly changing environment that is being dictated by other workers and processes.

The meat industry is an industry that by necessity trains and assesses on the job. This creates many additional hazards for both the trainer/assessor and the learner. Use a learning situation from your workplace and identify the tasks being trained. Consider the associated hazards, the influencing factors and how you might control them.

Developing and Implementing Actions to Ensure Health, Safety and Welfare of Learners
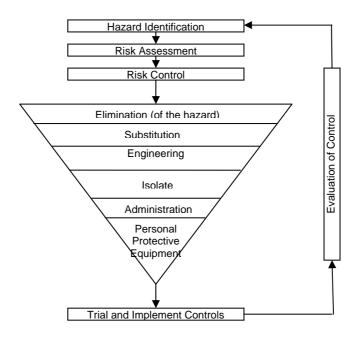
It is important to consider the strategies you will adopt to ensure the safety and wellbeing of your learners, the trainers and assessors and other people who may be in the area during training and assessment events. These strategies may also impact on how, where and when you deliver training and conduct assessments.

The training and assessment process may introduce additional hazards not normal to the environment or operation of the machinery and these factors need to be assessed as new hazards and appropriate precautions established.

Hierarchy of Control
After hazards have been identified and the risks assessed control measures need to be developed. The hierarchy of control provides a number of ways risks can be control. The following diagram illustrates how these control measures are ranked and priorities. A number of

control measures may be implemented to address the immediate, short term and long term management of risks.

Hierarchy of Control

Eliminate – the hazard is completely removed from the work or learning area.

Substitution – The equipment, process or tasks that are creating the hazards are replaced with different equipment, process or tasks

Isolation – is the process of preventing individuals being exposed to the hazard without necessarily removing it,

Engineering – Work processes/flows, equipment, safety equipment including guards and barriers are redesigned to prevent incidents occurring.

Administration – Policies and procedures, work instructions, Standard Operating Procedures and other administrative processes are developed to monitor, record and provide instructions to individuals about how tasks are to be done.

PPE – Personal Protective Equipment is identified that will provide the appropriate protection to the individual

---

☻ **Individual Activity**

Complete the table on the following page and identify the control measure from the hierarchy of control that would be used to manage the risk in the immediate, short term and long term.

Workplace Risk Assessment

Name of Business			Date	
Address			Prepared By	
Contact Person			• Reviewed By	

• Activity		•			
• Hazard	**Risk**	**Likelihood**	**Consequence**	**Rating**	**Control Measures**

Likelihood	Consequence	Rating		Likelihood				
A = Almost Certain: **Expected to occur**	*1 = Catastrophic:* **Extreme pollution; Death or permanent disability; > $500,000**	*E = Extreme*	*Consequence*	*A*	*B*	*C*	*D*	*E*
B = Likely: **Will probably occur**	*2 = Major:* **Severe pollution; Long term illness or serious injury; $50,000 to $500,000**	**H = High**	*1*	E	E	E	E	H
C = Possible: **Might occur at sometime**		**M = Moderate**	*2*	E	E	E	H	H
D = Unlikely: **Not likely to occur**	*3 = Moderate:* **Significant pollution; Medical attention & off work; $10,000 to $50,000**	**L = Low**	*3*	E	H	H	M	M
E = Rare: **Exceptional circumstances**	*4 = Minor:* **Low level pollution, First aid treatment; $1,000 to $10,000**		*4*	H	H	M	L	L
	5 = Insignificant: **Minimal pollution, No injuries; Loss < $1,000**		*5*	H	M	L	L	L

Documenting OHS in Training and Assessment Records

Accidents do happen during training and assessment events and as in the workplace the investigating bodies will look at the actions of the trainer/assessor and the learner. As the trainer/assessor you are liable both under OHS legislation and criminal law, and so is the company you are working for, if you are found to be negligent and your negligence has led to an injury or death.

To safeguard yourself and your company, it is important that your training records clearly indicate that all safety requirements, include PPE, SDS, policies and procedures, legislation, SOP's and manufacturers operating instructions. Assessment event recording documentation and assessor checklists should also include these items and that both the assessor and learner followed them accordingly.

You will find that competency standards such as National Training Packages will include competency requirements for understanding and using OHS policies and procedures, SOP's, SDS and other aspects of undertaking the tasks being taught and assessed. It is important that these are included in your training material and assessment activities.

Group Activity
Information for Learners
Accommodating people with special needs
Monitor OHS arrangements in the Learning Environment

Looking after the Trainer and Assessor

When considering healthy and safe learning environments trainers and assessors are often overlooked in the process. However, trainers and assessors are often at risk in the learning environment and can be exposed to many hazards.

💬 **Group Activity**
What are the risks for trainers and assessors? **How can trainers and assessors ensure the learning environment is safe and healthy for them?**

Link to my responsibilities at work
http://www.workcover.nsw.gov.au/Workers/Hidden/ohsresp.htm

Link to industry - education
http://www.workcover.nsw.gov.au/Industry/Education/Default.htm

Link to codes of practice
http://www.workcover.nsw.gov.au/Publications/LawAndPolicy/CodesofPractice/default.htm

The National Occupational Health and Safety Commission (NOHSC)
http://www.ascc.gov.au/

Section 3 Fostering and Promoting Inclusive Learning Cultures

TAAENV402A Foster and promote an inclusive learning culture

This unit specifies the competency required to foster and promote an environment which supports inclusive work practices and learning culture. It is important for trainers and assessors to ensure that all learners have access to learning and are given every opportunity to develop skills and knowledge. Trainers and assess ore need to show leadership in promoting a positive and inclusive learning culture which actively acknowledges, respects and builds on individual differences, and integrates principles which underpin inclusivity into all training and/or assessment practices. These principles include:

- supporting equal opportunity for participation
- fostering and advocating independence
- ensuring cooperative approaches to learning
- using client-centred approaches to learning
- supporting, encouraging and valuing individual contributions
- motivating learners
- creating opportunities for participation and success
- making reasonable adjustments to procedures, activities and assessment for equity
- acknowledging current strengths and skills as a basis for further learning
- challenging gifted learners

In this section you will:

- Explore definitions of inclusivity

- Develop strategies to ensure learners with particular needs are acknowledged, respected and valued

- Learn to establish ground rules for participation and behaviour of colleagues and clients

- Identify support persons and agencies to assist learners with particular needs

- Develop work strategies to support inclusivity

- Consider your leadership role to model and promote a culture of learning

Inclusive practices in training and assessment

An individual's access to the training and assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in the Training Package.

Inclusive practices means acknowledging and valuing differences in people and cultures and providing training and assessment that takes into account these differences. Simple adjustments can be made to training and assessment environments, processes and materials without affecting competency outcomes and this section of the resources provides information and advice about adjustments for a range of groups including people from diverse cultural and language backgrounds, those who require assistance with language, literacy and numeracy, Indigenous people and people with a disability.

To become a **learning organisation** is to accept a set of attitudes, values and practices that support the process of continuous learning within the organisation.

Training is a key element in the business strategy of an organisation dedicated to continuous learning.

Through learning, individuals can re-interpret their world and their relationship to it. A true learning culture continuously challenges its own methods and ways of doing things. This ensures continuous improvement and the capacity to change.

Leading management thinker, Peter Senge, has identified five disciplines of a learning culture that contribute to building a robust learning organisation. These elements are:

personal mastery – create an environment that encourages personal and organisational goals to be developed and realised in partnership

mental models – know that a person's 'internal' picture of their environment will shape their decisions and behaviour

shared vision – build a sense of group commitment by developing shared images of the future

team learning – transform conversational and collective thinking skills, so that a group's capacity to reliably develop intelligence and ability is greater than the sum of its individual member's talents

system thinking – develop the ability to see the 'big picture' within an organisation and understand how changes in one area affect the whole system.

Achieve a learning culture

According to Peter Senge, most of us have experienced being part of a great team – a group of people who:

- function together in an extraordinary way

- trust and complement each other

- have common goals that are larger than individual goals

- produce extraordinary results.

Great teams like this have learned how to work together to produce extraordinary results.

See your business in a new way

Building a learning organisation requires a shift in the way you see your business. Traditionally, organisations are managed through departments or divisions that do not always communicate well or work together towards a common vision.

While most problems can be dealt with by breaking them down into smaller components and finding solutions for each, a learning organisation always considers the impact of each decision on the whole organisation.

Commit for the long term

Becoming a learning organisation requires a long term commitment.

It may take twelve months to introduce the five interrelated disciplines of Peter Senge's learning culture model to a business – starting with 'system thinking' and then progressing to the other four disciplines, as follows:

- system thinking

- personal mastery

- mental models

- shared vision

- team learning.

Recommended reading

The Fifth Discipline, The Art & Practice of the Learning Organisation. Peter M. Senge. Random House 1992.

The Fifth Discipline Fieldbook, Peter M. Senge, Charlotte Roberts, Richard B. Ross, Bryan J. Smith, Art Kleiner. Nicholas Brealey Publishing 1994.

VET and continuous learning

The Australian vocational education and training (VET) system has embraced the structure of a learning culture.

The VET system is both adaptive and responsive to the needs of all users of the training system – ensuring the continuous improvement and enhancement of training delivery.

The following elements of the training system allow business to benefit from targeted and effective training.

- **VET is industry-led**

The Australian VET system is highly responsive to the needs of industry and business.

- **VET is flexible**

Training can be customised to suit the needs of any organisation. This flexibility means that training is highly focused and aligned with the goals of the organisation.

- **VET is modular**

Qualifications can be built on different units of competencies to address different user needs.

- **Training Packages**

Training Packages underpin the training system. They are developed by industry to meet specific needs and are reviewed every three years to ensure continuous improvement.

- **Learning arises through practice**

A mix of on-the-job and off-the-job training offered by the VET system is founded in the belief that learning is fostered through performance and practice.

- **Continuous learning**

Research shows that training needs to be re-applied within a certain timeframe to maintain its effectiveness. The VET system encourages ongoing training by offering government funding and incentives to employers and employees.

- **Equity and access**

The VET system helps to achieve equity and equal opportunity for all Australians by building on the talents of disadvantaged groups, especially Indigenous Australians.

Motivate your staff

People are motivated in different ways. While one person will feel rewarded by a pay rise, another will value praise and recognition above all else. Another will measure their success through a promotion.

Training can be a strong motivating factor for your staff, as it helps them grow and gain new skills. This will help their performance at work and make them more marketable or employable.

To be effective, training needs the full participation and commitment of your staff. While these things cannot be forced, they can be encouraged and developed through:

Commitment

To encourage commitment from another, you must be committed.

Honesty

Integrity and honesty are fundamental to gaining the trust, respect and truth of others. Don't inflate benefits, underestimate problems, or promise promotions you can't make.

Choices

Find out what training your staff want and whether it is aligned with your business objectives. If your staff really need skills that they are not interested in, recognise their thoughts and feelings and ask for their support.

"There is nothing you can do to get another person to commit. Commitment requires freedom of choice." Peter Senge, The Fifth Discipline – the Art & Practice of the Learning Organisation, 1992

Training and assessing workers from diverse cultural and linguistic backgrounds

Currently in the meat industry, there is increasing use of workers from overseas, and there may be cultural issues that impact on the training and assessment process. For example, this could relate to the need to use interpreters, the wearing of particular clothing, allowances for religious or cultural observance, cross-gender contacts and authorities, observance of status etc.

Trainers and assessors need to be flexible and to exercise cross-cultural sensitivity in training and assessment situations. Where appropriate, they should make reasonable adjustments to the training and assessment process whilst maintaining the integrity of the unit of competency. For example, in some cultures, the assessment of women may not be appropriate conducted by a male. Where in doubt, trainers and assessors should seek expert advice (some suggestions are made in the section 'Sources of help for training and assessment', below).

Strategies for understanding spoken and written language in a classroom environment

Learners can be encouraged to use their own language to help each other. To use this strategy it is important to have a small group of participants who speak the same language in each training group. This enables them to discuss new information and technical terms in their first language and check their understanding.

A 'translator/interpreter' can sit in on each class. Preferably, interpreters should come from the plant and be experienced and qualified workers in the areas covered by the training. When someone does not understand, they can ask the interpreter to clarify the information.

Ensure current workplace documentation, e.g. hygiene and sanitation requirements, signposted instructions etc, are written in plain English, and diagrams and pictures are used as much as possible to assist understanding.

Translate key materials into the language(s) of the workers. Ensure that the translator is competent to understand the requirements of the documentation, to ensure an accurate and meaningful translation. Ask other workers, competent in both the language and relevant processes, to check the accuracy of the translations.

Take photographs of processes, products etc, and ensure that they relate coherently to written text.

Use short video clips to demonstrate a sequence, process or practice in association with written text.

Strategies for supporting learning and assessment on-the-job
1. Use on-the-job demonstration and practice, using a translator to explain key aspects of sequencing and underpinning knowledge.
2. Bi-lingual workers can be used as support trainers and presenters. In particular they can assist with the translation and understanding of terms and jargon which are commonly used in the workplace.

3. Trainers can learn key words and phrases in the workers' language in order to be able to offer commendation, correction and encouragement during training and assessment processes.

Sources of help for training and assessment

The Federal and State/Territory Governments relevant departments of ethnic and cultural affairs should be able to assist.

Culture at Work (2004 Commonwealth of Australia).

Department of Education Science and training (DEST)

http://www.dest.gov.au/literacynet/resources1.htm#Language

Language, Literacy and Numeracy in training and assessment

Every workplace task involves using the skills of speaking, listening, reading and writing and often mathematics skills as well – in other words, language, literacy and numeracy (LL&N). Some employees may need assistance with language, literacy and numeracy skills if they are to participate effectively in job training. If a trainee does have difficulty with certain LL&N skills, it is more effective if LL&N assistance is given while the work task is being learnt.

Literacy in the workplace means being able to:

- recognise workplace documents and signs

- read and/or interpret workplace documents and signs

- write what is required on the job in order to do your job accurately and effectively.

Numeracy involves being able to carry out the mathematical operations that are necessary in one's job. This could be taking measurements, using time, making calculations, working out percentages, estimating, and recording mathematical data.

Language in the workplace relates to the use of

- English words, verbal structures and gestures used to convey meaning

- first or Indigenous language

- languages other than English

- forms of communication based on visual communication skills such as Australian Sign Language (AUSLAN)

Required LL&N skills may be explicitly stated in competency standards, but more likely they will be 'hidden', and say, for example, 'report faults to a supervisor', or 'record data'.

As a **trainer**, you will have to:

- take the existing LL&N skills of the trainee into account

- make sure you communicate effectively while training

- give trainees the opportunity to develop the speaking, listening, reading, writing and mathematical skills they need on the job.

As an **assessor**, you will have to:

- take the existing LL&N skills of the candidate into account

- provide appropriate assessment for the task (which may, for example, include alternatives to reading and writing, such as oral questions)

- make sure the assessment does not involve a higher level of LL&N skills than the tasks being assessed actually require

- be flexible in the provision of assessments and allow reasonable adjustment in assessment where necessary to allow those with LL&N issues every opportunity to participate fully in training and assessment.

Sources of help for training and assessment

The Reading and Writing Hotline
Telephone 1300 655 506

LiteracyNet website
www.dest.gov.au/literacynet/resources.htm

Adult Education Resource and Information Services
www.aris.com.au

Built in Not Bolted On - this kit, originally published in 1998, is now out of print however the content has been revised and updated in 2000 and provides information for language, literacy and numeracy practitioners, training managers and industry trainers about language, literacy and numeracy issues in the delivery of training packages.

http://antapubs.dest.gov.au/publications

Training and assessing workers within Australian Indigenous settings

There are many sensitivities and complexities involved in indigenous cultures. These include issues of ownership within Indigenous cultures and nations, as people identify with and exercise affiliations. Cross cultural issues are not only a function of indigenous/non-indigenous interactions, but also between and within indigenous cultures and sub-groups and can be extremely complex and sensitive.

When training and assessing Indigenous trainees in the meat industry, trainers and assessors will need to consider:

- languages for delivery and training and for assessment, including localised English definitions and terms

- levels of literacy and numeracy, and comfort with and relevance of written materials and written work

- local cultural rules and constraints

- types and styles of communication and interpersonal interactions, and

- meeting the needs of indigenous trainees within non-indigenous settings.

As resources are developed, consideration will need to be given to the selection of appropriate trainers and assessors, and the development or adaptation of appropriate resource materials. Some possible strategies for addressing these needs might include:

- consulting elders or local indigenous community representatives about appropriate methods for accessing and using knowledge

- allowing time to develop rapport and trust, to develop and explore viewpoints, on-going consultation, communication and problem-solving

- encouraging participation of local elders as presenters, mentors, advisers and supporters. Even if they do not take an active role, their presence and inclusion lends both authority and permission.

Training and assessment approaches might include:

- verbally-based training with explanation and demonstration

- using artwork or illustrated visual presentations

- consulting with trainees about preferences and how they feel they can best demonstrate their competence

- taking a flexible approach to time and achievement of outcomes

- identifying culturally appropriate and sensitive trainers and assessors

- training external trainers in appropriate and localised approaches

- personalising training materials with appropriate, local illustrations and applications.

The resources developed within these training and assessment support materials contain suggested activities and examples, some of which may require modification for use with Indigenous workers. The challenge is in balancing local situations and needs with national competency standards and qualifications. Qualifications are national and therefore 'portable' and these aspects must be considered.

Sources of help for training and assessment

Quality training for Indigenous people
www.westone.wa.gov.au/workingwithdiversity/

National Aboriginal and Torres Strait Education web site
Website: www.natsiew.nexus.edu.au

Most State and Territory Education Departments have an Indigenous Unit who may be able to provide advice and information

Training and assessment for people with a disability

When learning to work, every person has slightly different needs. This section will assist employers and trainers in the meat industry to meet the reasonable adjustments needs of trainees with disabilities.

An open mind, common sense and tailoring to individual circumstances will, as often as not, assist employees and trainees to achieve the standards described within the Units of Competency. There is no need to go to great lengths to meet the needs of employees with disabilities – it is about identifying which adjustments might reasonably be made and how they might be put into place.

A disability presents some impairment to everyday activity. In practice, some people with a disability do not have any impairments resulting from their disability. For example, a person who has a hearing impairment which is compensated for by a hearing aid may function without any adjustments.

Detailed information on how to adjust training and assessment for the disabilities which may affect the full range of human functions cannot be provided within this section. However, there are many resources available, some of which are listed below.

There are three steps which can be taken to make training and assessment more appropriate and fair for those with disabilities:

Attitudes: Positive language can create, for the speaker and listeners alike, an atmosphere of mutual respect. For example, generally when referring to people with special needs, the 'people' comes first – this signifies the primary importance of the person, rather than the disability.

Preparation: Identify any functional issues arising from the nature and extent of a person's disability. This can usually be done quickly by discussing such issues with the trainee. In most cases, this consultation will identify any reasonable adjustment needs which can be put into place. There are many things that you can do to make reasonable adjustment to enable the trainee to succeed in training and assessment. In some cases, professional support may be required.

Application*:* Once you have out into place any reasonable adjustment, it is important to monitor and evaluate what has been done to ensure the nest environment for continuous training. In most cases, an informal chat with the trainee may be all that is necessary. However, should adjustments be substantial, or a trainee is not acquiring competencies at a reasonable rate, a more formal process may be justified.

Some examples of reasonable adjustment:

mobility impairment: oral rather than written presentations

hearing impairment: use of Plain English documents, sign language interpreters, fire and alarm systems fitted with flashing lights

psychiatric disability: use of reflective listening skills, identification and avoidance of stresses, use of on-going rather than formal assessments, providing 'time-out' breaks in assessment

speech impairment: provision of time and patience, paraphrasing, getting them to put things in writing, minimising stress.

Sources of help for training and assessment

Commonwealth Disability Services Program Contacts
http://www.facs.gov.au

Quality training for people with a disability
www.westone.wa.gov.au/workingwithdiversity/

Australian Federation of Deaf Societies
c/- 59 Cadbury Road
Clairmont TAS 7011
(03) 6273 2422

Australian National Association for Mental Health
Tweedie Place
Richmond VIC 3121
(03) 9427 0370

```
┌──────────────────────────────────────────────────────────┐
│   ☺                                                      │
│   ⌣          Discussion                                   │
│                                                          │
└──────────────────────────────────────────────────────────┘
```

Anna's Story

Anna is a 35 year old woman in a regional town who wants to return to part time employment in a year's time when her children are in full time schooling. She feels she needs to update her IT skills. She is wary about going into vocational education because she thinks it is mainly for school leavers and is worried about being older and slower to learn computing skills than other learners.

At her local Recreation Centre she sees a flier about part time study at the local RTO. The flier shows a picture of a mature aged woman learning desk top publishing skills. Anna wonders if she could use her experience with community organisations and her previous experience in office work to pursue a new career.

Ben's Story

Ben arrived to enrol at the RTO of his choice and waited in a queue for 20 minutes. When he reached the enrolment desk the Client Services Officer noticed Ben's wheelchair and pointed down the corridor saying, 'Oh, if you'd like to know about our services for disabled learners you need to go to the Disability Services Officer down the corridor'. Ben replied that he was simply there to enrol like all the other people in the queue.

Cathy's Story

Cathy completed an access course for Indigenous women and began studying part time for a qualification in tourism with the goal of working in an Indigenous arts tourism venture. She found the new training very different from her previous experience and, as the only Indigenous person in the classroom, felt quite alienated at times and was concerned that the training material may not be relevant to her future career in Indigenous tourism. Cathy wondered whether to withdraw from her course, but was reluctant to express her concerns to her teachers.

Dinali's Story

Dinali is studying accounting at a private RTO. She has been in Australian only two years after emigrating from Malaysia and has not been in paid employment here. Because Dinali's spoken and written English is so excellent, her trainer did not imagine that he needed to adjust any assessments for her.

However, when undertaking an assessment activity around communication skills, he noticed that Dinali seemed to be struggling. The assessment activity involved a role play between an accountant and a customer and assessed a cluster of elements of competency. The trainer realised that Dinali was not comfortable with the idea of role play and didn't seem to get the point of it. He also noticed that she approached the communication very differently from Australian-born learners.

Notes

Learners and potential **learners need information** that:

- is accurate, comprehensive and accessible

- is non-discriminatory

- outlines entry requirements in terms of qualifications or competencies

- shows the range of pathways to the qualification

- covers fees, charges, refunds and exemptions

- indicates available support services

- outlines learning options and flexible learning and assessment arrangements

- outlines the training including content and vocational outcomes from successful completion of nationally recognised training

- outlines the possible vocational demands of current workplaces

- covers information on the rights of learners and the responsibilities of the RTO towards

On enrolment **learners need**:

- an accessible process

- welcoming, aware and knowledgeable front line staff

- flexible fee payment options, if possible in your State or Territory

- clear information about RPL processes and costs

- the opportunity to disclose their needs
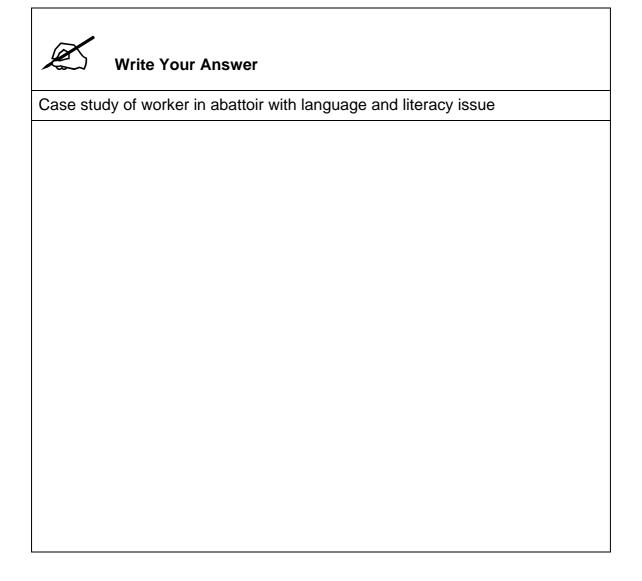
- a friendly and accessible environment.

Learners need training:

- that is delivered in a range of ways, for example by distance learning, alternative format material, self-paced learning, face to face learning, work-based learning, classroom-based learning, learning in simulated environments

- that is offered in a mixed mode format, by combining training options

- that is flexible in timing, for example by being accessible on evenings, weekends, weekdays, within school hours, part time

- that starts with a training and assessment plan developed in negotiation with the learner

- that meets their access needs

- with appropriate support services

- that is culturally appropriate

- using qualified and experienced trainers

- using collaborative arrangements with community agencies and employers.

Learners **need assessments** that:

- are based on the relevant Training Package or accredited course

- allow them to demonstrate their competence when they are ready to do so

- are valid, reliable, flexible and fair

- are based on a cluster of competencies that reflect a real work task

- allow them to show a range of evidence

- are clearly outlined in some form of assessment plan

- are conducted fairly and adjusted according to their individual needs

- include feedback and information on reassessment opportunities and appeals processes

- are accompanied by a fair appeals process.

✍ **Write Your Answer**
Case study of worker in abattoir with language and literacy issue

Section 4 Using National Training Packages

TAADEL401A Use Training Packages to meet client needs

This unit addresses the skills and knowledge required to use Training Packages and accredited courses. This includes identifying and sourcing Training Packages and accredited courses to meet client needs, and interpreting the requirements of Training Package/s including the competency standards/units, the packaging rules for qualifications and the assessment guidelines.

Being able to use Training Packages and accredited courses is a core competency required of all persons with a training, assessment or associated role operating in recognised vocational education and training. It also includes selecting and contextualising competency standards to meet client needs, and identifying the multiple applications of Training Package/s and accredited courses for workplace or educational needs.

In this section you will:

- Learn about competency based training and the dimensions of competence

- Examine web sites and documents that provide information to guide you in developing training programs

- Unpack the MTM06 Australian Meat Industry Training Package

- Learn the difference between a Training Package, accredited course and non accredited training

- Learn to interpret packing rules, assessment guidelines and units of competence

- Learn to read a unit of competence from the Certificate II in Meat Processing (Abattoirs)

- Apply the AQF to meet client needs

- Learn the difference between customisation and contextualisation

Competency Based Training (CBT)

In Australia Vocational and Technical Education is competency based. Competency Based Training is an approach to training that is geared towards specific, measurable outcomes for the learner, which are based on particular descriptions of actual job performance.

Competency is the state of being competent to perform particular activities at a particular standard.   Competency is therefore an expression of the performance expected of an individual in the workplace.

There are three key aspects to competency:

1.   A **measurement** (which is used as a Benchmark) is an independent standard agreed on by a relevant industry, standards body or organisation. This measurement is used to determine a person's competency in a particular area.

2.   A **competency must be demonstrated** rather than just known.

3.   A competency is a **definition of satisfactory performance of an individual**: they must be able to do it. Standards that allow grading of competence are not provided.

The concept of competency is complex and multilayered. There is some lack of consensus as to its meaning.   For the purpose of your training, we have adopted the holistic approach outlined by the former Australian National Training Authority Board, included in the "Training Package Development Handbook":

The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process. It embodies the ability to transfer and apply skills and knowledge to new situations and environments

In competency standards the emphasis is on outcomes and on the application of knowledge and skills, not just specification.

Competency standards are concerned with what people are able to do, and also with the ability to do this in a range of contexts.

The national concept of competency includes all aspects of work performance, not just narrow task skills. The four components of competency are:

Performing competently requires knowledge, skills and attitudes relevant to the job or role at hand, and the relationship of how these relate to and enable each other in performance.

As tasks, roles and jobs become more complex, so do the competencies.   A competency is more than just a skill. It encompasses measures of the competency and addresses the knowledge, skills and attitudes required of the individual to perform the job at hand at the required level.

Developing Units of Competency

A Unit of Competence refers to the smallest achievable component of a competency standard and is expressed in terms of an outcome.

In Australia, competency standards are developed by a party of industry related people. These include employers, unions, associations, government, and other industry stakeholders, together

with an appropriate Industry Training Advisory Body (ITAB). Once developed, the competencies are submitted to the National Training Quality Council for endorsement.

Competencies relate to jobs or broad areas within an occupation and reflect the requirements of that job or occupation as determined by the appropriate body. It is possible to be competent at some things but not at others, as competency relates to broad performance level requirements across whole jobs or occupations.

Characteristics of Competency Based Training

There are eight (8) specific characteristics of CBT. These characteristics identify this method of training as being different from the formats of training which have been traditionally used. The eight characteristics are outlined below:

1.   Focus on specific, useable skills.

Because the aim of a CBT system is to facilitate achievement of competencies in the national standards, the focus is on outputs (i.e. what the individual does). Considers knowledge, skills and attitudes (attributes) related to a work role.

2.   Recognition of prior learning (credit from previous learning

The focus on outcome accepts that some people will have some, part or all of the competencies required without having to go through formal learning processes. Consequently, recognition of prior learning or credit for previous learning is an important characteristic of CBT. Learning is recognised regardless of how it has been achieved.

3.   Multiple entry and exit points

The competency based training system must be flexible and must provide for multiple entry and exit points. This means that individuals need only learn what they do not know, or cannot do.

4.   Modular training

To facilitate multiple entry and exit points, training is designed in modular format. Learning topics are broken up into different modules, allowing individuals to study only what they need.

5.   Criterion-referenced assessment

Competency focuses on the outcome – what the individual can do, not now the learning was achieved. To enable assessment to be as objective as possible, it is criterion referenced, based on independent standard performance which is achieved, or not achieved.

6.   Personalised

To cater for specific needs of learners within different organisational requirements, CBT is oriented to personal learning. This means that training has immediate application for learners and builds on their personal, work-related skills. Training can be delivered in a number of flexible methods to suit the needs of the learner.

7.   Immediate application

Skills needed by the employee or learner to do the job are the skills taught, therefore skills can be applied when training is complete.

8.   Flexible Delivery

The flexible design of CBT means it can be delivered in a way to suit learners' needs. The modular format can be instructor-led, or self-paced, or any combination between. This enables learners to manage their individual learning needs to suit their own needs.
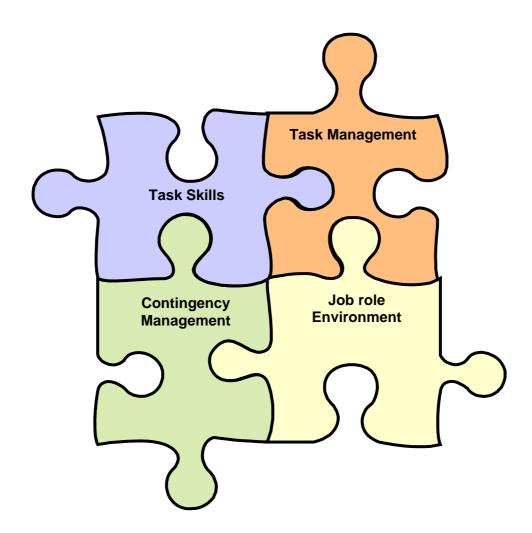
Dimensions of Competence

Being competent means being able to perform a skill in isolation but also involves:

- *Performing at an acceptable level of skills.*

- *Managing a number of different tasks.*

- *Responding and reacting appropriately when things go wrong.*

- *Fulfilling the responsibilities and expectations of the workplace.*

These are called the dimensions of competence.

- *Task skills*
- *Task management skills*
- *Contingency management skills*
- *Job/role environment skills*

For example, when you go for a driving test, it is not enough to drive around a car park. To be competent driver you have to be able to:

- Operate the car **(Task skills)**

PLUS

- Interpret road rules **(Job/role environment skills**)

- Judge distances (**Task management skills)**

- Drive in the city and in the country (**Job/role environment skills)**

- Set the seat, the mirror, check fluid levels and check tyres (**Task management skills)**

- Use communication symbols **(Job role/environment skills)**

- Take appropriate action to avoid accidents and so on. **(Contingency management skills)**

 Group Activity

Imagine you have been asked to develop competencies for a mobile dog washing worker. Working with your group list at least three competencies for this position for each of the dimensions of competence.

What is a Training Package?

Many industries across Australia have now developed Training Packages. An industry Training Package is made up of all the competency standards that are relevant to that particular industry. They outline all the skills and knowledge that employees need at all levels within that industry. For example, the Training Package for Community Services and Health Training will list all the skills and knowledge applied to work functions that people will need who are working in the community services field.

Within each Training Package there is a qualifications framework. This framework outlines the various qualifications for that industry and the competency standards required to achieve them.

In order to achieve a qualification within any industry you will need to be assessed. The assessment guidelines within the Training Package will outline the requirements for assessment. They will highlight who can assess you, what competency standards they need to have and the guidelines they need to follow.
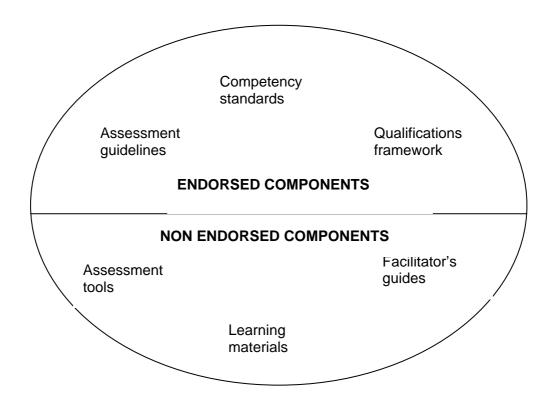
Training Packages are a useful tool for everyone working within a particular industry. Supervisors and managers can use the Training Package to identify the skills and knowledge that employees already have and the ones that they need. Training programs can then be developed that are specifically focused on what the employee needs to work effectively in that area. Employees can use the Training Package to identify the skills and knowledge that they need to develop or those they have already achieved and want to have these recognised toward a qualification.

Training Packages consist of endorsed and non-endorsed components.

Endorsed components include industry competency standards, national qualifications and guidelines for assessing competence.

Support Materials (Non-Endorsed components) include a range of resources to support learning and assessment as well as professional development materials.

As a trainer and assessor it is essential you are able to unlock (examine) a Training Package and use it to develop learning programs that meet the needs of learners and their industries.

Competency
standards

Assessment
guidelines

Qualifications
framework

ENDORSED COMPONENTS

NON ENDORSED COMPONENTS

Facilitator's
guides

Assessment
tools

Learning
materials

Examining Training Packages

🗨 **Individual Activity**
In this series of activities you will be examining Training Packages, in particular MTM06 the Australian Meat Industry Training Package. You will be moving through a series of activities using the National Training Information Service (NTIS) on the internet and a CD-ROM. Your facilitator will guide you through these activities. You will have 30 minutes at each work station to complete the designated activities.

What is a unit of competence?

In order to decide if a person is competent you have to have criteria to measure their skills against. Competency standards provide those criteria.

Refer to a competency standard you have printed from the Australian Meat Industry Training Package. Fill in the following table according to what you think each part of the unit is.

Unit	
Element of competency	
Performance criteria	
Range of variables	
Evidence guide	
Employability skills	

What do the unit numbers tell you?

Notes

Applying the dimensions of competence

Dimensions	Examples of where they are found in a unit.
Task skills	Task skills are usually described in the performance criteria.
Task management skills	Task management skills are found in the performance criteria, underpinning skills and knowledge.
Contingency skills	Contingency skills are usually found in the critical aspects of evidence, performance criteria and the underpinning skills and knowledge.
Job/role environment skills	Job/role environment skills are mostly covered in the key competencies and underpinning skills and knowledge.

Study your unit of competence and find examples of each of these skills and where they are found.

Dimensions	Examples of where they are found in the unit BSZ402A
Task skills	
Task management skills	
Contingency skills	
Job/role environment skills	
Transfer skills	

Customisation and contextualisation

Write Your Answer

Define customisation and contextualisation

Additional resources

These materials may be useful to help plan and deliver training in **Error! No text of specified style in document. Error! No text of specified style in document.**.

Bibliography

These publications and web sites were used to develop this training material.

Publications

TAA04 Training and Assessment Training Package

Back to Basics 2

Web Sites

www.training.com.au (accessed September 2006)

www.det.nsw.gov.au (accessed September 2006)

www.dest.gov.au (accessed September 2006)

www.aqf.org.au (accessed September 2006)

TAA40104

Design and Delivery

Training and Assessment Support Materials

TAA04 Training and Assessment Training Package

Certificate IV in Training and Assessment

First published 2006.

Disclaimer

This training material has been prepared with the assistance of industry sources and by reference to current legislation. However members of the project team and MINTRAC accept no responsibility for any consequence of oversight, misinterpretation or error in the material.

The material does not purport to be a substitute for your own legal obligations and the project team recommends that it be used only as a guide to training.

Currency of training can be achieved by using proper enterprise work instructions and standard operating procedures combined with appropriate reference to current local, state and federal legislation.

Table of Contents

-

Note to users

These training and assessment support materials must be read in conjunction with the TAA04 Training and Assessment Training Package.

In particular, trainers and assessors must address the requirements described in:

Assessment guidelines

Advice to TAA Assessors

The units of competency

Specific evidence requirements

Using these support materials

What are the materials for?

The materials are for the TAA04 Training and Assessment Training Package.

How can they be used?

The support materials can be used by **trainers** to:

plan and deliver training

give additional information to learners.

The support materials can be used by **assessors** to:

conduct assessment – after training and for recognition of current competence/prior learning

keep a record of the evidence used in assessment.

The training materials can be used by **learners**:

as a resource during training

to review knowledge, understanding and learning

to prepare for assessment.

How are the materials organised?

This booklet covers five units of competence:

TAADEL402A Design and develop learning program

TAADEL301A Provide training through instruction and demonstration of work skills

TAADEL401A Plan and organise group-based delivery

TAADEL403A Facilitate individual learning

TAADEL404A Facilitate work-based learning

It also builds on TAALLN401A Address language, literacy and numeracy issues within learning and assessment practices. This unit is addressed across all booklets and co-assessed across all training and assessment units.

These units collectively support the outcomes of other units in the TAA04 Training Package. The competency specified in these units are those required by a person directly or indirectly involved in providing training and assessment services in an enterprise or Registered Training Organisation (RTO).

This is one booklet in a series of three. The other booklets supporting the Certificate IV in Training and Assessment are:

Booklet 1 Learning Environment and Design

Booklet 3 Assessment and Validation

These booklets are also supported by Facilitators Guides, which include assessment activities.

The **Key Competencies** section provides advice on the identification, assessment and recording of Key Competencies contained within these Units of Competency.

Topic headings are used to break the training material into sections.

The **Resources** section has a list of other resources the trainer can use in the training.

The **Bibliography** lists the books and other sources of information that were used to write the training materials.

How is the training and assessment customised?

Every meat processing company is different. The training and assessment should match the operations of the company and the requirements of the units of competence. The material in this booklet can be customised to the company's and trainee's needs by including units of competence relevant to work being done, choosing training materials and assessment activities that reflect the actual work of trainers and assessors.   It can also incorporate the operating procedures, safety and work instructions that are relevant to workplace training and relate to units of competence. However it is imperative to train and assess to the requirements of the units of competency from the TAA04 Training and Assessment Training Package.

.

Key competencies

This section provides advice on providing training and assessment of Key Competencies in relation to TAA40104. It should be read in conjunction with the advice provided about Key competencies in each unit of competence.

Key Competencies are to be considered as equal in importance to all of the other components, which make up units of competency. As such they are subject to the same principles and issues in delivery and assessment.

All Training Packages require the integration of Key Competencies either in each unit of competency, or across a qualification, depending on industry needs and preferences.

The Key Competencies were first defined in 1992 in the project report, *Putting General Education to Work: the Key Competencies Report* (Mayer Committee 1992). The skills and knowledge they describe are essential for effective workplace participation and involve the sorts of capabilities commonly used by employers as selection criteria. They underpin the ability of employees to adapt to technological, organisational, societal and functional change.

The Key Competencies are generic, in that they apply to work in general, rather than to particular occupations or industries. They focus on the application of knowledge and skills in an integrated way in workplace situations. The seven Key Competencies are:

Collecting, analysing and organising information

The capacity to locate, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.

Communicating ideas and information

The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.

Planning and organising activities

The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's performance.

Working with others in teams

The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

Solving problems

The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve a desired outcome.

Using mathematical ideas and techniques

The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.

Using technology

The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

Performance Levels of Key Competencies

There are three levels of performance defined within the Key Competencies. These are stand-alone levels and do not correspond to the AQF qualification levels.

Performance Level 1 is concerned with the level of competence needed to undertake activities efficiently with sufficient self-management to meet the explicit requirements of the activity, and to make judgements about the quality of outcomes against established criteria.

Performance Level 2 describes the competence needed to manage activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.

Performance Level 3 describes the competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

The Mayer Key Competencies forms part of the overall knowledge/skills requirements within each Training and Assessment Training Package (TAA04) unit. Each of the seven Key Competencies is listed with examples of how achievement of these generic skills is demonstrated. In evaluating the level of performance for the Key Competencies, TAA trainers/facilitators and/or assessors should consider the performance expectations of the AQF qualification level at which the unit is packaged.

The Key Competencies are integral to workplace competency and must be explicitly considered in the design of the learning process, in delivery and in assessment of candidates against the Training and Assessment Training Package (TAA04) units of competency, as represented in the following diagram.

Competency Standards/ Competency

Reflection

3 **Integration of Key Competencies**

Learning Outcomes

Workplace Activities

Assessment Strategies

Learning Strategies

Integration of Key Competencies

Training Materials for Error! No text of specified style in document. Design and Delivery

Introducing your training assistants

Meet Bob the Boner

Meet Sally the Slicer

Meet Steve the Slaughterperson

Your training assistants will give you tips, hints and things to think about during your training

Section 1 Design and develop learning programs

TAADEL401A Design and develop learning programs

This unit addresses the skills and knowledge needed to identify the requirements of a learning program, determine the design, outline the content and review its effectiveness.

Learning program documents include:

- the learning outcomes or the learning objectives (derived from the competency standards or other criteria)

- the sequence and structure of learning

- the delivery method

- assessment method/s to be used

- an outline of the content

In this section you will:

- Read, analyse and interpret competency standards/other relevant specifications to determine specific learning objectives/outcomes/goals, and language, literacy and numeracy requirements

- Learn methods to identify needs for training, including consultation

- Learn to do a basic training needs analysis (TNA)

- Identify and consider the characteristics of the learners who will undertake a training program

- Identify the learning environment, resources needed and safety implications of the learning program

- Identify documents that would help you develop your learning program including existing learning resources

- Develop a range of options for the learning content and delivery methods in collaboration with other people based on research findings and application of learning principles

- Consider the time frames, possible costs and logistics of the learning program

- Review learning plan and gain approval for delivery

- Develop a learning program for the Certificate II in Meat Processing (Abattoirs) using packaging rules and units of competence

Introduction

The trainer/facilitator uses learning programs to develop more specific and detailed delivery plans, which individualise the learning for particular groups. **A learning plan identifies the most appropriate qualification and associated units of competency to meet a particular need, and shows the most appropriate learning and assessment activities to achieve these competencies**

A learning program can be discrete, providing a planned learning approach, relating to specific learning/training needs, or it may form part of the learning design for a qualification. When we design a learning program for a qualification or extensive set of outcomes we need to plan the whole program before we work on the individual lesson plans.
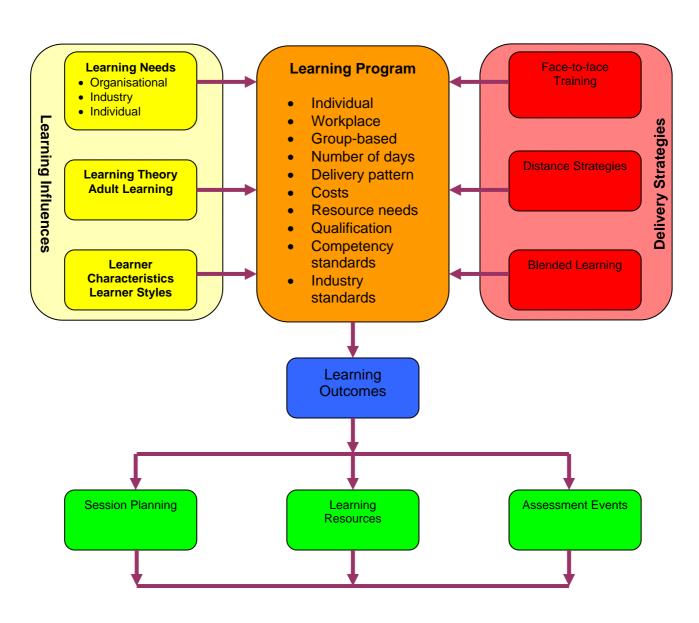
Figure 1 Learning Program Model
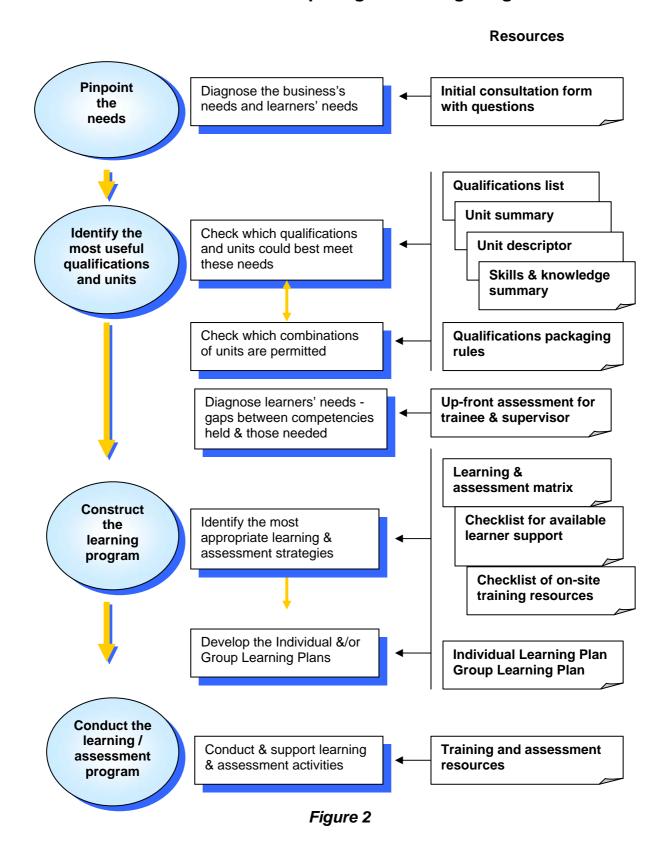
Planning and organising training is influenced by many factors and requires a sound understanding of these factors. The planning and organising process starts from a big picture perspective and works towards the details of delivery and assessment. This is outlined in Figure 1 above. You will also need to ask yourself questions such as these:

- What standards are we using for the training?

- How did we decide we needed this training? What are the drivers-internal and external?

- Who is our client group?

- How will we conduct the program? On-the-job or off-the-job? By distance?

- How long will the program take and how will we break up (chunk) the learning?

- What will it cost?

- Do we have the human and physical resources needed?

Figure 2 outlines a process for designing and developing a learning program. We will be working through this process using a case study from your industry. The resources we have used in this case study are available from the Resource Generator web site www.resourcegenerator.gov.aub (accessed October 2006)

.

The Process for Preparing a Learning Program

Resources

Pinpoint the needs → Diagnose the business's needs and learners' needs ← **Initial consultation form with questions**

Identify the most useful qualifications and units → Check which qualifications and units could best meet these needs ← **Qualifications list / Unit summary / Unit descriptor / Skills & knowledge summary**

Check which combinations of units are permitted ← **Qualifications packaging rules**

Diagnose learners' needs - gaps between competencies held & those needed ← **Up-front assessment for trainee & supervisor**

Construct the learning program → Identify the most appropriate learning & assessment strategies ← **Learning & assessment matrix / Checklist for available learner support / Checklist of on-site training resources**

Develop the Individual &/or Group Learning Plans ← **Individual Learning Plan Group Learning Plan**

Conduct the learning / assessment program → Conduct & support learning & assessment activities ← **Training and assessment resources**

Figure 2

Pinpoint the Needs

Pinpoint the needs

Pinpoint the Needs

Establishing the need for training is a critical step in the design process. Before you can design and develop a learning program you must assess the need for training and decide if training is the right response. Establishing the specific needs of training ensures:

- support and allocation of resources from the organisation

- support and commitment from management, supervisors, co-workers

- commitment from the participants

- outcomes are maximised

This stage helps you clarify the request, determine the driving force behind it, and decide whether or not training is the right response. It requires taking time to investigate each potential training situation before you start designing the training effort. Pinpointing the need can mean the difference between a training session that is nothing more than a recess from work and learning that gets results.

The basic questions below will help you assess the need for training.

1. Who needs training?
2. Why do they need training?
3. What are the driving forces behind the training request?
4. Is the training voluntary or mandatory?
5. What are the barriers to success?
6. Is the request realistic or a "magic wand" request?
7. Do we have the resources to make it happen?

Who Needs Training?

Your request for training can come from any one of a number of possible sources (or clients), including the top management of an organisation, the management staff in a department of unit, and even front-line staff members. But proceeding with any training effort without first analysing it can be a waste of your resources and your participants' time.

It is important to take a close look at the intended audience and ask some basic questions about the way your participants interact with each other on the job. Five different types of audiences are described below, categorised by the way the participants interact with each other. This checklist will help you answer the question, *who needs training*?

Sometimes training is not the answer to a problem; sometimes a policy or operating procedure may need to be changes or workers need support to get along in the workplace.

1.   **Intact work team members** who are dependent on each other to accomplish daily work and meet goals (eg the workers in the boning room).

2.   **Staff members who share the same function** and work toward the same goal but are not considered a team (eg. trainers in the special areas of the plant).

3.   **Members of special teams** whose work flows directly from one department to another (eg. the workers in the yards who unload beasts, those in the slaughtering area and those in meat packing).

4.   **Any staff member at a specific level who chooses to attend** (eg. any manager or supervisor who elects to attend).

5.   **Any staff member who is given permission to attend** (eg. any staff member who voluntarily elects to attend and obtains permission).

Who would be in these groups at your work place?

Notes

Gathering Background Information

You will want to gain more information about groups of participants who work together, such as the way work flows from one person to another and the background of the participating group.

Below is a list some questions you might want to ask, inviting the person who requested the training to open up and tell you more, often leads to information you wouldn't otherwise have learned.

You can sometimes uncover important information that will help you make the training more relevant to the learner and the company.

Assessing the Training Request

1. Which employees are the intended training participants?

2. What part does each one play in the work that is done in the department?

3. Which participants are the most skilled at performing their jobs?

4. How well do the participants know each other?

5. Are there natural leaders among the participants? Who are they?

6. How familiar are the participants with the training subject?

7. Are there one or two participants who know the subject well?

8. Are any participants likely to resist training? Why?

9. Do any participants need special attention during the learning process?

10. What other types of training have these employees received?

11. How will employees perceive this particular training effort (positive, negative)?

12. How much money do we have to spend on the training?

13. Do we have the available resources?

14. Is it voluntary or mandatory?

15. Is a qualification required?

16. Is there anything that hasn't been asked that will help assess this training request?

> **Training Tip**
>
> Talking to the participants is also a great way to find out if your learners have special needs

---

Can you think of any other questions you could add – some of these may be specific to the meat industry?

Why is training needed and what is driving it?

An organisation's need for training is driven by many elements of business; however, training is usually linked to legislation, performance, quality, profit, process or a combination of these.

Some of the factors that influence these are:
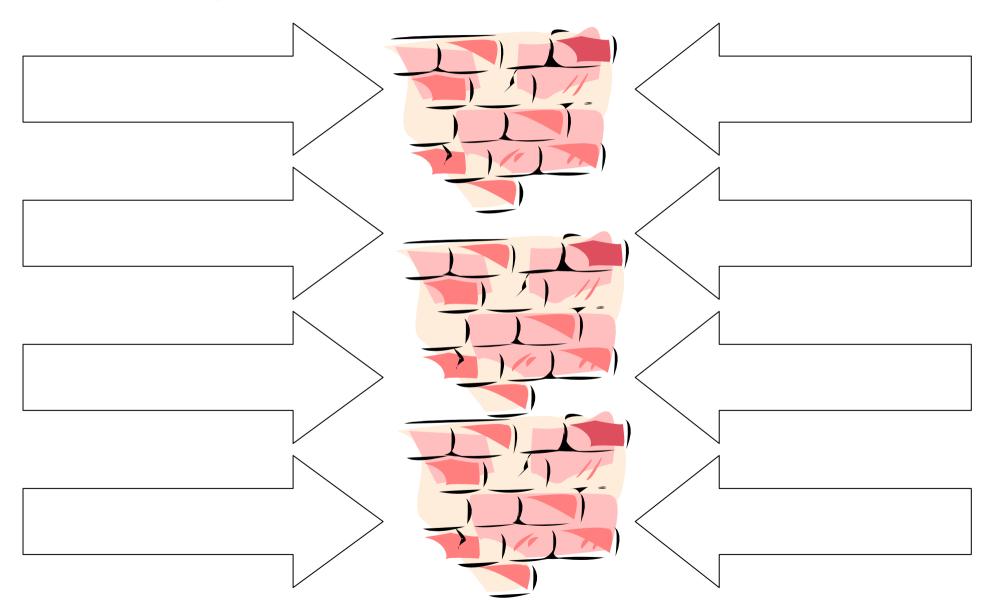
- changes in legislation
- new processes
- advancements in technology
- competitive pressure from the marketplace/shareholders
- new business opportunities
- changes in social attitudes
- change in ownership
- overseas markets
- changes in industry standards
- recruitment of new workers
- professional development

♣ Group Activity

1. Working with a partner identify a training need for each example. Note if attending the training would be mandatory or voluntary.

2. Complete the diagram on page 18 identifying barriers to training in the meat industry.

1. Legislation	
2. Changing industry standards	
3. Technology advancements	
4. A change in a process	
5. A professional development need	
6. Market competition	

Barriers to successful training in the meat industry

Magic Wand Requests

Magic wand requests are unrealistic requests for single event training sessions to solve major problems such as poor writing skills, lateness or lack of communication between staff and managers.

They want a trainer to 'wave a magic wand' and fix the problem.

Do we have the resources?

Training can be very costly, not just in paying trainers but in providing equipment and releasing people from work to attend. When designing a training program make sure you have a budget to work with and talk to your supervisors and training managers about how much you can spend.

Group Activity

Working with your group develop a list of questions you would ask to help you plan a learning program at your workplace. What else would you include on a consultation form?

The Case Study

Golden Hooves Abattoir

Golden Hooves Abattoir is a small-medium sized abattoir with 347 employees. Golden Hooves is an export quality abattoir processing approximately 800 head of beef and lamb per day.

It operates a 8 hour shifts 5-days a week with each worker working 40 hours over four days with the fifth day off. Personnel are rotated to maintain the 5-days of production.

Golden Hooves has recently employed four new trainees to its team. This is the first time Golden Hooves has taken on trainees. The organisation needs these trainees as they have a shortage of skilled meat workers. The trainees are on a 1-year on-the-job traineeship. In this time they need to meet all the requirements for a Certificate II in Meat Processing (Abattoirs), plus the specific requirements of Golden Hooves' Standard Operating Procedures.

Golden Hooves finds a training provider

Golden Hooves' human resource manager, Sue Clark, has identified that the organisation will need to partner with a Registered Training Organisation, and has contacted you to find out about a training program for their employees with your organisation, Toro Training Services (TTS). Sue has indicated Golden Hooves is able to do training in some areas, but will require the Toro Training Services to fill training gaps, provide trainee support and to conduct all assessments and certification.

You have asked Sue about her needs and established that the trainees' will initially be placed in different areas of the plant, two in the slicing room, two in the boning room. Sue would also expect all the trainees to spend some time on the kill floor. As you prefer to visit new clients to 'get a feel' for the business and to explore their needs in more detail, you arrange to visit Sue the next day.

Group Activity

Step 1 Pinpoint the Needs

You are at your meeting with Sue work through the questions you have developed in the previous activity to gather the information you are going to need to make design the training program.

Note: You may not be able to answer all the questions.

Notes

Meeting the business's needs: qualifications and units

You recall that the Sue had mentioned during her initial phone call that they were expecting the trainees to carrying out meat worker duties in their assigned areas, and that they would be working under close supervision.

*The traineeship requires the Certificate II in Meat Processing (Abattoirs), however the unit selection is up to you in consultation with the employer and trainee. This allows the trainer to **customise** the learning program.*

Use the Meat Industry Training Package to identify the packaging rules and the available unit selection for the qualification, Certificate II in Meat Processing (Abattoirs).

👥 Group Activity	
Step 2 Identify the most useful qualifications and units	
From the Australian Meat Industry Training Package identify the packaging rule and available unit selection. Identify the units in which to enrol the trainees.	
What are the packaging rule requirements?	
What is your unit selection? (Unit Number and Title)	

Diagnose the learners' needs

Finding out what they've got already.

Golden Hooves' four trainees have had different work experiences and skills. Toro prides itself on discovering these different abilities and taking them into account when building any learning and assessment program.

On further investigation you identify that one of the trainees is a mature worker that has worked at other abattoirs and has had some training but has no formal qualifications. One of the trainees has worked in the retail industry as a butcher's assistant and the other two are straight from school with no work or meat industry experience.

The form on the following page can be used to do an initial assessment of the trainee's skills and knowledge and ensures these are interpreted in the same way by supervisors. This will help you identify gaps between the competencies held and those needed.

You should also use the checklist to determine if the learner will have the support they need in the workplace.

Up Front Assessment Tool for Trainee & Supervisor

Unit: **insert Unit code/ title** ☞ eg MTMMP1C Maintain personal equipment

<table>
<tr>
<td rowspan="2">3.1.1.1.1.1.1.1.1 Participant

…………………………………………
…………………………………………
Date:………………………………..

Supervisor
…………………………………………
…………………………………………
Date:………………………………..</td>
<td colspan="10"><i>To what extent does this occur?</i>
<i>(Circle ONE number only)</i></td>
</tr>
<tr>
<td>Not at all</td>
<td>To a little extent</td>
<td>To some extent</td>
<td>To a great extent</td>
<td>To a very great extent</td>
<td>Not at all</td>
<td>To a little extent</td>
<td>To some extent</td>
<td>To a great extent</td>
<td>To a very great extent</td>
</tr>
</table>

• **Element/Interpretation of Element of Competence**	Participant	Supervisor
☞ **insert Element title** eg **1. Maintain personal equipment**		
To meet the requirements of this element a person must be able to:		
☞ **insert Performance Criteria or interpretations of PCs,** ❑ **Read and apply manufacturers requirements for equipment**	0 1 2 3 4	0 1 2 3 4
❑	0 1 2 3 4	0 1 2 3 4
❑	0 1 2 3 4	0 1 2 3 4
❑	0 1 2 3 4	0 1 2 3 4
The person must know and understand:		
insert interpretations of underpinning knowledge, if required, eg ❑	0 1 2 3 4	0 1 2 3 4
❑	0 1 2 3 4	0 1 2 3 4
❑	0 1 2 3 4	0 1 2 3 4
❑	0 1 2 3 4	0 1 2 3 4

● **Checklist for available learner support**

Notes
●
●
●
●
●
●
●
●
●
●
●
●

Construct the learning program

Develop the learning plan

Putting it all together

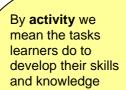### Identify the most appropriate learning & assessment strategies

Now that you sufficient information about each trainee and their special needs and existing competence, you are ready to develop a **learning and assessment strategy**. This may be for individuals or for a group. From the strategy you can then develop your **learning and assessment activities** to meet the needs of the group. This allows you to **contextualise** the learning; by contextualising we mean the activity undertaken by a teacher to make units of competency meaningful to the learner. This involves incorporating industry or enterprise work practices into the teaching and learning process. Effective learning occurs when learners process new information, skills and knowledge in a way that makes sense to them.

On the following pages you will find templates to help you write a learning and assessment strategy.

Having developed the broad plan for the learning program, you then refine the plan using the Learning & Assessment Matrix. You complete a matrix sheet for each unit, except for where you can combine two or more units on one matrix.

By '**strategy'** we mean the overall learning plan used to contextualise the unit or units of competency in a particular learning setting.

By **activity** we mean the tasks learners do to develop their skills and knowledge

You use the information about the individual trainees to prepare Individual Learning and Assessment Plans. You collate the individual plans into a Group Learning and Assessment Plan that shows, for each unit of competence, the learning and assessment activities

Rules for Contextualising

- The elements and performance criteria cannot be changed.
- Specific industry terminology can be substituted for generic terms in the performance criteria as long as it does not change the competency outcomes.
- Amendments to the range statement can be made to reflect local or organisational needs as long as they do not diminish the breadth or portability of the competency.

Why Contextualise

- Contextualising provides the opportunity to address the individual needs of learners.

- Contextualising makes the learning more meaningful. According to adult learning principles, people learn best when the learning is immediately identified as relevant. It is relevant to learners when the learning activities are based on concrete examples or actual work activities.
- Contextualising motivates learners to continue with their learning program when they can easily imagine the world of work and comprehend the relevance of their learning activities.
- The use of work-related examples and activities leads to learners reflecting on how this applies to their own work practice and supports the transfer of learning.
- Contextualising provides the opportunity for teachers to address the needs of industry for a workforce with specific enterprise skills and knowledge, as well as developing workers who can think, adapt and be innovative.
- Contextualising is required by and supported in the implementation of Training Package qualifications.

 Group Activity

Step 3 Construct the learning program

Your facilitator will help you to prepare a learning and assessment strategy for a unit of competence from the Certificate II in Meat Processing (Abattoirs)

Certificate II in Meat Processing (Abattoirs) MTM20106
Learning & Assessment Strategy Matrix
☞insert Unit code & title here eg Maintain personal equipment MTMMP1C

Prepared for: ☞insert participant's/business's name here eg Sam Slaught

Unit/Element Performance Criteria	Learning Activity (including formative assessment)	Assessment Activity			
		Work performance	Work products (Samples)	Knowledge	Supporting evidence
☞insert Element code/title here eg Maintain personal equipment	☞insert relevant learning activity/s for entire element here	On-job observation	N/A	Oral Questions	Supervisor report
And/or ☞insert Performance Criterion code/title here eg 1.2 Appropriate maintenance is carried out for the equipment used	☞insert relevant learning activity/s for individual Performance Criteria here	On-job observation	N/A	Oral Questions	Supervisor report

Unit/Element	• **Learning Activity**	• *Assessment Activity*			
		Work performance	Work products (Samples)	Knowledge	Supporting evidence

● **Developing an individual learning plan**

● **Notes**
●
●
●
●
●
●
●

Conduct the learning & assessment program

It is now time to move onto the next section and plan to deliver the training and conduct the assessments. Before you do this there are some aspects of adult learning theory to cover.

REFLECTION AND REVIEW

Before you move to the next section take a few minutes to think about what you have learned in our last session and record your thoughts.

Notes

Section 2 Plan and organise training

TAADEL301A Provide training through instruction and demonstration of work skills

This unit covers the skills required to provide instruction and demonstration of work skills using existing learning resources, in a safe and comfortable learning environment, and to determine the success of both the training provided and personal training performance.

Demonstration of work skills is typically provided by experienced workers or supervisors in the workplace. The focus of this instruction is usually on specific learner and organisation requirements, including workplace induction, learning how to operate new equipment and processes, developing new skills at work, improving efficiency and effectiveness, and meeting safety procedures

TAADEL401A Plan and organise group based learning

This competency involves developing a delivery plan that is used by the trainer to guide and manage delivery to a group. It includes understanding the learning environment and delivery requirements for the identified group of learners, developing session plans, and preparing and organising the resources required.

In this section you will:

- Outline the characteristics of an effective trainer
- Determine your own learning style and learn how learning styles can be used to plan and deliver training
- Learn the characteristics of adult learning and how this effects planning your training
- Learn about theories of learning
- Practice the interpersonal and communication skills required for effective training
- Learn to establish learning outcomes
- Develop activities that support the learning and instruction
- Consider learner support required for those with special needs, in particular language, literacy numeracy
- Develop a delivery (session) plan for a learning program from the Certificate II in Meat Processing (Abattoirs)
- Modify and contextualise leaning materials for specific learners
- Develop engaging learning activities and materials to meet learning styles and learning principles
- Review the constraints and risks to delivery and consider actions to control these
- Opportunities for practice are provided
- Develop a learner and trainer evaluation.

What makes an effective trainer?

Adult Learning Characteristics

The debate as to whether adult learning is different to childhood learning continues to be active, however, practitioners concede that adult learners do bring a host of different issues and challenges to the learning environment.

Two terms that are important to familiarise yourself with are pedagogy and andragogy.

> **Pedagogy** – the learning theory for the education of children

> **Andragogy** – the learning theory for the education of adults

Four characteristics that differentiate adult learning from children, Smith (*Training in Australia*, Tovey and Lawlor, p78), are:

1. Adult learning is goal driven towards specific problems and/or situations. It is often self-motivated. Adults are usually more time conscious and therefore will not waste time attending training that is not useful and will maximise time usage.

2. Adults have existing life skills and knowledge accumulated through their working life. Therefore adults come to the learning environment with a variety of existing competency. In adult learning, the learners themselves are a valuable resource of information and experience.

3. Adult learning can often be in response to life or career changes. The transitional process of these changes can influence the considerations needed to accommodate the learner.

4. Adult learners often experience anxiety and ambivalence. This is because learning is often associated to a life or career change and may be a forced situation. It may also have been considerable time since the adult was in a learning environment, and previous learning experiences may not have been pleasant.

Critical Factors in Adult Learning

1. Adults are people with lots of first-hand experience

2. Adults have set habits and strong tastes

3. Adults have a lot to lose in formal learning environments

4. Adults have many responsibilities, roles and duties outside the learning activity

5. Adults have developed behaviours to cope with their needs

6. When it is not understood, adults find change to be, at the very least, a nuisance

7. Adults respond to reinforcement

8. Adults have a restricted emotional response

9. Adults often skip certain basics in many educational programs

10. Adults learn best when new learning is blended with their existing self-concept by relating it to their experience

11. Learners will learn and react in their own way, individually

12. Adults focus on problems that are immediate

13. Training design and delivery must be consistent with learner abilities

Learning Styles

> ### 🗨
> ### Individual Activity
>
> Complete the learning styles questionnaire

PART-pragmatist, activist, reflector and theorist

VAK-visual, auditory, kinaesthetic

Left brain/right brain

Section 3 Individual and Work-based Learning

TAADEL403A Facilitate Individual Learning

This unit addresses the communication and interpersonal skills required to establish appropriate mutual relationships to help individual learners meet personal or job goals, learn new skills/knowledge or develop new learning/work behaviours.

TAADEL404A Facilitate Work-based Learning

This unit addresses the link between planned learning and workplace tasks required to achieve work processes. This ensures a planned approach to learning through work activities, effective strategies to support the learning and appropriate monitoring and safeguards.

In this section you will:

- The role of individual and work-based learning in the overall learning strategy
- Learn to incorporate individual goals with organisational goals and expectations
- Approaches to supporting individual learners, in particular, trainees and apprentices
- Learn techniques and processes used to establish and establish appropriate mutual relationships
- Develop and use documentation to plan, organise and monitor learning plans
- Additional support resources are identified and included in learning plans
- Learn communication and interpersonal skills necessary to establish and maintain positive trainer/learner relationships
- Learn to identify learning cues and barriers to learning to modify and adjust approach and readiness to progress
- Learn the difference between coaching and mentoring
- Learn to review training plans, ensure outcomes have been achieved and to provide effective feedback
- Learn to establish the work-place learning objectives and gain agreement with appropriate personnel
- Learn to analyse work practices and routines to determine their effectiveness in meeting learning objectives, and make necessary recommendations
- Learn to identify and recommend effective work-based learning pathways
- Recommend organisational strategies to achieve work-based learning

Introduction

Both individual and work-based learning approaches have a significant relationship to taking learning beyond the classroom. Individual learning is about the relationship between learner and trainer to develop training that meets highly specific learning. Work-based learning focuses on task-based learning to meet specific performance and work process needs. It is necessary for the trainer to have developed skills in communication, analysis and planning to ensure the learning plans developed meet the needs of the individuals and the organisation.
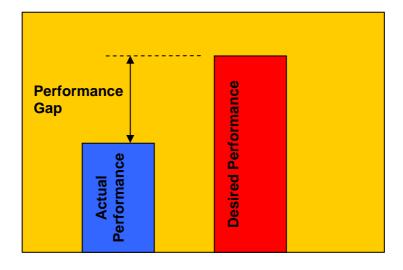
Training Needs Analysis

The most efficient way to determine learning needs in a workplace context is to conduct a Training Needs Analysis (TNA). A TNA is the process of investigating a problem within the workplace and identifying the extent to which training will contribute to solving the problem, and more specifically what training is required.

In many cases the TNA may have already been conducted by someone else and you are being consulted about training as a direct result of the findings. However, it is important to understand the process and approaches used to conduct a TNA.

The primary information from a TNA is the identification of a performance gap. A performance gap is the difference between the actual performance level and the desired performance level.

Performance gaps can be created by a number of factors including:

- lack of knowledge about the task, process or equipment
- lack of skills to undertake the task, process or ability to operate equipment to a satisfactory level
- proficiency of skill to complete tasks to specified time frames and/or quality specifications
- lack or resources, eg equipment, personnel, managerial support
- attitudes and behaviour
- environmental factors eg, space workflow

Benchmarks

Before any analysis can be conducted it is necessary to establish what is being measured and against what standards/benchmarks.

Under CBT and the drive by organisations and industries to have better skilled workers most industries within Australia have a set of competencies. These competencies take a number of formats that included:

- National Training Packages

- ISO Standards

- Standard Operating Procedures

- Work Instructions

- Production Quotas

- Industry Specific Standards

- Duty Statements and Job Descriptions

- Product Specification Sheets

From these standards you will be able to establish what an individual should know, the tasks undertaken and to what standard the tasks are to be completed.

National Training Packages provide very detailed information about the competency standards, skills and knowledge required by an individual to perform the tasks within an industry role at a variety of competency levels. As a trainer and assessor it is important that you understand how to use Training Packages to benchmark your TNA, when you are planning on providing pathways that lead to nationally recognised qualifications.

Your TNA should provide the following outcomes:

- A specific statement of the problem

- Identify training and non-training related issues

- Identify the performance standards required

- Identify the learning outcomes and objectives

- A cost analysis of the training and other potential solutions

Many training planners automatically assume if there is a problem training will fix it. This blind approach to training planning has resulted in many hours and dollars being wasted, and a growing discontentment by management in the function of training in the workplace. The first question that needs to be asked is; will training fix the problem? In other words, is the solution to the problem about skills and knowledge?

Ultimately, training is about the passing on of skills and knowledge to achieve a pre-determined outcome. Without pre-determined outcomes the training is wishful, indulgent and undirected, usually resulting in disappointment.

Tovey and Lawlor (2004) *Training in Australia Second Edition* identify 13 questions that should be asked when developing a TNA.

1. Does a performance problem exits?

2. Does the employee know how to do the job?

3. Does the employee know the standards required?

4. What are the training related parts of the problem?

5. What is the gap between the actual and desired?

6. Why is there a gap?

7. What are the causes of the gap

8. What are the consequences of the gap?

9. What is the seriousness of the consequences?

10. Is there a training need?

11. What are the parameters of the problem, need and tasks?

12. What are the most important areas to deal with first?

 Group Activity

What tools can you use in your workplace to identify the need for workplace training?

| |
| |
| |
| |
| |
| |
| |

Additional resources

These materials may be useful to help plan and deliver training in **Error! No text of specified style in document.** Design and Delivery

Tovey and Lawlor (2004) *Training in Australia Second Edition*

Turning Training into Learning

ANTA (2005) TAA Learning Packs produced by IBSA (www.ibsa.org.au)

Bibliography

These publications and web sites were used to develop this training material.

Publications

TAA04 Training and Assessment Training Package

Web Sites

www.training.com.au (accessed September 2006)

www.resourcegenerator.nsw.gov.au (accessed September 2006)

Unpacking a Training Package-MTM06

Open Volume 1 of the MTM06 Australian Meat Industry Training Package and use it to answer the following questions:

1.   How many qualifications are there in MTM06?

2.   How many AQF levels do they cover?

3.   How many qualifications are there at AQF 2?

4.   What areas of the meat industry do they cover?

5.   What type of work would those studying at AQF 2 be doing?

6.   What are the qualifications required for those assessing qualifications in this Training Package?

7.   What is the prerequisite for *MTMMP68C Bone neck*

8.   MTM06 contains imported units. What is an imported unit?

9.   From how many Training Packages does MTM06 import units?

10.   Are TAA units imported into MTM06?

11.   How many qualifications are available as a traineeship in NSW? In the ACT?

12.   Print off the packaging rules for the Certificate II in Meat Processing (Abattoirs)

13.   What is the qualification number?

14.   How many units are needed to complete this qualification?

15.   How many are core and how many elective?

16.   How are the electives grouped?

17.   Can you choose electives from other qualifications in a Certificate II in Meat Processing (Abattoirs)?

Open Volume 2 and do the following activities:

1.   What are Employability Skills and why are they included in Training Packages?

2.   Print off the Employability Skills relevant to the Certificate II in Meat Processing (Abattoirs)

3.   Print off an elective unit of competence from the Certificate II in Meat Processing (Abattoirs). Each group member is to print a different unit.

**WHEN PRINTING USE THE *PRINT PAGE* OR *PRINT CURRENT PAGE* OPTIONS.
        DO NOT CLICK ON *PRINT* AS YOU WILL PRINT THE WHOLE DOCUMENT.**

The Components of the National Reporting System (NRS)

The Six Aspects of Communication

Procedural Communication for performing tasks

Procedural communication refers to the language and numeracy related to carrying out a task or a number of tasks. It includes giving instructions, applying and following a number of steps or procedures in order to perform and complete a task/s.

Technical Communication for using technology

Technical communication refers to the language and numeracy related to the use of tools or machines - whether simple or complex. It includes the language and mathematics involved in understanding and learning about media as well as about the function of technology and how to use it.

Personal Communication for expressing identity

Personal communication refers to the language and numeracy related to expressing personal identity and/or goals. It includes the different ways personal history, knowledge, attributes, goals and opinions are drawn on and expressed for particular purposes. It also includes the application of mathematics for individual needs such as personal finances or personal measurement.

Cooperative Communication for interacting in groups

Cooperative communication refers to the language and numeracy related to understanding the function of a group and the roles of the different members, as well as to participating in the group including establishing cooperative relationships with its members.

Systems Communication for interacting in organisations

Systems communication refers to the language and numeracy related to understanding and interacting within an organisation or institution. In an educational institution or program it includes learning about the range and design of educational choices and pathways as well as the relationship between classroom and non-classroom activities. It also involves the application of mathematics in or for institutional purposes.

Public Communication for interacting with the wider community

Public communication refers to the language and numeracy related to understanding and interacting within the wider social or community context. In an educational institution or program it includes learning about and interacting with other institutions - educational ones, those in local community or those related to employment - for the purposes of future work or study, entertainment or engagement with public interest issues. It also involves the application of mathematics in or for a public context or need.

Five Levels of Competence

The theoretical underpinnings for development through the five levels (1 - 5) of the NRS reflect:

▪ text and task complexity of language & literacy activities;

▪ the interplay between identifying and doing mathematical activities and the language and critical reflections associated with numeracy tasks and texts;

▪ information about the familiarity with contexts and variables such as the participants, the mode of communication and the learner's background knowledge; and

▪ information on the maximum types of support an individual might require to perform an activity.

www.nrs.dest.gov.au (accessed October 2006)

BLOCK 2 DELIVERY AND DESIGN IN-CLASS ASSESSMENT ACTIVITY

Name   **Group**

You have 45 minutes to complete the following activities. You can use your notes and handouts. You response only needs to be long enough to ensure you have answered the question.

1.   What is customisation?

2.   Give an example of how you can use a national Training Package to customise a learning program

3.   What is contextualisation?

4.   Give two advantages of contextualisation?

5.   Give two rules of contextualisation?

6.   How can trainers apply their knowledge of learning styles to improve outcomes for learners?

7.   Imagine you have been asked to deliver OHS refresher training to a group of existing meat workers. Based on your observations and discussions with supervisors you have assumed the group will be mainly visual and tactile. What type of learning activities would you include in your training delivery to engage this learning style?

_____

_____

_____

_____

_____

_____

_____

_____

8.   For each of the adult learning characteristics list how you, as a trainer, can address this characteristic in your training practice.

Motivation	
Readiness to learn	
Life experiences	
Need for active participation	
Relevance	
Need for a holistic approach	

- **Attachment 2: Participant destination survey**

Participant Destination Survey - Thirty under forties program

Summary of responses

Number of responses received - 9

Method of responding - telephone

Which course did you participate in? (circle)

Sydney, NSW ✓✓

Melbourne, VIC ✓✓✓

Bunbury, WA ✓✓✓

Have you finished all the assessments and received your qualification? (circle)

Yes ✓✓✓✓

No ✓✓✓✓✓

If no, do you intend to finish and receive the qualification? (circle)

Yes ✓✓✓✓

No

What was your position in the company before undertook the course?

Load Out Manager

QA officer

Personnel/training coordinator

Ergonomics coordinator

Boner

QA officer

Training officer

Training Manager

QA manager

What is your position in the company now?

Sales (from Load Out Manager)

QA officer

Personnel/training coordinator

Safety Manager

Boner

QA officer

Training officer

Training manager

QA Manager

Did the course help to advance your career? If so, how?

Yes, indirectly. They are good skills to have

No, not really, but it fits in with my current career

It will – I want to take on more of a training management role

It helped in my current role, not so much advanced my career

Eventually it will

Yes, in the future it will, it's another string in my bow

Yes, I have the opportunity to sign off and assess people, it's helped me a lot, shown me different ways of training from my current practices.

No, it's more just getting the qualification for the job I was already doing and now I can sign off trainees myself instead of having someone qualified do it for me.

Yes, because we're looking into conducting accredited training and I'll be able to get involved

Had you been involved in training before undertaking this course? (circle)

Yes   ✓✓✓✓

No   ✓✓✓

Sometimes ✓

Are you more involved in training after undertaking this course? (circle)

Yes   ✓✓✓✓

No   ✓

Sometimes ✓✓✓

Undertaking this course has… (tick the boxes which apply to you):

increased my confidence at work ✓✓✓✓✓✓✓

led to an increased role in training at work ✓✓✓✓✓✓

made me consider a career as a trainer ✓✓✓✓✓

helped me make changes to how people are trained at work ✓✓✓✓✓✓✓

given me a solid understating of Vocational Education and Training ✓✓✓✓✓✓✓

made me want to learn more about training ✓✓✓✓✓✓

helped me change attitudes to training in my workplace ✓✓✓✓✓✓

made no difference to me at all

other: given me an insight into teaching as opposed to learning

shown me different ways of training

helped me understand and realise other people are not as educated , and being able to deal with them

Do you have any other comments?

I think it could have been conducted over a shorter time frame than 9 days.

Pretty good course

A very good and worthwhile course, I learnt a lot of background information as well as practical skills

I thoroughly enjoyed the course

Good course

It was well run and professional

The course has helped me to also change the attitudes of upper management to training.

It was a really good course

I really enjoyed the course