

International Skills Training Courses

Sample Materials Pack



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# 1│Course Unit

## Example Unit: Prepare to deliver competency-based training and assessment

This unit applies to a person working as a trainer or assessor in a workplace or training organisation. It assumes that the person is working from a pre-defined standard and is applying that standard to meet learner or client needs.

| **Element** | **Performance criteria** |
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| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Select appropriate standard | * 1. Identify available **standards** and their requirements   2. Confirm training and/or assessment needs of **learners**   3. Identify and source standards which meet learner needs |
| 2. Analyse standard | * 1. Read and interpret standard rules, including entry and pre-requisite requirements   2. Identify licensing requirements related to the standard if applicable   3. Analyse the assessment requirements of the standard |
| 3. Interpret and contextualise standard | * 1. **Contextualise** standards to meet learner needs   2. Identify language, literacy and numeracy (LLN) requirements of standards   3. Clearly document analysis of standards   Identify **reasonable adjustment** opportunitiesto meet learner requirements, including LLN requirements |
| 4. Develop professional practice | * 1. Demonstrate commitment to continually learning about vocational training and assessment   2. Research current trends and best practices in training and assessment   3. Ensure that personal performance is consistent with the workplace or training organisation’s requirements   4. Seek **feedback** from colleagues and clients to improve own work performance   5. Demonstrate **ethical and inclusive professional practice** |

# 2│Learning Materials

## Example Unit: Implementing and facilitating effective training

#### Adult learning principles and learning styles

When developing a training program, it is important to have a clear understanding of the characteristics of the learners in the program for the following reasons:

* differences in learner needs and characteristics effects how we deliver training and the level of support and guidance that the learners might require
* different learning style such as Visual, Auditory or Kinaesthetic require different training methods.

In all language, culture or ethnic groups you will find people who learn in a variety of ways. It is important for you to be aware of the different learning styles and include a variety of them in your lesson delivery. This will assist you to engage and involve all students.

While there are many different learning styles, following are three major categories.

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| **Visual (V)** |

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| Visual learners learn best by seeing. They:   * tend to describe everything they see in terms of appearances * love visual aids such as photos, diagrams, maps, graphs and physical examples. * respond well to design, whitespace, patterns, shapes and different formats to highlight and convey information. * are often good writers and perform well on written assignments. |

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| **Aural / Auditory (A)** |

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| Aural/ auditory learners learn best though sound. They like:   * problem solve through speech and discussions, rather than thinking the problem through before they speak. * Lesson presentations, PowerPoint, group work, individual presentations, tutorials, YouTube clips, music, web chats all engage the auditory learner |

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| **Kinesthetic (K)** |

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| Kinesthetic learners learn best:   * through moving, doing, acting out and touching. * They prefer demonstrations, simulations, case studies, role play, practice, and experimenting. |

#### Lesson planning: Where to get help?

You could consult with the following personnel to assist and finalise your session plans:

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| **Other workplace trainers and assessors who have worked with the learner cohort** | They will help you identify any learning and language issues you may encounter. |
| **Senior trainers** | They will assist you to ensure the delivery does not overlap with similar programs /sessions and provides the learner with a logical progression |
| **Room scheduler** | They will ensure you are placed in a classroom that best reflects the learning need e.g. computers; practical workshops. Additionally, they can ensure you have adequate time for the lesson before the next class arrives |
| **Learners’ managers** | They can give you an insight on how to best support the learner e.g. their strengths and gaps in learning and how to contextualise the learning to the learner’s workplace |
| **Work health and safety (WHS) officer** | They will assist you to ensure all equipment is safe and functioning properly and that all risks to the learning environment are removed/ minimised |
| **Learners** | Learners will need to confirm their availability.  You can also advise them of a particular or tools of trade e.g. PPE (personal Protective Equipment) they need to bring. |
| **Language Literacy and Numeracy (LLN) specialists** | They will, support you with strategies to assist learners with specific learning needs. |

#### Support and monitor learning

One of your most important roles as a trainer is to support and encourage your learners. This involves monitoring their progress, and using positive reinforcement to motivate them to improve their standards. Some strategies you could use to check for understanding during the session are:

* At the start of each training session, seek learner feedback on previous sessions.
* Check if learners have applied the skills and knowledge discussed in the session.
* Provide opportunities for practice and observation during instruction and through work activities.
* Ask for feedback throughout the session. Use open-ended questions to measure understanding.
* Use the diversity of the group as a resource to support learning.
* Monitor non-verbal and verbal communication of learners.
* Use a variety of teaching / learning activities to incorporate each learning style
* Measure the achievement of learning outcomes by formative assessment.

Monitoring training should continue after the learning period is finished.

# 3 │ Assessment Materials

#### Example: Online questions

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| **Element** | 1. Define training program | |
| **Performance Criteria** | 1.1 Define the training program scope with client, including relevant standards and desired outcomes | |
| **AssessitNow Question ID** |  | **Question Type:** |
| Question  You have been asked to design a training program for a group of learners in a workplace.  Which **3** statements are **TRUE**?   1. The best way to deliver the training is online. 2. **You should ensure training is delivered in the learners’ language.** 3. When you visit the workplace, you should be able to work out yourself what is needed. 4. **You should ask the learners’ supervisor why the training is needed.** 5. **If possible, the training should be delivered at the workplace.** | | |

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| --- | --- | --- |
| **Element** | 1. Define training program | |
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| Question  You have been asked to design a training program for a group of learners in a workplace.  Which **3** statements are **TRUE**?   1. The best way to deliver the training is online. 2. **You should ensure training is delivered in the learners’ language.** 3. When you visit the workplace, you should be able to work out yourself what is needed. 4. **You should ask the learners’ supervisor why the training is needed.** 5. **If possible, the training should be delivered at the workplace.** | | |

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| **Element** | 1. Define training program | |
| **Performance Criteria** | 1.2 Identify the needs of the learner group, including language, literacy and numeracy (LLN) needs | |
| **AssessitNow Question ID** |  | **Question Type:** |
| Question  You have been asked to design a training program for a group of learners in a workplace.  Select **3** important details you need to find out about learners before you design the training program.   1. **Previous training the learners have completed** 2. **The learners’ existing skills and qualifications** 3. What the learners think of the workplace management 4. **What assistance learners may need to help them learn** 5. How far the learners have to travel to work | | |

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| **Element** | 1. Define training program | |
| **Performance Criteria** | 1.3 Identify any ethical and legal considerations and act on them | |
| **AssessitNow Question ID** | 94542 | **Question Type:** |
| Question  You have been asked to design a training program for a group of learners in a workplace.  Which **3** statements are **TRUE**?   1. **It is important to have a written agreement for the delivery of the training.** 2. You can force all the learners to undertake the training. 3. **You should not copy training material from another training organisation without permission.** 4. **You must follow any workplace safety rules when delivering training.** 5. Using existing training materials is the best way to deliver training cheaply. | | |