



Quality Delivery in Training and Learning

Claire Werner

We wish to acknowledge the traditional custodians of the land we are meeting on, the Whadjuk people. We wish to acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

What will be discussed

The purpose of today's workshop is to explore quality teaching and learning by discussing:

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





Quality

What matters most?



TRANSFORMATIONAL



STUDENT CENTRED



FIT FOR PURPOSE



EVOLUTIONARY

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

What does quality look like in practice?



Write your
answers in
the chat box



3 Minutes

What is Learning

Learning as a quantitative increase in knowledge: Learning is the acquisition of information and ‘knowing a lot’.

Learning as memorising: Learning is storing information that can be reproduced.

Learning as acquiring: Learning is acquiring facts, skills and methods that can be retained and used as necessary.

Learning as making sense or abstracting meaning: Learning involves relating parts of the subject matter to each other and to the real world.

Learning as interpreting and understanding reality in a different way: Learning involves comprehending the world by reinterpreting knowledge

What is taught is not always the same as what is learnt...



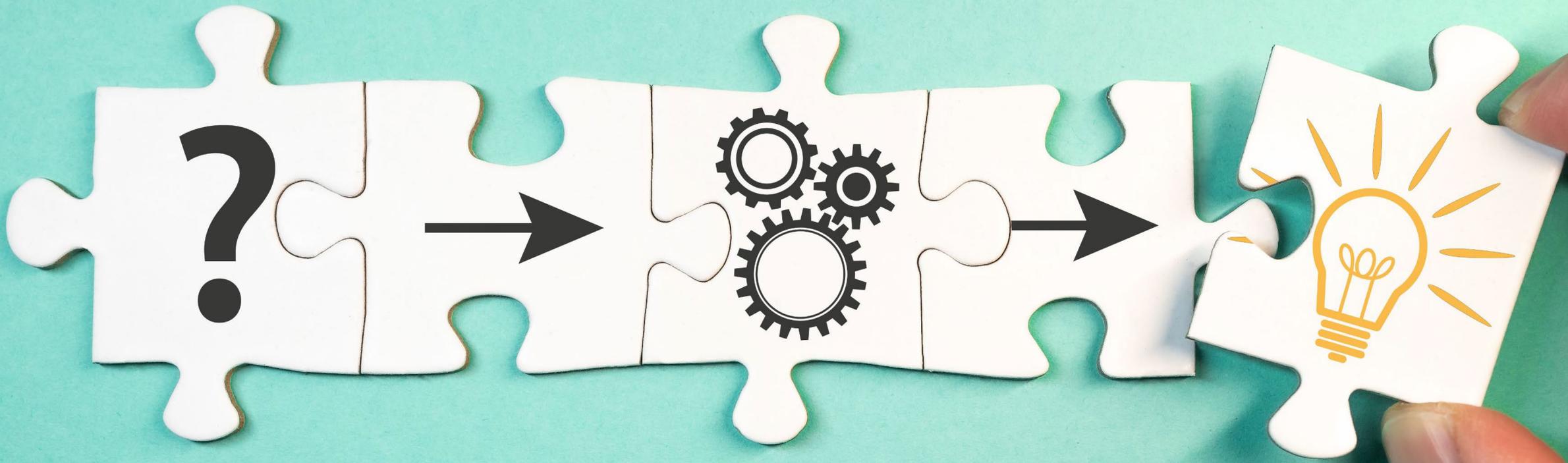
Students are not empty vessels



Traditional views and assumptions often drive us to a narrow focus on tangible outcomes



It is up to us to learn to inform our practice



Where do we start?

- What does the cohort need to LEARN and how will we know they have learnt it?

If there is a decision that training is required then....

- What training are we delivering and why?
- Who are we delivering the training to?
- What are the learning objectives
- What would be the best way to deliver for this cohort
- Putting a plan in place

What's the learning objective we must achieve?

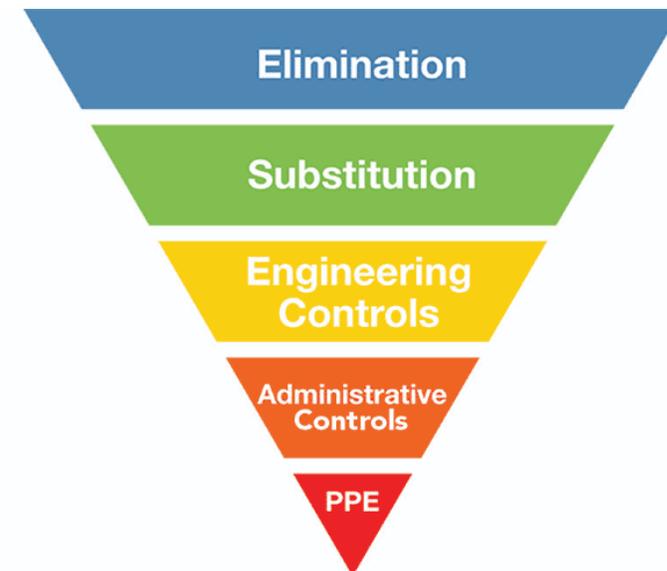
[Home](#) > [Training](#) > BSBWHS308

Unit of competency details

BSBWHS308 - Participate in WHS hazard identification, risk assessment and risk control processes (Release 1)

[Export summary to Word](#)
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Risk probability	Risk severity				
	Catastrophic A	Hazardous B	Major C	Minor D	Negligible E
Frequent 5	5A	5B	5C	5D	5E
Occasional 4	4A	4B	4C	4D	4E
Remote 3	3A	3B	3C	3D	3E
Improbable 2	2A	2B	2C	2D	2E
Extremely improbable 1	1A	1B	1C	1D	1E

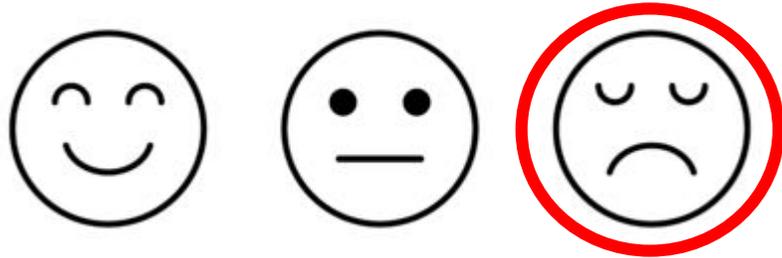


Learning objectives should be...



Am I SMART?

Learners will understand risk assessment.



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

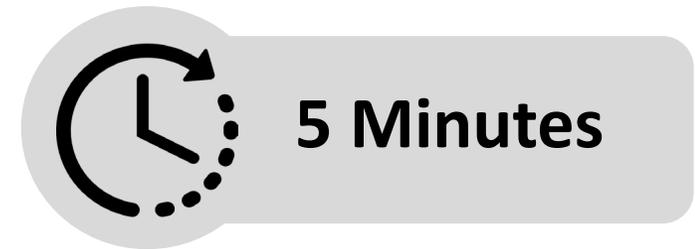


Your turn...



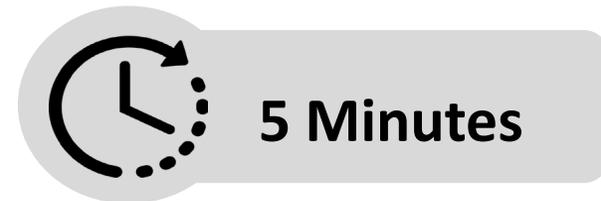
Write a smart objective that will make us all smile!

Use the chat box to share your smart objective.



Choosing an approach for your learner group...

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



Activity – Getting to know your learner group

1. Choose one of the qualifications delivered by your RTO.
2. Consider the typical learner group for that qualification.
3. Use the tables on pages 1 and 2 of your handout to answer some of the questions for your learner group and consider what implications your responses have for training the group.

Use the chatbox to record **at least one example** of a possible question, your answer for your client group, and the implications it has for your training.

Eg. Age – *answer and implication*



The never ending and ever-expanding list of instructional methods



Putting it together – choosing a method...

1



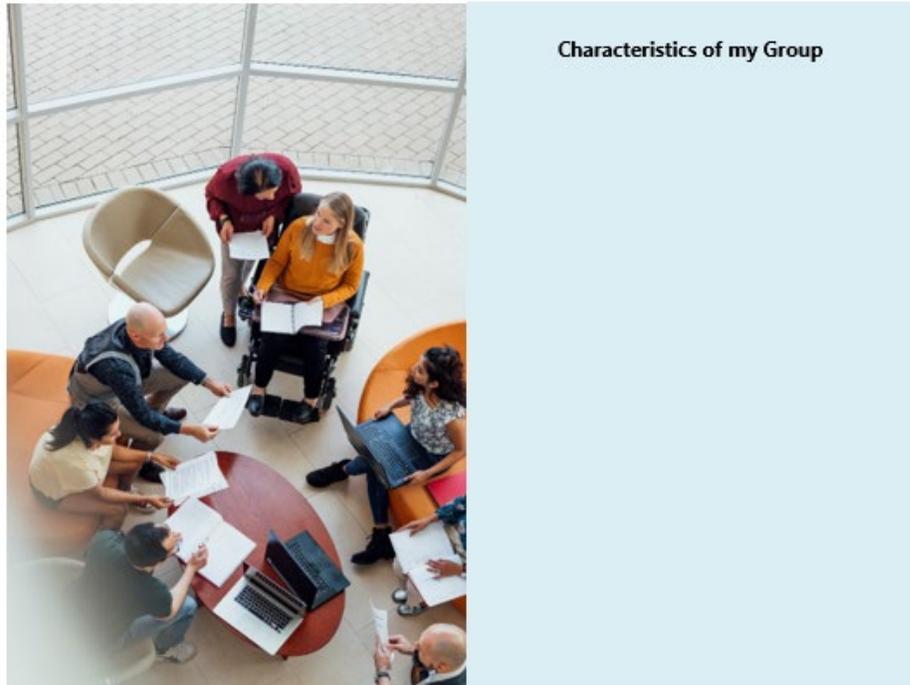
School leaver and tech savvy
Keen to learn quickly and get into the workplace to earn
No prior experience of risk assessment

2

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

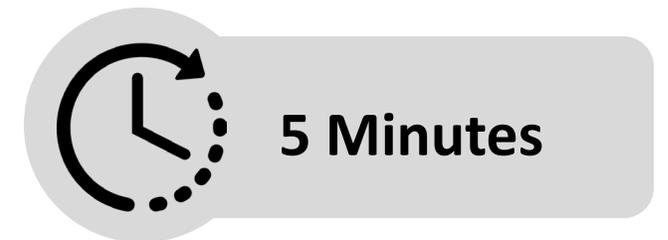


Who is your learner group and what would suit them?



What methods would suit my learners?

- Consider your learning group. What are their characteristics?
- What types of instructional strategies could work well for your learning group to achieve the objective?
- Use the chat box to share your thoughts.



5 Minutes

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

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



What do I need to consider?



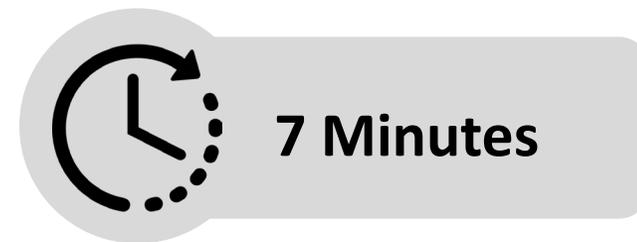
1. The Work
2. Workplace Staff
3. The Site, Equipment and Work Practices
4. The Learning
5. Time
6. The Learner

What questions will help me understand the workplace?

1. The Work
2. Workplace Staff
3. The Site
4. The Learning
5. Time
6. The Learner

Your name begins with the letters –

1. A - C
2. D - F
3. G - J
4. K - M
5. N - R
6. S - Z



7 Minutes

Collaborating with the workplace

- What has the student been learning with the RTO?
- What do we want the workplace to talk to the student about, show them.
- What do we want the student to practice in the workplace?
- What feedback do we want about the student's progress – what are they good at, and what do they need to work on?
- What time frame should the feedback occur in?
- What does the learner think about their progress and what do they need to help them progress?

Supporting the workplace...



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

How could I use information from today's Webinar?



Given our discussion reflect on your training practice, what are you going to pay more attention to, review or improve?



3 Minutes

If you are comfortable sharing, please put your answers in the chat box

Resources

Handout

Resources:

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

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

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

Session plan templates

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

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

Training in the Workplace

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

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

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

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

Your handout has several links to further reading and resources that might interest you.

We encourage you to read widely, think deeply and stay curious!

Questions?

Contact TAC



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