

# **Plan, Organise and Facilitate Learning in the Workplace**

**Learner Guide**



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## 1.1 - Establish and agree upon objectives and scope of work-based learning

There are a number of reasons why an organisation may implement work-based learning. These could be;



A trainer should establish with the client what specific objectives the client or organisation wants to achieve from the training program.

By seeking advice from both the client or organisation and the learners, the trainer will receive much more support and buy-in from those involved in the program.

Agreement for the training plan should be documented and signed off by the relevant personnel. This includes;

- HR Managers
- Supervisors, Direct Managers or Line Managers
- The trainer / s
- RTO staff if applicable
- The person who has authority to sign off on the training program



Work-based learning includes a number of different types of learning. The work-based learning undertaken by learners can be;

## On the job

Learners are taught directly on the job by a supervisor or buddy who may teach them how to use a piece of machinery, a software program relevant to the organisation or procedures relating to how things are done within that organisation.

## Intranet

Often, an organisation will have an intranet which contains specific company information. An Intranet, as opposed to the Internet, offers security as it can only be accessed by staff that have been given access rights. Therefore, only the staff working within an organisation can see the information contained on an Intranet site. The advantages are that different staff can be given different permissions such as being able to add documents, edit or just view documents. An Intranet can hold online training courses specific or relevant to the company and learners can undertake these in their own time or during work time. Many companies are now offering part of their induction program via their Intranet.

## Coaching or Mentoring

Coaching and mentoring are very similar and are often used as interchangeable terms. There are subtle differences;

Coach	Mentor
<b>A coach will usually focus more specifically on a task or various tasks</b>	A mentor is usually always working within the organisation and provides a general ability to assist in the long term
<b>Coaching is usually more technically focussed therefore is not a long term relationship based situation</b>	A mentor will usually be someone who has a good working knowledge of the organisation and the job role of the person who is being mentored
<b>Coaching is often provided by way of new employees being allocated a buddy to help them understand their new job role</b>	A mentor will usually have the expertise to be able to guide and assist employees in a broad range of matters and situations
<b>Can be applied when a staff member is promoted and they need further instruction on the new job</b>	Mentors can provide support, guidance with career progression and general counselling to the person being mentored
<b>Coaching usually ends once the staff member understands their new job role</b>	The mentor will usually be a good representation of organisational expectations

Whether a coach or a mentor is allocated to a learner, they should have a good understanding of adult learning principles and needs to be able to effectively train in a one to one environment.

Getting input from a coach or mentor on how best to relay the learning that is necessary means the organisation can put together a good working model for future learners.

The objectives and scope of the learning are major components of the training program. Without the objectives, no one will know what they are trying to achieve, why they are at the training, or even how they will achieve the objectives.

Objectives should always be written in a SMARTA format.

The SMARTA format makes it easy for both the learners and the trainer to understand what is expected from the learning outcomes of each program.

A learner will be far more focussed on the end result and will have a greater understanding of what is expected from them, and the trainer will be more able to provide direction for the program, determine the resources and material needed as well as being able to fulfil the requirements of the training.

**SMARTA** stands for;

- S** Specific
- M** Measurable
- A** Achievable
- R** Relevant
- T** Timely
- A** Aligned

### **Specific**

The learning objective is written using words that indicate specific actions.

*This is so that the actions can be identified and the trainer or assessor can easily see whether or not the learner is actively able to perform these actions.*

### **Measurable**

The objective must be visible, audible or able to be measured in order to determine if it has been achieved.

*When objectives are measurable, the trainer or assessor can measure the learner against other learners and therefore benchmark the results within each class situation.*

### **Achievable**

It must be possible to achieve the outcome and realistic to achieve.

*A learning outcome must be achievable so that the learners do not panic. If a learner reads an outcome and then realises they may not be able to achieve it, they will inevitably resent the training or refuse to attend the training.*



## Relevant

Is the outcome relevant to the target group and their learning needs?

*If an outcome is not relevant to the learner, where is the incentive for them to attend the training?*

## Timely

Is the objective able to be reached within a reasonable time frame?

*An objective that cannot be reached within the time frame allocated will also be rejected by the learners and the client or organisation. The trainer should ensure the timing is realistic for the expectations of the course.*

## Aligned

Is the objective aligned to the needs of the learners, their organisation or the certification they are trying to achieve?

*A learning outcome that is aligned to the needs of the learners or organisation will be much better received, accepted and supported by all the stakeholders involved in the implementation and roll out of the program.*

Some of the work-based learning objectives that may be present within an organisation include;

- **To grow the business** - This can include improving customer service standards, a better ability of staff to handle complaints, providing an exceptional customer service model, improving staff knowledge, increasing staff efficiency and helping staff with their own personal development needs.
- **Change management** - This includes restructures, redundancies and promotions, helping staff to be multi-skilled, helping staff to become more self-directed.
- **Mandatory training** - Mandatory training can involve training for regulations, new legislation, general first aid or OHS training. It can also include induction and orientation for new recruits.
- **To cover a skills gap** - When a skills gap has been identified, further training may be required. This includes new software, new technology or assessment techniques.

## 1.2 - Analyse work practices and routines to determine their effectiveness in meeting established learning objectives

There are a number of work practices and routines within any workplace. Determining their effectiveness in establishing learning objectives requires some investigation by the trainer and good research and questioning techniques should be employed to investigate these accordingly.

**The work practices could include;**

### **Staff rosters and schedules**

The schedule or roster system within an organisation can impact when the learners can be trained. Some questions that a trainer may need to ask include;

- Do they need to be able to cover each other during the learning process or can they all be trained at once?
- Will some of them be only on night or weekend shift and harder to get involved in the training?

### **Structures or systems within the workplace**

Different structures or systems within the workplace can provide a basis or template to the training. There may be specific ways in which things are done that are relevant to the organisation. For example, a trainer may develop a session based around their own knowledge of how to write up a purchase order, but the organisation may have their own way of doing it.

### **Deadlines and timelines**

Deadlines and timelines can create issues for delivery of training.

Some examples of this includes;

- Accounts staff may have end of month deadlines
- Bids and tenders staff or sales or technical staff that are responding to a tender may be on a deadline
- Training may need to be completed before a certain timeframe to allow for new legislation to kick in
- Staff Performance Management Plans may need to be finalised before a pay review can be undertaken

### **General operating guidelines**

An organisation will often have general guidelines that relate specifically to how they operate, or there may be general organisational guidelines to consider.

### **Legislation that governs these practices**

Some organisations will be required to adhere to certain legislations and regulations. RTO's, Law Firms, Accountants, Medical organisations, Building companies and organisations that serve alcohol are some examples of these.

### **Language, literacy and numeracy requirements**

There may be work practices that indicate that certain levels of LLN should be met and surpassed.



**OHS requirements**

OHS laws and regulations will indicate the need for further training.

**General company culture and performance expectations**

The culture within an organisation and its performance expectations will often impact on and determine training requirements. For example, if an organisation is known to be laid back and relaxed, holding a structured and formal training program may not be favourable to the learners.

The trainer should therefore be able to undertake some research around these to determine how these work practices could be utilised to deliver and meet a learning objective.

One way to conduct research for an individual learner and their needs is to analyse their job role. This could be done by filling in a simple template such as the one below;

**Job Analysis Template**

<b>Learner Name:</b>		
<b>Job Title:</b>		
<b>Job Role or Function</b>	<b>Skills Required</b>	<b>Skills Gap</b>

**The steps involved in analysing these work practices can incorporate;**

**Identification of the required learning**

**Consulting with the staff or learners involved**

**Defining how the objectives will be documented as part of the learning**

**Analysing the job role and tasks to ensure the needs of the learners coincide with the objectives**

**Identifying what needs to be amended to the program**

**Implementing the changes required**

**Getting sign off from relevant personnel to proceed with the program**

Continuous improvement practices can be undertaken to ensure that these work practices are in line with the organisational objectives and requirements.

**Some specific questions to ask around the continuous improvement cycle include;**

- What are we trying to achieve from this training program?
- Are the objectives clear and concise?
- Are trainer expectations clear?
- What changes can we expect from our staff after the training is complete?
- What effect will the training have on staff productivity?
- Are we expecting the training to be met with resistance?
- Will the training provide transferable skills?

**After the training program has been delivered, questions to ask include;**

- Were learner expectations met?
- Was the content interesting to the learners and relevant to their needs?
- Was it cost effective?
- Were the learners given enough time to practice new skills?
- Were all learning styles catered to?
- Did the trainer demonstrate knowledge in the subject?
- Are the learners able to demonstrate their new skills?
- Was OHS considered?
- Was assessment fair and measurable?
- Were feedback methods appropriate?



Once the information to the above has been collated and revised, the trainer and organisation should work together to ensure that the program is improved and monitored for future effectiveness.

### **1.3 - Identify and address OHS implications of using work as the basis for learning**

There are a number of OHS implications that can result from using a work-based environment in which to conduct training.

**These include;**

- Work-based accidents or incidents based on familiarity
- Safety issues around new equipment and lack of proper training
- Staff not being fully aware of issues
- Exaggerated working hours
- Changes to tasks
- Job description amendments



It is a good idea to form a committee or enlist expert assistance when it comes to the identification of these OHS implications.

**Representations can include;**

**An OHS Specialist**

**A representative from the learner group**

**An HR Manager**

**A Senior Manager**

The workplace can affect how a training program is delivered. Workcover in NSW can provide further information specific to OHS considerations and requirements for an organisation within NSW. Their website is [www.workcover.nsw.gov.au](http://www.workcover.nsw.gov.au). There are relevant authorities for each state within Australia that can provide further information. The trainer should be familiar with the authority for the State in which they are training.

If a new staff member is not properly trained in equipment and the proper use of equipment and machinery for their job role, and they have an accident or incident, the organisation will be held liable for any consequences.

## **Employers are required by law;**

**To provide a safe working environment**

**To ensure the equipment they provide is in a safe working condition**

**To ensure staff are properly trained in the use of all equipment**

**To provide or ensure staff are wearing protective equipment at all times when required as part of the job role**

**To monitor working conditions at all times**

**To act on any information provided by a staff member to them relating to OHS implications**

**To maintain a record of all work related injuries and accidents**

**To provide facilities such as bathrooms, meals areas, first aid equipment and shower facilities in certain environments**

**To consult with staff and representatives on issues relating to the safety of their workers**

**To monitor the health and welfare of its staff**

**To ensure they assume their Duty of Care for staff**

## **2.1 - Address contractual requirements and responsibilities for learning at work**

Contractual training requirements within a work-based situation usually arise out of industry specific needs. These requirements will usually include training in skills and areas such as;

- Legislative requirements – new laws, new tax laws, responsible serving of alcohol, new insurance laws, superannuation laws etc
- Practical skills knowledge such as needing to understand new software, equipment or machinery
- New developments or changes in technology or medicine
- New manufacturing or building laws – e.g. use of safety equipment or harnesses
- New regulations on handling of dangerous material – e.g. asbestos removal

The ongoing requirements for up-skilling or keeping staff aware of these changes are governed by the relevant authorities that relate to these such as Workcover, The Australian Medical Society, The Law Society or any other relevant authority.

An organisation should always ensure their staff are fully trained in the relevant legislative frameworks or regulations. The training may need to occur on a regular basis as legislations are often being updated and changed.

When training is to be undertaken for legislative reasons, approval from any of the following may need to be sought;

- Direct or line manager
- HR Manager
- Senior Management
- Executive or Board Members
- Union Representatives or Legal Representatives



Getting approval from the relevant manager or supervisor may also be necessary when undertaking work-based learning or when a learner will be doing any form of training in the workplace.

### **Addressing Contractual Requirements**

How the contractual requirements are addressed will depend on the organisation and the legislation that applies to them. Some organisations or industries will require more consistent training than others. For example, the IT industry is constantly changing and being updated, so technical support staff that work for an IT company may need regular training on new technology, although a large part of this training would automatically be undertaken as part of the job role.

Staff within an accountancy firm may need regular training on tax updates and implications as the tax laws change fairly regularly. It could be a good idea to keep a training schedule or for the trainer or HR department to be kept regularly updated on changes that apply to their staffing needs.

## **2.2 - Arrange for integration and monitoring of external learning activities with the work-based learning pathway**

Often it may become necessary to integrate learning activities to deliver training based on organisational needs. External learning activities can include workshops, external courses, apprenticeships or traineeships, online learning or conferences or seminars outside of the workplace.

It is not always possible for learning activities to be addressed in the workplace and when there is the need for outside assistance or expert intervention, some of the above methods may need to be addressed to fulfil these needs. An external consultant may also be able to provide relevant training.

Whenever components of a training program are delivered to learners externally, they should be aligned directly to the organisational objectives. Ideally the training should be contextualised back to the organisation so that the learners are getting the best possible information required.

Learners can sometimes feel as though external training is separate to the organisation, but in reality it should be considered a direct extension of the training that the organisation would normally offer.

For this reason, the HR Manager or trainer involved should ensure that outside training providers have been properly briefed on what is expected from the training program.

Learners who are asked to attend external training that is not relevant to their industry, their organisation or the required objectives will be resistant about attending training in the future.

Developing a work-based learning pathway for the learners requires regular intervention and monitoring by the relevant managers to ensure the learners feel as though they are on the right track for their learning and career paths.

One way to do this is to work on a Performance Management Plan with the learners and incorporate the learning objectives into the plan.

A Performance Management Plan (PMP) is completed yearly and usually consists of performance objectives and development objectives which can be monitored by the staff member and their manager. The performance objectives can be measured by using key performance indicators. Staff are advised when they are not meeting the objectives based on a rating system. Most PMP programs will give the staff a considerable amount of input whereby they can rate themselves first and their manager will then agree or disagree based on their performance.

Development objectives can be incorporated into the PMP so that staff know what direction their career may be headed in, and so that the Human Resources department or their manager can keep track of training requirements for the organisation for the year.

An example of development objectives that can be incorporated into a PMP is provided on the next page.



### Development Objective Template

<b>Development Objective:</b>	
<b>Measurement:</b>	<b>Date Due:</b>

<b>Development Objective:</b>	
<b>Measurement:</b>	<b>Date Due:</b>
<b>Development Objective:</b>	
<b>Measurement:</b>	<b>Date Due:</b>

One example of integrating learning with external activities is a traineeship. A traineeship is undertaken by the learner where they work 4 days per week and attend formal training such as at TAFE one day per week.

Training is integrated with the TAFE learning and gives the learners an opportunity to practice what they are learning in a formal working environment. Practical assessments and work based projects are then tailored directly back to the workplace.

When integrated learning is introduced, the organisation that is delivering the learning is required to maintain constant communication with the client and the learner. The external organisation will be responsible for the handling of the enrolment, marking assessments, providing feedback to the learner and any additional resources that they need.

The external organisation should ensure that the learner's supervisor or manager is kept well informed in relation to units of study the learner is undertaking, the order in which they will be studying the units, assessments and their due dates and any other relevant information.

## 2.3 - Obtain agreement from relevant personnel to implement the work-based learning pathway

There are various benefits for an organisation to implement a work-based learning pathway for staff members.

### Some of the benefits include;

**Staff will have better skills and be more efficient and effective in their jobs**

**Organisations will experience staff loyalty – the investment into their future will be clear**

**Transparency of career pathway – staff will know exactly where they are headed and how they will get there**

**Staff can have input into their own career direction and career prospects**

Although the benefits listed above have considerable merit, whenever any work-based pathway is implemented into an organisation, it will be necessary to consult with various staff and representatives.

Representatives from various areas both within an organisation and external to an organisation can often consult with trainers, external consultants or other stakeholders to review the proposed training.

### These representatives include but are not limited to;

- OHS Consultants
- External providers or their representative
- Senior Managers including Human Resources, CEO, Managing Director or Training Manager
- Line Managers or Supervisors
- The actual learner



A contract or an agreement should be made for the learner to undertake the training necessary for the work-based learning pathway that provides a benefit to all the parties involved.

This agreement could be included as part of the Performance Measurement Plan discussed earlier.



It should clearly state what is expected from the learner, how the organisation plans on helping the learner to achieve their learning objectives, timeframes for completion, what benefits the learner will receive from attending the learning and other information specific to the organisation.

There are often stipulations when an organisation has paid for the learner to undertake the training that the payment is based on the learner passing the course. Often they will be asked to re-pay the cost of training if they were to leave the organisation within a certain timeframe.

Agreement and approval to proceed from the relevant personnel can be obtained in various ways. There are many factors that need to be considered when obtaining approval.

Some of the factors to consider include;

- Approval from the cost centre involved
- Gaining industry advice
- Board or executive approval
- Budget allocations
- Approval to invest time and effort by the organisation and the learner



Developing a work-based learning pathway for staff can have numerous benefits and rewards from an organisational perspective.

Empowering staff to have input into their career path has been known to assist with a number of the following issues that can impact negatively on an organisation;

<b>They include;</b>
<b>Reduce absenteeism – staff are less likely to take time off when they feel they are being invested in by the organisation they work for</b>
<b>Team building – showing staff that they are valued helps them to feel like a part of a team</b>
<b>Reduce staff turnover – studies show that employees usually leave a job because of lack of career prospects, lack of money or issues with their manager. Giving staff a learning pathway will help them to realise the career prospects that are available to them, therefore creating a sense of financial security in the long term</b>
<b>Higher efficiency – staff that are trained become more effective and efficient in their jobs</b>
<b>Recommendations to friends and family – staff that are happy in their jobs and the organisation they work for will tell everyone. Eventually the organisation will be known for providing a good working environment.</b>

### 3.1 - Identify context for learning and individual's learning style.

Adults have different learning styles. The way they learn varies so a trainer should ensure they have covered the learning styles that can be applicable to the group when planning a session.

While it is not possible to cater to every individual need at all times, the safest option is to include a variety of techniques that cover each of the styles.

There are various schools of thought on different learning styles. Three of the most popular were discussed considerably by Richard Bandler and John Grinder in their Neuro Linguistic Programming (NLP) theories. The theories focused around how people communicate both internally and externally and how the senses impact these communication styles.

As a result, they concluded that adults have three main learning styles and tend to have a preference for one or more of the senses for learning.

The three main learning styles as identified by Bandler and Grinder are;

#### **Visual**

Visual learners like to see what is going on around them. They use words such as “see, appear, look, imagine” and talk less than other learners. You can cater to their learning style by including posters, graphs, handouts, booklets and variety in colours, clear layouts and a lot of white space. Visual learners prefer not to listen for too long. They enjoy doing puzzles, drawing, daydreaming, imagining and designing things.

#### **Auditory**

Auditory learners like to hear what is going on, rather than read. They like to hear lectures, stories, audio material including music, they like to get involved in discussions and enjoy variety in tone and pitch of voices. They like teaching and explaining things, are good at remembering names or places and trivia and enjoy verbal humour.

#### **Kinaesthetic**

Kinaesthetic learners like to do things. They don't enjoy reading very much and like games and practicing what they are taught. They enjoy team activities, demonstrations, practical exercises, moving around, being physically active, using body language, role plays and case studies where they can get involved and move around.

Another concept behind learning styles is PART. Allan Honey and Peter Mumford identified the following four PART learning styles, based on Kolb's learning cycle model (Experiential Learning, 1984).

PART relates to Pragmatist, Activist, Reflector and Theorist.

These styles are described in greater detail below;

➤ Pragmatists are;

- believers in a 'better way'
- keen to try out new ideas, theories and techniques to see if they work in practice
- likely to look for new ideas
- likely to take the first opportunity to use new ideas
- likely to act quickly and move confidently on ideas that appeal to them
- the type of people that like to get on with things
- less patient than other learners
- likely to respond to problems and opportunities by thinking of them as a challenge



➤ Activists are;

- believers in trying anything once
- usually the first to act then worry about the consequence
- likely to be kept busy during the day
- the type that enjoy doing new things
- likely to brainstorm problems and solutions to them
- the type of learners that enjoy the moment and immediate experiences
- open-minded
- bored with implementation and longer term consolidation



➤ Reflectors are;

- likely to adopt a low profile
- likely to appear distant to others
- likely to take a step back ponder experiences from different perspectives
- quiet during meetings
- the type that believe in taking caution
- most likely to collect data and analyse it thoroughly before arriving at conclusions
- probably going to consider all possible angles and implications before making a decision
- the type that prefer to watch others in action



➤ Theorists are;

- the learners that believe in rationality
- the type that need things to make sense
- usually perfectionists
- good at adapting and integrating observations into complex but logically sound theories
- likely to think problems through in a logical way using step by step theories
- likely to be detached, analytical and dedicated to rational objectivity

### **3.2 - Select appropriate techniques or processes to facilitate learning and explain the basis of the technique to learner**

The learning styles of each learner should be attempted to be accommodated whenever possible.

It is never going to be possible to cater to each individual learner, however, using a combination of the techniques used for each learning style can be helpful to the trainer, the learners and the learning environment.

When the training being delivered is part of a program that cannot be altered, the trainer should try to incorporate various activities that can be modified for learning styles into the program.

If the opportunity to work through and develop a lot of the content or context of a program is available, then it should be easy to determine methods to cater to these techniques and easily include them as part of the session.

An attempt to include as many strategies and techniques to suit the individual needs of the learners should be used.

The trainer should ensure that the process and technique that is going to be used is explained to the learner, so that they know in advance what is expected from them.

A learner does not want to enrol in a training program that is made up of audio tapes if they are the type of learner that prefers to get involved and do things.

The trainer should ensure that expectations are clearly documented prior to the training taking place.



**Some of the processes that can facilitate the learning environment include;**

**One to one job instruction**

One to one job instruction usually involves an experienced staff member showing the learner a system, procedure or job duty that they may be required to perform.

**Buddy System**

A buddy system is similar to the one to one job instruction but the buddy may be a long term solution and can provide information not only on the job role but other aspects such as company culture, policies and other relevant information that the learner may need to be aware of.

**Coaching**

Coaching is usually associated with improving a learner's performance within their job function. It is considered a process that ends once the learner understands the job function and their role within it. The coach provides techniques and instruction on how to get the job done, observes the learner performing the task, then assesses the learner based on how they perform the role. The coach is responsible for giving constructive feedback on the learner and their performance to help the learner get better through practice and encouragement.

**Mentoring**

A mentor is usually a skilled staff member that provides guidance and helps a less experienced learner or colleague. The mentor usually acts as a source of support and a role model and goes beyond just the job function – they can help with any issues the learner may be experiencing in the workplace. A mentor will usually work with the learner to put together a plan by defining the goals the learner wants to achieve, documenting a plan of action and then measuring results and performance against the criteria set by the learner and the mentor.

### **3.3 - Develop, document and discuss individualised learning plan with learner**

Learners should have a learning plan to help them to understand their learning, what is expected from them, and how they plan to reach the objectives set out by the training program.

Learning plans are a necessity when working as part of a traineeship, apprenticeship, distance or online learning, blended learning, off the job learning or flexible learning.

**The learning plan should contain details such as;**

**Learning objectives – what are the goals that the learner will achieve?**

**The structure of the learning to be undertaken – activities, how the learning will be monitored, who it will be monitored by, resources needed**

**Assessments – what is expected from the learner, when the assessments are due, frequency of tests**

**Face to face sessions / Meetings – how long the learning is expected to last, how often the learner will meet with their trainer, where the meetings will be held**

The trainer should put together a learning plan that suits the needs of the organisation for which they work, the needs of the learner and that is relevant to the training that is going to be undertaken.

Learners will have various questions about their training and the best way to manage these questions is to have the objectives and expectations written down for them to understand what is expected from them.

Some of the questions learners may have include;

- How will I be assessed?
- Will I be required to complete assessments or exams?
- How will I know I have passed the training?
- What qualifications will I receive when I finish the training?
- How much time will I need to spend studying?



The trainer should keep in mind that alongside the questions above, a learner may feel nervous about undertaking an external training program for any of the following reasons;

- They may feel as though their level of qualification is too low for them to be able to keep up with a new program
- They may be worried about what to expect if they haven't attended a training program for some time – if the last time they attended formal training was when they were at school for example, and their experience was not a very good one, they may feel they will experience the same thing in this new environment
- They may have a learning disability and they are too embarrassed to say anything about it
- They may have been working for so long and not attended training that they have forgotten what it is like to attend training
- They may be worried they won't have time to complete assessments or study for exams

### Example of a learning plan

<b>Learner Details:</b>		<b>Company Details:</b>	
<b>Mentor Details:</b>		<b>Registered Training Organisation Details:</b>	
<b>Delivery Methods:</b>		<b>Expected Completion Date:</b>	
<b>Training Commencement Date:</b>		<b>Training Program Name:</b>	
<b>Duration:</b>		<b>Training Program Code:</b>	
<b>Core Unit Code:</b>	<b>Core Unit Name:</b>	<b>Start Date:</b>	<b>Completed Date:</b>
<b>Visits Planned (Dates):</b>		<b>Assessment Required:</b>	
<b>Trainer / Assessor Details:</b>		<b>Support / Resources Required:</b>	
<b>General Comments:</b>			
<b>Sign off:</b>		<b>Date of Sign off:</b>	

### 3.4 - Access, read and interpret documentation outlining the OHS responsibilities of the various parties in the learning environment

OHS documentation should always be finalised prior to starting any training program. This documentation should include responsibilities, expectations and procedures related to the training program.

The trainer should use an OHS Checklist to make sure that everything has been checked prior to the commencement of a program.

Hazards should be identified, eliminated if possible, and reported regardless. Any significant issues should be addressed immediately.



**Some of the considerations prior to conducting a training program should include;**

- Tables at the correct height and that don't cram the learners should be provided
- There should be an opportunity to change the layout of the room if required
- Chairs and furniture should be comfortable and ergonomic
- Room temperature should be adequate for the training environment
- The trainer should be visible to all learners
- Toilets, kitchens and eating areas should have appropriate access
- The room should be in an area that is free of distractions including noise, movement and other disruptions
- Lighting should be appropriate – glare from outside should be minimised
- The room should be pleasant and clean

The trainer has a Duty of Care to ensure that learners are briefed on OHS issues when the program commences.

The relevant OHS Act for each state should be consulted for further specific information relating to OHS in the workplace.

**As soon as the training program has started, the trainer should inform the learners of the following;**

- Where to find facilities including toilets, kitchen and eating areas. Ensure all participants are able to access these areas (e.g. wheelchairs)
- Safety issues relating to the use of the facilities (e.g. where to get hot water, if the bathroom floors get wet etc)



- Emergency procedures – what to do if there is a fire, smoke, an emergency, where the exits are located, how to find and use the exits, general procedures and protocol to follow if there is an emergency
- Grievance procedure – what the learners should do if they have a complaint and how to

### **3.5 - Monitor supervisory arrangements appropriate to learner's level of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety**

The learner should always be supported in their learning activities. As discussed earlier, the trainer has a Duty of Care to ensure learners are in a safe environment, free from harm, risks or hazards. The learner also has a duty to uphold and ensure they follow the regulations and procedures that will keep them safe from harm.

Depending on the training that is being delivered, the trainer will need to ensure the level of supervision is appropriate to the learner and their needs.

Each learner will have different knowledge levels and within each level, the trainer must ensure they provide adequate levels of care that cater to these needs.

Within each target group characteristic, there will be differing needs. For example, the needs of a target group of learners with visual impairments will differ to those without visual impairments. Taking these learners out on a field trip will require extra assistance from other trainers or experts to help manage the learners and ensure they are always safe.

The same would be the case for learners from non-English speaking backgrounds that may be in Australia on a tour group. If they were to go on a field trip, it would be a good idea to have a few trainers with the group in case any of them stray or walk away.

The OHS issues that arise from different learner groups and their needs will need to be discussed prior to the training program running, with the relevant stakeholders and any other people with an interest in the training.

Supervisory arrangements need to be put into place prior to the learning taking place under these situations. Where there is a target group that requires extra help, the trainer will need to make sure they have organised for appropriate supervision of the learners.

Supervision can be sought from;

- Other trainers
- Support staff
- Staff that are hired just to help with that program
- Teachers aides
- Other learners

- Managers and supervisors
- Team leaders
- Industry experts (i.e. specialist staff, counsellors or other staff equipped to help)

Once the level of supervision that is required has been determined, these issues can be factored into the training program and assessment program to ensure that the prerequisites are known and the correct staff have been notified.

The supervision can then take place during the training.

Supervision may also be necessary during field trips, outside activities, or other activities where there may be demonstrations or a lot of activity on the part of the learners.

A trainer can then support the learners by ensuring they can focus on delivering the training, while comfortable in the knowledge that someone is helping them to make sure all the learners are in a safe and healthy environment.

#### **4.1 - Sequence introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway**

The work-based learning pathway should follow a logical sequence so that the learner understands how the learning is going to take place.

The learners should be able to understand the logical flow of the information as it is delivered and presented to them.

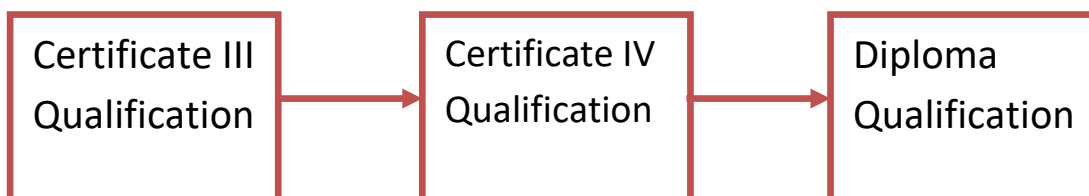
Putting the learning into context and a logical sequence involves knowing the concept behind segmenting the information.

By presenting the information in a format that outlines the tasks and activities required, along with the processes and procedures that the learner needs to follow, the information for the work-based learning program will be easier to manage and understand.



The learners should only be attending training that indicates the learning pathway has been followed.

For example, if the learning pathway for a Diploma qualification is that the learner should complete Certificate III, Certificate IV then enrol in the Diploma, and the learner has not completed Certificate III and Certificate IV or equivalent, they will be unlikely to understand the training, terminology and basic concepts they would need to grasp in order to complete the Diploma at the level intended.



How the information is delivered and sequenced will be determined by the processes and procedures expected by the organisation.

The method in which learners are supported will vary from company to company, with some offering mentors, a buddy system or ad hoc help as required from an experienced staff member. These methods should be taken into consideration as part of the work-based learning pathway.

Another factor to consider in the development of the work-based learning pathway is the impact that attending training for the learner will have on other staff members.

**Some of the considerations include;**

- Sometimes it will be necessary for colleagues to fill in while a learner attends training.
- There could be decline in productivity while the learner is studying
- There could also be an increase in productivity as the learner will become more motivated in the workplace
- Stress can impact the learner and anyone who is covering their job function
- Increased demands for study and workload

**Contingencies should be in place to support the learning including;**

- Hiring casuals if necessary to back fill a role
- Having another staff member fill in if feasible
- Ensuring the workload is reduced on the learner and other staff members who may be filling in, if possible

The HR department, training department, trainer, supervisor or manager should ensure all avenues are covered when a learner is attending training to maintain a positive image of the learning pathway. The more positive the transition is, the more likely an organisation will want to send more staff on further training, therefore increase the skill base of its staff.

## **4.2 - Explain objectives of work-based learning and the processes involved to the learner**

An adult learner will be more receptive to a work-based learning pathway if the process and purpose is explained clearly to them.

The learner can anticipate in advance any areas where they have a concern, as well as how the learning fits into the overall scheme and learning pathway as directed by the company that they work for.

Often an adult learner may feel worried, apprehensive or nervous about attending a training program, whether it is off site, on site or distance learning.

Some of the learners that may feel such apprehension and concern include;

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**A learner that is returning to a training environment after a long period of time**

**A return to work mother who has been home for some time**

**An older learner**

**Someone new to the working environment such as a school leaver or long term unemployed learner**

Communicating effectively with the learner by letting them know the following ensures they feel comfortable and secure in their learning activities;

- What the learning involves
- How they can prepare for the activities
- How they will be assessed
- When they will be assessed
- Why they are undertaking the learning

**Some of the ways in which the objectives can be explained include;**

- Communicate the big picture by letting the learner know the objectives
- Provide the learner with a learning or training plan
- Ask someone who has completed the training before to speak with the learner about what to expect
- Manage questions and expectations by providing transparency in what the learning involves
- Provide brochures or other information on the training program

Communication with the learner should be planned in advance, well thought out and incorporated as part of a one to one meeting or session briefing so as not to overwhelm the learner.

One of the adult learning principles discussed earlier is that adult learners must take responsibility for their own learning and be self-directed learners. Adult learners must be committed to their own learning or they will simply form barriers and create resistance.

Adults should also be validated for the experience they can bring to the learning environment, as well as learn from each other.

Adults will feel more connected to their learning by taking and assuming responsibility for their actions. A trainer should therefore simply facilitate the learning, be there as a source of knowledge and support and encouragement, while carefully directing the learners on their learning path.



**In 1984, Malcolm Knowles discussed the following principles relating to adult learners;**

- Adults are motivated to learn through needs and interests. These needs and interests are the appropriate starting points for organising adult learning activities.
- Adults' orientation to learning is life-centred. This means that the appropriate units for organising adult learning are life situations, not subjects.
- Experience is the richest resource of adult learning. Therefore the core methodology of adult education is the analysis of experience.
- Adults have a deep need to be self-directing. Therefore the role of the trainer is to engage in a process of mutual inquiry with them, rather than to transmit his or her knowledge and then evaluate their conformity to it.
- Individual differences among people change with age. Therefore, adult education must make optimal provision of differences in style, time, place and pace of learning.

**Carl Rogers, in 1969 concluded that the psychology for adult learners includes;**

- Personal involvement – the whole person, including his or her feelings and cognitive aspects are involved in the learning event.
- Self initiation – even when the impetus or stimulus comes from the outside, the sense of discovery, of reaching out, of grasping and comprehending, comes from within.
- Pervasiveness – learning makes a difference in the behaviour, attitudes, perhaps even the personality of the learner.

- Evaluation by the learner – the learner knows whether the learning meets personal needs, whether it leans towards what the individual wants to know, whether it illuminates the dark area of ignorance the individual is experiencing.
- Its essence is meaning – when such learning takes place, the element of meaning to the learner is built into the whole experience.

*The Adult Learner, Malcolm S Knowles, Elwood F Holton III, Richard A Swanson, 2005*

#### **A trainer can encourage a learner to be self directing by;**

- Ensuring the learners are involved in the program as much as possible
- Asking them to complete a self assessment
- Structuring the learning so that the learner can take and assume responsibility for the assessments and outcomes
- Setting a final work-based project that helps the learner to work on and incorporate their current learning into the training program
- Getting the learners to set a course for study that is appropriate to their needs and the time they have available
- Asking the learners to identify what they will get out of the training program
- Encouraging the learners to complete a contract to state they will complete the training to the best of their ability and provides a commitment for the learner to stay on track
- Asking the learners to contribute and talk about any experience they have that is relevant to the learning to benefit the other learners



#### **4.4 - Develop techniques that facilitate learner's transfer of skills and knowledge**

The learning that is undertaken as part of a learning pathway should be matched to the learner needs, the organisations needs, and what the objectives of both parties are.

Learning is a life-long process that should continue long after the learner has left the classroom.

Strategies on the techniques and methods used to ensure the learner has transferred their skills and knowledge should be employed by the trainer.

By ensuring these techniques are incorporated into the training program, the learners will maintain their knowledge for longer, and understand how to contextualise back to their workplace in a smoother manner.

Some of the ways to do this include;

Using questioning techniques that draw on real life experiences of learners

Using simulated environments where the learners can put the learning into direct practice

Utilising case studies and real-life scenarios that relate directly back to the learner and their job function

Conducting follow up some time after the training has been delivered to make sure the learning has been retained

Asking for a mentor or coach to follow through after the formal learning to make sure the concepts are put into practice

## 5.1 - Prepare for each session

Preparation for each session or training program is essential. A trainer should always be prepared for the delivery of the session.

When a trainer has not spent enough time working on preparation of a lesson, it is evident. They can appear unprofessional, not competent or knowledgeable, they can be seen to be wasting the learners' time and this can have a negative impact on the learners and their motivation.

The following is a handy reference guide to determine some of the things a trainer should do and not do in preparation for a training session;

<b>Do</b>	<b>Don't</b>
Plan for each training session	Think you can just 'wing it'
Use resources effectively	Bore the learners with details or resources they don't need or understand
Be organised and familiar with the content of the session	Assume you will understand the content as you go along
Be on time and start punctually	Be late

Get the learners involved	Do all the talking
Provide relevant content and information	Be patronising
Speak clearly, be confident, use correct posture and body language	Mumble or be difficult to understand
Make eye contact with everyone and sweep the room with your gaze	Lecture or sound like a broken record without varying the pitch and tone of your voice
Build rapport	Read from notes or handouts for a long time
Break the session into manageable chunks or segments	Let the session go over the time allocated to it
Use terminology the learners will understand	Discourage the learners from asking questions
Answer questions or get back to them if you don't know the answer	Pretend you know the answer to a question if you don't

**When preparing for a training session, some of the issues the trainer should consider include;**

- Are the learning resources appropriate?
- Has the session been tested to consider timing and content?
- Are the resources accurate and easy to understand?
- Has everyone been informed of the time and location of the training?
- Has adequate time been allocated to the session?
- Has adequate time been allocated to the activities?
- Has the equipment been checked?
- Is the venue conducive to the learning environment?

## **5.2 - Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development**

The learning activities included in a training program should always support the following;

- Reinforcement of new learning
- Identification of areas for further improvement
- Building on strengths for the learner

The learning activities that are included as part of the training program should reflect the above to maximise the impact and desired effect for the learners.



**The activities that can be incorporated into a training program include, but are not limited to;**

<b>Role Plays</b>	<b>Case studies</b>
<b>Questionnaires</b>	<b>Simulated activities</b>
<b>Demonstrations</b>	<b>Written activities</b>
<b>Work shadowing</b>	<b>Work based projects</b>
<b>Research</b>	<b>Analysis</b>

The learning activities can best be represented and contextualised in a manner that increases knowledge for the learners.

A learner will learn more from an activity that is customised to their workplace or learning needs than from an activity that is not relevant to them.

The structured activities should be included as part of the training plan so that the learner is aware of the types of activities they are expect to perform as part of the learning process.

When the learner is being exposed to training such as on the job training, through a buddy system or mentor or coach, the activities can be easily geared towards their learning and be contextualised in a manner that helps the learner understand and apply the desired outcomes.

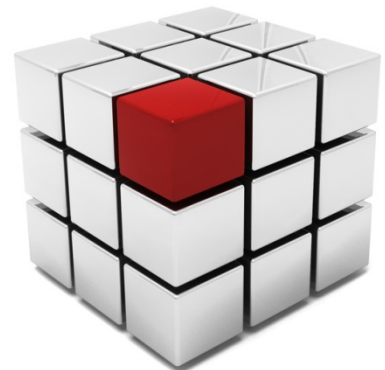
It is important to determine who will be responsible for the planning and provision of the relevant learning strategy and activities associated with this strategy.

**Often it could be;**

- The trainer
- The HR Manager
- The learners' manager or supervisor

The number of sessions that will be delivered will have a major impact on the activities required. If there are too many activities that cannot be completed within the session times, then it may be necessary to warn the learners in advance that they may be required to complete extra work outside of the learning environment.

The relevant learning materials should be planned and developed according to the learner needs, and based on the trainer identifying where the learner needs further improvement to achieve the objectives, what strengths the learner already has, and how to support and reinforce what they are learning.



As learning activities also include assessments, the trainer should make the appropriate arrangements for the assessment, determine who will conduct the exams or formal marking of the assessments and how they will be applied to the learning environment to ensure they are appropriate, relevant and indicate that the objectives of the training program have been met by the learners.

### **5.3 - Observe learner cues and change approaches where necessary to maintain momentum**

Observing learner cues is a skill that most trainers develop over time. It is not always easy for a trainer that is new to the job to see what is going on with their learners, but an experienced trainer can spot straight away if there is an issue, if someone is not understanding something, or if clarification is required.

When a learner is showing signs of not understanding or of concern, it is the cue for the trainer to change their approach.

Some ways in which a trainer can determine whether the learners are understanding the content of the session can include;

- Worried looks
- A learner asking a lot of questions
- Learners asking each other questions
- Learners looking at each other in a confused manner
- Attendance may become irregular
- The learner appears stressed, anxious or frustrated
- The communication increases or decreases among the learners
- Silence
- Learners become easily distracted



**There are a number of reasons why a learner may not understand the content of a training program.**

**These include, but are not limited to;**

**Lack of interest in the program**

**Resistance because they were forced to attend or did not feel they would benefit from attending**

**They may have a hidden learning disability**

<b>Language, literacy and numeracy issues</b>
<b>They may not like their job and now have to attend training related to it</b>
<b>Lack of confidence</b>
<b>Lack of understanding jargon or terminology</b>

Once the trainer has identified that there may be issues present that are stopping or hindering a learner from understanding the content of a program, they can address the issues in a number of ways;

- The learner should only be approached on their own to discuss
- A specialist may be able to get involved
- The learning plan could be modified to suit the learner
- Alternative methods of delivery could be employed
- Alternative assessment methods could be included
- Different techniques, methods or approaches could be added to the program
- Encourage the learner to get more actively involved or slowly build up their confidence

#### **5.4 - Practice ethical behaviour at all times**

Ethical behaviour should be practiced at all times by the trainer. The trainer is a professional that needs to display an ability to understand and empathise with the learners, while maintaining an ability to do the right thing at all times.

The guiding principles that dictate the manner in which a trainer behaves will most likely be part of the policies and procedures of the company for which they work. Moral and ethical standards apply to the conduct of a person or group of people.

A trainer should always follow ethical behaviour regardless of whether or not their organisation has the policies in place.

**Ethical behaviour includes;**

**Being fair to all learners at all times** - A trainer should always display fair and just behaviour towards the learners. This means the learners are entitled to receive the same treatment as everyone else, regardless of race, religion, disability, gender, background, cultural beliefs or age. Learners must not be discriminated against, exploited or treated badly in the learning environment.

**Showing respect for all learners** - Learners must be treated with respect. Trainers should never belittle or degrade a learner or make an example out of them in front of the other learners. If the trainer respects the learners, the learners will respect the trainer and the session will be delivered from a position of mutual respect for all involved. The trainer should be the first to offer respect.

**Displaying trust and integrity** - A good trainer can be trusted, will always display integrity and keep to their word. Integrity means carrying out duties as a trainer in a morally correct manner. A trainer with integrity will display professionalism and standards.

**Being honest with the learners at all times** - The learners deserve the truth so a trainer should always be honest and upfront with them.

**Following policies and procedures as set out by the RTO or organisation for which they work** - The RTO or training organisation will have set policies and procedures that should be adhered to by the trainer at all times. The trainer should ensure they follow these procedures as often they relate back to legal issues and implications that need to be followed.

**Knowing where the trainer's limitations end** - Trainers will often want to help their learners. It is in their nature. A trainer however should be aware that sometimes they cannot help their learners and intervention or referral may be necessary. A trainer should be aware of how far they can go before they need to get specialist advice or assistance.

## **5.5 - Monitor effectiveness of the learning / facilitation relationship through regular meetings between the parties**

It is important to monitor how the training is progressing with the learner. Regular meetings between the learner, the trainer and the RTO will ensure that the effectiveness of the training can be monitored appropriately.

**Some ways in which to do this include;**

- Regular face to face meetings
- Telephone meetings
- Emails and other written communication
- Feedback and questionnaires
- Assessments
- Benchmarking against other learners



Meetings can be utilised to take advantage of communicating with the learners, the company that is sending the learner on the training, the RTO and the trainer. They can be formal or informal, structured or unstructured.

### **Formal Meetings**

Formal meetings can be highly structured and will usually have legal or regulatory issues that need to be addressed. They are usually held on pre-determined dates and will have a few representatives in attendance. They often require formal documentation to be accompanied with the meeting, someone may need to take notes and there is usually a purpose to the meeting.

## Informal Meetings

Informal meetings are less structured and can be ad hoc, last minute or just a casual talk between the trainer and the learner. They are usually held to come up with ideas, brainstorm, catch up, promote discussion or share information.

Regardless of the type of meeting that is held, there will often be a legal requirement for the trainer to keep notes on the meeting, what was discussed and what was resolved as a result of the meeting for legislative reasons relating to the training being undertaken.

The arrangements that need to be made to hold a meeting are relatively simple.

Coordinating the arrangements involves;

- Planning the meeting – determine what needs to happen. Why is the meeting being held? What are the objectives of the meeting?
- Determine the tasks involved – who will be responsible for the tasks that need to be undertaken for the meeting to take place?
- Organise to inform the attendees of the meeting. Advise them of the schedule and determine the resources needed for the meeting.
- Monitor the meeting and the learning arrangements that need to take place.

## Meeting Planner Template

Meeting Planner			
<b>Purpose of Meeting:</b>	<b>Date of Meeting:</b>	<b>Attendees:</b>	
<b>Agenda Items:</b>			
<b>Tasks Due:</b>	<b>Date Due:</b>	<b>Allocated to:</b>	<b>Completed:</b>
<b>Comments:</b>			

## **6.1 - Carry out the closure smoothly, using the appropriate interpersonal & communication skills**

The training program will eventually come to an end. The training plan will indicate when the training or session is due to finish, the enrolment will also indicate the timing and therefore the end date of the training.

If the training has been going for some time, it can be difficult for the trainer and the learners to say goodbye and often strong business relationships are forged from a training session.

The learners will often find they have a great opportunity to network with each other and will often stay in touch long after the training has finished.

The end date gives the learner an opportunity to know where they are headed and what they are working towards. It should be considered a positive experience and once finalised, the learner knows they can move on to bigger and better things.

There are a number of techniques that can be used to carry out smooth closure for both the trainer and the learner. There are also a number of signals that indicate the learner is ready to end the training.

### **These include;**

- An assessment by the learner or the trainer
- How ready the learner feels they are to finishing
- How ready the trainer feels the learner may be to finish
- Improvement in the area they are being trained in
- Readiness to move on to further training

Some of the interpersonal skills that a trainer will need to draw on to effectively close the training relationship include;

- **Perception skills**

A good trainer should understand the learners, know how to perceive a situation and recognise that not everyone sees things the same way.

➤ **Non-verbal communication**

55% of our message is delivered via body language

38% is in the tone of voice we use

7% is in the actual words

Non-verbal communication includes;

- Eye contact
- Posture
- Facial expressions
- Dress

➤ **Good listening skills**

This is the ability to listen to the needs and concerns of the learners.

➤ **Ability to build rapport**

This is the ability to show trust and respect of the learners, so that they trust and respect the trainer. The more you communicate with them in an open manner, the more they will communicate with you.

➤ **Asking questions**

Asking the right questions at the right time indicate an ability to communicate effectively. Some good questions to ask learners include;

- What are your thoughts on...?
- What has to happen for you to achieve...?
- What goals do you have that relate to...?
- How will you feel once you have achieved this goal?



*“Quality questions create a quality life.  
Successful people ask better questions, and  
as a result, they get better answers.”*

Anthony Robbins

## 6.2 - Seek feedback from learner on the outcomes achieved and value of the relationship

At the end of the training, an evaluation should be undertaken to determine how well the training went. This ties in well with closing the relationship and getting feedback to improve subsequent training sessions.

Some of the ways to successfully close a training program include;

- Feedback sheets from the learners – this includes pre-written comment sheets and general ad hoc comments from them
- Written comments – includes unsolicited comments from learners
- Surveys and questionnaires – this can be done straight after or some time after the training has been delivered
- Focus group interviews – these can be conducted with target questions
- Informal discussion – ask the learners what they liked and didn't like about the training

An example of a Feedback Form is below;

Issue	Yes	No
Was the trainer well prepared		
Did the trainer know the material well?		
Did the trainer build rapport with the learners?		
Was the venue suitable?		
Was the set up of the training room suitable?		
Was the equipment effective?		
Were the resources suitable?		
Did you have a chance to participate in the sessions?		
Did you understand the content?		
Were you given an opportunity to ask questions?		
Were the assessments fair and comprehensible?		

A trainer can also conduct a self-evaluation to determine how they feel the training went. This is a useful strategy to help them review their own performance and benchmark against the comments made by the learners.

**In order to self-evaluate, a trainer should;**



- Ask honest questions about how the training went
- Ask critical questions about their ability and knowledge of the subject
- Review feedback forms and surveys completed by the learners
- Evaluate how they feel they went
- Sit in with other trainers to compare how they train
- Analyse any information given by the learners
- Determine how well the learners went during the training

The aim of self evaluation is to improve the training each time the trainer delivers it.

**A trainer should always be striving to improve their performance and some of the ways in which they can do this include;**

- Undertaking further training
- Attending seminars and workshops
- Attending conferences
- Join an industry body
- Reading material to increase knowledge
- Networking with other trainers

### **6.3 - Evaluate and document process including impact, self evaluation and reflection, and file according to legal and organisational requirements**

As discussed earlier, self evaluation is a critical aspect of the training process. A trainer should reflect and evaluate their performance, gather feedback and if possible, ask a trusted colleague or friend to sit in on their training and give them constructive criticism on their performance.

No matter how long a trainer has worked in the industry for, they should continue their professional development and put together a plan for themselves to maintain their knowledge and professional experience current and up to date.

Records must be kept for a period of 30 years by RTO's to comply with current legislation. Keeping accurate records is crucial for this reason, and the records kept by RTO's and training organisations form the basis for;

- The learners to provide feedback to their employers
- The trainers to provide feedback to the employers of the learners
- Provides a history of the training activities of the company
- Will form part of the employee records
- Ensure accuracy of qualifications
- Can be required by government departments as proof of attendance of training



**Records include, but are not limited to;**

**Paper based records**

**Training plans**

**Assessment results**

**Records of payment**

**Evaluation and feedback sheets**

**Session outlines**

**Records of meetings and discussions**

## **7.1 - Document work performance and learning achievement and keep records according to organisational requirements**

Organisational requirements will vary relating to the records that need to be kept.

An RTO must keep records relating to nationally recognised training for 30 years.

The achievement of the learners and the results from their training forms part of the records that must be kept by the RTO.

Records must be kept for legal reasons which include the maintenance of records as proof of the learner's results, required evidence for pay reviews, HR records for personnel and for general accountability reasons.

The records can be kept in soft or hard copy and should be kept in a filing system that is accessible by staff that require access to them.

The RTO or training organisation will have in place procedures to keep records as well as procedures required for the access and filing requirements of these records.



Keeping to these procedures will ensure that the records are kept in a safe place, past records are separated from current records and confidential files are safe with secure access only to those that require it.

For privacy reasons, the RTO or training company should ensure they have a secure system to avoid theft or invasion of privacy. Whenever the records are accessed, there should be provision to note in a register the following details;

- Who accessed the information
- Why the information needed to be checked
- The date the information was accessed
- Why it was accessed
- The outcome

Reviewing the training is an ongoing process and the trainer and the RTO or training company should be constantly striving to review and improve their training.

**Some ways in which they can do this includes;**

**Feedback from the learners**

**Evaluating how effective the training program was**

**Determining how effective the organisation thought the training was**

**Recording feedback and comments from the learners**

**Benchmarking against other training organisations**

## 7.2 - Evaluate effectiveness of work-based pathway against the objectives, processes and techniques used

The training has come to an end and now it's time to evaluate how effective the work-based pathway was, based on the objectives, processes and techniques used during the training.

One way to do this is to get the learners to provide feedback to the trainer or the organisation that provided the training.

They can also provide feedback based on their job role and how well they can now perform their duties. This is a good time to get feedback from the manager or supervisor of the learner to determine how well the learner is doing in the job function based on the organisational needs.

The trainer would have used different techniques and processes during the training in order to achieve the desired objectives.

Some may have been more successful than others.

What may have seemed successful to the trainer may not have been as successful to the learner, so feedback they provide can help enormously.

Feedback can be provided in a structured manner which includes the learners filling out specific forms, questionnaires or surveys, or it can be less structured in the way of general conversation, a follow up phone call or unsolicited comments.

All the original stakeholders should be given the feedback in report form so that they are aware of how successful the training was.

The information collated can then be used for the following reasons;

- To improve further training
- To determine if further training should be undertaken
- To determine if the investment in training was worth the expense
- To understand what the learners have gained from the training
- To refine training for future learners

A sample evaluation form is provided to help the trainer get the best possible response from the learners to evaluate the actual techniques and processes used during the training.



## Sample Evaluation Form

Date of Training:

Name of Trainer:

Name of Learner (optional):

	Agree	Disagree	Neutral
I understood the course content			
The training was relevant to my job			
The training has helped me to do better in my job			
I found the course interesting			
I was encouraged to participate in the training			
I was able to provide regular feedback			
I was given regular feedback on my progress			
I will recommend this training to others			

Other comments:

### **7.3 - Recommend improvements to work-based practice in light of the review process**

Once the training has been conducted and reviewed, feedback has been received and the information collated and analysed, the improvements required should be considered.

Information to help improve future training can be collected from;

- Feedback from the learners, their managers or supervisors, the trainer, other stakeholders
- Written comments provided by any of the above
- Surveys or questionnaires completed by any of the above
- Focus group interviews
- General informal discussions
- Learner reports
- Learner assessment and results

Once this information has been collected and put together, it should be given to an expert or independent party to analyse and present the information in a manner that gives a clear indication of how successful the training actually was.

The expert or independent party can then recommend improvements for the training moving forward.

An expert in this case can be;

- A senior manager
- A principal or VET Manager from the RTO
- An industry expert
- Someone who represents the interests of the learners
- External providers

The information should be reviewed with deadlines in mind relating to future training so that the feedback