



AUSTRALIAN LIFESAVING  
**ACADEMY**  
NEW SOUTH WALES



**SURF LIFE SAVING**  
**NEW SOUTH WALES**

# **TAA40104 Certificate IV in Training and Assessment**

## **Document 1**

### **Pre-workshop activities Training Officers Certificate - Upgrade**

## **Acknowledgements**

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## Introduction

The aim of this program is to enable you to formalise your current knowledge and skills and to allow you to demonstrate competence in the following nationally-endorsed unit of competency from the Training and Assessment Training Package TAA04:

- TAADEL301C Provide training through instruction and demonstration of work skills

This unit forms part of the nationally recognised qualification TAA40104 Certificate IV in Training and Assessment. The unit of competency can be downloaded for your reference from [www.ntis.gov.au](http://www.ntis.gov.au).

This process will give you recognition for the important knowledge and skills of organising and conducting instruction and demonstration of work skills through a planned approach, while checking performance to ensure learning has occurred.

The unit of competency includes a focus on instruction delivered in the workplace, in your instance the beach environment. The instruction is usually for a specific learner and to meet organisation requirements, including workplace induction, learning how to operate new equipment and processes, developing new skills at work, improving efficiency and effectiveness, and meeting safety procedures.

## Assessment Only Pathway

This is not a training program. While you will probably learn some new things from working through the assessment process, the assessment only pathway is essentially geared to ***recognising your existing knowledge and skills***.

During the process, you will need:

- access to other relevant documentation such as existing delivery plans, resources and any other resources and materials required for training purposes.
- opportunities to conduct a minimum of three training sessions for different groups (refer to the Assessment Activities for further details).

## Getting started

Once you have enrolled and received these materials, your first task is to read through the three topics in this manual and complete the activities within each topic.

You will need to take this completed work with you to the workshop. If you have not completed the activities, you will not be able to participate successfully in the activities of the workshop. The notes you make in this manual are for your own use and will not be collected as part of your evidence for assessment, but will form the basis of the assessment activities you will commence at the workshop.

There are 7 activities in this workbook. **All 7 must be completed prior to attending the assessment workshop.** If you are confident you can complete the activities without doing the reading, feel free to skip through those parts of the manual.

## Introduction to Unit

This unit of competency focuses on the ability to conduct individual and group instruction and demonstration of work skills. The focus is on:

- Identifying learners and their characteristics
- Sourcing and checking materials and resources for relevance
- Confirming the environment for instruction is safe
- Organising equipment or physical resources
- Seeking assistance to undertake the above as required
- Establishing the learning relationship
- Following the delivery plan
- Using two way communication through the learning process
- Providing opportunities for practice
- Ensuring learners are aware of any safety procedures
- Giving and seeking feedback
- Ensuring learners are acquiring new skills and knowledge
- Undertaking a self review of own style
- Maintaining records in accordance with organisational requirements

### Terms

#### What are delivery plans?

The terms delivery plans, lesson plans and session plans are often used interchangeably. These documents are all used by the trainer/facilitator to guide and manage the delivery to a group and/or individual.

#### What is a learning program?

Is a document that provides a guide for the trainer to support a cohesive and integrated learning process for the learner.

#### What are learning resources?

These may include but are not limited to:

- CDs and audio tapes
- Manuals
- Log books
- Organisational learning resources
- Standard operating procedures
- Texts
- Trainer/facilitator guides

#### What are learning materials?

These may include but are not limited to:

- Handouts to learners
- Worksheets
- Workbooks
- Prepared case studies
- Prepared activity sheets
- Prepared overheads and power point presentations

## **What are learning aids and equipment?**

These may include but are not limited to:

- Whiteboards
- Overhead projectors
- Butchers paper
- IRB boat and equipment
- Masks and dummies for first aid
- Rescue craft

It doesn't really matter what term you use as long as you have everything required for delivery. It is important for you also to consider your learners and what learning really is.

## **What is learning?**

Learning can occur formally or informally and its results can be observed during the performance of the individual. If an individual performs a new task to the standards specified, it is assumed that learning has taken place, that there has been some change in behaviour. Learning involves a change in the knowledge, skills or attitudes of the person who is undertaking the learning.

The theory of learning can be quite complex but for our purposes we will focus on the fundamentals. There is a variety of information available from many sources regarding learning and many terms are used such as experiential learning, behavioural learning, and collaborative learning and accelerated learning. Regardless of how the learning takes place, it involves changes to the learners' knowledge, skills and attitudes:

Knowledge refers to learning facts, principles, concepts, rules and theories necessary for getting things done and solving problems.

Skills refer to applying knowledge, eg, planning, and physical skills, manipulating objects, equipment and machinery. Skills have both a physical and mental aspect.

Attitudes refer to developing feelings, values and emotions.

In all but the simplest of learning situations there is integration between the learning of knowledge, skills and attitudes.

People learn under a variety of conditions and in various circumstances. This is known as the context of learning.

Learning is a continual process for humans and is known as Lifelong Learning. This learning can occur informally or formally. Learning should be holistic - a combination of processes that lead to learning occurring.

## **Characteristics of learners**

Your learners will be different and this can make an impact on the delivery of the program. You will need to gather as much information as you can about your learners.

Characteristics may include:

- Level and breadth of work experience
- Level and previous experience of formal education

- Socioeconomic background, age, gender, range of disabilities
- Special needs – physical and/or psychological
- Reason for undertaking the learning
- Language, literacy and numeracy needs
- Cultural background
- Culture of workplace
- Learning style preference
- Knowledge and skill level

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

When you are gathering information about the learners you should also be considering the level of language, literacy and numeracy required by the learners to successfully achieve the outcomes of the program.


If support is required by the learners, where can that be accessed and do the outcomes of the learning being delivered and assessed allow for any support - for instance making reasonable adjustment to the assessment process?

### **Special needs of learners**

Besides language, literacy and numeracy needs learners may have other needs that should be considered to enable successful completion of the program outcomes. These could include:

- physical or psychological disabilities
- previous learning experiences
- level of formal schooling
- cultural background

You should consider special needs in your planning especially if referral services are required by participants.


	<p><b>Activity 1 – Who are your learners?</b></p> <p>Your training sessions will have learners from a range of different backgrounds. Your planning should include identifying as much as possible about your learners. Answer the questions below which will allow you to develop a picture of your learners.</p> <ul style="list-style-type: none"> <li>• Who are your learners?</li>   <li>• What do you need to know about them?</li> </ul>
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	<ul style="list-style-type: none"> <li>• What are their individual needs?</li> <li>• What are some of the characteristics they may present?</li> </ul> <p>Bring your documented answers to the workshop and be prepared to discuss your ideas.</p>
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**Barriers to learning**

A learning barrier is something that interferes with the learning process. Barriers can be many and varied and include:

Trainer/facilitator driven barriers	Learner barriers
Mannerisms Rate of speech Stance Body language Interpersonal skills Poor communication Being unprepared Large groups of participants Lack of knowledge of subject area Unwilling to help participants	Previous experiences Language Literacy and numeracy Lack of ability for program attending Lack of confidence Work commitments Age culture Reason for participating ie being forced to attend

	<p><b>Activity 2 –You may wish to use your answer to the previous activity to undertake this one.</b></p> <p><b>Barriers to learning</b></p> <p>Think about your learners and the barriers to learning you may have encountered. How did you manage those barriers to ensure the needs of the learners were met? Complete the table below.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 5px;">Barriers to learning you have encountered</td> <td style="width: 50%; padding: 5px;">What strategies did you use to manage those barriers?</td> </tr> </table>	Barriers to learning you have encountered	What strategies did you use to manage those barriers?
Barriers to learning you have encountered	What strategies did you use to manage those barriers?		


## Preparing learning resources

Preparing learning resources involves selecting, modifying and using existing learning resources.

This also involves the selection, preparation and use of work equipment and facilities for the purposes of training. Learning resources relate to more than whiteboards, videos, overhead projectors etc.

Questions such as:

- what resources do we need to use?
- Is there a resource already developed?
- how are we going to prepare them?
- when are we going to use them?
- why are these particular resources being used?

The principles of adult learning are important when choosing resources.

When chosen appropriately learning resources can:

- arouse and maintain interest
- increase comprehension
- accelerate learning
- help transfer the learning

When selecting resources you need to consider:

- the learning outcomes of your program
- different learning styles
- familiarity of the group with the topic

When selecting your resources there are a number of aspects you need to take into account:

- the learning outcomes of your program
- learning styles of your group or individual if one to one
- confidence of group and familiarity with the topic
- where the training will take place
- being flexible and prepared to change activities if the situation requires it

Learning resources can take a number of forms, for example:

- learning guides, assessment materials and professional development materials
- work books that contain activities, tasks and content
- background reading materials
- handouts and overheads

## Evaluating existing materials

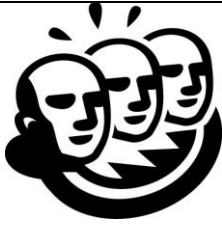
There are a number of factors to consider when evaluating existing materials. The list below is not complete, as there may be industry specific or other issues you need to consider.

- ✓ Are the materials current?
- ✓ Do the materials cover the outcomes of the program?
- ✓ Do the materials provide clear and comprehensive information?
- ✓ Do the materials identify clearly the purpose and objective of training?
- ✓ Are the materials able to be customised to meet your training needs?
- ✓ Do the materials offer flexibility for delivery and assessment?
- ✓ If the materials have been selected, do the cost and resource requirements seem reasonable?
- ✓ Are the activities or tasks appropriate to the performance level required?
- ✓ Have language, literacy and numeracy skills been considered?

## Training and learning aids

Aid	Do	Don't
Power point presentation	<p>Ensure all learners can see the presentation</p> <p>Provide learners with a copy</p> <p>Include a single concept per slide</p> <p>Use visuals where possible</p>	<p>Read directly from power point</p> <p>Use too many</p> <p>Use too many mediums eg colour, music, words coming in and out, noises</p>
Whiteboard	<p>Use as a tool during delivery</p> <p>Use to reinforce key points</p> <p>Use as interactive tool, eg, to collect brainstorm feedback</p>	<p>Use capital letters</p> <p>Coloured pens that cannot be seen</p> <p>Talk with your back to learners</p>
Butchers paper	<p>Use as interactive tool for group work</p> <p>Use in place of whiteboard</p>	<p>Use all the time</p> <p>Use if there are literacy problems within majority of the group</p>
Handouts	<p>Have a method of ensuring they are used, eg, use headings</p> <p>Use for reinforcement</p> <p>Use to provide instructions for activities</p> <p>Use to enhance learning</p> <p>Use to provide additional info</p>	<p>Have too much information on them</p> <p>Only provide as required</p>

The message is to use a variety of techniques, taking into account who the learners are.



**Activity 3 – Learning materials and learning aids**

**As well as taking your answers also bring the resources you will use for at least 1 of the programs you deliver ie First Aid, Bronze**

Complete the table below, based on at least one session you deliver.

What learning materials/resources and aids do you need to conduct your sessions?	How will you identify what is already available?	How will you ensure the materials/resources and aids meet the needs of the learners?



#### **Activity 4 – Planning and organising your delivery**

**Answer the following question and take your answers to the assessment workshop**

1. How do you notify learners of the details of the training?
  
  
  
  
  
  
  
  
  
  
2. How do you ensure the environment is safe for learning?
  
  
  
  
  
  
  
  
  
  
3. What equipment and physical resources are required for the learning to occur?
  
  
  
  
  
  
  
  
  
  
4. What else do you need to do to ensure you are prepared?
  
  
  
  
  
  
  
  
  
  
5. How do you establish the learning relationship with the learner?

## **Context for learning**

You also need to consider in your planning where the delivery will take place. Will it be;

- In a classroom
- In a workplace
- In the workplace but in a separate room
- Via distance
- On a one to one basis

The environment that the learning will take place in has an impact on your delivery and how you establish that environment to allow learning to occur.

## **Preparing the Learning Environment**

When preparing a learning environment ensure that both learners and trainers are able to value differences, share mutual respect and encourage one another.

For group training in a training room there should be:

- enough space for easy movement by all
- comfortable temperature
- safety and accessibility
- good lighting and ventilation
- suitable, working equipment and aids
- comfortable tables, chairs etc

For one to one on the job instruction or group on the job instruction the location should be:

- Free of interruptions from other staff and customers
- Free of clutter and mess
- Well equipped with appropriate equipment
- Ideal for competencies being taught
- Safe and accessible

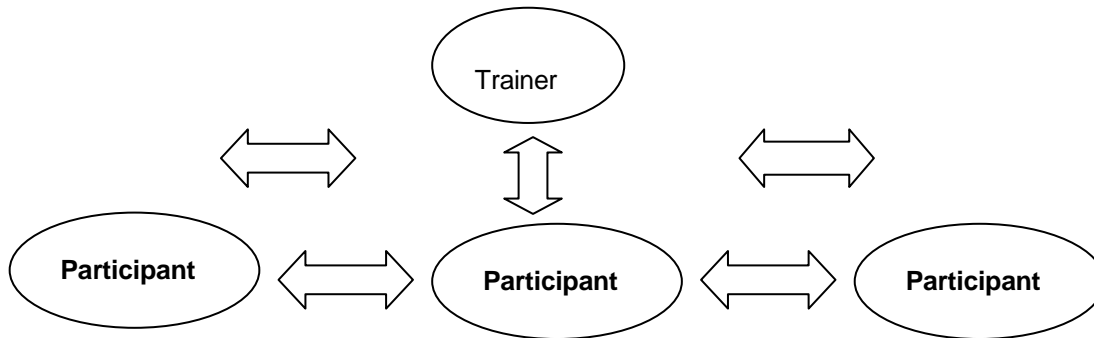
The location will depend on the competency requirements so the learner can learn the skills and knowledge to perform. The trainer needs to decide on the most appropriate location and delivery methods. Choose the location that suits the requirements of the competency and job.

## **The role of communication**

Communication plays a crucial role in the delivery of training. Effective communication is about giving and receiving information in a clear and easily understood manner. It is a two way process where both parties speak, listen and respond. Effective communication in training is used to change behaviour, involve participants, give and receive information and ensure understanding. For training and learning to occur there must be effective communication between the trainer and the learner and the group as a whole.

The communication process in training and learning is an ongoing process. It is not just about

the trainer relaying information to participants but also participants relaying information to the trainer and between themselves.



## Communication

Barriers to effective communication occur when understanding becomes blocked. This may lead to poor training, misunderstandings, conflict, objectives not being met and frustration.

Barriers could include:

- Using long words
- Using jargon
- Language differences
- Boring presentations
- Training aids that don't work
- Way things are said
- Having preconceptions

As a trainer it is crucial that you think about who you are training and what learning needs to occur.

Ask yourself the following:

1. Who do you want to communicate to?
2. What do you want to communicate?
3. When is it best to communicate?
4. Where is the communication best carried out?
5. How is the communication best transferred?

## Facilitating learning

There are a number of techniques that can be used to enable the learner to understand and be involved in the program.

- Teach them active listening skills
- Use various types of questioning
- Points of clarification
- Group discussions

## Active listening

Focuses attention and provides feedback allowing speakers to express their feelings and identify the real cause of those feelings. This involves the listener relating back to the speaker the content and feeling in the message. Active listening occurs when the listener pays attention to the whole message.

## Questioning

This is an essential skill for trainers who need to become confident in using questioning for learning and assessment.

**Direct** questions are aimed at one person to check their understanding. They can be open or closed. Be careful if using this type of questioning that you are only using it for positive purposes. If you direct a question at a seemingly inattentive participant, you run the risk they will take the group off on a tangent in their reply.

**Probing** questions are presented to the whole group. They can be open or closed and can be used to start group discussion. One difficulty is the group may not respond immediately so be prepared to give them time before prompting or offering suggestions yourself.

## Open Questions

- invite detailed discussion
- useful at the beginning of a conversation
- begin with words like: how, why, when, where, what and who

## Closed Questions

- call for *yes* or *no* answers, or a simple statement of fact
- confirm arrangements or approval
- begin with words like: *did*, *have*, *is* and *would*

**Reflective Questions** can be used to check participants' understanding by rephrasing responses. If the answer or response is not clear then double check questions can be used for clarification.

When participants ask a question that you consider they could answer themselves there are a number of ways you can respond.

1. Encourage them to try to answer it themselves.
2. Redirect the question to another in the group.
3. Redirect the question to the whole group.
4. Provide or recommend a resource to enable research by the participant.
5. Hint at the answer and provide extra clues.
6. Give an answer.

## Points of clarification

Establish with the speaker that the listener has understood the message correctly. This enables more information to be added to ensure understanding if required. It's a confirmation technique.

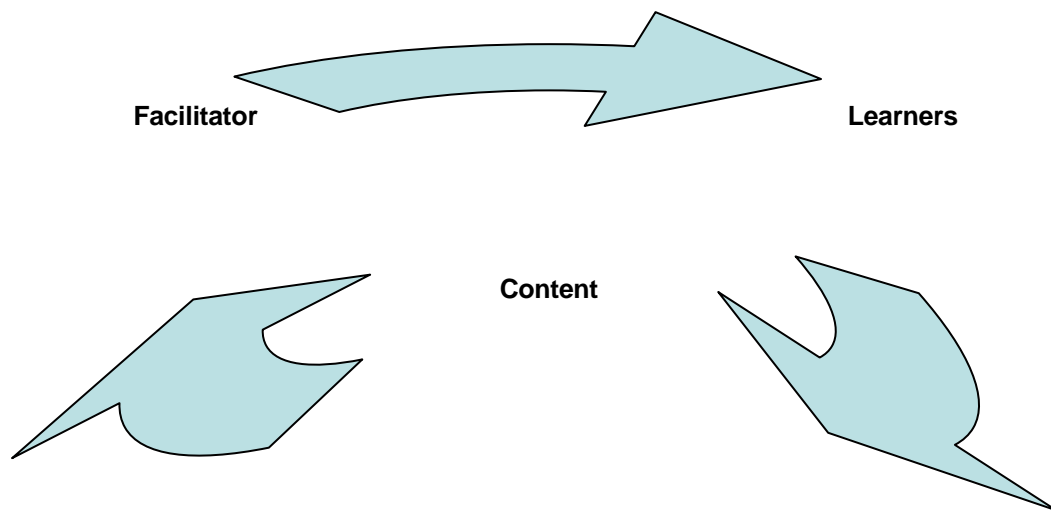
**Group discussion** enables a two way dialogue to occur; this can be between learners' and/or between facilitator and learners.

## Feedback

Giving and receiving feedback is an important component of any program and should always be constructive so that it adds to the learning. Some key points in relation to feedback include:

Use a feedback “sandwich”	begin on a positive note and close on a positive.
Consider participant self-esteem	how will the learner feel after receiving the feedback?
Plan the environment	give feedback in an appropriate place at an appropriate time
Does the learner understand?	Check your feedback has been understood
Be honest and sensitive	It may be difficult but you must not avoid corrective/constructive feedback when it is necessary
Focus on actions - not the person	focus on the action rather than on the personality or characteristics of the person
Protect confidentiality	give feedback privately to protect the learner during and after the program
Keep it short	don't overload learners, focus on the main points
Ensure it is useful to the learner	don't give a mass of feedback just to show off what you know – think of how they can use it before saying it
✓ Be sure to include the strengths as well as the weaknesses in their performance	
Involve them	ask “How do you think you went?” or “Is there anything you would do differently?”

Communication strategies will vary depending on the characteristics of the following.



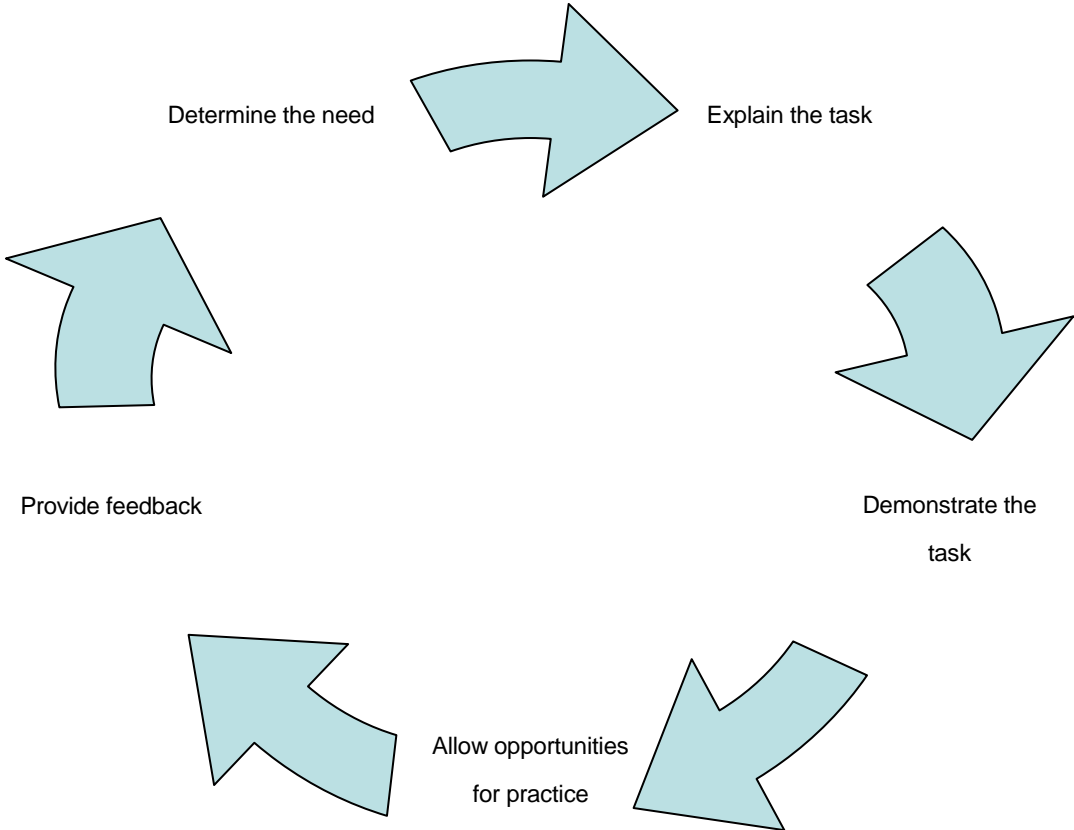


**Activity 5 – Identify communication strategies for dealing with the situations described below.**

**Communication**

1. You are conducting a session on the beach with a group of young, new members. They don't seem to understand what you want them to do. How would you overcome this problem?
  
2. One of the participants has asked you for feedback about their progress. You answered them a curt "you are doing fine". The participant was not satisfied with that reply. Why was the participant not satisfied? How should feedback be given, what phrases could be used?
  
3. You are constantly asking participants questions to gauge their level of progress. The answer you receive from participants is always just a yes or no or a single word/term. Why is this? What type of questions are you probably asking? What type of questions should you ask to get a longer or more considered response?

**Steps to effective learning through demonstration**



### **Example checklist**

This checklist could be used as a self review when you are demonstrating skills or you could use it when you are observing others delivering.

Did the trainer....	Yes	No	Suggestions, comments
clearly determine and communicate the need for training?			
provide a logical and clear explanation?			
get the learner's attention by explaining the benefits and building on existing knowledge, where applicable?			
organise the information in a grouped and logical order?			
demonstrate the task correctly?			
provide advice on how to do the task: <ul style="list-style-type: none"><li>• at the right pace?</li><li>• efficiently?</li><li>• safely?</li></ul>			
check for understanding and ask the learner to repeat back or do the task, where appropriate			
get the learner to practice the task?			
use both open and closed questions appropriately?			
give positive feedback and constructive corrective feedback to the learner?			
repeat the necessary explanation, demonstration, opportunity for practice and provide feedback if the learner could not do the task competently at first?			



**Activity 6 – Complete the checklist below based on the last time you demonstrated a skill to self review your performance. Be honest and identify areas where you consider you could improve.**

Did you...	Yes	No	Areas of improvement
clearly determine and communicate the need for training?			
provide a logical and clear explanation?			
get the learner's attention by explaining the benefits and building on existing knowledge, where applicable?			
organise the information in a grouped and logical order?			
demonstrate the task correctly?			
provide advice on how to do the task: <ul style="list-style-type: none"> <li>• at the right pace?</li> <li>• efficiently?</li> <li>• safely?</li> </ul>			
check for understanding and ask the learner to repeat back or do the task, where appropriate			
get the learner to practice the task?			
use both open and closed questions appropriately?			
give positive feedback and constructive corrective feedback to the learner?			
repeat the necessary explanation, demonstration, opportunity for practice and provide feedback if the learner could not do the task competently at first?			

## Delivery approaches and activities

When considering the types of delivery approach and activities you will need to remember that it is really a balancing act of trying to identify approaches that are as effective and learner centred as possible while considering the time you have to complete the learning and the budget limitations you may need to consider.

An experienced trainer/facilitator will prepare themselves with a 'bag of tricks' so they can make adjustments quickly if required to the session to meet learners needs. It can quickly become apparent that the strategy you are using is not working.

## Strategies for delivery

There are many techniques that you can use to vary the way information is presented. Some are listed below.

METHOD	DESCRIPTION	USED FOR
Brainstorming	A method for developing as many ideas about a topic as possible, and building on suggested ideas.	<ul style="list-style-type: none"> <li>• problem solving</li> <li>• collecting a wide range of views</li> <li>• team work</li> <li>• focusing on a particular issue</li> </ul>
Critical incidents	A particular type of case study which looks at critical happening in a real life situation which the trainer or the students provide	<ul style="list-style-type: none"> <li>• developing analytical skills</li> <li>• problem solving</li> <li>• decision making</li> </ul>
Question & answer session	The facilitator can ask questions & have the students answer them or vice versa. Can provide questions in advance for research	<ul style="list-style-type: none"> <li>• all situations</li> </ul>
Demonstration	Facilitator to illustrate an example of the subject matter such as how to bandage a broken arm or how to conduct a non-discriminatory employment interview	<ul style="list-style-type: none"> <li>• development of interpersonal &amp; psychomotor skills</li> <li>• processes</li> <li>• procedures</li> <li>• work flow</li> <li>• practice &amp; application of learning</li> </ul>
Discussion	Two way dialogue between the facilitator & students. Usually facilitate discussion so that it stays close to the subject matter at hand.	<ul style="list-style-type: none"> <li>• deepening understanding</li> <li>• focusing on a specific issue</li> </ul>
Group discussions (small and large)	Discussions between students around some issue or topic.	<ul style="list-style-type: none"> <li>• Deepening understanding</li> <li>• focusing on a specific issue</li> <li>• involving all students</li> <li>• identifying differences &amp; alternative options</li> <li>• process, review</li> </ul>
Simulations	Similar to case study which tries to simulate real life	<ul style="list-style-type: none"> <li>• team building</li> <li>• change preparation</li> <li>• practice &amp; application of learning</li> <li>• self analysis</li> <li>• skills development</li> </ul>

Adapted from Training in Australia, Michael D Tovey; Prentice Hall 1997



**Activity 7 – Read and respond to the scenario below.**

**Delivery strategies**

Joe was facilitating a group who were required by their organisation to learn the new operating procedure for setting up for the day in the patrol area.

Joe had delivered this same program to another site and did not receive positive feedback from the learners. He could not understand this as he used a variety of activities such as brainstorming and discussion. For this group he did not take the feedback into account and delivered the session once again using the same activities - the feedback was once again not positive.

What would you have done in Joe's situation?

## Effective/ineffective facilitators/trainers

Effective facilitators/trainers	Ineffective facilitators/trainers
<ul style="list-style-type: none"> <li>• Establish an environment of trust</li> <li>• Create a learning environment which is safe, stimulating and suitable for the learning to occur</li> <li>• Have clearly stated objectives specifying what the learner will be able to do at the end of the session</li> <li>• Build in flexibility-allow the group to guide the learning within a framework</li> <li>• Plan before hand</li> <li>• Include a variety of learning methods</li> <li>• Build on the students' knowledge and skills</li> <li>• Break the learning into a number of steps or 'manageable chunks'</li> <li>• Provide students with effective learning materials</li> <li>• Provide ample opportunity for questions to be asked</li> <li>• Actively and reflectively listen more than talk</li> <li>• Provide positive feedback</li> <li>• Observe the development of the group</li> <li>• Evaluate the effectiveness of the session</li> <li>• Provide ample opportunity for practice</li> </ul>	<p>Ineffective facilitators are obviously the opposite of effective facilitators. There are however a few key areas to be aware of.</p> <p>Ineffective facilitators frequently:</p> <ul style="list-style-type: none"> <li>• Make poor use of learners' time</li> <li>• Are unprepared</li> <li>• Are not interested in learners</li> <li>• Are not interested in learner problems</li> <li>• Have and use poor communication</li> </ul>

## **Closing the relationship**

It is important to ensure some closure with the learner. One step in doing this would be evaluating the learning.

At some stage a decision needs to be made regarding the learner's ability to progress without further assistance from you.

Various signals and tools will indicate that it is time to end the learning relationship. These may include:

- A self assessment undertaken by the learner
- A measure of improvement in a particular area
- Readiness for formal assessment
- A level of independence in learning
- Readiness to maintain learning through other means
- The agreed time period has ended

A formal ending will prevent the relationship from dwindling without focus, or disintegrating due to inactivity.

## **Evaluating learning**

The monitoring and evaluation of learning should be an ongoing process. It should be planned to ensure it takes place and it should include all stakeholders involved in the learning process.

By undertaking an evaluation of learning you are then able to ensure needs of learners were met and make any necessary adjustments to the learning for the future

You need to ensure learners are acquiring and using their new knowledge and skills. This can be achieved in a number of ways.

- Questioning through the learning process and at the completion of learning
- Observing the learner undertaking the tasks during the learning and at the completion of the learning
- Seeking feedback from the learner as to their progress

## **Reviewing and reflecting on your performance**

All trainers should make it part of their learning that each session is reviewed. This can be undertaken in a number of ways:

- Completion of a self review checklist as per the example provided in this manual
- Have a peer complete a review using a checklist
- Learner evaluations – formal and informal
- Video recording of your sessions
- Discussions with other trainer/facilitators

## **Keeping records**

The way you provide feedback on the outcomes of your sessions will depend on organisational requirements. There are a few tips to keep in mind when preparing to communicate your evaluation findings:

- make it as soon as possible after the conclusion of the session/s
- select the method carefully eg memo, oral presentation, to ensure the message is received

Record keeping is an important aspect of your training program not only for the organisation, but in the case of accredited training, the State Recognition Authority requires certain records be kept for a period of 30 years.

**You should now be ready to attend the assessment workshop.**

## **What to bring**

You must bring to the assessment workshop:

- All activities completed in this manual
- Examples of the delivery plans you currently use
- Examples of learning resources/materials currently you use
- Examples of your record keeping documents

Part of your final assessment will be completed at the workshop and you will take the remainder away to complete independently.

**Appendix - Template for lesson plan**

<b>Timing</b>	<b>Key Points/Content/Method</b>	<b>Resources</b>
<b>INTRODUCTION</b>		
<b>BODY OF SESSION</b>		
<b>CONCLUSION</b>		