



**Module 2 – Australia**  
**Day 17**



## Contents

Session Outline .....	3
Workplace learning power point notes .....	6
Group and Individual Assessment A7 .....	11

## Session Outline

<b>Program Schedule:</b>	<b>Module 2 - Australia</b>		
<b>Day:</b>	<b>17</b>		
<b>Specialists:</b>	TVET Specialist Facilitator		
<b>Session Topic:</b>	<ul style="list-style-type: none"><li>• Dealing with disengaged learners</li><li>• Preparation for planning, organising and facilitating learning in the workplace</li></ul>		
<b>Session:</b>	<b>Workshop</b>	<b>Field visit</b>	<b>Presentation</b>
<b>Time:</b>	<b>9.00am – 4.30pm</b>		

### Learning outcomes:

Upon completion of this session participants will have:

- Developed a set of practical skills and tools to support disengaged learners
- Created strategies to influence disengaged learners
- Applied strategies in planning, organising and facilitating learning in the workplace

### Content:

The topics covered in this session will include:

- Identifying and dealing with disengaged learners
- Looking at a number of different strategies that you could apply to engage the learner
- Systems, processes and practices used to plan, organise and facilitate learning in the workplace
- Overview and preparation of a workplace learning pathway
- Completing the group component of Assessment A7
- Explanation of the individual component of Assessment A7 to be completed in country.

### Resources:

The following resources have been provided for this session to support your learning:

- Handouts and resources supplied by TVET specialist facilitator
- Activity materials
- Power point slides
- Handouts:
  - Article transfer of learning to the workplace
  - Case study for work-based learning pathway – to be provided
- **Group and Individual assessment A7**



## Activities/Assessment:

Commence planning and organising Assessment A7 in workshop to enable facilitation of the learning to be simulated and assessed during Day 19 of your program.

### ACTIVITY 1

#### Details

1: Reflect on the presentation on dealing with disengaged learners given by TVET specialist facilitator and respond to the following questions.

What key points were you able to identify that are applicable to engaging your learner cohort? Are there different attributes that disengage your learners which are applicable to only your environment? Be prepared to present and discuss your findings with the group.

2: Consider a situation where you have disengaged learner/s. Share your situation with the group in an open discussion to seek expertise from group to develop a re-engagement strategy.

## Workplace learning power point notes



### Work-based learning




*Chisholm*

Notes:

### Work-based learning

is on-the-job learning through work activities under normal operational conditions.



*Chisholm*

Notes:

### Learning relationships

Learning relationships include:

- guiding new employees
- supporting a changed job role
- addressing organisational change
- developing existing staff in new skills
- providing opportunities in an Australian Apprenticeship.



*Chisholm*

Notes:

## Features of workplace learning



- learning outcomes to be achieved
- learning activities and work tasks to support learning
- assistance to be provided
- opportunities for learner to practise.



Chisholm

Notes:

## Work-based learning pathways



Chisholm

Notes:

## Work-based learning pathways (cont.)






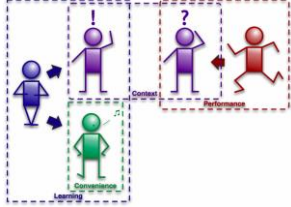
Chisholm

Notes:

Notes:

### Work- based learning - facilitation techniques


-  Coaching skills
-  Tutor knowledge
-  Mentor attributes.



*Chisholm*

Notes:

### A process you can use for skills training DEDICT




```
graph LR; A[demonstrate as per usual routine] --> B[explain]; B --> C[demonstrate slowly]; C --> D[imitate]; D --> E[coach]; E --> F[trial];
```

*Chisholm*

Notes:

### Coaching the skill to a learner

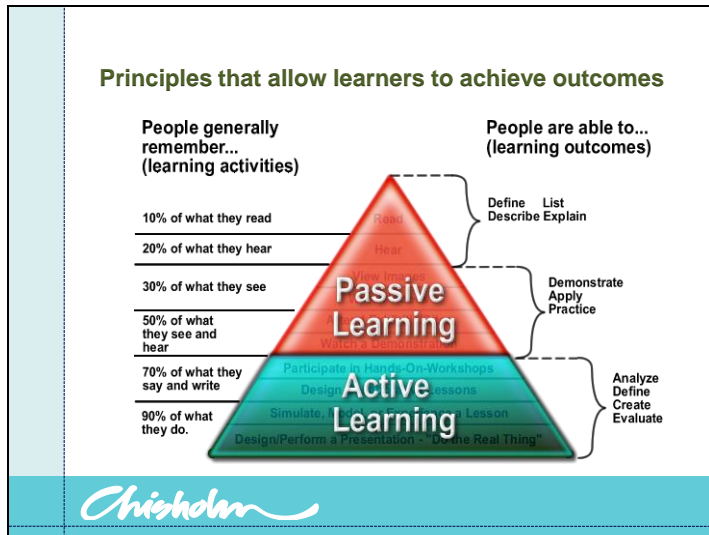
I do it fast,  
I do it slow,  
We do it together,  
You do it alone.



*Chisholm*



Notes:



Notes:

### Training Transfer

**Procedures** *Say how to perform and why*

- Update relevant policies and procedures before training begins
- Use actual policy and procedural documents during training

**Roles & Responsibilities** *Say what level of performance is required*

- Clarify role responsibilities and update relevant role descriptions
- Link learning outcomes to role description

**Aids on the job** *Extend the training room into the workplace*

- Replicate training aids on the job
- Encourage employees to use on-the-job-aids

**Coaching** *Overcomes individual barriers to skill application*

- Plan for and dedicate on –the-job coaching resources
- Train coaches in how to coach effectively

*Chisholm*

Notes:

### Training Transfer (continued)

**Targets** *Measurement proves people are performing*

- Agree and set measurable organisational and individual goals
- Link program learning outcomes to organisational and individual goals
- Translate goals into required on-the-job behaviours

**Incentives** *give a personal reason to perform*

- Modify incentives to reward goal achievement and expected behaviours
- Provide employee feedback frequently and using a variety of methods

**Communication** *Inform and involve all stakeholders*

- Communicate information to all appropriate levels of the organisation
- Use a variety of communication mediums and styles

**Engagement** *motivates participants to apply skills*

- Brief trainees before training on purpose and application of program
- Managers and supervisors introduce training and attend sessions
- Review learning after training and identify opportunities for skill application
- Follow up regularly on progress of knowledge and skill application with trainee

Business Performance Pty Ltd

*Chisholm*

# Approach to Training Transfer

INVOLVES


# P.R.A.C.T.I.C.E.



Notes:

**Suggested training elements that may enhance trainee success**

Set specific learning outcomes for learning	Check the emotional state of the learner	Provide clear directions & steps	Trainer to show a positive attitude	Let the learner know what is in it for them (WIIFM)	Provide a variety of training delivery to engage the learner	Provide opportunity for Learner to give feedback & review	Trainer to Reinforce & consolidate learning outcomes	Successful Training
✗	✓	✓	✓	✓	✓	✓	✓	= No change in practice
✓	✗	✓	✓	✓	✓	✓	✓	= Learner is passive or disruptive in training and can influence others
✓	✓	✗	✓	✓	✓	✓	✓	= Learners get frustrated and bored with training
✓	✓	✓	✗	✓	✓	✓	✓	= Engages learners with content and process
✓	✓	✓	✓	✗	✓	✓	✓	= Provides incentive to participate in training
✓	✓	✓	✓	✓	✗	✓	✓	= Low uptake of skills & knowledge
✓	✓	✓	✓	✓	✓	✗	✓	= No ownership of the content
✓	✓	✓	✓	✓	✓	✓	✗	= Continues with same practice



Notes:

---

**Candidate Name/s:**

**ID: Number/s:**

**Group & individual  
assessment**

**A7**

---

### **Group and Individual Assessment A7**

---

**Assessment  
Description:**

Prepare and facilitate two examples of work-based learning pathways based on the group-based delivery that you have already undertaken.

*(Note: structure of prepare and facilitate work-based learning pathways include one example completed in workshop, based on case-study and individual example as part of implementing your WPR project)*

**Due date:**

Week 8 of program –

Week 10 of program –

---

### **Purpose of Assessment:**

This assessment task requires you to prepare and facilitate work-based learning where you have identified a learning need, analysed the work practices and the environment of the learner. You are then required to facilitate training that reflects the learning needs and provides effective ongoing learning for the learner.

---

### **Assessment Method:**

The assessment requires you to organise and facilitate learning for individuals in a workplace.

To meet this requirement:

- 1: You will undertake with a workshop partner one example of a work-based learning pathway based on a case study during Module 2 of your program.
  - 2: Upon completion of your group based delivery in country you will identify one individual with whom you will develop a work-based learning pathway
- .

## **Instructions:**

### **Workshop example**

You will work with another member of the group to prepare work-base learning plans based on the case study provided to you by your facilitator. Both members will complete the information in the templates provided and submit.

The individualised session should:

- Identify the learning objectives for that session
- Address issues from regulatory / legislative / organisational requirements
- Outline adult learning principles
- Show sequencing and structuring of jobs, tasks and activities
- Outline the learning activities and requirements
- Identify session review process

### **Individual in-country example**

After completing your group-based facilitated session plan (group/individual assessment A6) select one participant who you have identified as being capable of helping you in your journey to implement a work-based learning pathway.

Using the same template format, identify a learning need and write a clear learning pathway that will develop their skill and knowledge whilst recognising existing skill and knowledge experience.

Consider their current role and responsibilities and anticipate an area where supported facilitated learning can occur and using a variety of resources and methodologies that will motivate the learner and provide opportunity for feedback, review an ongoing development.

### **Timeframe:**

- Workshop example will be conducted within class time and participants will be given ample time to complete the case study and simulate the learning pathway through role play and review.
- In-country example requires that participant to identify an individual to undertake the pathway and work with them to establish and commence their learning using the template provided. You will be required to provide a copy of your agreed work-based learning pathway template during Module 3 and report verbally on the status and current progress of your learner.

Work-based pathway plan

**Workplace:** .....

.....

**Name of employee:** .....

**Learning goal:** .....

.....

.....

.....

.....

.....

.....

**Benchmark/unit of competency:** .....

.....

**Instructions to facilitator:**

.....

.....

.....

.....

.....

.....

.....

.....

.....

<b>Learning processes</b>			
<b>Required knowledge or skill</b>	<b>Area of work</b>	<b>Learning activity and recommended strategy</b>	<b>Learning sequence (Where &amp; when)*</b>

## Work-based learning pathway plan

<b>Learner's name:</b> <b>Contact details:</b> <b>Facilitator's name:</b>						
<b>Previous learning experiences</b> <i>e.g. existing formal, informal learning experiences including accredited training, in-house training, personal interests, etc.</i>	<b>Job tasks and activities for sequencing</b> <i>e.g. operate POS, take orders, operate press, dig trench etc.</i>	<b>Learning alignment opportunities</b> <i>e.g. align organisational aims, employee aims, workplace activities etc.</i>	<b>Facilitation options</b> <i>e.g. direct guidance, modelling, practice options, coaching, mentoring, tutoring etc.</i>	<b>Personnel and additional support</b> <i>e.g. supervisor, trainer, co-worker, LLN specialist etc.</i>	<b>Learning goals</b> <i>e.g. qualifications, role descriptions, productivity benchmarks etc.</i>	<b>Review processes</b> <i>e.g. evaluations and ongoing reviews etc.</i>



<b>Previous learning experiences contd</b>	<b>Job tasks and activities for sequencing contd</b>	<b>Learning alignment opportunities contd</b>	<b>Facilitation options contd</b>	<b>Personnel and additional support contd</b>	<b>Learning goals contd</b>	<b>Review processes contd</b>

Work-based learning pathway session plan

<b>Trainer/assessor name</b>		<b>Delivery year</b>		<b>Delivery semester</b>	
<b>Trainer/assessor contact</b>		<b>Delivery context</b>			
<b>Session number and name</b>				<b>Date:</b>	
<b>Objectives</b>	<b>Details</b>	<b>Learning resources</b>	<b>Learning activities</b>	<b>Review</b>	
<i>e.g. the skills, knowledge or attributes to be learned.</i>	<i>e.g. the sequencing of tasks and activities.</i>	<i>e.g. what equipment will be required for learning.</i>	<i>e.g. the tasks and activities related to the learning.</i>	<i>e.g. questions, checks for learning.</i>	



## TVET Teacher Skill Upgrade

*Chisholm*

**Notes:**