SURF LIFE SAVING AUSTRALIA

Assessment and Workplace Training Series

Training Officer's Workbook

This Workbook Belongs to: _____

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Content has been derived from:

- ANTA Business Services Training Package. BSZ98

The life of the beach.

SURF LIFE SAVING AUSTRALIA

Training Officer's Workbook

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Table of Contents

Introduction 5
Course Content 9
Module One 11
Module Two 19
Module Three 25
Module Four 37
Module Five 43
Module Six 51
Module Seven 63
Module Eight 69
Module Nine 73
Module Ten 83
Module Eleven 87
Assessment 89

Part

1

Introduction

Part 1 will give you an introduction and overview of the processes in becoming a Surf Life Saving Accredited Trainer

At some time you will instruct, train or coach someone, whether it be in surf lifesaving or in some other aspect of your professional or personal life. Whether they are a member of Surf Life Saving, a potential member, or a person from the community, your skill in instruction can influence the interest and effectiveness of the student's ability to learn and develop skills.

With a wide range of lifesaving awards and in-service programs, it is essential that Surf Life Saving Australia has personnel highly skilled in training and instructing.

This workbook is a reference for Trainer's of surf lifesaving. Use it as a portfolio, adding additional resources and information as you receive it.

The Training Officer qualification is the first level of the Assessment and Workplace Training Series

Level 1	**Train Small Groups BSZ404A**
Level 2	**Plan Conduct and Review Assessment BSZ401A – 403A**
Level 3	**Certificate IV in Assessment and Workplace Training**

What this workbook contains

The SLSA Training Officer's Workbook contains information and activities for candidates undergoing training to become accredited Surf Life Saving Trainer's. It also contains candidate record sheets and self assessment activities designed to assist the candidate in completing the Trainer's Course in a self-paced approach.

This document is one of three publications which support the SLSA Trainer's Course, the other publication are;

- SLSA Training Officer's Course Facilitation Guide: This document assists the facilitators of the Training Officer's Course and contains lesson plans, course content, training tools and training tips.

- Training Officer's Log Book: This document assists the candidate achieve requirements and outcomes and is used as evidence for the assessment of the Training Officer's award.

This workbook is designed to assist candidates meet the competencies required for the unit Train Small Groups (BSZ404A) and meet the requirements of Surf Life Saving Australia in becoming an accredited trainer.

Definitions used in this manual

Candidate: The person completing the Train Small Groups Course (You)

Student: The person you are training, instructing as part of your on the job training

Trainer: A qualified person who holds the Train Small Groups award or equivalent

Squad: The team of students which are undertaking training or being instructed

Senior Trainer: An experienced qualified trainer (e.g. the club's Chief Instructor)

Assessor: A qualified person who holds the three assessment modules Plan Assessment, Conduct Assessment and Review Assessment and is authorised to conduct assessment on behalf of Surf Life Saving Australia or its relevant state and branch offices.

Senior Assessor: A qualified assessor who has been appointed by the state or branch as being a senior assessor.

Qualifications Awarded

A Candidate who has successfully demonstrated competencies in this Training Course is entitled to receive a statement of attainment for the unit Train Small Groups, and the SLSA training award for the course that the candidate taught as part of this course. For example, Training Officer Bronze Medallion, Training Officer Inflatable Rescue Boat Driver etc.

Prerequisites for the Training Officer's Award

A candidate must:

- Be a minimum of 17 years of age on the date of the assessment.
- Must hold the SLSA award in which they are training a squad as part of the Training Officer's Course.

Assessment Pathways

The three assessment pathways listed in the Training Package for Assessment and Workplace Training are:

- Assessment by a registered Training Organisation registered to deliver training, conduct assessments and issue qualifications as part of the Training Package for Assessment and Workplace Training.

- Assessment of current competencies (recognition of prior learning) by a Registered Training Organisation.

- Assessment by an assessor in the workplace under the auspices of a Registered Training Organisation.

Recognition of current competence (RCC) & Recognition of Prior Learning (RPL)

RCC and RPL acknowledges skills and knowledge obtained through:

- Formal training (conducted by industry or education institutions)

- Work experience (informal training), and

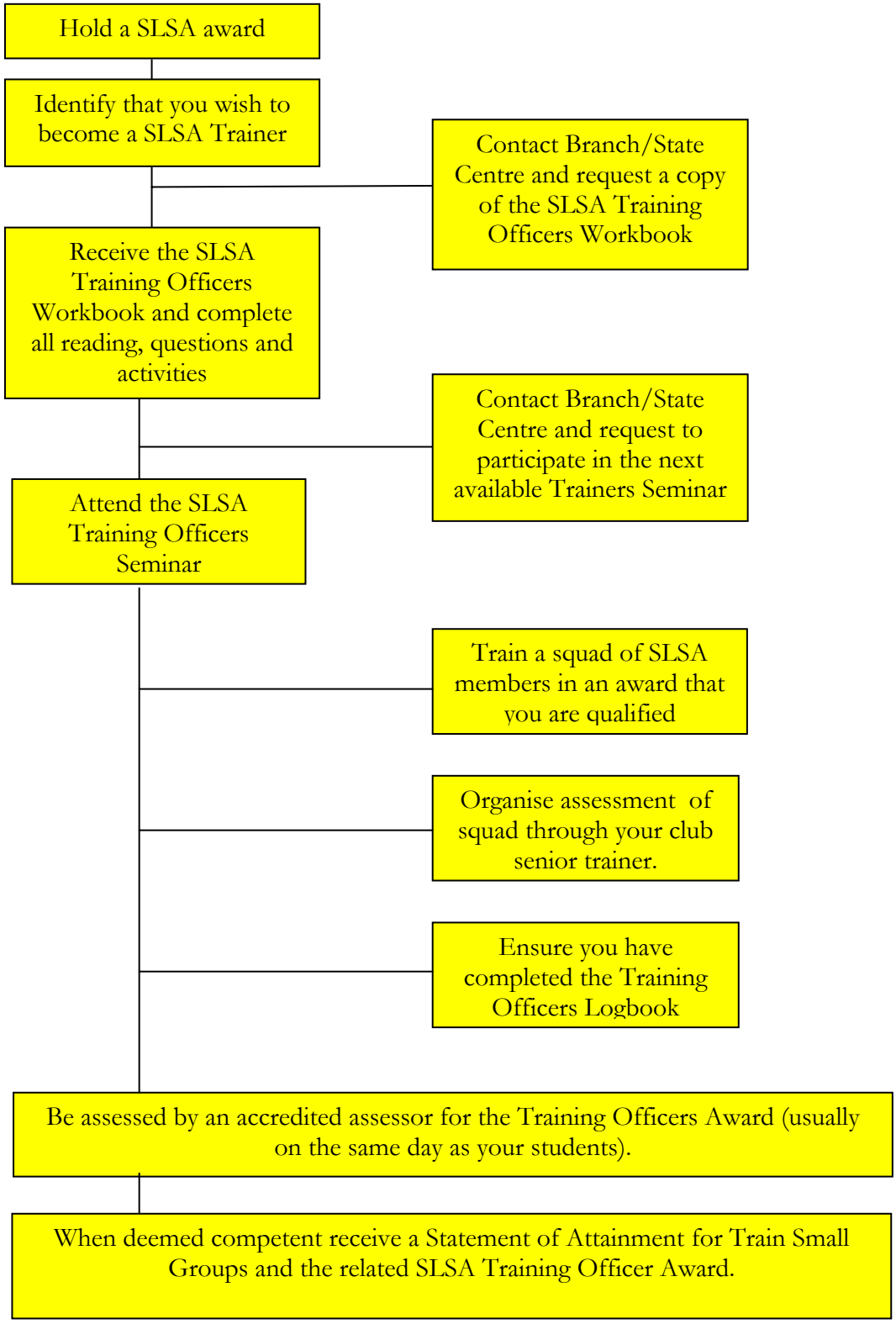
- Life experience

The main focus is on the learning outcomes of these experiences, not on how, when or where the learning occurred.

All course participants must be advised of the opportunity to apply for RPL. Should you wish to find out more about RPL refer to your organisation's RPL Policy and talk to your trainer.

SLSA Training Officer Award Flowchart

This flow chart shows the process for a Surf Life Saver to become an accredited Surf Life Saving Training Officer.



Part

2

Course Content

Part 2 of the Training Officer's Workbook contains the core content of the Training Officer's Course. To ensure you have a thorough understanding of content of the Trainer's course you must ensure that you read Part 2 and answer all the self assessment questions and tasks prior to commencement of the Training Officer's seminar. Candidates will not be permitted to participate in the seminar until part 2 is complete. Should you have problems with any content or have any questions please contact your club's senior trainer or a SLSA assessor for assistance.

Note Page

Module

1

Module One

What is learning?

Learning itself cannot be observed directly, it is inferred by observing the performance of the individual. If the individual performs a new task to the standards specified, it is assumed that learning has taken place.

Learning always involves a change in the person who is learning. This change will involve a change in knowledge, skills or attitudes of the individual.

Skills refer to manipulation objects, tools, equipment and machinery. Skills have both a physical and mental aspect.

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

Attitude refers to developing feelings, values and emotions.

In complex learning situations there is always integration between the learning of knowledge, skills and attitudes.

People learn in a variety of conditions and circumstances. People learn more or less continuously; at home, in their leisure time, in the street, at work and in school. This learning often occurs under the most casual and unplanned conditions (informal learning), whilst at other times it occurs in specially structured learning situations (formal learning).

It is important to remember that learning can take place with or without a teacher, but a teacher needs learners for teaching to take place. So teaching can be seen as *assisting* a learner to change behaviour. This can be a valuable perspective to take as a trainer.

Think about a particular situation in which you learnt something new, it could be using a new software programme, throwing a frisbee or how to change a car tyre. You may have attended a training course or someone at work may have coached you in mastering a new procedure.

1.1 Answer the following questions.

1.1.1 What was it that you learned?

1.1.2 How did you learn?

1.1.3 Where did you learn it?

1.1.4 Was it a formal or informal process?

1.1.5 How successfully did you learn?

1.1.6 What things made it easier for you to learn?

1.1.7 What things made it harder for you to learn?

1.1.8 How do you know you really learned it?

Adult learners

Adults often learn quite differently to young children. There are many factors that will make it easier and harder to learn.

As you read through the following case study think about the various ways in which you learn as an adult.

1.2 CASE STUDY

Mario has not undertaken any kind of training for about 20 years. His daughter has suggested that he attend an evening class in bookkeeping at his local community centre. Mario is hesitant at first but decides to give it a go. On the first evening he is rather nervous because it has been many years since he studied anything.

Mario is surprised to find that the training session is very different to what he expected. He expected that the trainer would be like the teachers he had at school, strict, very organised and did most of the talking. Instead the trainer was very relaxed, asked them for their opinions and experiences and was a very good communicator.

The training session was a lot of fun and Mario felt that he learned a great deal even though it took him a while to open up and talk to the group.

1.2.1 Have you ever trained someone who may have had a similar experience to Mario?

1.2.2 What motivates you to learn?

1.2.3 What things make it harder?

1.2.4 In which situations do you learn the most?

1.3 Complete the following table

At different stages of our lives we have different associations to important aspects. In the following table list the attitudes to work, money and learning that you think are typical for each age bracket.

Age	Work	Money	Learning
< 20 years			
20 – 40 years			
40 – 60 years			

Language, literacy and numeracy (LL&N)

As a trainer you need to identify the language, literacy and numeracy skills of participants. If participants are not required to do a lot of reading and writing in their actual job then it is probably not necessary that you require them to do a lot in training. You will need to think about the training that you will be conducting, the level at which you are training and the activities you have chosen.

Whether you are training, assessing or doing both, it is essential that you can accurately identify those with LL&N needs so that you can adjust your training and/or assessment to ensure that no one is unfairly disadvantaged. Wherever possible it is valuable to be able to train and assess in a number of different ways to effectively teach people of varying abilities and learning styles.

Participants may have limited skills in language, literacy and numeracy because of a number of reasons:

- They may have missed out on basic skills/education.
- They may come from a non-English speaking background.
- They may have specific learning disability.
- They may have intellectual disability.

Individuals may belong to more than one of the above groups so it is important that you treat each participant as an individual. Participants should be judged against the performance criteria of the standard you are training or assessing against and not on their LL&N skills alone.

1.4 Complete the following

Read the following training examples and consider if they are good examples of training or not and why/why not?

Example	Good Example?	Why/why not?
Using industry jargon for new recruits	Yes / No	

Example	Good Example?	Why/why not?
Using workplace safety signs to demonstrate OH&S issues to a group of non-English speaking Learners	Yes / No	
Using lots of acronyms such as SRC, IRB, ARC, SLSA, CPR in the first few sentences of a presentation	Yes / No	
Giving lots of written materials to read and not giving any oral explanations	Yes / No	

It can sometimes be difficult to identify if any of the participants in your training group have low LL&N skills. It is very important that you are aware of participant's needs, as it will influence the effectiveness of your training.

1.5 Read the following scenarios

SCENARIO 1

A trainer is conducting training for a small group of workers. When he gives them a set of written activities to do one participant starts playing around. He starts telling jokes and becomes very loud, foolish and disruptive.

SCENARIO 2

A trainer has given her participants a case study that they are required to read and then answer some questions. The trainer notices that one participant goes out to use the bathroom and does not come back until half way through the question time.

SCENARIO 3

A trainer has asked a student to copy the notes she is writing on the whiteboard. Everything is very quiet so she assumes that the student is doing what she has asked. What she does not see is that the student has her head on the desk and is not doing anything at all.

1.5.1 Why might the participants in the above scenarios be behaving as they are?

1.5.2 Do you think that these participants will be learning what is required? Why/ why not?

1.5.3 From your experience how might the trainer identify LL&N needs before training has begun?

1.5.4 From your experience what might the trainer do to overcome these difficulties?

1.5.5 What other behaviours might indicate problems with LL&N?

Note Page

Module

2

Module Two

Principles of adult learning

There are a number of principles that will help you understand how adults learn. These principles are a guide only, there may be others that you can think of.

Active participation

Adults are likely to learn more quickly and effectively if they are actively participating in learning process. Adults learn best by doing.

Meaningful material

Learning is more effective when participants can relate new material to their existing knowledge and experiences. Retention of the learning is more likely to occur if the initial learning is meaningful and vivid.

Holistic learning

It is important to start with the big picture or entire job then it can be broken down into component parts so that participants can see how each piece fits together. The component parts of the job should be explained in detail after the participants understand the overall job.

Multi-sensory learning

Learning occurs as a result of sensory experience and that is that learning is generally more effective if we can use two or more senses. If a trainer simply talks about something, it can

be quite difficult to learn. If an explanation is given along with a model, and participants can see and examine the model then learning is likely to be more effective.

Practice and reinforcement

Appropriate opportunities to practice and apply new skills and knowledge enhance the learning process. Positive reinforcement helps to maintain or increase the skill or knowledge being practised. Also pointing out areas for improvement can facilitate mastering skills and new knowledge.

Feedback

Learning is made more effective when participants receive appropriate feedback. Feedback is the process whereby the knowledge of results of a past performance leads to a modification and improvement of a future performance. It should occur throughout the training session and not be confined only to the end

Reward

Participants attend training for a number of reasons. These may include:

- Greater job opportunities
- Increased pay
- Intellectual challenge
- To do something for themselves
- To be with other people
- To make a difference

People respond differently to learning experience. However, we all look for some sort of reward, something that will keep us going even when things become difficult.

Learners

- Have individual styles in the way they learn.
- Learn at different rates.
- May have reading, hearing, reasoning difficulties.
- Have a wide range of previous skills and knowledge.
- Need to be treated with respect and given positive expectations.

- Need to be treated fairly without discrimination regarding race, gender or any other personal factor

2.1 Complete the following

Read the following scenarios and then answer the questions

SCENARIO 1

Rani has been asked by her employer to attend a training session for librarians on managing client education. The training session is to go for two days. As soon as Rani takes her place the trainer begins talking about determining client education, directions and strategies, how to plan a client education program, what needs to be taken into account, what needs to be incorporated, how to monitor and evaluate client education programs and also how to promote client education programs.

By the end of the day Rani is exhausted. The trainer had barely drawn a breath all day. She is confused but decides that because she has taken pages and pages of notes she will be able to read them after dinner and absorb the training session. She hopes that the next day will be better.

SCENARIO 2

Kale works in a museum and has been asked by his employer to attend a training session on marketing activities. The training session is to go for two days. As Kale arrives at the training session he is greeted by the trainer. At the start of the session the trainer introduces herself and asks each participant why they have attended the session. The trainer then explains what they will be doing over the next two days. During the course of the day the trainer asks participants lots of questions and actively listens for ideas and suggestions. She also facilitates group discussions and was willing to clarify any questions that participants needed explaining.

By the end of the day Kale was happy he had participated in the training. The training had been easy to understand and he felt he had learned a lot. He was looking forward to tomorrow.

2.1.1 What are the differences between the two training sessions?

2.1.2 Which do you think would be more effective in terms of facilitating learning? Why?

2.2.3 What other strategies and techniques can you think of that will help facilitate learning for participants?

2.2 Complete the following table

List positive and negative examples of teaching applying to both Trainer's and learners from your own experience

Trainer's	**Learners**
Positive	**Positive**
Negative	**Negative**

Identifying learners needs

Before you begin a training session it is valuable to identify who it is you will be training and what they do. This will help you plan and structure your training session to best suit the needs of the learner.

The skills, knowledge and attitudes (ska's) of participants can affect:

- The training methods you choose.
- The length of the training session.
- What information should be included or excluded in your session.

You can find out what the needs are of the learner by asking yourself a number of questions. For example:

- How much knowledge do they already have?
- What skills and experience do they have and at what level?
- What are their attitudes?

Part of a successful training program is being able to assess learners' competencies and accurately identify their needs. This will ensure that the learning program reflects what they need to know or do. The training should be aimed at the gaps in their skills and knowledge without repeating what they already know.

It can be difficult to find out this information without stereotyping your group of learners, so remember to keep an open mind and treat each participant as an individual.

2.3 What makes an effective trainer?

There are many ways of facilitating learning. You might coach someone at work on how to complete a task or you might mentor a new member in the organisation. However the learning that occurs and the attitude and style of the trainer is very important and can often determine whether learning will be successful or not. Think about some of the Trainer's, teachers, coaches or lecturers you had for school, sport, work or university.

Read the following case study and then answer the questions below:

CASE STUDY

Heath has been training employees in bridge painting for the past 12 years. Heath believes that the most effective method is for participants to listen, watch and learn.

At the beginning of each session Heath hands out notes and diagrams and then goes through them in a little more detail.

As there is a lot to learn participants only have half an hour for lunch with no morning or afternoon tea break. Heath does not tolerate any discussion and tends to get a little frustrated if anyone asks a question or if he needs to repeat anything. Heath is not available at any other time outside of the training so it is impossible to speak to him about any problems.

2.2.1 Do you think Heath is an effective trainer? Why/why not?

2.3.2 What could he do differently?

What is effective workplace training?

Effective workplace training equips individuals with the skills, knowledge and attitudes needed to perform competently in their particular job role/function.

The training should:

- Accurately identify the needs of participants.
- Provide effective methods and techniques to facilitate learning.
- Structure the training program in a clear and logical way.

2.4 Complete the following questions

Think about a recent training or coaching session that you participated in at work or in lifesaving. It might have been to develop your technical skills, teamwork, product knowledge or writing skills. Answer the following questions.

2.4.1 What was the reason for you being trained?

2.4.2 Who was responsible for organising the training?

2.4.3 Were you consulted about any of the training before you attended?

2.4.4 Was the training structured or was it a very casual gathering?

2.4.5 Was it successful? Why/why not?

Module

3

Module Three

Identify Training Needs

Poor work performance happens for a variety of reasons, such as personal problems of employees, faulty equipment, poor skills, poor management or a combination of factors.

If work performance is low it is important to identify exactly what is happening and why, in order to establish if training will solve the problem. If training is the solution, having accurately defined the need will help you determine what information and skills will be required and how you might structure your program.

A training need will be evident if:

- The individual does not know what to do.
- The individual knows what to do but does not have the skills.
- The individual has the knowledge and skills but is not performing to the required workplace standard.
- The individual simply does not care about work performance.

3.1 Complete the following table

Read the examples in the following table and indicate whether training is required. If not, what is the alternative?

Example	Is training needed?	The alternative?
The equipment a person is using constantly breaks down and does not allow the person to complete their tasks.		
A person is constantly being asked to do other jobs by the		

supervisor so never gets the job done properly.		
A person can't do the job correctly because they are unsure about some aspect of it.		
A person is not doing the job correctly because of friction with work mates.		

3.2 Complete the following

Read the following case study and then answer the questions.

CASE STUDY

The gear steward of a surf life saving club is chatting to one of the patrol captains at lunchtime. The patrol captain is concerned because in his patrol there have been a number of accidents in the last couple of months. All of the accidents have had something to do with rescue boards. He is unsure whether it is due to patrol members not knowing how to use the equipment or if it is something else.

3.2.1 List all the things you can think of which might be causing the accidents.

3.2.2 How will the manager know if training is needed? What tools might they need? Who might they consult with?

3.2.3 Why is it important to identify training needs?

What is competence?

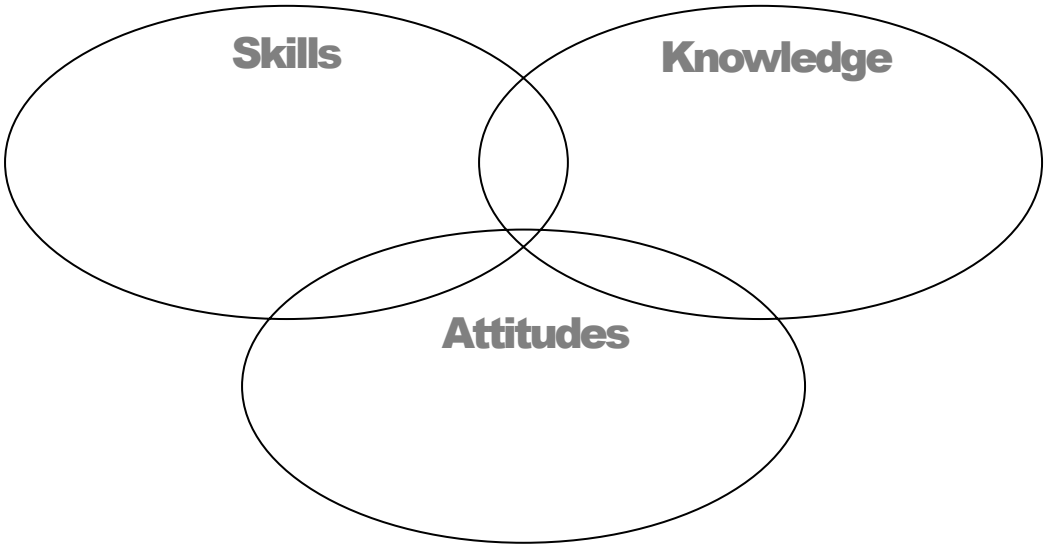
A competency standard is a nationally agreed statement of the skills and knowledge required for effective performance in a particular job or job function.

When competency standards are developed five aspects of work performance have been included so that a broad definition of competence can be achieved. These are represented in the following table.

What is competence?	
Type of Skill	**Definition**
Tasks skills	being able to perform individual tasks
Task management skills	being able to manage a number of different tasks within the job
Contingency management skills	being able to respond to irregularities and breakdowns in routine
Job/role environment skills	being able to deal with the responsibilities and expectations of the work environment
Transferability	Being able to transfer the skills learned into different roles and environments

Competence is a difficult thing to teach and assess because you can't "see" it. It is inferred by the candidate's behaviour in a range of ways over a period of time in a variety of conditions.

How do decide if someone is competent or where gaps in their competencies exist? List the skills, knowledge and attitudes that you would look for to decide if a person is a competent in a role you are familiar with:



Competency Standards

Competency standards are statements that describe in specific detail the minimum standard of skills and knowledge required to do various jobs and job roles in a workplace.

Competency standards bodies develop, endorse and maintain the national competency standards on behalf of the Australian National Training Authority. Competency standards are developed through wide industry consultation and are written in a prescribed way.

Competency standards are made up of:

- units of competency
- elements of competency
- performance criteria
- range of variables
- elements

In order to decide if a person is competent you have to have criteria to measure their skills against. Competency standards provide those criteria.

Unit of Competency – Structure	
Unit Code	Code given to the unit to differentiate from other units.
Unit title	States the broad application of skills and knowledge in the workplace - expressed as an outcome.
Descriptor	A description of the unit.
Element of competency	Major components of each *unit of competency* - usually brief statements describing outcomes.
Performance criteria	Statements which specify the standards of performance required - used by workplace assessors to judge whether the combined *unit* and *elements* have been performed to the standard required
Range of variables	Guidelines about the scope of certain factors which need to be included when judging competence
Evidence guide	Guide to underpinning knowledge that is expected of a competent worker

3.3 Matching training needs with competency standards

Before you can undertake a detailed training analysis it is essential that you have an accurate description of the job/task that is required. Without this you will not be able to define training requirements, as you will have no specified standards against which you can check an individual's performance.

If you do not have an accurate job description then you can create your own. Competency standards can be used for this, as they will list the skills, knowledge and attitudes required for that particular job/role. If competency standards are not available then you can use standard operating procedures, existing job descriptions and so on. In Surf Life Saving we use the Public Safety ITAB Competency Standards.

Think about your own job/role and answer the following questions.

3.3.1 What is your current job title?

3.3.2 What are you required to do as part of your role?

3.3.3 What are the tasks that make up each part of your role?

3.3.4 What skills and knowledge do you need to do each task?

3.3.5 Where would you look to find the standard requirements for your job/role?

Below is a model of how you can use competency standards to identify the skills and knowledge for an administration assistant. In the first column Roger has identified the skills and knowledge that he thinks make up one part of his job. In the second column is the comparison with a competency standard from the Administration Training Package.

Administration assistant	
Collect and provide information to facilitate communication flow (BSACOM301A)	
Elements:	**Performance criteria:**
Respond to telephone, oral and written requests for information	• Information is located from internal/external sources and records: by speaking to others; from written sources & by observation • The request for information is understood • Requests are received and recorded
Draft routine correspondence in response to a need or a request	• Correct signature is obtained, if necessary correspondence is filed for use as standard reply to future requests for similar information • Draft is presented to the nominated officer for approval on completion of task • Spelling, punctuation and grammar are correct • Ensure that intended meaning of correspondence is readily understood by recipient • Information is drafted into appropriate format for presentation using clear and concise language • Information to be included in correspondence is obtained • Need for correspondence is understood

To do these Roger needs to:	Record messages Communicate with others Be able to write and type clearly

Once you have listed the tasks and procedures that make up a particular job/role you need to identify what that individual needs to know in order to be able to carry out these tasks and procedures competently in the workplace. In order for Roger to perform all the listed tasks competently in his workplace he needs to:

Be able to demonstrate the procedures for answering the phone in his organisation.

Follow organisational procedures for writing and distributing messages.

Produce correspondence in the required format.

Use correct spelling and grammar when writing correspondence.

These points can now be used as training outcomes, the things that you will want learners to achieve at the end of training.

If Roger needed some extra training in a particular area of his job, the above points could be used as possible training outcomes. They are what Roger would need to know and do as a result of training.

Training needs analysis

Once you have identified that a training need may exist and you have identified a job description or competency standard for that particular job/role then you can carry out a training needs analysis.

A training needs analysis will help you identify the gaps between what the person can actually do and what they are required to do. This is an important part of training, as it will help you design your training session to suit the exact needs of participants.

There are many methods that you can use to help carry out a training needs analysis, for example:

- interviews,
- observation,
- performance tests,
- questionnaires,
- reports from senior personnel.

When conducting a training needs analysis it is a good idea to consult a number of relevant people including the supervisor, manager, chief instructor and the person doing the job. This will ensure that the expectations of each person are the same.

3.4 Complete the following

Read the following case study and answer the questions.

CASE STUDY

You have been asked to define the training requirements for forklift drivers in the warehouse section of an organisation. The company operates four different types of forklifts and is about to introduce a new type next week. You have been told that some operators prefer to stick to one or two types of forklifts but the company policy is that all forklift drivers must be competent to operate all types used by the company to the company standards.

3.4.1 What sort of information will you need to look for?

3.4.2 What methods might you use?

3.4.3 Who could you consult with?

Training needs analysis forms

Below is an example of a checklist for conducting a needs analysis. It is based on the skills required for checking and maintaining equipment in the transport and distribution industry.

3.5 Complete the following

Complete a training needs analysis for your job, or a job you are familiar with, on the following page. List all the relevant areas that you would need to look at.

SAMPLE CHECKLIST FOR A TRAINING NEEDS ANALYSIS

Name: John Smith

Position: Dispatching Officer

Organisation: JRM Transport

1. Read the following and indicate whether you feel you need training in any of these areas.

Skill/knowledge area	Great need	Some need	Little need
Carry out maintenance of trailers			✔
Load and unload goods		✔	
Move materials mechanically		✔	
Operating a forklift	✔		
Conduct advanced forklift operations	✔		
Occupational health and safety issues			✔

TRAINING NEEDS ANALYSIS FORM

Name: _____

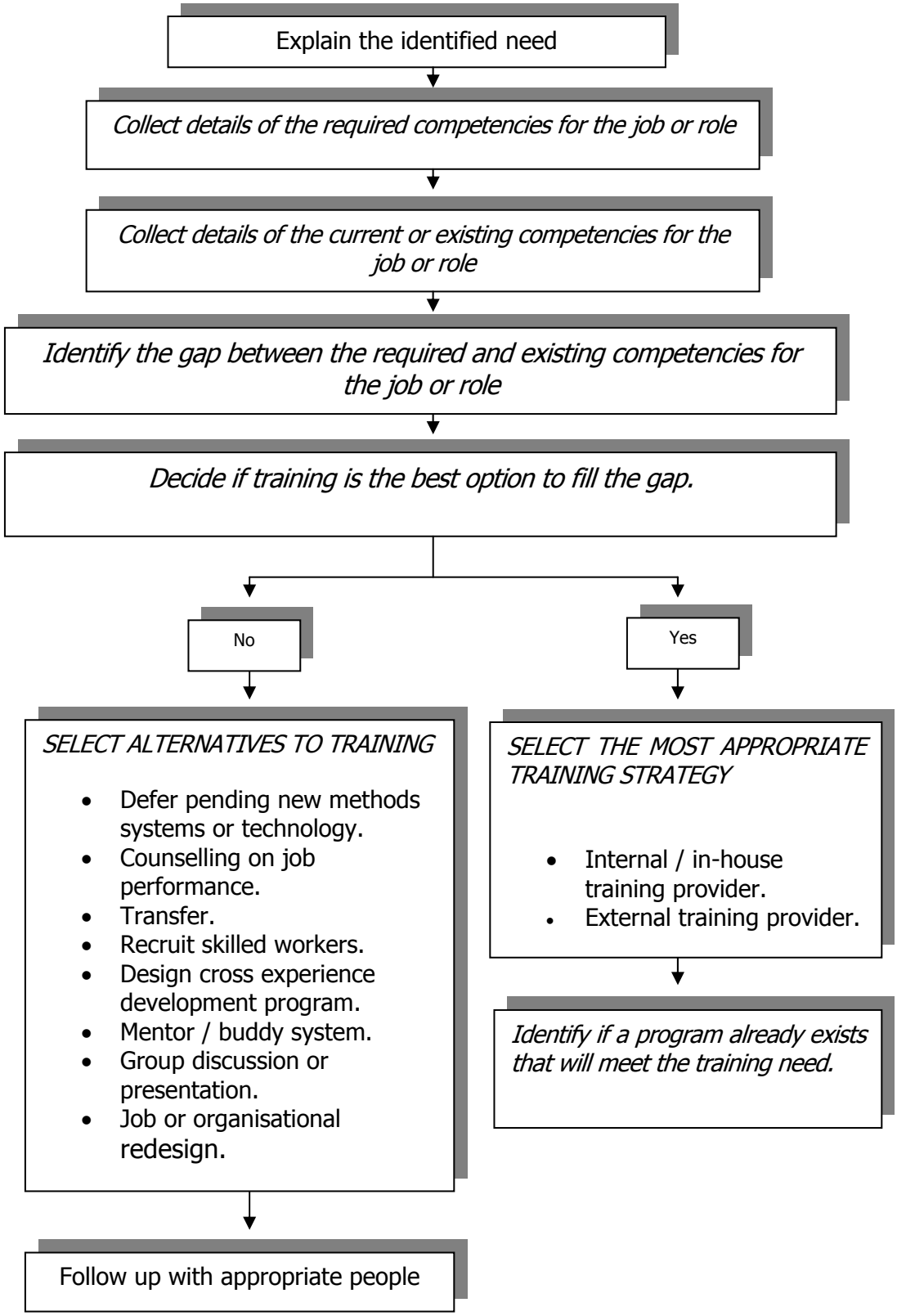
Position: _____

Organisation: _____

1. Indicate below the skills you feel you need to be an effective training officer and the need for you to get training in any of these areas.

Skill/knowledge area	Great need	Some need	Little need

Training Needs Analysis Process (TNA)



3.6 Training Needs Analysis Training Program Research Matrix

Using the data collected through the training needs analysis, investigate whether a training program already exists that will satisfy the training need by filling the gap.

Does a program already exist that will meet the training need?

No	Yes but with modification.	Yes	Do not know
Plan a new program	Modify the program	Ensure program is suitable and make appropriate arrangements.	Enquire with supervisor or training manager.
Consult with appropriate staff.	Consult with appropriate staff.	Consult with appropriate staff.	Undertake research of training options.
Plan the program using internal Trainer's or external consultants.	Modify the program using internal Trainer's or external consultants.	Check to ensure appropriateness of learning outcomes, content, design and delivery style.	
Prepare a brief / proposal for management or external provider.	Prepare a brief / proposal for management or external provider.	Decide between internal or external provider.	
Prepare program outline.	Prepare program outline.	Consult with appropriate people to arrange logistics.	
Design and develop program.	Design and develop modified program.	Training is delivered and assessed.	
Training is delivered and assessed.	Training is delivered and assessed.	Workplace assessment is conducted.	
Workplace assessment is conducted.	Workplace assessment is conducted.	Training is reviewed	
Training is reviewed.	Training is reviewed.		

Note Page

Module

4

Module Four

Setting Training Outcomes

Training outcomes state the skill or ability to be learned or achieved.

Assessment describes the task the learner undertakes and how the task is to be judged ie. criteria.

Training outcomes

Once you have identified a specific training need in your workplace you will need to identify the steps involved in achieving that goal. These are known as the training outcomes.

Training outcomes state precisely what the participant needs to know and do in order to perform competently in their job role/function.

In order to be useful training outcomes need to be:

S pecific

M easurable

A chievable

R ealistic

T ime guided

A training outcome is a very clear description of the skills, knowledge and attitudes that participant should be able to demonstrate as a result of training. It states what the learner is required to achieve in a training program. A competency standard, on the other hand, states the expected performance in the workplace.

The training outcome is instructional, it describes in measurable terms what the candidate is required to know or do in order to achieve workplace competence.

In competency based training, training outcomes must be clearly specified in terms of:

- Performance - what the learner will be able to do as a result of what has been learned.

- Standards - the minimal acceptable performance level the participant must demonstrate to be considered competent.

- Condition under which the learning will take place.

To write a clear and concise training outcome ask "What does the learner have to be able to do at the end of the period of training?" Generally training outcomes begin with the phrase "At the end of the training session, the learner will be able to …"

Read the following training outcomes.

- By the end of the training session participants will be able to demonstrate how to carry out a board rescue on a conscious patient.

- By the end of the training session participants will be able to explain the meaning of all safety signs used on the beach.

- By the end of the training session participants will be able to operate the photocopier to copy, enlarge and reduce documents.

- By the end of the training session participants will be able to demonstrate entering the surf, incorporating patient approaches and releases utilising the rescue tube.

4.1 Complete the following questions

Now read the following training outcomes, note down what is wrong with each one and rewrite them correctly.

4.1.1 By the end of the training session participants will know OH&S issues.

4.1.2 By the end of the training session participants will be able to use the telephone.

4.1.3 By the end of the training session participants will know how to give good instructions.

How will you assess participants following training?

Once you have written down the training objectives you need to think about how you will know that participants have achieved these at the end of training. The methods you use to assess will depend on the kind of training you are conducting.

For example, if you want to know if participants are able to type a letter at the end of the training session, you wouldn't ask them to write a report.

4.2 Complete the following Task

The following table contains a list of assessment methods. Write next to each one whether you would use that method to assess skills, knowledge or attitudes. One method may be able to assess more than one area.

Assessment Method	Description	Skills/knowledge/ attitudes
Observation	Observing the candidate performing work requirements or a specific task	
Written tests	Use a range of different question types. For example, short answer, essays, multiple choice	
Oral tests/questioning	Assesses the candidate's ability to listen, interpret and communicate ideas about information. For example, using open or closed questions	
Simulation/role-play/case study	A situation is created which imitates workplace arrangements.	
Portfolio	The candidate presents a variety of evidence which addresses performance criteria. For example, qualifications, job descriptions and reports	

Assessment has two parts:

Task What you ask the learner to do?

Criteria What criteria, what evidence you would look for in order to judge that your learner had learned or needed to re-learn, repeat, revise?

Assessment Tasks need to be:

- Consistent with the learning outcomes.
- Appropriate for making judgements of achievements.
- Feasible given the time available and the abilities of the group.

Assessment Criteria needs to be:

- Consistent with and reflect learning outcomes.
- Appropriate for methods of gathering evidence.
- Relevant to the expected degree of difficulty.
- Operative, able to be used by personnel making the assessment.

Example

Assessment	
Task:	Candidates to demonstrate entering the surf and approach to a panicking patient with a rescue tube.
Criteria:	Did the rescuer use the surf to their advantage? Was the Tube extended towards the patient? Did the rescuer reflect sound decision-making?

Assessment used by a Training Officer may be reflective or reactive.

In surf lifesaving assessment used by Training Officer's is formative and reactive where as assessment made by Examiners is summative and reflective. An Assessor makes an assessment at the end of a demonstration whereas Training Officer's constantly review, assess and modify as they train.

- **Summative/Reflective Assessment** - is formal and structured and is undertaken after setting assessment tasks and assessment criteria and reflective upon the evidence gathered.
- **Formative/Reactive Assessment** - is the ongoing informal feedback that a trainer gives to a trainee as required during the conduct of a training lesson. Reactive Assessment is formative and informal. This assessment may be diagnostic to find out what needs to be learned or re-learned.

4.3 Complete the following

Write an example of a learning outcome for knowledge or a skill.

Learning Outcome: *On completion of the lesson participants shall be able to:…….*

Now write the assessment criteria to linked with the Learning Outcome you have written above.

Assessment	
Task:	Candidates to ……
Criteria:	

Note Page

Module

5

Module Five

Planning the introduction of your training session

Participants will be interested and learn more effectively if they know why they are doing the training, what they will be doing, what the outcomes will be and how they will be assessed.

Providing a clear and detailed introduction to your training session ensures that participants know exactly what to expect, are informed and that there are no surprises.

You might use the following example to help you with your introduction.

I nterest	Create interest
N eed	Explain why they need to know
T opic	What is the session about
R ange	What will be covered
O utcomes	What they will achieve
A ssessment	How they will be assessed

Below is an example of how you might introduce a course on tying boat knots.

I nterest	Brief overview of the history of knots
N eed	Need it for various boating activities
T opic	Session is about tying different knots
R ange	Will cover 3 different knots, what they are used for and the advantages and disadvantages of each
O utcome	By the end of the session you will be able to tie 3 different knots to use when out in a boat
A ssessment	I will assess you at the end of the training session by observing you tie the three knots.

5.1 Complete this task and questions

Think about a topic or task that you can deliver a short introduction to. You can present this to work colleagues, family or other participants in your training course. You also will be required to complete this in the Train Small Group Seminar.

It should be a task or area that you are comfortable with such as making a cup of coffee, planning a family holiday, using the e-mail or writing a poem.

How will you introduce your training session? Please complete the following

I

N

T

R

O

A

Planning the body of your training session

The body of your training session is much more detailed than your introduction. The details will depend on what training you are conducting:

- Demonstrating a skill
- Presenting information
- Or, more often, a combination of these

Demonstrating a skill

Task analysis

Task analysis is a detailed method for isolating the component parts of a job or task. It helps to identify the procedures for a particular job or task and helps to structure your training in the correct order. You can refer to competency standards or standard operating procedures, and so on, to help you identify what is required for a particular job task or role.

When doing a task analysis you need to identify the procedures involved in the task and any key points that need to be considered. Key points will include any key areas which influence the task, for example, safety, efficiency and cost etc.

EXAMPLE: Do the Hokey Pokey

PROCEDURES	KEY POINTS
Put your right hand in	Keep knees soft
Put your right hand out	Palm up
Put your right hand in	Behind your body
Shake it all about	Palm up
Tuck your hands under your chin and do the hokey pokey	Wiggle your fingers, move your head from side to side
Turn around on the spot	
Start the sequence again with your left hand	

5.2 Please complete the following

Complete a task analysis on one of the following or choose a task you are familiar with.

- Making a cup of coffee
- Performing CPR
- Sending a fax
- Doing a tube rescue on a conscious patient
- Sending an e-mail
- Safely lifting a heavy box

PROCEDURES **KEY POINTS**

5.3 Complete the following

Think about a particular job or task in your workplace and complete a task analysis of it.

Identified Task:_____

PROCEDURES	**KEY POINTS**

Presenting information

The body of your theory based presentation will expand on the points that you introduced in your introduction. The body will contain the main points that you want to cover and the methods or techniques that you might use to highlight points.

The following is an example for a session on dietary practices.

Presenting Information on: Dietary practices

MAIN POINTS/INFORMATION	ADDITIONAL POINTS/METHODS
Importance of a good diet	Examples of poor diet
The 5 food groups	Question and answer, diagram
Food and cultural influences	Case studies
Healthy eating	Discussion, video
Planning healthy dinner	Overhead transparencies

5.4 Please complete the following

Think about a piece of information that you can present to a colleague or someone you know. Write down the main points that you will need to cover and how you will highlight these key points.

Presenting Information on: _____

MAIN POINTS/INFORMATION **ADDITIONAL POINTS/METHODS**

Planning your conclusion

The conclusion part of the training session gives the trainer the chance to:

- Remind participants of the training objectives they covered in the session.
- Give each participant some feedback about how they went during the session.
- Show participants how the information and skills in this session relate to their future training or work situation.

The following can be used as a guideline when preparing your conclusion.

O outcomes

F feedback

F future

The following example shows how you might conclude your session.

EXAMPLE

"Today we covered the steps involved in making apricot jam. We clean the bottles, prepared the fruit, made the jam and bottled it."

"You did really well, and the jam looks great."

"The final session tomorrow will be on making raspberry jam. Following that you will be able to make a variety of jams to make as gifts for Christmas. See you tomorrow."

5.6 Please complete the following question

Think about the training session that you will be conducting.

How will you conclude your own training session that you will be conducting? Write what you will be saying in your conclusion.

O

F

F

Module

6

Module Six

Session plans

With the skills and knowledge you have gained so far, you can now put together a session plan. A session plan is a detailed overview of all that you will be covering and doing in your training session. Your training session plan should include such things as:

- the training outcomes,
- where the training will take place,
- key areas to be covered,
- the training methods,
- resources you will use,
- assessment tasks and criteria (what will they be required to know or do after training?).

A well planned training session will:

- Help you stay focused on the training objectives.
- Outline the sequence and priorities of the skills and knowledge you need to cover.
- Provide a record of the training session.
- Be able to be used again or modified if necessary.

Session plans come in many forms and as you become a more experienced trainer you will find the methods that best work for you.

A session plan usually has the following components

Topic

The topic is a brief heading of what the lesson is about.

Training Outcome

Training Outcomes describe what must be achieved within the constraints of time, resources and learner's ability.

Content of Lesson

Content of Lesson is the knowledge and skills taken from the curriculum of the award. The trainer prepares this material clearly and in sequence indicating:

- Definitions
- Key points
- Examples

The Trainer presents the material to:

- Define - the concepts/terms/key points.
- Explain - and gives examples
- Question - ask for further examples.
- Revise - repeats definitions and key terms.

The trainer can present the material all at once in the first part of the lesson or in parts interlinked with practice.

Learning Strategies

This section on learning strategies should show how the trainees are to be involved. It describes how the lesson is to be organised and presented to the trainees. The Learning Strategies section may consist of some of the training strategies we have already looked along with some of the following ideas:

i) Introduction

How will you start the lesson? The introduction serves to present the topic and key purpose of the lesson in a stimulating and novel way. How will you gain the attention of the class? Be yourself and comfortable with your introduction. Remember 'INTROA'

Talk	This is the simplest form to introduce the lesson. Present the topic title and move into the presentation of the content. Use some anecdotes to emphasise the outcome.
Video	Play a video which introduces the topic.
Icebreaker	Have trainees introduce themselves, or do a practical task not related to the topic.
Puzzle/Task	Hand out a thought provoker to get trainees minds on the job.

ii) Presentation

The Trainer presents the knowledge and skills of the lesson and the appropriate OHT, visual aids and examples/demonstrations to explain the knowledge and skills being presented. What is an effective to deliver the content?

Lecture	A period of uninterrupted talk. Good for reaching a large audience and covering a lot of material. Talk on material should be kept to a minimum to keep trainee interest. Use good visual aids such as OHTs and videos.
Discussion	A free exchange of opinions, knowledge and ideas allowing demonstration of skills and analysing of problems. Ensure trainees do not stray from the topic. Be wary of time.
Demonstration	A Trainer performs a skill while students observe, improving trainee's understanding of skills and techniques. Involve all students and ensure pace of the demonstration is suited to trainee's capabilities.

iii) Class Activity

Trainees learn when they are actively involved. Therefore, class tasks/activities/projects are set and assessment tasks identified to the trainees. The Trainer observes trainees involved actively and can identify success or a need for repetition.

Brainstorming	Spontaneous suggestions in response to a question or problem. Encourages trainees to be creative and to be a leader. All suggestions are accepted and used.
Role-play	Trainees act out certain situations. An active learning example however, trainees may be embarrassed at acting in front of others or see it as childish.
Scenarios	A simulated "real-life" situation,. Reinforces practical work, encourages trainees to solve problems and show initiative. Ensure roles and scenarios are clearly defined and understood.
Practical Work	Hands-on situations. Used to work on basic skills and techniques. Ensure instructions are clear and equipment works.

Demonstration/Instruction of skills

A skill is a complete sequence of a practical activity. It can be seen that almost everything that is done using some form of motion can be defined as a skill.

The most popular training method for sessions where participants have to learn new practical skills is the demonstration method. The demonstration method is most successful in situations where participants have to learn a new skill that can be broken down into a number of steps such as operating machinery, giving a massage or using a photocopier.

When demonstrating a skill the following rhyme can be used.

"I do it normal

I do it slow

You do it with me

Off you go"

Select a skill that you are familiar with, such as operating a commander telephone system, changing a tap washer, using an electronic whiteboard or tying a knot. Use a task analysis as previously discussed, to work out the procedures of that skill.

1. What are the steps involved that make up that skill?
2. What will you need to demonstrate the skill?
3. In what order will you demonstrate it?
4. How many times will participants need to practice the task?
5. How will you know if participants are competent in the skill?

Providing opportunities for practice

When demonstrating a task or presenting information it is important to provide participants with opportunities to practice the skills and knowledge.

"I hear it I forget

I see it I remember

I do it I understand"

The method of learning a skill involves:

- Being introduced to the skill.
- Getting to know how to do the skill.
- Trying out the skill.
- Feedback on the level of accomplishment.
- Applying the skill.

Once basic skills have been developed conduct 'real-life' scenarios to develop problem-solving skills and initiative. This can enhance skill development and interest for the group.

Practicing a skill

Watching other Trainer's demonstrate a skill or observing colleagues performing a skill can be valuable for gaining information about the actual task and how people perform them.

Think about a practical task that you know how to do well.

1. What task will you be demonstrating?
2. How would you demonstrate it?
3. How will you get participants to practice the skill?
4. How many times will they need to practice it? Over what period of time?
5. How will you know that participants are competent at performing the skill?

Practicing Information

Getting participants to practice new information can be difficult. However, there are a number of ways that you can get participants to practice and apply the new information. For example:

- giving case studies,
- discussions,
- role plays,
- questioning.

When getting participants to practice new information it is important to:

- give clear instructions,
- give a time frame,
- outline the objectives.

Think about the following two scenarios:

- A trainer asks participants to talk about what they think is important in training.
- A trainer gives participants 10 minutes to discuss the advantages of planning a training session.

Hint

For water based components, demonstrate and instruct on dry land or in a controlled environment such as a pool. Then proceed into the surf for trainee practice.

Eg. Place an IRB on chairs in the boat shed and practice boarding techniques or practice deep water resuscitation and rescue board roll-over techniques in a pool.

Are there any other water based tips you can think of?

iv) Reinforcement

The Trainer:

- Identifies and discusses aspects of the class activity.
- Demonstrates and questions the class about the activity.
- Checks, corrects and reinforces key points to be learned.

v) Conclusion

The Trainer concludes the lesson by summarising the key points, reviewing outcomes and foreshadowing the next lesson. Remember 'OFF'

Assessment

Assessment describes the task the learner undertakes and how the task is to be judged ie. criteria.

- How do you know the participant has learnt what you just taught them?

Resources

Trainer's need to think about and organise the necessary resources, such as training aids and equipment.

The following pages contain different ways you may choose to structure your training or lesson plan. Choose the one that suits your needs the best or make up your own using your favourite elements.

Example Training Session Plan 1

Example	**Lesson Plan**	
Brief heading of what the lesson is about.	**Topic:**	*Acquiring skills to conduct tube rescue.* **Duration:** *1 hour*
Describes what must be achieved within the constraints of time, resources and learner's ability.	**Learning Outcome:**	*On completion of the lesson participants shall be able to:* *Demonstrate entering the surf, incorporating patient approaches and releases utilising the rescue tube.*
The Trainer: • Defines the concepts/terms/key points. Explains and gives examples/OHT.	**Content: Lesson**	*SLSA Manual (Pages 23 - 27)* *Key Points* • *Storage of tubes* • *Maintenance Checks* • *Donning the Tube* • *Entering/holding Tube* • *Swimming with Tube* • *Patient approach and reassurance*
How the Trainer teaches the lesson content.	**Learning Strategies**	*(Lesson Format)*
Method of opening lesson.	Introduction	*Pass rescue tube among trainees to introduce topic and key points.*
Method of presenting content.	Presentation	*Present lesson content in a dry land display utilising pictures from SLSA Manual to emphasise key points:* • *Donning the Tube* • *Entering/holding Tube* • *Swimming with Tube* • *Patient approach and reassurance*
What the class does.	Class Activity	*Candidates are to work in pairs.* *One as rescuer and one as patient.* *Swim out through the surf with tube to patient. Practical patient approach and reassurance.*
Points to reinforce.	Reinforcement	*Rescuer not becoming a victim.*
Summarisation of lesson.	Review	*Return to land. Summarise key points in entering the surf and patient approach.*
How you know the trainee has learnt what you just taught them and they meet the standards required.	**Assessment:**	
	Task	*Candidates to demonstrate entering the surf and approach a panicking patient with a rescue tube.*
	Criteria	*Did the rescuer reflect sound decision-making?*
What you need to conduct lesson.	**Resources:**	*SLSA Manuals* *Rescue Tubes* *Water Safety*

Example Training Session Plan 2

Topic:	**Duration:**
Learning Outcomes:	*On completion of the lesson participants shall be able to:*
Content: Lesson	*Key Points*
Learning Strategies:	*Lesson Format*
Introduction	
Presentation	
Class Activity	
Reinforcement	
Review	
Assessment: Task	
Criteria	
Resources:	

Example Training Session Plan 3

Organisation:	JBC Training
Department:	Human Resources
Date:	28th October 2008
Trainer:	Jack Pickle
Participant/s:	5 new recruits – secretarial
Location of training:	Training room 3rd Floor
Training objectives:	By the end of the training session participants will be able to plan a staff meeting according to organisational procedures
Introduction:	Importance of planning properly Need to know as part of your new position Session will be about the stages involved in planning a meeting We will cover organisational procedures, timing, agendas, reserving the room and organising refreshment
Assessment:	Participants will: • Determine appropriate time for meeting • Develop an agenda • Reserve a meeting room • Organise refreshments

Main points:	**Training methods**:
Organisational procedures	Discussion, diagrams
Organising a time	Group discussion, brainstorming
Developing an agenda	OHT's, practice
Ordering refreshments	Question and answer, role play

Conclusion: Areas covered, feedback about performance, any future plans

Resources/training aids: Whiteboard, overhead projector, handouts.

Example Training Session Plan 4

Organisation:

Department:

Date:

Trainer:

Participant/s:

Location of training:

Training objectives:

Introduction:

Assessment:

Main points:	Training methods:

Conclusion:

Resources/training aids:

Example Training Session Plan 5

Time	Stage	Key Points
	INTRODUCTION **I** nterest Create interest **N** eed Explain why they need to know **T** opic What the session is about/Prior Knowledge check **R** ange What will be covered **O** utcomes What they will achieve **A** ssessment How they will be assessed	
&/ or	**EXPLANATION** Explain clearly and logically? Use questions to involve the trainees? Use visual aids correctly? Have visual aids that were relevant and interesting? --- **DEMONSTRATION** Perform the skill correctly at normal pace? Show and tell using the skill breakdown method? Repeat the task once more and confirm understanding by the use of open questions?	
	PRACTICE Have all of the correct materials available? Ensure correct methods were being used? Allow sufficient practice opportunities? Give constructive feedback and reinforcement?	
	ASSESSMENT Assess the learners against the assessment criteria?	
	CONCLUSION **O** utcomes **F** eedback **F** uture	
	OVERALL Appear well prepared? Use training equipment and materials correctly and efficiently? Use questioning and listening skills when required? Observe the learning principles? Stick to time limits?	

Example Training Session Plan 6

Award:_____

Training days should be broken into smaller lesson blocks. ie. 1 or 2 hour blocks.

Dates	1 hour	1 hour	1 hour	1 hour

Module

7

Module Seven

Delivering Training

Even when demonstrating tasks during training there will always be a part of your training session that involves new information. Presenting information needn't be simply about participants sitting back and the trainer lecturing. There are many ways that a trainer can present information in an interesting way which will allow participants to practice and apply the new information. The following guidelines can be used when planning your training session.

Present information in small chunks

- Don't overload participants with too much new information at once
- Put chunks of information into an appropriate sequence

Make it interesting

- Create interest in the new information.
- Link the new information with something they already know.

Use a variety of methods/resources

- Combining a talk with a project or case study will make it more interesting.
- Use flip charts, coloured pens and video to liven up the presentation.

Allow for breaks

- Allow time for participants to absorb and reflect on the information.
- Don't overload participants.

Check for understanding

- Ensure that participants understand the information'
- Ask appropriate questions.
- Get participants to tell you what they know.

Get participants to practice the new information

- Use activities which get participants to practice and apply the new information such as role plays, brainstorming ideas and discussions. This will get participants actively involved.

You will need to assess whether participants have achieved the required outcomes. This can be achieved during or after the training session by asking, questioning, reports, presentations and so on.

Read the case study and think about how you could change the training session.

7.1 CASE STUDY

Gonzalez is conducting a training session on product information for the managers of a pharmaceutical company. He has all the new products with him and displays them for all the managers to see. One by one, Gonzalez goes through the products and explains their composition, use and benefits. There are a lot of products to go through and by the end of the day Gonzalez is exhausted and his throat is sore from talking all day. The managers have taken heaps of notes and are also exhausted.

7.1.1 How would you make this training session more interesting? What methods would you use? Why?

7.1.2 How will you check that the managers know the products?

Training Aids

- Are materials that a trainer can use, with or without words, which facilitate the trainees' learning.
- Explain, illustrate or expand key points to be learned.

The Purpose of Training Aids

Training aids are intended to:

- Arouse and maintain interest
- Simplify instruction
- Aid in the acceleration of learning
- Aid retention of key points

Design of Training Aids

Training Aids need to:

- Be simple and easy to understand
- Be brief and concise
- Be of appropriate size
- Be clearly visible
- Be interesting
- Stress essential points

Resources you can use for training include such things as materials, equipment, books, manuals, brochures, product samples and industry standard operating procedures.

7.2 Complete the following table

Below is a table of training aids you might use in your training. This list is not extensive and you may even come up with your own training aids. Fill in any points that need to be considered when using each resource.

Resources	Tips for use
Whiteboard	
Overhead projector	
Computers	
Flip charts	
Video players	
Charts and posters	
Handouts	
Models	
Music	

7.3 Complete the following questions:

7.3.1 Which resources will you use for your training session?

7.3.2 Are these available in your workplace? If not, how will you access the equipment or information you will need?

Note Page

Module

8

Module Eight

Learning Environment

The learning environment is affected by:

- **Internal** factors within the class setting for which the teacher has considerable responsibility.

- **External** factors, over which the teacher has minimum control.

Internal factors affecting the learning environment.

- Preparation of lesson material and resources for activity or session.
- Organisation of teaching and class materials during the presentation of an activity or session.
- Timing and pacing of group activities
- Classroom standards of behaviour - THE RULES. Eg. When the classroom behaviour is acceptable to both teacher and students, it minimises problems which may affect learning.

External Factors affecting the learning environment.

- Individual's skills and abilities of the learners.
- Motivating forces affecting attendance and participation in course.
- The SLSA award curriculum
- SLSA rules and procedures
- Environmental factors (weather, conditions)

Skills of Management

Preparation

Preparation of lessons needs to account for material available:

- Number required. Eg. one each for specific use or one between two.
- Suitability for the particular group.
- Selection and preparation of venue.

Presentation

The presentation needs to be organised so that visual aids and resources are:

- In sequence
- Easily managed
- Clearly visible to all members of the group
- Working correctly

Physical Space

Arrangement of chairs and desk furniture and visual aids needs to be considered and changes made in advance of a session.

- Ensure that the trainer can be seen by all members of the group.
- Ensure that the trainer can see each person and make ready eye contact.

Timing and Pacing of group activities

- Ensure a clock is available
- Notify the class when an activity is about to change or conclude
- Think ahead in order to stay on target
- Ensure shade provision during beach activities. Avoid the hottest part of the day.

Classroom Standards

- Group negotiation should be used to set limits for acceptable and unacceptable behaviour
- Unacceptable behaviour needs to be dealt with as it occurs

Recording Information

- Records of class attendance, if required, and other information about trainees, should be kept in a systematic way which is clear and well organised.
- Lesson material should be filed for future use.
- Visual aids and OHT should be replaced in readiness for future sessions.
- Log books correctly completed. ie. IRB and radio.

Who do you need to inform?

When organising a training session you should think about who needs to know of your plans. Of course participants should be aware of any proposed training, but often there are others such as supervisors, managers or the human resources department who should also be informed.

8.1 Case Study

Read the following case study and answer the questions below.

> Sandra is a manager in a retail store. She has identified that a number of her staff are having some behavioural problems when dealing with customers. As part of a retail chain it is critical that all employees are working at the same high standard. The retail industry has competency standards which Sandra can refer to for guidance. She has identified the standard "ER.1 Work Effectively in a Retail Environment" as being appropriate for the training she needs her staff to undertake.

8.1.1 As this is a retail chain with a head office, who might Sandra need to consult with to organise the relevant training?

8.1.2 What will she need to tell them?

8.1.3 What are the policies and procedures in your organisation for informing relevant people?

Resources/Equipment/Teaching Aids

- Ensure you have all the equipment you need and it is in good repair and meets any relevant standards
- Ensure you have enough hand outs, pencils, paper, text books and other teaching aids

Venue

- Ensure shade provision for beach training.
- Provide signage on beach indicating training in process.
- Ensure adequate venue for the class size and lesson planned. Eg. A lesson on radio may be delivered in the radio room to allow for maximisation of resources.

Evaluation Methods

Evaluation Methods are used by Trainer's to evaluate teaching/planning execution of a lesson. Remember, just because your trainees are able to pass an examination this does not mean you were a *good* Trainer. Some evaluation methods are:

- Short questionnaire for trainees
- Check list for trainees
- Self Evaluation for Trainer: Reflective questions eg. *How well did I use question skills?, How effective were my management skills?"*

Module

9

Module Nine

Questioning Techniques

All teachers need to decide what type of question for what type of situation, as well as what type of response for what answer. This is what makes teaching interesting, enjoyable, challenging, productive and often unpredictable. Use common sense and care in making your response.

Trainer's use questions for a variety of reasons. These include checking for understanding, involving participants and gaining feedback. If you do not ask questions you will find out very little about the participants and how much they are learning.

Trainer's use questions to:

- Assist learners to understand
- Make clear points being presented
- Review and reinforce learning
- Involve individuals in participation
- Obtain information for learning

This is a table of some of the common types of questions.

Question type	Example
Direct Checks for individual understanding	"Joe, what equipment would you need to build a dog kennel?"
Indirect Checks for group understanding	"How might we increase sales?"
Factual or Closed – Single answer Checks for progress	"Should the temperature be checked?"

Open Require more detailed information Can be directed at a learner or the group	"When do you need to put on safety clothing?"
Attitude Checks for feeling/opinions	"What do you think about…..?"
Reflective Checks for understanding by rephrasing their answer or response	"So what your trying to say is….?"

Purpose of Questions

- Information - facts/knowledge/details
- Leading - review/reinforce a particular response
- Probe - promote thinking
- Clarification - reduce misunderstanding
- Management - participation/control

Information

The teacher needs to find out what students know so questions for facts/data.

- *How many...?*
- *What features...?*

Leading

The teacher uses questions to lead or prompt students along or toward a particular end or result.

- *If this is...then what would be.....?*
- *So that means that.....does it?*

Probing

The teacher needs to probe further to raise thinking to higher levels. A probing question is one that cannot be answered with a yes or no.

- *How might this look...?*
- *What other reasons are there...?*

Clarification

Checking questions - note this is a particular questioning approach used in counselling. Checking or reflection questions are referred to in this section. The teacher checks in order to ensure clear understanding.

- *So that means that...does it?*
- *Keith, did Paul say...?*

Management

These are information and/or rhetorical questions relating to the management of the class.

- *Does everybody have a manual?*
- *Is everybody comfortable?*

Responses

Teachers need to acknowledge the answers that learners give to questions asked in order to assist/learning.

Types of Responses - teacher responses:

- Reinforce correct/incorrect answers
- Reward participation
- Sustain interest involvement
- Extend thinking to new levels
- Close interaction

Correct/reinforce trainees answer

- *Yes that is correct, this does....*

or to correct an incorrect answer

- *No that's not right, the correct answer is....*

Reward

Lecturer needs to reward verbally (as well as with non-verbal smiles)

- *Yes, good, fine great, well said...*

Sustain Thinking

Lecturer needs to help trainees keep thinking about a problem and maintain interest and involvement.

- *That's an interesting point...*
- *I'll come back to that later...*
- *That would link to what they said previously...*
- *That is similar to the point made by...*

Extend Thinking

These responses are hard to use and are only appropriate for complex problem solving situations. The teacher assists the trainees to extend to new or higher, more complex levels of thinking.

- *If what you say is true what consequences would there be....?*
- *What would this look like in practice?*

Closure

Teachers need to "close off" interaction with one student in order to move to another or to address the entire group and move on. This can be done positively or negatively and body language is important.

- *Thank you, now to go to...*
- *Thanks John. What do you think Mary?*
- *Right Mary, anyone else?*
- *No that's not the answer I looking for. Does someone have another answer?*

Difficulties with asking questions

Asking questions during training can sometimes be difficult for new Trainer's. It can take quite a bit of time to develop effective questioning techniques.

When you are planning your training session you should also design your questions at the same time. They should be simple, straightforward questions designed to draw out information and not just used to waste time.

9.1 Complete the following question

Read the following questions that Augustine asks the group he is coaching. Make suggestions why these might not be the most appropriate ways of asking questions.

Augustine is training a small group in woodworking. The following are some of the questions he asks during the session.

9.1.1 "What is this tool used for?" He pauses for a couple of seconds and then replies "It is used to round off the edge."

9.1.2 "For this type of wood you would need to use this saw thickness wouldn't you?"

9.1.3 "Why might you need to prepare the wood in this way, what effect will it have on the final process and what precautions do you need to consider during the procedure?"

Effective communication

Effective communication is giving and receiving information in a way that is clear and easily understood by both the communicator and the receiver. Barriers to communication occur when messages or information are not clear.

9.2 Complete the following table

Below is a table of common barriers to effective communication in training. What effect will each of these have on your training?

Barrier	Effect on Training	Solution
Using difficult words or jargon	• Confuses learner • May make participants uncomfortable	• Use simple language • Explain jargon if necessary
Poor language and literacy levels		
Not allowing time for discussion or questions		
Boring presentation		

Training aids don't work		
Having preconceptions about the learner		
Emotions		

Dealing with difficult learners

As a trainer there will be times when you have difficult learners in your group.

There might be one person who does not stop talking or one who is simply not interested and will not participate in any of the activities.

9.3 Complete the following

Read the following examples and discuss how you might deal with these with your coach, trainer or a colleague.

9.3.1 You have organised a time to coach Greg on the new machine at work. This is the third time you have organised a time and again Greg has not shown up.

9.3.2 You are training a small group of employees in computer keyboarding skills. You have tried to make the session as fun and interesting as possible but one person is obviously bored and not paying attention.

9.3.3 You have been coaching a small group for three days. Each day you have asked Prue to turn her mobile phone off but she simply does not take any notice.

9.3.4 You are coaching two new employees in signwriting techniques. One of the employees is very loud and disruptive which is causing the other employee to feel frustrated.

9.3.5 Are there any training situations that you may have been in where someone was being difficult? How did you or the trainer deal with it?

Encouraging participants and providing feedback

Participants in training like to know that what they are doing is correct and how well they are progressing. Providing feedback and encouragement, whether verbal or non-verbal, can have a significant effect on how well participants learn and how well they will perform.

A few suggestions to keep in mind when giving feedback are:

- Focus on what they did well
- Make suggestions for improvement
- Criticise only the work, not the learner

9.4 Complete the following

Think about a time when you were being trained in something new. It may have been at work or simply a friend showing you how to make a chocolate cake.

9.4.1 Did you receive any feedback about how you performed?

9.4.2 Was it positive or negative?

9.4.3 How was that feedback relayed to you? For example, did the other person give comments during the session or did you sit down together afterwards and discuss it?

9.4.4 How did it make you feel and what effect did the feedback have on you wanting to learn further?

9.5 Complete the following

9.5.1 Read the following and note the effect these would have on the learner?

i. Look, this is really simple, you can do it.

ii. That's not what I meant, weren't you listening?

iii. That was really good, you're getting the hang of it.

iv. Hurry up, we have to get through a lot today.

v. You're picking it up really well. With a little more practice it will be great, keep at it.

9.6 Complete the following exercise

Read the following scenario and complete the exercise below.

You have just finished training three participants to bake a cake.

- Participant one has achieved the training outcomes without any problems.
- Participant two has not come close to achieving the training outcomes.
- Participant three has almost achieved the training outcomes but needs a little more practice.

Prepare a short script for each participant. You might want to use some of the following phrases:

- "I really like the way you ……"
- "I noticed that you ……"
- "You certainly know the….."
- "Have you considered…."

Participant 1

Participant 2

Participant 3

Giving feedback is very helpful and necessary for your learners to know how they are progressing during their training. However, it is just as important that participants learn how to assess their own progress.

Some techniques that learners can use for self-assessment are:

- Asking other participants for feedback.
- Asking colleagues about specific aspects of their performance.
- Discussing their workplace progress with a supervisor.
- Keeping notes about the things that they did well and ways they could improve.

9.7 Complete the following

9.7.1 What other ways can you think of which might be useful for learners to assess their own performance.

Module

10

Module Ten

Revising and modifying the training session

Sometimes even if you are well prepared, things can go wrong. Perhaps the methods or exercises you have chosen do not suit one participant or the level of information is too difficult and participants are confused and not paying attention.

10.1 Case Study

Jethro is about to deliver a two-day training session on report writing to a small group of mature aged students studying at Registered Training Organisation. He has planned his session, structured it and feels as though he is well prepared. By the afternoon of the first day Jethro senses that the participants are a little frustrated and not keeping up. He becomes worried because they need to get through a lot of information and if they don't keep up they won't be able to cover everything.

10.1.1 What is happening in this training session?

10.1.2 What does Jethro need to do?

10.1.3 Why is this important?

10.1.4 What other reasons can you think of where you might have to revise and modify your training session?

10.2 Complete the following

Read the following examples and try and identify:

a) What could be happening,

b) What should the trainer do to improve the session?

10.2.1 A trainer has given a learner a number of written exercises to do but notices that she is not doing them and thinks that she must not be interested.

a)

b)

10.2.2 A trainer has decided that the best way of starting his training with the new recruit is to get him to introduce himself and tell him what he knows about the topic.

a)

b)

10.2.3 After having prepared his training session thoroughly a trainer notices that the two participants are bored and not paying attention.

a)

b)

Readiness for assessment

Throughout the training session the skills and knowledge of participants are increasing and developing. At the end of training you will need to decide whether or not participants can do what was required in the training objectives.
For example, the training objective was to use a particular computer program. Participants have been shown the program, discussed the advantages of the new program and have had an opportunity to practice a little bit. At the end of the training session how will you know that participants are able to use the computer program competently?

In order for the trainer or anyone else (eg, a supervisor or assessor) to know that participants have achieved the training objectives you will need to keep in mind the following:

- Competence has to be seen.
- The training objectives have to be observable.
- What the participants can now do has to be made obvious.

Questions you will need to consider include:

1. Following the training session that you conducted how will you know that participants have achieved competence in that area?

2. What will the learner need to know or do to show that they are competent?

3. What documents or records will the learner need to collect?

4. Can participation in any of the training activities or tasks be used as evidence of competence?

Note Page

Module

11

Module Eleven

Evaluating the training session

Evaluation is the process of reflecting on and analysing the training session in order to validate the methods or identify areas for improvement.

When evaluating your training session you will need to get information about:

- the content of your training session,
- your skills as the trainer,
- the progress of participants,
- results of training (eg, on the job results).

You can gather information about these areas from a number of sources:

- participants,
- supervisors/managers,
- colleagues,
- yourself.

Look at the course evaluation at the end of this course.

You can create your own evaluation form using a variety of sources to get the feedback you need.

Recording training details

Keeping records of training is an important aspect of managing your training program because they provide the details that you, other Trainer's or participants might have to refer back to in the future.

11.1 Complete the following questions

11.1.1 What are some of the reasons you need to keep records of training?

11.1.2 Does your organisation keep training records?

11.1.3 What procedures do they have for recording training information?

11.1.4 Are there any legislative requirements for keeping records?

Results to guide further training

No matter if you train often or only a few times every year it is hard to remember everything that occurred in each training session. With all the information you have acquired from the review of your training session you can make summary to use for any future training you may conduct.

If appropriate it may be helpful to write this out in the form of a report and show to your supervisor.

Part

3

Assessment

The assessor will be looking for evidence of competence against the elements and performance criteria contained in BSZ404A Train Small Groups.

Sufficient evidence must be provided to demonstrate consistency of performance over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Do not be put off by the overwhelming nature of some of these tasks. As you move through the course it will all become clearer to you and the tasks will come more naturally. Assessment will be based on the satisfactory completion of the following three assessment tasks:

Assessment One: Completion of Workbook

You will be required to complete all sections of the Training Office Workbook prior to commencement of the Training Officer's Seminar. A facilitator will be assessing the workbooks while the training seminar is being conducted. Persons not having completed the Training Officer's Workbook prior to the seminar will be asked to reschedule into another seminar date.

Should you need assistance with the completion of the Training Officer's Workbook please contact your clubs senior training officer or an assessor.

Assessment Two: Workplace Project

Plan, deliver and review training in an SLSA award that you hold or have held to a small group (2-8 people). For example train a Bronze Squad or conduct an Advanced Resuscitation Certificate course etc.

You must complete the Trainer's Log Book and ensure that the students (the people you are training) have completed the Training Evaluation Questionnaire.

As part of this process you will also be required to:

- Complete the Self Evaluation Questionnaire provided in the Training Officer's Logbook.
- Ask a senior training officer who has supervised your training to complete the Supervisor Evaluation Report provided in the Training Officer's Logbook.
- Analyse the Training Evaluation Questionnaires completed and prepare a summary and action plan on how you will/have addressed the issues raised.

Assessment Three: Interview

As part of the final stage of Assessment you will be required to present completed Training Officer's Workbooks, Training Officer's Logbooks and any other supporting evidence to a senior assessor at an interview. You must book the assessment interview in advance (for specific details contact your relevant Branch or State Centre)

The Senior Assessor conducting the interview will ask questions relating to your training and assess the evidence presented and will make a judgement on your competency.

Due Date:

You have twelve months to complete these assessment tasks. It is recommended that you complete them as soon as possible after you attend the training for this unit.

Training Resources Feedback Form

A great many training resources have been developed in recent times. Your feedback on how these resources work is invaluable and will enable us to make important changes for subsequent version of these documents. Please use this form to tell us specifically what you think needs to be changed added, deleted or done differently. If you have positive feedback that would be appreciated too!

Resource you are commenting on:

Date:

Contact details **(these are optional but make it possible for us to clarify any points if necessary)**

Name:

Club/Branch/State:

Phone Number:

Your feedback (please be as specific as possible)

When you have completed this form please return it directly to Lifesaving Education Resources, Surf Life Saving Australia, Locked Bag 2, Bondi Beach, NSW, 2026

Trainer's Workbook Signoff

This section of the workbook is to be completed by an assessor at the assessor's seminar. The candidate must further address the items listed and present this document at the final interview having completed.

I have assessed _____'s workbook and have found the
(Name of the candidate)

following areas or questions need to be further addressed before completing the course:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ _____
(Signed) (Assessors Name)