Contextualising teaching and learning

A guide for VET teachers
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Section 1

Introduction
Section 1
Introduction

Since the National Training Framework was introduced in Australia, learning in vocational education and training (VET) is taking place in a wide range of settings. No longer is one particular delivery strategy mandated. In fact, teachers are encouraged to design programs of learning and assessment to suit each individual or group and each different learning environment.

Teachers are working with learners in the office, in the classroom, at a conference, at the work site, one-on-one, online, via workbooks – in any setting where people want to learn. But no matter where the learning takes place, the teaching activities reflect what happens in the workplace. This is because the teaching and learning is based on Training Packages and Training Packages are based on the skills and knowledge required in the workplace.

The guide
This guide provides a handbook of practical, ready to use ways to contextualise learning in a range of ‘classrooms’, from an educational institution to a factory floor and online. Its focus is on teaching rather than assessment.

The guide provides assistance to all VET practitioners who are seeking to implement learner-centred, flexible and innovative approaches to teaching and learning.

It will:
• provide examples of good teaching practice in different settings
• endorse teaching practice that is:
  – learner centred
  – activity based
  – reflective
  – collaborative
• provide sample learning activities that have been successful in different learning settings
• support teachers in the development of their own materials
• provide professional development activities and program ideas.
The intended audience for the guide

- This guide is a support for teachers in contextualising learning activities to suit varying workplaces and individual learners.
- The focus of the guide is on the design and implementation of teaching strategies and activities that address the development of skills and/or knowledge described in units or clusters of units of competency, in contexts that are relevant to learners. These contexts may include the learners’ industry, workplace, small business, community or non-formal learning settings.
- It is a resource for frontline VET teachers in all VET settings.
- It is designed for VET teachers who have some understanding of Training Packages and experience in delivering units of competency.
- This guide is not a manual for understanding Training Packages or units of competency.
- It is a resource for an individual teacher, a group of teachers or a professional development activity.
- The guide can also be used as resource material for those delivering the TAA04 Training and Assessment Training Package.

The content of the guide

Section 1 is the introduction to the guide.

Section 2 provides:
- a range of principles that underpin the process of contextualising
- steps in contextualising
- practical advice to teachers about
  - learning strategies
  - contextualising in different learning settings.

Section 3 provides examples of contextualised teaching strategies delivered:
- in educational institutions
- in workplaces
- via flexible means.

Each learning strategy makes reference to a particular unit or cluster of units of competency. However, they are transferable to a range of Training Packages.

The strategies are based on a sound understanding of how learning occurs. Teachers are encouraged to take a learner-centred approach:
- being flexible in meeting the learning needs of their learners
- monitoring learners’ problems and levels of understanding.

Section 3 also contains learning resources to support the teaching of each learning strategy.

Section 4 provides professional development activities that will assist teachers to use this guide and provide an opportunity to develop relevant, contextualised teaching strategies immediately applicable to their teaching.
Definitions

We understand that the term ‘contextualising’ is used in a number of ways. In this guide, by **contextualising** we mean the activity undertaken by a teacher to make units of competency meaningful to the learner. This involves incorporating industry or enterprise work practices into the teaching and learning process.

Effective learning occurs when learners process new information, skills and knowledge in a way that makes sense to them in their own frames of reference.

This guide encompasses the Australian National Training Authority (ANTA) technical definition of contextualisation as the ‘allowable adjustment’ of qualifications and units of competency, and focuses on the teaching activities that bring the context to life.

By **strategy** we mean the overall learning plan used to contextualise the unit or units of competency in a particular learning setting.

By **activity** we mean the contextualised learning tasks with which learners engage to acquire an understanding of underpinning knowledge and develop skills and abilities required to meet the Training Package competencies.

Section 2

The underpinning principles of teaching in a context
Section 2
The underpinning principles of teaching in a context

Introduction
Training Packages provide teachers with the industry standards required in the workplace but do not mandate any particular way to teach these standards (see margin). It is the responsibility of teachers to provide a learning program that allows learners to achieve these standards. This guide is designed to support teachers in this process.

Effective contextualising meets the requirements of the Training Package and takes into account the principles of good teaching.

There are rules for contextualising that each Registered Training Organisation (RTO) must follow when designing programs (see margin).

Teachers may contextualise their learning programs in a variety of ways. For example, when teaching in an educational institution, teachers make it realistic for learners by providing a set of experiences in a simulation or involving learners in actual case studies. Or when in a small workplace setting, teachers use operational work tasks to develop meaningful, relevant skills and understanding.

Why contextualise?
• Contextualising provides the opportunity to address the individual needs of learners.
• Contextualising makes the learning more meaningful. According to adult learning principles, people learn best when the learning is immediately identified as relevant. It is relevant to learners when the learning activities are based on concrete examples or actual work activities.
• Contextualising motivates learners to continue with their learning program when they can easily imagine the world of work and comprehend the relevance of their learning activities.
• The use of work-related examples and activities leads to learners reflecting on how this applies to their own work practice and supports the transfer of learning.

The rules for contextualising
• The elements and performance criteria cannot be changed.
• Specific industry terminology can be substituted for generic terms in the performance criteria as long as it does not change the competency outcomes.
• Amendments to the range statement can be made to reflect local or organisational needs as long as they do not diminish the breadth or portability of the competency.
• Contextualising provides the opportunity for teachers to address the needs of industry for a workforce with specific enterprise skills and knowledge, as well as developing workers who can think, adapt and be innovative.
• Contextualising is required by and supported in the implementation of Training Package qualifications.

Steps in contextualising
This guide provides steps that may be of help. We understand that effective contextualising is not always a step-by-step process.

Step 1: Be familiar with your unit/s of competency
• Refresh your knowledge of the unit/s of competency.
• Go beyond the elements and performance criteria.
• Use the range statement to look at each aspect listed and the examples provided, to choose what is relevant to your learners and learning setting.
• Use the evidence guide to note the variety of products and processes acceptable as evidence of competence. Choose those that are relevant to your learners and learning setting. Note the essential skills and knowledge required by your learners.
• Review the key competencies and/or employability skills. Recently revised Training Packages have contextualised these for you.

Step 2: Get to know your learners
• Gather information about your group of learners.
• Find out what they already know.
• Identify the gaps in that knowledge and skill.
• Find out their motivation for learning.
• Take into account the preferred learning style of your learners.
• Learn about the extent of your learners’ work experience.
• Acquire a general understanding of your learners’ educational, cultural and language background.
• Discover what your learners know about competency based training and assessment.
• Find out if there are any general barriers to their learning, for example, problems at home, financial issues, work culture issues or issues of self-esteem.

Step 3: Take account of the learning setting
• Use the learning setting to your advantage.
• The learning setting should inform the strategies and activities you use to contextualise. Consider such aspects as physical setting, access to workplace expertise and knowledge of the organisation and its learning culture. For example, if you are in an institutional setting with traditional classrooms and semester long teaching periods, you can develop extended case studies to provide work simulations that emulate the real world of work. Or if you are teaching in a large organisation, you do not need to simulate the world of work. Use the organisation’s policies, standard operating procedures and actual work problems.

Step 4: Develop learning activities
To contextualise your strategies and activities, combine your understanding and knowledge of:
• the unit/s of competency
• the particular learners
• the particular learning setting
• the adult learning approach
• good teaching practices.
Practical tips for teaching in different settings

Following is advice on contextualising learning when teaching in particular settings.

Teaching in an educational institution
1. Use a network of industry contacts to ensure learning is relevant to current workplace practice.
2. Invite guest speakers currently working in the industry to talk with your learners.
3. Create simulated work environments with authentic details.
4. Use current case studies to make it real for learners.
5. Draw on learners' experiences of different workplaces.
6. Use your own workplace experience and stories.
7. Spend time increasing your own knowledge of current best practice.
8. Provide practical work experience with the institution as the workplace.
9. Provide practical work experience with a local council, business or community organisation as the workplace.
10. Invite learners who work part time to adapt activities to their own work situation.

Teaching in the workplace
1. Ensure that learning activities fit with the culture and mission of the organisation.
2. Seek permission to use the protocols and manuals of the organisation as learning resources.
3. Use direct examples from the workplace.
4. Identify tasks and products that will be of immediate use to the business and create learning activities around them.
5. Enlist the support of the employer to provide skills practice.
6. Set tasks that learners identify as immediately valuable.
7. Make use of the large number of potential mentors.
8. Use action learning activities to take advantage of real problem solving opportunities.
9. Take account of employee development plans.
10. Use any wider educational activities of the organisation, such as conferences, seminars and briefings, to broaden knowledge and understanding.

Teaching in a flexible mode
1. Use Toolbox e-learning resources, as they are designed to simulate the workplace. Toolboxes designed against various Training Packages may be previewed at www.flexiblelearning.net.au.
2. Develop enterprise specific games and quizzes.
3. Use industry specific jargon and protocols in induction sessions whether online, face-to-face or teleconference.
4. When providing your contact details online, include industry experience.
5. Provide opportunities for learners to collaborate and share workplace experience.
6. Use the Internet to gain access to world experts in the industry.
7. Invite local industry contacts to join electronic discussion forums.
8. Use the location and environment of learners as material for activities and assessments.
9. Encourage learners to link up with a workplace mentor in their location.
10. Encourage learners to link up with other learners in their workplace.
11. Provide case studies of real workplace problems.
12. Provide samples of authentic enterprise documents as examples of good practice.
The adult learning approach
Contextualising is the activity undertaken by a teacher to make units of competency relevant and meaningful to learners. According to adult learning principles, people learn best when learning is seen as immediately relevant.

The following four principles of adult learning should be considered when developing learning strategies. They apply to all learners.

Learners have control over their learning
- Adult learners learn best when they take an active role in their own learning.
- Adult learners are generally highly motivated and keen to have a say about what they learn and how they learn.

Learning is experiential
- Adults can make meaning of the learning when authentic or real world examples and learning activities are used.
- Adults can often draw on their own experiences to provide additional authentic examples to reinforce and extend the learning.

Learning is cooperative
- Adults respond well to a learning environment that is explicitly respectful of the learners’ ideas, problems, questions and general contribution.
- Adult learners are more aware that learning is a communal activity that can include peers, mentors, teachers and interaction with the written word.

Learning is reflective
- Adult learners want the opportunity to debate and challenge ideas.
- Adult learners need time to integrate new knowledge and skills with past understandings.

Good teaching anywhere
Good teaching:
- involves making the content of the subject genuinely interesting and relevant
- recognises that learners must be engaged with the content of learning in ways that are likely to enable them to reach understanding
- recognises that learners learn in different ways but each method should include problem solving, question asking, cooperative learning and practical activities
- involves setting appropriate assessment tasks and using a variety of techniques to discover what learning has been achieved
- ensures that a safe environment exists for the learning to take place.

A number of changes have had an impact on teaching and learning over the last decade, including the availability of telecommunications, the emergence of the knowledge economy and the consequent need for workers who can create and develop new products and processes. There is a focus on self-directed and life long learning. There has been a convergence of general and vocational education and a related process of convergence between work and education. Good teaching must take account of and use the changed educational landscape.

The approach to teaching and learning in this guide draws primarily on constructivist learning theory, which contends that people construct knowledge through their interpretative interactions and experiences in their social environments. The focus is on empowering learners to construct new knowledge by providing opportunities to test theories through the application of knowledge in real world settings. New knowledge is built on previously learnt knowledge and involves thinking, analysis and reflection.
This guide recognises that there is no single way of helping people to learn. Learners may have a preferred learning style and they may learn well in a variety of contexts and from a variety of teaching styles. Teachers should be aware of learner preferences and expose learners to a mixture of approaches to expand their learning repertoire.

In summary, the approach this guide endorses is that good teaching:

- proceeds from an understanding of the knowledge and capabilities of learners
- engages learners as active participants in the learning process while acknowledging that all learning involves a complex interplay of active and receptive processes through the construction of meaning for oneself and with and from others
- encourages independent learning by providing learners with tasks to develop analytical and critical skills.

### Snapshot of contextualising

Following are two examples of learning activities that have been contextualised for different learning settings – an education institution and a small workplace. The same unit of competency, WRRS1B Sell products and services from the WRR02 Retail Training Package, is the focus.

#### Example 1: Selling a dream

Young learners are enrolled in the WRR20102 Certificate II in Retail Operations at their secondary college. They have great fun in learning the basics of selling through this activity.

- A local travel agent is invited to speak to the class about how to design holiday packages, where to get information and how to meet customer needs.
- Learners are put in pairs and each learner is allocated $5000 to spend on a dream holiday.
- The task is to design a holiday package for their partners.
- They interview each other to establish the details of the dream.
- They collect information about the best way to experience the holiday.
- Costings are checked by the local travel agent.
- They sell the idea to their partners.
- The teacher then leads the group in reflecting about the process of selling, managing customer objections and key selling skills.

#### Example 2: New franchise opening

Susanne, a successful clothing franchise owner and operator, is committed to staff development and encourages her staff to gain qualifications. She is a qualified trainer. Currently she is training newly recruited staff for an additional store. Her approach in this instance is to match new recruits with experienced staff.

Susanne briefs the best of her experienced staff, asking them to mentor a recruit and to explain how to sell the clothing in a productive manner. She provides a checklist to show how to effectively close a sale, to act as a prompt for her mentors. She also provides a training booklet that the new employees use to record their learning.

At the end of the week, Susanne meets with the new recruits, checks their learning, and discusses applying this to their work in the new shop. She also meets with the mentors and, through questioning, elicits the principles of coaching and standard setting they practised during the week.

Susanne has successfully provided the opportunity for new staff to gain the Unit of Competency WRRS1B Sell products and services, and the experienced staff to work toward the Unit of Competency WRRER2B Coordinate work teams.

### Training Package:
WRR02 Retail

### Qualification:
WRR20102 Certificate II in Retail Operations

### Unit of competency:
WRRS1B Sell products and services

This unit of competency involves the skills, knowledge and attitudes required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills, from approaching the customer to closing the sale. It requires a basic level of product knowledge.

### Qualification:
WRR30102 Certificate III in Retail Supervision

### Unit of competency:
WRRER2B Coordinate work teams

This unit of competency involves informing team members of expected standards of work, coaching and motivating the team, monitoring and organising staffing levels, and maintaining staffing records.
Section 3
Teaching and learning strategies
Introduction

This section provides eight examples of contextualised learning strategies. Each strategy describes the overall teaching plan and includes the purpose, preparation and resources required, and the suggested procedure for teaching the particular unit/s of competency.

The strategies are:

Teaching in an educational institution
- Learning strategy 1: Research (Certificate IV)
- Learning strategy 2: Carpentry (Certificate III)
- Learning strategy 3: Environmental horticulture (Certificate IV)

Teaching in the workplace
- Learning strategy 4: Recruitment, selection and induction (Diploma)
- Learning strategy 5: Occupational health and safety (Certificate III)
- Learning strategy 6: Plant recognition (Certificate II)

Teaching in a flexible mode
- Learning strategy 7: Animal care advice (Certificate IV)
- Learning strategy 8: Virtual communities (Diploma).

The strategies provide examples of good teaching from Certificate II to Diploma. Each strategy makes reference to a particular unit or cluster of units of competency, but is transferable to other units of competency in other qualifications. While each set of strategies is designed for a particular type of delivery, there is also guidance about customising for other delivery settings.

Within each strategy, there are many teaching activities that take account of current work practices. The activities are based on a sound understanding of how learning occurs and are learner centred. So you may find that, as well as offering ideas about ways of contextualising, the learning strategies also demonstrate good teaching practice.

In this section you will also find learning resources for each strategy to use or adapt in your own teaching.
Teaching in an educational institution

VET teachers work in a range of settings but most work in RTOs that are educational institutions. These RTOs may include:

- technical and further education institutions
- adult community education centres
- neighbourhood houses and learning centres
- secondary schools and colleges
- universities
- private providers.

In these educational settings, teachers experience the challenge of making learning as relevant to the workplace as possible, while delivering in a classroom situation. They may face a number of constraints, including:

- timetables and the school year
- young learners with little work experience
- lack of access to the latest technology and other equipment
- the size of the group.

Learning in an educational institution can be facilitated by a trained teacher in a number of ways, including:

- face-to-face learning
- self-paced learning packages with structured facilitation by a trained teacher
- traineeships and apprenticeships
- online learning
- mixed mode learning.

The three learning strategies that follow are successful examples of how units of competency have been contextualised and delivered in an educational institution. They are:

- Learning strategy 1: Research (Certificate IV)
- Learning strategy 2: Carpentry (Certificate III)
- Learning strategy 3: Environmental horticulture (Certificate IV).

Teaching research skills in an educational institution

<table>
<thead>
<tr>
<th>Training Package</th>
<th>Unit of competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB401 Business Services Training Package</td>
<td>BSB40701 Certificate IV in Business (Marketing) BSB405B Analyse and present research information</td>
</tr>
</tbody>
</table>

Background

The following learning strategy is an example of contextualising the teaching of research skills for prospective marketing professionals. The learners are mainly young secondary college graduates with limited work experience, attending class in an educational institution.

The activity has been contextualised by using:

- industry contacts to ensure learning is relevant to current workplace practice
- guest speakers currently working in the industry to talk with the learners
- practical work experience with a local council, business or community organisation.
Learning strategy 1 – Research

Purpose
To provide learners with the opportunity to research a marketing problem or opportunity that has currency and relevance to a local council, business or community organisation.

Preparation
• Organise for a representative from a local council, business or community organisation to act as the client with a marketing problem and work with the class.
• Explain the role of the representative and how often meetings with the class will occur (probably three or four sessions).
• Ensure the learners have basic theoretical knowledge of research and interview techniques prior to undertaking this activity. This would include knowledge of:
  – primary research, both qualitative and quantitative
  – secondary research
  – interview skills
  – structuring questions
  – collating and analysing data
  – inputting data using Excel
  – report writing
  – oral presentations.
• Reinforce this knowledge by including examples of interview questions, examples of primary and secondary research material and a list of further reading texts dealing with research and interviewing techniques. This knowledge is easily accessed from the Internet.
• Provide samples of finished work, such as past learner reports and videos of oral presentations. Note that you must obtain permission from past learners.
• Vary the activity to suit different learner needs and abilities by:
  – organising different clients for each team
  – supporting individuals or teams to choose their own clients.

Resources/Materials
• Photocopies of information about the client’s business or organisation.
• Photocopies of:
  – Learning resource 1.1: Requirements of the brief
  – Learning resource 1.2: Informed consent form
  – Learning resource 1.3: Quantitative survey instructions
  – Learning resource 1.4: Requirements of the research report.
• Suitably equipped classroom and access to the Internet.
• Guest speaker from the client organisation with a research issue or problem. The client may come from a local council, business or community organisation.

Procedure
Establish the research task
1. Divide the class into teams. Each team will act as a marketing firm responding to the request of the client for research. Lead the class in a discussion of the roles and responsibilities of the team and the team leader.
2. Invite the guest speaker from the client organisation to address the class and describe the marketing problem.
3. Explain that the first task of the team is to formulate a ‘brief’ for the client. Lead the class in a discussion of the key requirements of a brief, highlighting that its purpose is to ensure that the teams have fully understood the client’s needs and are able to conduct appropriate research.
4. Instruct the teams to undertake secondary research to broaden their understanding of the client’s organisation, industry and market situation. Provide assistance wherever possible, but ensure that the teams drive the research.
5. Ask the teams to complete the brief document following the guidelines in Learning resource 1.1: Requirements of the brief. Send these documents to the client.
6. Invite the client back to comment on each brief. Resolve any problems or uncertainties in class discussion.
Learning strategy 1 – Research CONTINUED

Undertake the research

Once the research task has been clarified, learners engage in qualitative and quantitative research methods to address the problem or opportunity.

Qualitative research phase

1. Assist the teams to prepare a qualitative interview strategy. This usually takes the form of an in-depth interview, although focus groups can be used. Provide learners with appropriate training in interview techniques and allow them to practise in the class. If possible, videotape these sessions and play them back to the learners for reflection and learning purposes.

2. Ensure learners understand the contents of the informed consent form and how it is to be used (see Learning resource 1.2: Informed consent form).

3. Direct the teams to go into the field and conduct their interviews.

4. Ask the teams to prepare a summary of key findings once the data has been collected from the qualitative phase. Discuss in class. Ask each team to prepare and present a brief oral report to the client.

5. Invite the client to comment on the findings.

Quantitative research phase

1. Advise the teams to prepare a series of questions to be used in a survey, based on the information gathered about the organisation, the secondary research undertaken and the interviews. Present each survey to the client for comment.

2. Allow teams to pilot their questionnaires in class and make appropriate changes.

3. Seek final approval from the client before the questionnaire is printed and distributed to the teams for use.

4. Organise role plays so that learners can practise administering the survey in a supported environment.

5. Instruct the teams to conduct the surveys (see Learning resource 1.3: Quantitative survey instructions).

Analyse and interpret survey data

1. Explain how the data from the survey questionnaires is to be entered into an appropriate software package (such as Excel) by the teams.

2. Lead a discussion about how to interpret the data, taking into account both qualitative and quantitative research.

3. Show teams how to analyse their data. Ask them to note major findings and recommendations.

Prepare and present the report

1. Review report writing knowledge and skills, and oral presentation skills.

2. Discuss how the teams will manage this phase, including who will take responsibility for the writing, editing and layout of the report and for the oral presentation.

3. Ask teams to prepare a written report and submit it to the client. The style and format of the report should be appropriate to the client's organisation (see Learning resource 1.4: Requirements of the research report).

4. Finalise the research process with each team making an oral presentation. Invite the client to attend and to provide feedback to the teams.

General points

1. Ensure that the client is invited (and encouraged) to provide input at various points during the research process.

2. Ensure that all research is conducted using standard marketing industry practice.

3. Ensure that the Australian Market and Social Research Society (AMSRA) code of professional conduct is followed at all times during the research process.

4. Ensure that confidentiality is discussed and reinforced at all times.

5. Ensure that each phase of the research process is initially covered by theoretical discussion.
Learning strategy 1 – Research CONTINUED

Modifying for different learning settings

Teaching this research strategy in a workplace
This strategy can be adapted for individual learners rather than teams. It is likely that your learners will choose their own organisation as the client, and in this case you should ensure that learners use the workplace report style and format.

As you may not be present during negotiations of the brief between the learner and the client, you may need to spend more time with individual learners explaining and testing out whether the research task is appropriate.

Learners will also need to negotiate an agreement with the workplace that takes account of:
- whether the outcome is achievable
- whether the activity is to be part of the learner’s workload
- who owns copyright of product
- what workplace resources and materials are available to the learner
- the brief.

Teaching this research strategy in a flexible mode
This strategy can be adapted for individual learners rather than teams. You may need to offer greater support without a team learning environment and face-to-face contact.

If a learner is unemployed, a prospective employer can be approached to act as the client for the activity. This has an added advantage of possible employment opportunities. If the prospective employer agrees to become the client, you must ensure that the learner negotiates an agreement that takes account of:
- whether the outcome is achievable
- who owns copyright of product
- what workplace resources and materials are available to the learner
- the brief.

If the learner is employed, you must ensure that the learner negotiates an agreement with the workplace that takes account of:
- whether the outcome is achievable
- whether the activity is to be part of the learner’s workload
- who owns copyright of product
- what workplace resources and materials are available to the learner
- the brief.

In both cases, you should ensure that learners use the workplace report style and format.
Learning resource 1.1 – Requirements of the brief

The following structure is to be used when formally writing your brief.

1. Title page
   - Institute
   - Subject: Marketing Research
   - Title: The Brief
   - Client's name
   - Teacher's name
   - Date submitted
   - Learners' name/s, Learner ID/s, Class code

2. Table of contents

3. Organisational description (1/2 page)

4. Market situation (1/2 page)

5. Competition analysis (1/2 page)

6. SWOT analysis (1 page)

7. Description of management problem or opportunity (1/2 page)

8. Budget (TBA)

9. Time frame and due by date

10. Member participation (description of what each group member did in preparing the brief, including minutes of all team meetings held)

Note:
- Minimum page numbers for each section are shown, but please remember quality, not quantity, is important.
- Use bulleted points wherever possible.
- Always reference your work.
- Reports must be word processed and edited to meet industry report writing standards.
### Learning resource 1.2 – Informed consent form

To be read by and explained to all interviewees involved in the research project.

<table>
<thead>
<tr>
<th>Interviewer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RTO</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Marketing Research</td>
</tr>
</tbody>
</table>
| Purpose of Research | 1) Learning activity for learners of the Certificate IV in Business (Marketing)  
2) To assist in the development of marketing strategies for ____________ |
| Period of Research |  |
| Research Supervisor | Name of teacher:  
Contact number: |
| Research Interview | Some of the questions will be structured; others will emerge from responses given. |
| Confidentiality Statement |  
- This research is primarily academic in nature.  
- The results of the research may be published.  
- Responses will not be attributable to any single individual and any results will be published in a summary format. Individual names will not be released.  
- A report will be provided to the research supervisor and the relevant work client.  
- Preliminary reports will be provided to the research supervisor on a regular basis for evaluation.  
- If requested, names of the individual respondents will not be provided to any of the parties mentioned above.  
- To maintain individual anonymity, names will not be recorded during the interview process unless otherwise requested by the respondent. |
| Length of Individual Interviews | Allow between 30 and 120 minutes for each interview session. |
| Withdrawal | The interviewee may withdraw from the interview process at any time. If requested, all materials collected relating to that interviewee will be destroyed. |
| Recording Methodology | The individual interviews will be recorded using an audio (visual) device. The researcher may take notes. |
| Complaints | Please address any complaints to the research supervisor or, in case of issues that cannot be satisfactorily resolved, to:  
RTO:  
Address: |

I ………………………………………………………………………………… (interviewee’s name in block letters) have read and understood the above information and agree to participate in the study, knowing that the data collected may be published or provided to other researchers, providing my name is not used, and that I may withdraw my consent at any time.

Interviewee’s Signature…………………………………………………………………… Date……………………

RESEARCHER’S SIGNATURE…………………………………………………………………… Date……………………

Thank you for your participation in this project.

### Learning resource 1.3 – Quantitative survey instructions

Each team member has been provided with copies of the survey.

**Choosing the sample**

You must think carefully about the people you will survey. For example, you may choose interviewees randomly from a larger group who may have something relevant to say about the topic of your survey or you might select people because of their particular knowledge or work position.

**Using a screening question**

Please make sure that your interviewees have not already participated in this survey. Show them the survey and ask if they have already participated. If they have, thank them and find other interviewees.

**Collecting the data**

For this survey you will ask the questions that have been devised and write down the answers given. Do not just hand over the survey to the interviewee to fill out.

All surveys need to be completed by ……………………………. Collation of the information received will begin in the next class after this date.

If you have any problems, please ring your teacher.
The following structure is to be used when formally writing your research report. Ensure that your report answers the question/s posed by the brief. Decide which team members will take responsibility for writing each section of the report, who will edit and who will manage layout.

Requirements
1. Title page
   - Institute
   - Subject: Marketing Research
   - Title: The Research Report
   - Teacher's name
   - Date submitted
   - Learners' name/s, Learner ID/s, Class code
2. Table of contents
3. Executive summary (1/2 page)
   - Name of the client and organisation
   - Why the research was done
   - Short explanation of how the research was done
   - Short outline of major findings
   - Short outline of recommendations
4. Methodology: An explanation of how the research was done in much greater detail (2–3 pages)
   - Secondary research
   - Primary research (qualitative/quantitative)
     - methodology: for example observation, survey, experimentation
     - survey method (data collection)
     - questionnaire design rationale
     - sampling methods
     - data collection methods (field work)
     - analysis methods
     - limitations
5. Findings (2–3 pages)
   - Present data in tabular and graphical formats
6. Conclusion: What does the data mean? (1/2 page)
7. Recommendations: What do you think the client should do, based on the data? (1/2 page)
8. Appendices
   - Additional information
   - All questionnaires should be included
9. Member participation
   - Describe what each group member did in preparing the brief, including minutes of all team meetings held.

Learning strategy 2 – Carpentry

Teaching carpentry skills in an educational institution

<table>
<thead>
<tr>
<th>Training Package</th>
<th>Qualification</th>
<th>Units of competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCG03 General Construction Training Package</td>
<td>BCG30203 Certificate III in Carpentry</td>
<td>BCGCM1001B Follow OHS policies and procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCGCM1002B Work effectively in the General Construction industry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCGCM1005B Carry out measurements and calculations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCGCM2001B Read and interpret plans and specifications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCGCA2002B Use carpentry tools and equipment</td>
</tr>
</tbody>
</table>

Background

This strategy demonstrates the teaching of hand tool skills to apprentice carpenters through project-based learning. The project of constructing a scaled-down house frame is universally welcomed by learners. They can immediately visualise themselves as tradespeople and, as a result, are more willing to develop the requisite fundamental hand tool skills.

The learners are primarily young males involved in a three-year carpentry apprenticeship.

Over the years, learners attend an educational institution for a week at a time, eight times a year. The rest of the year, they are learning on the job with their employers. This activity is designed as a learning strategy for one week in the first year of their apprenticeship.

The learners work in pairs to construct a scaled-down house frame (approximately 1.6 m x 1 m x 1 m). During its construction, learners also develop skills in occupational health and safety (OHS&), planning and organising work, reading and interpreting plans, basic calculations and handling materials.

The teacher has contextualised the learning by:
- use of common industry documents such as job safety analysis forms, manufacturer’s literature and estimating packages
- providing a ‘real’ construction task with plans, specifications and industry level expectations.
Learning strategy 2 – Carpentry CONTINUED

Purpose

To provide apprentices with the knowledge and skills to construct a scaled-down house frame.

Preparation

- Select timber of a reasonable quality with minimal twisting and bowing. Ensure storage is well ventilated and protected from extremes of weather.
- Check that all tools and equipment are in a serviceable condition.
- Check that all learners have access to their own full set of tools and equipment.
- Check that the work area is clean and well organised.
- Check that the work area complies with all OH&S requirements.
- Ensure an adequate supply of learner workbooks and project plans.

Resources/Materials

- A calculated supply of framing material, typically 90 x 35 pine.
- Bracing materials – either proprietary steel angle or 42 x 19 dressed pine.
- Fixings – 65 x 1.6 bright steel bullet head nails.
- Adequate supply of hand tools (hand saws, chisels, hammers, squares, tape measures, clamps, nail belt, carpenter’s pencils and bevels).
- Saw horses or work benches.
- OH&S equipment, including work overalls, safety boots, ear and eye protection.
- Work area adequate to provide learners with sufficient space to safely construct their project.
- Access to a grinding machine and honing stone for chisel sharpening.
- Photocopies of:
  - Learning resource 2.1: Overview of the project / job task
  - Learning resource 2.2: Project plans and specifications
  - Learning resource 2.3: Job safety analysis
  - Learning resource 2.4: Tools and equipment checklist
  - Learning resource 2.5: Estimating sheet.

Procedure

1. Introduce the project to the group of learners, explaining that they will work in pairs. Each pair will construct a scaled-down house frame. Distribute Learning resource 2.1: Overview of the project / job task, and read it with the learners. Answer any questions that arise.
2. Provide copies of Learning resource 2.2: Project plans and specifications, and guide the group through an examination of them, focusing on new terms and concepts.
3. Explain that before they begin the task, they must complete the job safety analysis form, Learning resource 2.3: Job safety analysis. This requires a breakdown of the construction procedure into steps, with possible hazards, and safety controls that should be in place for those hazards, identified.
4. During the week, teach basic hand tools skills, including measuring and marking, sawing and chiselling. Demonstrate each skill first and ask the pairs to apply the skills when constructing their house frames. Observe each learner and provide individual tuition where needed. Distribute Learning resource 2.4: Tools and equipment checklist for learners to complete. This raises awareness of the importance of maintaining tools in good condition.
5. Explain how to estimate and calculate the cost of materials needed to construct the project. Distribute Learning resource 2.5: Estimating sheet and supervise its completion.
6. Throughout the week, closely supervise the project to ensure that learners are reading the plans correctly and following specifications and tolerances. Ensure there is a strong emphasis on safety.
Modifying for different learning settings

**Teaching these carpentry skills in a workplace**
These skills could be taught in the workplace but it is unlikely, as most employers could not afford the time and it is not common for framing to be constructed using hand tools. You should only use this method as a training exercise.

**Teaching these carpentry skills in a flexible mode**
You could teach some theoretical understanding of estimating materials and cost, and of OH&S, with workbooks through distance education. The manual skills are developed by application and practice, and so must be taught face to face.

---

**Examples of related competencies from other Training Packages**

Please note that the details listed below are correct at the time of publishing. Check for current or new relevant examples.

<table>
<thead>
<tr>
<th>Training Package</th>
<th>Code</th>
<th>Unit of competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furnishing Industry</td>
<td>LMF02</td>
<td>Use furniture making sector hand and power tools</td>
<td>LMFMM02001A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow plans to assemble production furniture</td>
<td>LMFPM02007A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Operate basic woodworking machines</td>
<td>LMFMM1002A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read and interpret work documents</td>
<td>LMFPGN3001A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow safe working policies and practices</td>
<td>LMFRCR0001A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Carry out measurements and calculations</td>
<td>LMFRCR0003A</td>
</tr>
<tr>
<td>Off-Site Construction</td>
<td>BCF00</td>
<td>Carry out OHS requirements</td>
<td>BCG1001A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read and interpret plans</td>
<td>BCG1003A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Carry out measurements and calculations</td>
<td>BCG1004A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use hand and power tools</td>
<td>BCG1005A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assemble simple partition frames</td>
<td>BCG2000A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare for construction process (carpentry)</td>
<td>BCG1016A</td>
</tr>
<tr>
<td>Plumbing and Services</td>
<td>BCP03</td>
<td>Carry out OHS requirements</td>
<td>BCPMA0003A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use plumbing hand and power tools</td>
<td>BCPMA006A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read plans and calculate plumbing quantities</td>
<td>BCPMA004A</td>
</tr>
</tbody>
</table>
Learning resource 2.1 –
Overview of the project / job task

House framing project

In this project, you will work in pairs to construct a scaled-down house frame. This is one of the tasks that will help you to obtain BCG30203 Certificate III in Carpentry. It is designed to develop your knowledge and skills when using basic hand tools and equipment.

This project relates directly to the following units of competency.

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit of competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCGCM1001B</td>
<td>Follow OH&amp;S policies and procedures</td>
</tr>
<tr>
<td>BCGCM1002B</td>
<td>Work effectively in the General Construction industry</td>
</tr>
<tr>
<td>BCGCM1005B</td>
<td>Carry out measurements and calculations</td>
</tr>
<tr>
<td>BCGCM2001B</td>
<td>Read and interpret plans and specifications</td>
</tr>
<tr>
<td>BCGCA2002B</td>
<td>Use carpentry tools and equipment</td>
</tr>
</tbody>
</table>

While you are constructing the house frame, you are required to complete a job safety analysis sheet, a tool and equipment checklist and an estimating sheet.

Please note

1. While you are working on this project, your teacher may ask you to answer questions to clarify your understanding of the task and any underpinning knowledge.

2. You will be observed during the practical construction task on:
   - preparing appropriate tools and equipment
   - correct construction sequence
   - wearing appropriate personal protective equipment
   - working safely at all times
   - maintaining a safe work area
   - compliance with the standards and tolerances sheet
   - compliance with Australian Standard AS3740-2004
   - final clean up and all materials and equipment returned as directed.

3. At any stage, your teacher can ask you to stop work if you fail to comply with any of the above. Your teacher will ask you to identify your mistake and if you rectify it immediately, you may be permitted to proceed.
Learning resource 2.2 –
Project plans and specifications CONTINUED

[Diagram of building plans and details]
**Learning resource 2.2 – Project plans and specifications** CONTINUED

**Specifications for scaled-down house frame**

<table>
<thead>
<tr>
<th>Component</th>
<th>Specification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top and bottom plate</td>
<td>2.90x33 seasoned pine – selected as best available</td>
</tr>
<tr>
<td>Wall studs</td>
<td>90x35 seasoned pine @ 300 centres – selected as best available</td>
</tr>
<tr>
<td>Noggins</td>
<td>90x35 positioned at mid-height and fixed with two 65x1.6mm bullet head nails</td>
</tr>
<tr>
<td>Wall brace</td>
<td>42x18 seasoned pine positioned at 45 degrees</td>
</tr>
<tr>
<td>Stud housing</td>
<td>5mm deep</td>
</tr>
<tr>
<td>Brace check in</td>
<td>To be flush</td>
</tr>
</tbody>
</table>

---

**Learning resource 2.3 – Job safety analysis**

Apprentice name: ________________________________

<table>
<thead>
<tr>
<th>Job safety analysis</th>
<th>Signed off by supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contractor</td>
<td>Date</td>
</tr>
<tr>
<td>Project</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Area</td>
<td></td>
</tr>
<tr>
<td>Procedure (in steps)</td>
<td>Possible hazards</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Learning resource 2.4 – Tools and equipment checklist

Complete the following table

<table>
<thead>
<tr>
<th>Tools and equipment required to complete project</th>
<th>Checked for serviceability on commencement of project</th>
<th>Checked for serviceability on completion and returned to store</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tools and equipment requiring maintenance

<table>
<thead>
<tr>
<th>Tool/equipment</th>
<th>Details of fault</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Learning resource 2.5 – Estimating sheet

Take-off and quantities cost estimate sheet

<table>
<thead>
<tr>
<th>Item</th>
<th>Material</th>
<th>Size</th>
<th>Number</th>
<th>Length /area</th>
<th>Total length/total area</th>
<th>Cost per metre $</th>
<th>Total cost $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bearers</td>
<td>pine</td>
<td>90x70</td>
<td>4 (90x35)</td>
<td>3.6</td>
<td>14.4</td>
<td>2.50</td>
<td></td>
</tr>
</tbody>
</table>

|                  |          |         |        |              |                        |                  |               |
|                  |          |         |        |              |                        |                  |               |
|                  |          |         |        |              |                        |                  | MEASURE $      |

|                  |          |         |        |              |                        |                  | SUB TOTAL $    |
|                  |          |         |        |              |                        |                  | TOTAL COST $   |

46 • • • learning resource • • • learning resource • • •
Learning strategy 3 – Environmental horticulture

Teaching environmental horticulture in an educational institution

<table>
<thead>
<tr>
<th>Training Package:</th>
<th>Units of competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTF03 Amenity Horticulture Training Package</td>
<td>RTD4020A Plan the implementation of revegetation works</td>
</tr>
<tr>
<td></td>
<td>RTD4510A Supervise natural area restoration works</td>
</tr>
<tr>
<td></td>
<td>RTD4910A Report on project</td>
</tr>
</tbody>
</table>

Background

Enrolments were declining in amenity horticulture at a large TAFE institute. To try and stem the tide of declining enrolments, a new and integrated course delivery was designed that involved:

- clustering a number of units of competency
- eliminating repetition
- disregarding the traditional timetable to fit with what was being taught
- contextualising through community revegetation projects.

The units of competency were clustered to make learning more meaningful and match what may take place at work. The changes had the desired effect of increasing class sizes.

The activity has been contextualised by using:

- contacts with landcare professionals to ensure learning is relevant to current workplace practice
- practical work experience with a local community organisation.

The time frame for this teaching strategy is three days a week for 16 weeks. It is a long and complex teaching strategy so, for clarity, the procedure for teaching it has been divided into four parts. Note that the teaching takes place both in the classroom and in the field.

Purpose

To provide learners with the skills and knowledge to plan, implement and supervise revegetation works and to write a report of the process.

Preparation

- Choose an appropriate site. In this instance, the local council and landcare group were approached and an excellent site was recommended.
- Seek approval to work at the site. In this instance the site was Crown land managed by the committee of management of a nearby school.
- Organise OH&S procedures for outdoor work and obtain a First Aid Kit.
- Seek approval from the RTO to conduct classes away from the campus.
- Assemble a library of relevant horticulture and natural resource management books, videos and other resources. Expect learners, as part of their research, to contact relevant individuals and organisations to assemble their own resources and to share these with the rest of the class.
- Obtain examples of bush site assessments.
- Ensure resources such as tools and equipment are available for learners to complete the revegetation works.

Resources/Materials

- Photocopies of:
  - Learning resource 3.1: Environmental horticulture test/assignment
  - Learning resource 3.2: Site visit and assessment
  - Learning resource 3.3: Planning and supervising work site activities
  - Learning resource 3.4: Work site plan
  - Learning resource 3.5: Restoration report.
Learning strategy 3 – Environmental horticulture  CONTINUED

Procedure

This is a complex learning strategy that takes 16 weeks to complete. It has been divided into four parts:

- plan restoration works including the revegetation of a degraded site and liaise with the owners/managers of this site, who become the client
- write a plan outlining the restoration work to be performed by the class at the site and present the plan to the client for approval
- perform restoration work on the site, with each learner responsible for supervising one aspect of the restoration work
- write a final report outlining what has been achieved and what can be achieved in the future, to be presented to the client and other relevant organisations.

Please note that the theoretical components of the strategy are delivered in the classroom.

Plan restoration works including the revegetation of a degraded site and liaise with the owners/managers of this site, now referred to as the client.

Overview of the task

The following points represent an overview of the teaching activities required to complete this first part of the teaching strategy.

1. Ensure learners understand the OH&S obligations associated with working outdoors and revegetation/restoration works. Use existing examples of relevant OH&S policies and procedures and assist learners to adapt them for use when they work on the restoration site.

2. Organise a half-day or day field trip to any nearby site where learners can be introduced to basic restoration skills. This should be completed under the guidance of an experienced landcare representative who will introduce industry standards. Note that the site of this half-day field trip is not the site where learners will be conducting their future restoration work.

3. Explain to the class that this project is one of planning and implementing revegetation of a degraded site for a specific client. The site that learners will be restoring in a sample teaching strategy is a school. The client is a nearby primary school that would like to be able to use the site for environmental studies and other outdoor activities. Currently, the school site is overgrown and weed infested.

4. Invite the local council environmental officer to discuss statutory obligations and site responsibilities before learners begin to develop their plans for revegetation.

5. Oversee the learners conducting an initial site assessment. This first visit to the school site is little more than a familiarisation visit. Future visits will involve a more thorough assessment.

6. Divide learners into groups. Each group is to contact and interview a specific community group to gather information from stakeholders about the revegetation project. It is assumed that the learners already have knowledge and some skills in interviewing and data collection.

7. Discuss restoration/revegetation techniques.

8. Inform learners that they will study ecological issues, such as principles of ecology, biodiversity, provenance, weed identification and control methods, plant nomenclature, basic botany, basic soil science, soil conservation and enhancement techniques, soil erosion control techniques, team leadership, planting, establishment and maintenance techniques. This study is undertaken through lectures, group and individual work, class presentations and assignments throughout the 16 weeks. Give learners a basic test to check comprehension at a suitable time (see Learner resource 3.1: Environmental horticulture test/assignment).

9. Instruct learners to set up a herbarium, which will be used to identify, propagate and study the growth habits and cultural requirements of specific and relevant native plant species.

Contract and other documentation

1. Invite a guest speaker to talk to the class about contracts and what will be expected of them in relation to the work that is carried out.
**Learning strategy 3 – Environmental horticulture** CONTINUED

### Conduct a site assessment
1. Provide the learners with knowledge of site assessment techniques, including:
   - use of check sheets
   - setting out and recording from a transect
   - water watch
   - use of a soil pit to analyse the soil and test for salinity and pH with a range of testing kits
   - use of maps and plans.
2. Organise for learners to visit other sites to see different restoration techniques and hear why these were chosen for the site.
3. Organise for an expert in site assessment and restoration to visit the school site that the learners will be restoring to provide specific advice, review learners’ plans and advise about the potential environmental impacts of any proposed restoration works.
4. Divide learners into groups.
5. Distribute *Learning resource 3.2: Site visit and assessment* and instruct each group to complete it at the school site.

### Prepare a staged plan of work
1. Ask each group to plan how they will organise resources, contractors and site access while avoiding negative environmental impacts and safety hazards (see *Learning resource 3.3: Planning and supervising work site activities*).
2. Direct groups to sequence work into a logical order with timelines, outline establishment and maintenance requirements and prepare contingency plans (see *Learning resource 3.4: Work site plan*).

### Choose the best plan
1. Encourage the class to determine the best format for the restoration plan to be submitted to the client. This is based on information gathered.
2. Ask each group to prepare a restoration plan from research, draw conclusions and make appropriate recommendations.
3. Ask groups to submit a draft plan for comment.
4. Ask the class to read all the plans and select one to present to the client for implementation.
5. Present the final plan to an expert for amendments and adoption.

**Write a plan outlining the restoration work to be performed by the class at the site and present the plan to the client for approval.**

### Identify project processes and outcomes
1. Ensure that learners are clear about the scope of the plan and its target audience.
2. Teach research techniques so that learners can undertake research into:
   - the history of the school site
   - modifications needed at the school site
   - catchment management issues that impinge on the school site
   - restoration techniques that could be used
   - species present on the school site, including weeds and pest animals.
Perform restoration work on the site, with each learner responsible for supervising one aspect of the restoration work.

Supervise natural area restoration work
1. Assign each learner a role as determined by the chosen plan. Ask learners to begin to perform the restoration works, as outlined in the plan and timeline, at the school site.
2. Ask each learner to supervise part of the implementation. The duties that supervisors will perform include:
   - ordering materials and checking delivery details
   - monitoring the works program and making adjustments when required
   - identifying issues or problems that may cause delays and putting in place contingencies
   - monitoring the site to ensure it is safe, tidy and clean.

Completion of work
1. Inform learners that they each have a responsibility to ensure that the site is left in a safe and clean condition as specified on the works program.

Write a final report outlining what has been achieved and what can be achieved in the future.

1. Ask each learner to write a final report, developed from the plan (see Learning resource 3.5: Restoration report). It incorporates the work completed by the class, work planned but not completed, future action required, modifications from consultation and issues solved that arose from the first report.
2. Choose the best report by consensus and forward it to a range of local organisations such as the council, the catchment management authority, water board, libraries and the management committee of the school site.

Modifying for different learning settings

Teaching these skills in a workplace
Since the activities described depend on the use of an actual work site, the strategy easily translates to being conducted entirely at the workplace. You may need to adapt the exercises so that they can be performed individually rather than in groups, as there may be fewer numbers when teaching this at the workplace.

Teaching these skills in a flexible mode
These teaching activities depend on a common work site and unless a simulation is set up incorporating all the elements of the real work site, it would be a difficult task to adapt this teaching strategy. However, you could use some of the learning resources for online purposes as long as learners can spend an adequate amount of time together at a work site.

Examples of related competencies from other Training Packages
Please note that the details listed below are correct at the time of publishing. Check for current or new relevant examples.

<table>
<thead>
<tr>
<th>Training Package</th>
<th>Code</th>
<th>Unit of competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amenity Horticulture</td>
<td>RTF03</td>
<td>Carry out natural area restoration works</td>
<td>RTD2022A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement revegetation works</td>
<td>RTD3034A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monitor projects in a program</td>
<td>RTD6902A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undertake a site assessment</td>
<td>RTC3218A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coordinate work site activities</td>
<td>RTC3805A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervise landscape project works</td>
<td>RTC4206A</td>
</tr>
</tbody>
</table>
Learning resource 3.1 – Environmental horticulture test/assignment

Below is a short test to check on your progress. This test is not being used for assessment purposes. It highlights aspects of natural area restoration/revegetation that you need to know.

1. Briefly describe the risk management process and define the terms ‘hazard’, ‘risk’ and ‘control procedure’.
   a) The risk management process, including the hierarchy of control:
   ____________________________
   ____________________________
   ____________________________
   ____________________________

   b) Hazard:
   ____________________________
   ____________________________
   ____________________________
   ____________________________

   c) Risk:
   ____________________________
   ____________________________
   ____________________________
   ____________________________

   d) Control procedure:
   ____________________________
   ____________________________
   ____________________________
   ____________________________

2. Name three (3) sources for information on OH&S legislation.
   a) ____________________________
   b) ____________________________
   c) ____________________________

3. List two (2) major responsibilities of employees with regards to OH&S.
   a) ____________________________
   b) ____________________________

4. Define the following terms:
   a) Habitat:
   ____________________________
   ____________________________
   ____________________________
   ____________________________

   b) Ecosystem:
   ____________________________
   ____________________________
   ____________________________
   ____________________________

   c) Genetic biodiversity:
   ____________________________
   ____________________________
   ____________________________
   ____________________________

   d) Riparian:
   ____________________________
   ____________________________
   ____________________________
   ____________________________

   e) Provenance:
   ____________________________
   ____________________________
   ____________________________
   ____________________________

   f) Colonisers:
   ____________________________
   ____________________________
   ____________________________
   ____________________________

5. Why are the King and Ovens River systems considered important ecosystems in Victoria?
   ____________________________
   ____________________________
   ____________________________
   ____________________________

6. Name three (3) roles of *Eucalyptus camaldulensis* at the King River site.
   a) ____________________________
   b) ____________________________
   c) ____________________________

7. Briefly describe one (1) interaction between plants, animals and their environment at the King River site.
   ____________________________
   ____________________________
   ____________________________
   ____________________________

8. Write these species correctly:
   a) i. CALLISTEMON SIEBERI
   ii. Microlaena stipoides
   iii. Cyperus Lucidus
   b) Why would it be incorrect to use only SIEBERI?
   ____________________________
   ____________________________
   ____________________________
   ____________________________

   c) What does CALLISTEMON refer to in the binomial naming system?
   ____________________________
   ____________________________
   ____________________________
   ____________________________
9. Give three (3) reasons why biodiversity is important.
   a) 
   b) 
   c) 
10. List the five (5) requirements essential for plant growth.
    a) 
    b) 
    c) 
    d) 
    e) 
11. What is missing from this formula for photosynthesis?
    Carbon dioxide + water → sugar + __________________ + water
    chlorophyll
12. Briefly describe what the stomata is and why it closes at night (except in CAM plants).
    Stomata is: 
    It closes at night because: 
13. Describe the term sclerophyll and give three (3) reasons why plants have developed
    this adaptation.
    a) 
    b) 
    c) 
14. What are three (3) reasons for the drastic decline in our biodiversity over the past 200 years?
    a) 
    b) 
    c) 
15. When looking at soil, we divide it into three phases. One is the liquid phase.
    a) What are the other two (2)? 
    b) Briefly describe one (1) of these. 
    __________________________
    __________________________
    __________________________
16. What are we analysing when we are studying texture?
    __________________________
    __________________________
    __________________________
17. When we are talking about a soil’s parent material, what are we referring to?
    __________________________
    __________________________
    __________________________
Learning resource 3.2 – Site visit and assessment

The main aim of this site visit is to increase your knowledge of the site. To assist you with this, please complete the following.

1. List some ways the Global Positioning System (GPS) may assist a bush regenerator with site assessment and management.

2. Describe the following: erosion status, including water quality, rainfall, temperature and vegetation, plant species and communities, and current vegetation status.

3. Transects
   Transects are random sample scientific study areas within a larger area. You need to choose two transects. They can be of any size of your choosing but are usually uniform for all transects in that area. Make your transects 10 m x 10 m. In your transects, record the species of plant you find, the number of species to 20 or ‘greater than 20’ and estimate the bare areas as a percentage. Make a brief comment about the condition of the transects and the health of the species. Record in the table below and include in your report.

<table>
<thead>
<tr>
<th>Sample transect record</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Transect no:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name(s):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Species</th>
<th>No. present</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

General comments:
The importance of planning

Planning work site activities will help you save time, money and frustration. The first step in planning is to understand what is required in the activities. Are you clear on the type of activities you and the rest of the learners will be undertaking on the site?

List in detail all the activities you hope to complete. For example, if you are planning to plant trees, you would list such activities such as order trees, collect trees, prepare the site, and so on.

Order of activities

The work site activities that you list should be completed in a logical order. This will reduce time and costs for the work.

Please complete the following exercise to ensure your understanding of this idea.

Exercise

If you were to undertake a planting activity, the following tasks (not in their correct order) would usually be undertaken.

<table>
<thead>
<tr>
<th>Mulch around the plant</th>
<th>Backfill with soil</th>
<th>Form a dish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dig a hole</td>
<td>Clear site</td>
<td>Load fertiliser, stakes, etc</td>
</tr>
<tr>
<td>Water once planted</td>
<td>Clean up after planting</td>
<td>Set out plants for planting</td>
</tr>
<tr>
<td>Fertilise while planting</td>
<td>Unload plants</td>
<td>Select plants for planting</td>
</tr>
<tr>
<td>Load plants onto truck</td>
<td>Plant trees</td>
<td>Stake plants</td>
</tr>
<tr>
<td>Select tools</td>
<td>Check water is available</td>
<td>Transport plants to site</td>
</tr>
</tbody>
</table>

List these 18 stages in the order you think is the most appropriate for the work to be undertaken. While there is no single solution, you should be able to justify your choices on a horticultural and logical basis.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
13. ____________________________
14. ____________________________
15. ____________________________
16. ____________________________
17. ____________________________
18. ____________________________

Now list the activities that you have identified for our site into a logical sequence. Show a classmate, your teacher or another person to confirm your ideas. See if you can put dates to these activities. You should aim to start work either week 1 or week 2 after the term break and finish around 8 June. If you cannot realistically fit all the planned activities into this time frame, you either have allowed too much time for each activity or you are being too ambitious. In either case, adjust your timetable of activities. If you find you have too much time, then you will need to add some more activities.

Remember that we have 12 people to work for us and that we can use the 12 people in any way we see fit. For example, you may divide into three groups of four people and each group can complete some of the activities.
Resources

Once you have identified the order and type of tasks involved in an activity, you can plan the resources required to undertake the work. Resources can be divided into three categories.

- **Materials** are goods that will be consumed by the project such as fertilisers, stakes, plants and mulch.

- **Equipment** and machinery are items that are used in completing the project but which are then maintained for future work such as hand tools, tractors, vehicles and watering equipment.

- **Labour** is people you will need to assist you in completing the work. When planning, it is useful to estimate the total number of hours for each task to be completed. This will indicate the total staffing requirements for a complete activity.

After you have identified the resources that are required for your site, you will need to organise to obtain them. Note the items that you will need to order in advance. Consider the lead time or advance notice that you have to give to obtain materials. You may find it easier to write this information down as a list. Following is an example.

<table>
<thead>
<tr>
<th>Materials / hire equipment</th>
<th>Lead time required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Implement and monitor activities**

To maintain efficiency in work site activities, documentation of the tasks, resources, timelines and progress of work can be used. Not only will this assist you as a coordinator of these activities, but it can also inform other workers and the works manager about the work – it is a communication tool.

You will need to include a timeline and other documentation in your report.

**Corrective actions**

Documentation of stages for a work site activity and the organisation of resources (including staff) according to a timeline allow you to:

- determine if the work is on track
- provide progress reports to the works manager about how the project is going
- plan for delivery and storage of materials and hiring of equipment to minimise costs and time wasting for the business.

However, even the best planned projects and works can suffer from unforeseen problems. As a supervisor, you will need to be able to:

- provide other work on the project until the problem has been fixed
- provide other work away from the project until the problem has been fixed
- delay the project (if possible) and return at another date.

The challenge for work supervisors is to keep meaningful work happening for staff. You will need to ensure that the program is running smoothly. Make adjustments as you go and ensure alternatives are available for when problems occur. You may seek advice from fellow workers or others to solve your problem. Think about problems that may arise and how you may deal with them at this stage of your planning. It is not necessary to include this in your report but it is worth thinking about at this stage.

**Notifying neighbours and other parties**

A requirement for some horticultural activities is the notification of neighbours and those affected by the works. This is particularly the case when dealing with high levels of noise, dust or chemical use. Often the local council requires notices to be sent out in advance of such work. Should we notify neighbours? Why? Is there anyone else we should notify?
### Learning resource 3.4 – Work site plan

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Materials</th>
<th>Equipment and machinery</th>
<th>Labour (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description of work site activity:**

______________________________________________________________________________________________________________________________

**Location:**

__________________________________________________________________________________________________________________

**Task**

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 
16. 

### Learning resource 3.5 – Restoration report

#### Report requirements

1. **A consideration of the Bradley method**
   - Provide an overview of the major principles and practices of the Bradley method.
   - Examine the site and consider how much of it should be regenerated by the Bradley method. List the exact reasons why you would or would not use this method.

2. **Catchments**
   - Discuss the role of the wider catchment and the issues that have an impact on the quality of the catchment. Make sure you include the following:
     - decline in soil health
     - salinity
     - soil erosion
     - soil acidification
     - die back
     - species extinction
     - water quality decline
     - pest plants and animals and loss of biodiversity
     - clearing and destruction of bush.

3. **Burning**
   - Describe how and when fire can be used for natural regeneration.
   - Describe the different types of fires and when these may be used.
   - Describe the risks with fire.
   - Describe the effects of fire on the soil, nutrient cycles and many species of Australian plants.

4. **Stabilising materials and weed suppressants**
   - Surf the Internet, read magazines and journals or visit retail outlets to explore the available stabilising materials and weed suppressants.
   - Show a sample of the range available and discuss the properties, advantages and disadvantages of each material.
Writing the report
Use the following structure when writing your report:
• title or title page
• contents list
• abstract
• introduction
• summary and conclusions
• recommendations
• discussion
• appendices (if you have them).

When writing your report it is useful to begin with the introduction and then go to the discussion, summary and conclusions before completing the abstract, title page and any appendices. After writing all the sections, read and revise them.

Teaching in the workplace
The second most common setting for teaching vocational skills and knowledge is the workplace. According to the ANTA glossary of terms, 2002, workplace learning is either 'on-the-job training under normal work conditions or on-site training conducted away from the work process'.

Benefits of workplace learning include its:
• convenience for learners
• potential cost saving for the organisation
• increased assurance of integrating learning with the business strategy of the organisation.

Workplace learning can be delivered in a number of ways, including:
• face-to-face learning facilitated by a trained teacher
• face-to-face learning facilitated by a manager or peer
• online learning facilitated by a trained teacher
• mixed mode learning facilitated by one or more of the above
• self-paced learning packages with no structured facilitation
• learning in a group at the workplace, or individual learning.

The teaching and learning strategies that work best in the workplace include ones that:
• take into account adult learning principles
• incorporate action learning
• focus on real work examples
• are supported by management
• incorporate problem based learning
• are often project based.

The three learning activities that follow are successful examples of how units of competency have been contextualised and delivered in the workplace. They are:
• Learning strategy 4: Recruitment, selection and induction (Diploma)
• Learning strategy 5: Occupational health and safety (Certificate III)
• Learning strategy 6: Plant recognition (Certificate II).
Learning strategy 4 – Recruitment, selection and induction

Teaching staff selection skills in the workplace

<table>
<thead>
<tr>
<th>Training Package:</th>
<th>Unit of competency</th>
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</thead>
<tbody>
<tr>
<td>BSB50801 Diploma of Business (Human Resources)</td>
<td>BSBHR506 Manage recruitment, selection and induction processes</td>
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Background

The following learning strategy is an example of contextualising the teaching of recruitment, selection and induction skills for managers and supervisory staff within a large organisation. We have chosen to focus on three of the many learning activities that support the strategy. These activities have been successfully used with learners from the Country Fire Authority (CFA). This organisation is a state fire and emergency service that employs over 1200 career staff. These career fire fighters lead or support an additional 58,000 volunteers.

The strategy was designed to meet the organisation’s move to promotion by merit rather than seniority and its commitment to building management capacity. Programs were scheduled throughout the year and took place at residential training facilities. Twelve experienced staff attended each program. The program included an intensive two-day residential seminar. Day sessions were followed by evening teamwork activities, providing an opportunity to apply the knowledge and skills gained during the day. Workplace assignments completed after the seminar further reinforced the learning and developed skills.

The following strategy and activities explicitly contextualise the learning by:

• ensuring that learning activities fit with the culture and mission of the organisation
• using the protocols and manuals of the organisation as learning materials
• setting tasks that learners identify as immediately valuable
• using action learning activities to take advantage of real problem solving opportunities
• using the communication system within the organisation
• engaging management support for learning and learners
• targeting programs for specific individuals
• following up training programs in order to embed learning in the workplace.
Learning strategy 4 – Recruitment, selection and induction CONTINUED

Purpose
To provide managers and senior personnel at the CFA with the knowledge and skills to select staff for new positions or for promotion.

The learning activities focus on:
- developing current position descriptions (PDs)
- designing selection questions
- practising interview skills.

Note that these activities are a selection only of the activities used in delivering this unit of competency.

One of the keys to success in delivering such learning in an organisation is to have a representative from the human resources or personnel department attend the seminars. This person will know the history of recruitment, selection and induction in the organisation, and can answer questions, convey a management position on industrial relations issues and explain organisational expectations about policies and procedures.

Preparation
- Ensure that the learners who choose to participate in the program have some knowledge of the overall process of recruitment, selection and induction in the organisation. As they are in leadership positions in the organisation, this can be expected.
- Ensure that broader theoretical knowledge is provided to the learners in a manual or learning guide.
- Ensure that learners have been notified to bring three copies of their own PD to the sessions.

Resources/Materials
- Manual or learner guide containing theoretical information.
- Photocopies of:
  - Learning resource 4.1: Developing PDs
  - Learning resource 4.2: Behavioural questions linked to selection criteria
  - Learning resource 4.3: Writing behavioural questions
  - Learning resource 4.4: Preparing the behavioural interview
  - Learning resource 4.5: The interview plan
  - Learning resource 4.6: Skills practice in interviewing
  - Learning resource 4.7: Observation of interview skills
  - Learning resource 4.8: Interview evaluation form.
- Suitably equipped venue for individual and group work.
- Representative from the human resources department of the organisation.

Procedure
Developing PDs
1. Note that the amount of time spent on this learning activity will depend on the group’s knowledge and experience.
2. Review the overall process of recruitment, selection and induction.
3. Ask the group to describe their experiences in the organisation with designing PDs and to explain what else they would like to learn. Enquire about any problems they have experienced with poorly designed or incorrectly written PDs.
4. Facilitate a discussion of the similarities and differences of PDs in various workplaces. Link the disparity to the varying needs of different industry sectors.
5. Introduce the activity, explaining that its purpose is to ensure that learners understand why PDs exist and how they are organised. The exercise, though simple, allows learners to reflect on the methods their organisation uses to construct PDs and focuses their attention on the detail. Divide the group into pairs and distribute **Learning resource 4.1: Developing PDs**.

6. Ask pairs to use their own PDs to answer questions a) and b) in **Learning resource 4.1: Developing PDs**. Question c) is to be completed during the following week.

7. Discuss answers to questions a) and b) with the whole group. Discuss differences in responses. Refer to theoretical explanations in the manual.

8. Ask individual learners which PDs in their departments or teams they need to update or create. Check that they understand the format to be used and why it needs to be written that way.

9. Invite the human resources representative to raise the group’s awareness of the industrial relations implications of correctly worded PDs.

10. Set question c) of **Learning resource 4.1: Developing PDs** to be completed during the coming week. This requires learners to meet the current needs of their department by redesigning a relevant PD.

11. Allow learners to ask the human resources representative for feedback on their PD or to exchange their PD with another learner.

**Designing selection questions**

1. Before commencing the design of selection questions, ensure the learners have some understanding of selection processes and tools, including:
   - key selection criteria
   - selection tests
   - application forms
   - police checks
   - equal employment opportunity principles.

2. Explain to the learners that, of the many selection tools used to find the best person for a job, the most common is the selection interview. Good interviewing depends on the quality of the questions posed to the interviewee. One of the best ways to develop effective questions is to use behavioural questions.

3. Ask the learners that, by using behavioural questions, an interviewer discovers real facts about a person’s life history and then uses these facts and events as a basis for predicting whether or not the individual is a good candidate for the job.

4. Show the video *More Than a Gut Feeling*.

5. Discuss the key points of the video, highlighting the following.
   - This approach is based on the belief that the ‘best predictor of future behaviours is past behaviour’. Of course, this is not always true; people do change and break out of their past behaviour patterns. But in practice it has been found that it is the ‘best’ predictor of future behaviour available at the moment.
   - Typically, a wide variety of questions can be used to help gain information about an applicant’s skills.
   - These questions relate to skills or responsibilities required by the position and usually focus on one of the key selection criteria.
   - A good behavioural answer or example is a description of a specific life history event containing references to names, dates, numbers, times, locations and results.

6. Ask learners to complete **Learning resource 4.2: Behavioural questions linked to selection criteria**. In this activity, learners identify the key selection criteria that match the provided behavioural question. It requires learners to be familiar with a range of roles in the organisation and the key selection criteria most likely to be required of those roles. Middle and senior managers are usually quite familiar with these.
   - The resource provides many examples of behavioural questions, so that learners can begin to see the pattern and format behind the questions.
   - The choice of behavioural questions and selection criteria will be determined by the PDs most relevant to the learners.
Learning strategy 4 – Recruitment, selection and induction  CONTINUED

7. When most learners have completed Learning resource 4.2: Behavioural questions linked to selection criteria, ask them to share answers. Expect to see more than one selection criterion offered per behavioural question. This is due to the way learners interpret the questions and the generic nature of some questions.

8. Distribute Learning resource 4.3: Writing behavioural questions and ask learners to design their own behavioural questions.

9. Ask individual learners to write their answers. Circulate, noting the most effective ones and supporting people who have difficulty. When most are finished, ask several learners to write their effective behavioural questions on butcher’s paper for the whole group to see.

10. Point out ways to elicit a clear answer to any behavioural questions, such as:
   • ask for one specific event
   • give the applicant time to think of an event that relates to the question; watch for raised eyes or a glazed look as the applicant recalls facts from memory
   • ask follow up questions that prompt for details; these details can also be used in reference checking when verifying their authenticity and the level of responsibility of the applicant at the time of the event.

Practising behavioural interviews (evening team work)

1. Explain to learners that they will work in teams during the evening to prepare for interview practice sessions the next day. Distribute Learning resource 4.4: Preparing the behavioural interview, which explains this process.

2. Ensure learners have basic theoretical knowledge of selection processes, interviewing processes and writing behavioural questions. This should include:
   • interview skills: rapport building, asking open-ended questions, asking behavioural questions, seeking contrary information, controlling the interview, allowing silence, taking notes
   • interview panel composition
   • interview panel roles and responsibilities
   • documenting the interview.

3. Explain that it is important to understand the key ideas of behavioural interviewing and to practise these skills and gain feedback from others.

4. Ask learners to form groups of four. Each team consists of a panel chairperson, two additional interviewers and an applicant. The roles are rotated so that each learner has an opportunity to be the applicant.

5. Inform learners that applicants will be applying for their own jobs, but imagining them in another context – in a different division, state or organisation. It is important for applicants to apply for a job similar to their current role, so that they can use real life examples of past events when answering behavioural questions.

Practising behavioural interviews (next day)

1. Invite two past learners or members of the human resources department to observe the skills practice sessions. This can be modified and used as an assessment task.

2. Check with teams that they have prepared behavioural questions and assigned questions to different panel interviewers.

3. Distribute Learning resource 4.5: The interview plan and read it aloud. This is the checklist for the panel chairperson to use as a guide for managing the interview. It identifies all the steps in the process.

4. Suggest to the teams that the first chairperson is the person with the most interviewing experience.

5. Distribute Learning resource 4.6: Skills practice in interviewing. This describes how teams should run mock interviews of each member of the team. Read it aloud and answer any questions. Suggest teams take a break between rounds two and three.

6. Introduce the guest observers. These are people who have completed the training or are members of the human resources department, and who have considerable experience on interview panels.
7. Explain that the role of observers is to take notes and give feedback after each round. They are to use Learning resource 4.7: Observation of interview skills as a guide. The observers can stay with one team or they can be rotated. Allow time for the teams to read the observation list of skills. This form can also be used as an assessment tool when learners are ready to be assessed.

8. Distribute Learning resource 4.8: Interview evaluation form. Explain that this document can be used by each panel member to record the results of the interviews. It becomes a tool to help the panel come to a decision on the best candidate for the position.

9. Explain that each person shares rankings with the panel without any discussion. If necessary, ask the chairperson to record the rankings. If all panel members have allocated the same ranking, it is accepted without discussion. If there is a discrepancy between the ratings of the panel members, there is discussion and panel members provide the behavioural evidence on which they based their ranking. The chairperson facilitates the discussion to resolve the differences and agree on a rating.

Modifying for different learning settings

As this is a Diploma unit of competency, most learners will have previous work experience in human resources or leadership. Alternatively, they may have been studying management at Certificate IV level. You can assume they have some basic understanding and exposure to the issues of staff selection.

Teaching this staff selection strategy in an educational institution

If learners have little experience in staff selection, you will need to provide samples of appropriate PDs from your own industry networks.

There will need to be more time spent examining these PDs and discussing the purpose of each part of the PD.

You may wish to modify Learning resource 4.1: Developing PDs, question c), which asks learners to design a PD for an employee. You could change this to writing a critique of an out-of-date or poorly written PD that you provide.

More time in class would be required to prepare for practising interview skills, as learners do not have access to each other outside class. If learners have not had much experience on interview panels, you may find that additional videos are useful in demonstrating effective interview techniques.

Teaching this staff selection strategy in a flexible mode

This strategy can be adapted for individual learners rather than teams. You may need to offer greater support without a team learning environment and with less face-to-face contact. Learning can be provided in smaller increments and you can organise opportunities for collaborative learning.

Multimedia resources can be used to simulate a workplace online. However, this can be expensive – you should check Toolboxes and TAFE Virtual Campus for support.
Learning strategy 4 – Recruitment, selection and induction  CONTINUED

Examples of related competencies from other Training Packages

Please note that the details listed below are correct at the time of publishing. Check for current or new relevant examples.

<table>
<thead>
<tr>
<th>Training Package</th>
<th>Code</th>
<th>Unit of competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Industry Retail, Service and Repair</td>
<td>AUR99</td>
<td>Contribute to recruitment/selection of new staff</td>
<td>AUR95414A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recruit, select and induct personnel</td>
<td>AURCT40600A</td>
</tr>
<tr>
<td>Business Services</td>
<td>BSB01</td>
<td>Oversee recruitment and induction of staff</td>
<td>BSBATSIM513A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manage the recruitment process for client organisations</td>
<td>BSBEM5404A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recruit and select personnel</td>
<td>BSBR402A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recruit, select and induct staff</td>
<td>BSBR70506A</td>
</tr>
<tr>
<td>Correctional Services</td>
<td>CSC01</td>
<td>Recruit staff</td>
<td>CSCORG0037A</td>
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<td>Financial – Conveyancing</td>
<td>206</td>
<td>Manage the recruitment, selection and induction of staff</td>
<td>206/T1</td>
</tr>
<tr>
<td>Financial Services</td>
<td>FNS04</td>
<td>Manage the recruitment, selection and induction of staff</td>
<td>FNSORG6002A</td>
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<tr>
<td>Hospitality</td>
<td>THH02</td>
<td>Recruit and select staff</td>
<td>THHCLE007B</td>
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<td>Local Government</td>
<td>LGA00</td>
<td>Implement recruitment systems</td>
<td>LGAGDIVA03A</td>
</tr>
<tr>
<td>Museum and Library Information Services</td>
<td>CUL04</td>
<td>Recruit and select volunteers and paid staff</td>
<td>CULM3618A</td>
</tr>
<tr>
<td>Public Sector</td>
<td>PSP04</td>
<td>Manage recruitment and selection processes</td>
<td>PSPHR6001A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement staffing policies</td>
<td>PSPHR505A</td>
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<tr>
<td></td>
<td></td>
<td>Manage recruitment</td>
<td>PSPHR621A</td>
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<tr>
<td>Retail</td>
<td>WRR02</td>
<td>Recruit and select personnel</td>
<td>WRRPM2B</td>
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<tr>
<td>Textiles, Clothing and Footwear</td>
<td>LMT00</td>
<td>Plan and conduct staff recruitment processes</td>
<td>LMTHRGN05A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establish and maintain recruitment and staffing practices</td>
<td>LMTHRGN06A</td>
</tr>
<tr>
<td>Asset Maintenance</td>
<td>PRM04</td>
<td>Recruit and appoint staff to meet work requirements</td>
<td>PRMCCL32A</td>
</tr>
</tbody>
</table>

Learning resource 4.1 – Developing PDs

To be an effective and competitive employer, it is important to ensure that selection and recruitment practices are up to scratch. This includes current PDs. In your own management or supervisory role, you will need to design relevant PDs in any of the following situations:

- a position becomes vacant
- restructuring
- the introduction of major new technology or process
- when someone is on extended leave and others have picked up additional duties.

Instructions: Work with another learner and refer to your own PDs. They should be written in the current appropriate format. Read them through and then complete the following.

1. Examine the way the PDs are organised. Jot down a couple of words to describe what kind of information goes in each of the following sections.

   - Primary purpose of the position
   - Key result areas
   - Key performance measures
   - Key selection criteria
   - Other relevant information
2. Choose one of the PDs and explain the connection between the key selection criteria and the rest of the PD.

---

3. Design a PD for a new position in your team or redesign a PD to suit current work requirements (to be completed during the week).

---

### Learning resource 4.2 – Behavioural questions linked to selection criteria

#### Instructions
- Name the selection criteria that each behavioural question tests.
- Write two other behavioural questions for items 11 and 12. Link them to key selection criteria that are related to positions in your work situation.

<table>
<thead>
<tr>
<th>Behavioural questions</th>
<th>Key selection criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tell us about a project you have generated on your own. What prompted you to begin it?</td>
<td></td>
</tr>
<tr>
<td>2. Give us an example of a specific occasion in which you conformed to a policy with which you did not agree.</td>
<td></td>
</tr>
<tr>
<td>3. Describe the most significant written document, report or presentation you have had to complete.</td>
<td></td>
</tr>
<tr>
<td>4. Describe a situation in which you felt it necessary to be vigilant and very attentive to your environment.</td>
<td></td>
</tr>
<tr>
<td>5. Give an example of a time in which you had to use your fact-finding skills to gain information for solving a problem. Then tell us how you analysed the information to come to a decision.</td>
<td></td>
</tr>
<tr>
<td>6. Describe a time in which you felt it was necessary to modify or change your actions in order to respond to the needs of another person.</td>
<td></td>
</tr>
<tr>
<td>7. What did you do in your last job to contribute toward a teamwork environment? Be specific.</td>
<td></td>
</tr>
<tr>
<td>8. Describe a time on any job in which you were faced with problems or stresses that tested your coping skills. What did you do?</td>
<td></td>
</tr>
<tr>
<td>9. We have all had occasions when we misinterpreted something that someone told us, like a due date, complicated instructions, etc. Tell us about an occasion when this happened to you and why you think it happened.</td>
<td></td>
</tr>
<tr>
<td>10. Tell us about a time in which you had to use your spoken communication skills in order to get a point across that was important to you.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
</tr>
</tbody>
</table>
Learning resource 4.3 –
Writing behavioural questions

Instructions

• Here are ten key selection criteria drawn from a range of PDs in the CFA.
• Write correctly designed behavioural questions for each. You may have several parts to your questions if desired.
1. Able to work under adverse circumstances, e.g., heights, confined spaces, heat and poor visibility

2. Able to work as a member of a team, with minimal supervision

3. A high degree of initiative in solving problems, attention to detail and the ability to meet tight deadlines

4. Good communication, supervisory and interaction skills

5. Able to establish effective customer service relationships with community and industry

6. Excellent organisational skills and abilities

7. Experience of working within or with volunteer organisations and an appreciation of an integrated career/volunteer organisation culture

8. Able to coordinate, develop and deliver training activities

9. Has successfully completed Fire Officer assessment or possesses equivalent competencies

10. Excellent performance record in operational command and Brigade management areas
Instructions

Form teams of four.

Prepare for your interview skills practice by writing a series of behavioural questions.

Tomorrow, you will also be interviewed for your own job, but in another division, state or organisation. Team members will alternate the roles of applicant, panel chairperson and two panel interviewers.

Step 1
• Give your PD to the other team members.

Step 2
• Meet as a team, excluding the applicant.
• Write a series of behavioural questions linked to the key selection criteria of the PD of the applicant.
• Record these questions and determine who will ask them.

Step 3
• As the applicant, individually prepare for being interviewed tomorrow.
• Consider your own PD, focusing on the key selection criteria.
• Think of possible examples from your own work, education and life experiences that would apply.

Learning resource 4.4 – Preparing the behavioural interview

Stage 1: Introduction
• Put applicant at ease.
• Introduce interviewers if necessary.
• Establish rapport.
• Explain interview procedure:
  – purpose (to give information as well as assess applicant)
  – roles of interviewers
  – note taking
  – opportunity to ask questions.

Stage 2: Main discussion
• Give background information on the CFA and the vacancy.
• Ask applicant to clarify past work history and qualifications as noted in resume.
• Ask behavioural questions for each key selection criteria.
• Follow up with probing questions if necessary.
• Take notes of evidence presented, with details of facts.
• Give basic terms and conditions of employment, if necessary.

Stage 3: Closing
• Invite applicant to ask questions.
• Check accuracy of referees’ names, addresses, telephone numbers and work relationships.
• Advise on likely time of decision and how applicant will be contacted.
• Thank applicant.

Stage 4: Decision making
• Clarify data collected by panel after interview.
• Ensure panel members make an individual assessment about each applicant and place applicants in rank order.
• Ask panel members to explain their ranking, giving reasons.
• Ensure panel reaches a consensus and lists applicants in order of preference.
• Choose referees to contact and note issues to check.
• Contact referees and inform panel of results (contact can be made by chairperson or panel member).
• Discuss with panel and make a decision.
• Send selection report with recommendation to the human resources department.

Learning resource 4.5 – The interview plan
**Learning resource 4.6 – Skills practice in interviewing**

Each team consists of four members:
- chairperson of the panel
- two interviewers
- an applicant.

The roles are rotated so that each member has an opportunity to be the applicant.

**Skills practice instructions**
Each round will last 30 minutes, with a further ten minutes for feedback.

**Tasks of the interviewers**
- Using the questions you developed yesterday evening, ask for specific behavioural examples from the applicant related to a variety of key selection criteria.
- Demonstrate these interviewing techniques:
  - rapport building
  - asking open-ended questions
  - seeking contrary information
  - controlling the interview
  - allowing silence
  - note taking.
- Keep track of time, allowing 30 minutes for the interview itself and ten minutes for feedback and discussion.

**Tasks of the applicant**
- Be as natural as possible and give real life answers to questions.
- Give feedback to interviewers on their questioning skills.

Repeat the rounds until all team members have been interviewed.

---

**Learning resource 4.7 – Observation of interview skills**

<table>
<thead>
<tr>
<th>Interviewing skill</th>
<th>Panel chair</th>
<th>Panel member</th>
<th>Panel member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rapport-building and intro</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Welcomes applicant</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Introduces panel</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Explains process</td>
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<td></td>
<td></td>
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<tr>
<td>Interpersonal skills</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Responsive attitude</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Attentive non-verbal behaviours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Able to sit with silence and not rescue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses open-ended behavioural questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Records specific past experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses probing questions e.g. STAR to collect data:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Situation or Task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Action</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Result</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Thanks applicant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Invites questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Explains next steps</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Decision making</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Chair facilitates the process</td>
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<td></td>
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<tr>
<td>- All panel members contribute to ranking</td>
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<td></td>
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<tr>
<td>- Views are supported with evidence</td>
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</tbody>
</table>

**Assessment: (optional)** Competent / Not competent Competent / Not competent Competent / Not competent

**Observer’s name and date**
Learning resource 4.8 – Interview evaluation form

Interview evaluation form
To be completed by each selection panel member

Applicant name: ____________________________________________________________
Interview date: ________________________
Position title: ____________________________________________________________________________________
Interviewer name: ____________________________________________________________________________________

Please grade the applicant against each of the key selection criteria, based on the following rating scale:

1 Does not meet key selection criterion
2 Partially meets key selection criterion
3 Satisfactorily meets key selection criterion
4 Exceeds requirements of key selection criterion

A final score will be calculated and that will form a basis for the panel to make a decision. These assessments do not include feedback from referees. The end result may differ depending on referee checks. Panel members should explain to referees that the information provided may be incorporated into a final report.

Key selection criteria

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>KSC 1: Comments:</td>
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<td></td>
<td></td>
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<tr>
<td>KSC 6: Comments:</td>
<td></td>
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</tbody>
</table>

General assessment in relation to applicant’s ability to undertake range of duties of position.
Comments: ____________________________________________________________________________________

General assessment in relation to how applicant will fit into the organisation’s culture and perform against its values.
Comments: ____________________________________________________________________________________

Other: ____________________________________________________________________________________

Recommended for appointment [ ] Yes [ ] No [ ] Reconsider if recommended applicant declines offer

Learning strategy 5 – Occupational health and safety

Teaching OH&S in the workplace

Training Package: HLT02 Health Training Package

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Unit of competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT31602 Certificate III in Health Service Assistance (Client/Patient Services)</td>
<td></td>
</tr>
<tr>
<td>HLT4151A Follow the organisation’s occupational health and safety policies</td>
<td></td>
</tr>
</tbody>
</table>

Background

The following learning strategy is an example of contextualised teaching for patient service assistants within a large metropolitan acute hospital. The group of learners (20 plus) have been in their positions for more than one year. They are released for study one day per month for 12 months. The hospital workplace has sophisticated occupational health and safety (OH&S) systems and procedures.

OH&S is a core unit of competency for the required Certificate III qualification. However, the nature of patient service assistants’ work places them at significant risk of workplace injury or illness. Developing the understanding and skills relating to infection control, manual handling, workplace relations and chemical handling is critical for individual learner safety and for the overall effectiveness and efficiency of the organisation.

The teaching strategy is designed, in part, to take the learner ‘inside’ the organisation and to understand the OH&S policies and procedures from the perspective of the organisation’s duty of care to its patients, staff, visitors and other stakeholders. This approach has two aims. Firstly, understanding the overall organisational OH&S purpose is likely to enhance compliance with or use of existing procedures, while it also de-personalises issues which have the potential to generate workplace conflict. Secondly, and perhaps of more importance, learners are encouraged to recognise that, within their role, the use of existing procedures for reporting can inform the evolution and development of new OH&S procedures and strategies. Ownership of OH&S policies and procedures is encouraged.

There are several interrelated activities involved in this unit of competency. These activities are delivered in sequence over three or four learning sessions.
Learning strategy 5 –
Occupational health and safety CONTINUED

Purpose

To provide learners with the opportunity to understand and utilise the OH&S policies and procedures of their hospital environment, within the responsibilities of their role.

Preparation

• Encourage learners to access and read free government workplace safety documents that have relevance to their work situation. These may include:
  – Getting Started with Workplace Health & Safety: An Introduction to Hazard Management, Workplace Inspections and Selecting a Safety Consultant
  – Managing Safety in Your Workplace: A Step-by-Step Guide
  – Prevention of Bullying and Violence at Work.

• Provide learners with background information on duty of care, including the notions of ‘negligence’, ‘foreseeability’, and ‘reasonable care’ (see also Learning resource 5.1: Duty of care).

• Introduce to learners the notions of ‘hazards’ and ‘risk management’, through the processes of identification, assessment, control, and monitor and review.

• Make a distinction between health hazards and safety hazards to introduce the idea of categories of hazard.

• Ask learners to find the OH&S policies and procedures manual in their work area. If not available, they should request that it be provided. They should read and obtain copies of the relevant sections, including those on manual handling, infection control, handling chemicals and workplace relations.

• Obtain copies of all related workplace specific proformas for hazard identification and reporting.

• Prepare notes and overheads of theoretical information using the competency guide and workplace safety documents.

Resources/Materials

• Suitably equipped workplace classroom, with provision for overhead projector and video, and ample space for group work.

• Photocopies of:
  – Learning resource 5.1: Duty of care
  – Learning resource 5.2: Hazard categorisation
  – Learning resource 5.3: Workplace injuries.

• Organise copies of the workplace proformas for hazard identification and reporting. If these are not available, design forms based on samples included in the workplace safety documents.

Procedure

Understanding and awareness of workplace hazards

1. Ask learners to give examples of workplace incidents in which someone was injured.

2. Identify the ‘hazard’ that, in each case, led to the injury incident.

3. Refer to the notions of duty of care and foreseeability, and distribute Learning resource 5.1: Duty of care.

4. Ask learners to discuss whether the injury incidents may have been foreseeable and preventable.

5. Discuss the distinction between health hazards and safety hazards, using examples and discussion.

6. Ask learners to complete Learning resource 5.2: Hazard categorisation. This may be done in pairs or individually.

The above activity introduces the notion of hazard in a general way. The following activity builds on that understanding by personalising awareness and by showing the learner how individual incidents are important in the overall management of OH&S.
Recognising and reporting hazards

1. Ask learners to form groups of three to identify and discuss any injury or illness they have experienced in the workplace, using the prompts in Learning resource 5.3: Workplace injuries. This should take no more than five minutes.

2. Once the sheets are completed, use the responses for discussion, capturing general themes on the whiteboard.

3. Ask learners if they have experienced any injury or illness, if they reported the injury or illness, and to whom it was reported. Who has experienced a manual handling injury? Who has been ill as a result of an infection? These two areas account for the majority of OH&S incidents in hospitals. A question on chemical handling may also be appropriate.

4. Invite learners to give details of these incidents. Learning resource 5.3: Workplace injuries asks them to consider how the incident could have been avoided, so questions on this point are important. Discuss other incidents as appropriate.

5. Transfer the main themes to the whiteboard as they emerge. Thank learners for their contribution and commitment to the task.

6. Bring the activity back to the OH&S principles of hazard management and control – identification, assessment, control, and monitor and review.

7. Show learners that, in completing the worksheet, they have:
   - identified hazards
   - recognised the direct link of hazard to injury and illness
   - identified some measures for control of the hazards.

8. Close by handing out the organisation’s hazard identification proforma or, if this is not available, a sample from the workplace safety documents. Describe how these forms are developed and outline the importance of all staff members identifying and reporting hazards as part of their position responsibilities.

Organisational procedures and work instructions for assessing and controlling risks

1. Explain to the group that this activity takes them from the theoretical framework of hazard management to particular organisational practices, procedures and systems. They will learn how the system works in their daily work at the hospital, and what their responsibility is in that process. In this way, they can contribute to OH&S in the workplace.

2. Ensure that the relevant workplace hazard identification form is used. It is important that this activity is workplace specific.

3. Give the organisation’s hazard identification proforma to learners and ask them to complete it in their own time for their specific work area.

4. Ask learners to return copies to you for further discussion in subsequent classes.

Reporting identified hazards according to workplace procedures

1. Invite learners to discuss the outcomes of the hazard identification exercise, particularly where hazards have been identified.

2. Ask learners to outline the correct procedure for reporting hazards.

3. Invite learners to comment on their previous experiences of reporting hazards; in particular, feedback and outcomes. Discussion on these matters may give rise to some strong criticism of management and may indicate further training needs in communication, for example, negotiation and conflict management.

4. Ask learners to follow the organisational procedure for hazard reporting in all cases identified on the hazard identification proforma, and report to the appropriate manager.
Learning strategy 5 –
Occupational health and safety CONTINUED

Modifying for different learning settings

These examples of teaching and learning have taken place in a large organisational setting. The organisation has a strong commitment to staff development and provides an excellent environment for training. It also has highly developed OH&S systems, policies and procedures. Managers in the organisation are pleased to make themselves available to offer advice during the training program. The staff released for training feel valued by the organisation. This makes for an ideal training and learning situation.

Teaching OH&S in a small workplace setting

Teaching in a small workplace may present some challenges that you would not experience in the large setting. For instance, OH&S systems, policies and procedures may not be well developed and management may not have a strong commitment to training.

This presents an opportunity for learners to involve themselves in activities related to identifying the gaps in OH&S policies and procedures and/or developing systems for identifying hazards. Activity steps relating to ‘Understanding and awareness of workplace hazards’ and ‘Recognising and reporting hazards’ are suitable, but later activity steps rely on the existence of organisational procedures and pro formas.

In these cases, you might find it useful to use free government workplace safety resources and to create a hazard identification form with learners in the workplace setting. This is best done as a group activity, particularly as this kind of activity generates a great deal of energy in the classroom. The bonus is that your learners will have a sense of ownership of the form and are more likely to use it and to contribute to its future development.

The activity steps in ‘Reporting identified hazards according to workplace procedures’, which takes learners through the process of reporting, may present some challenges, particularly if the organisation has no developed systems. However, this is also an opportunity. If learners do report hazards, this exerts a pressure to develop a system to accommodate the information. You can encourage learners to create a reporting system in the classroom setting, once again as a group activity.

Teaching OH&S in an educational institution

If learners are not in employment, you should encourage them to seek voluntary work with an organisation or attempt to find them a role within the educational institution. Be mindful that issues of privacy and confidentiality are often raised around this possibility. Your learners can bring OH&S resources from their current or past workplaces as the basis for discussion and activities. You might also find that the home environment is a fertile area for discussion about and identification of hazards.

Suggested learning activity when teaching in an educational institution

1. Set the stage for OH&S discussion in the educational setting by sending learners off with paper and pen to identify all the hazards they can find in a nominated area, and return at a given time for information sharing. Divide learners into groups of three.

2. Discuss the hazards identified and write on the whiteboard or butcher’s paper (they will form the basis for further teaching on hazard identification, control and reporting).

3. Discuss how difficult it is to proceed ‘blindly’, attempting to identify hazards. This can be done by identifying the gaps and noting what has been left out, for example workplace stress, psychological hazards, manual handling and chemicals.

4. Present learners with a well-developed hazard identification pro forma and encourage discussion.

5. Point out how much easier their task would have been with the pro forma. Discuss the advantages and the limitations of a good pro forma, including a format that will focus attention on likely, known risk areas. Point out that knowledge accrued from layers of incidents and good common sense helps to develop a hazard identification system.
6. Explain that an important limitation is that the form will limit ‘seeing’ just because it lists a finite number of expected items. The form itself may limit perception of new or emerging hazards. This sets the stage for discussion about:

- how such forms are developed
- the role of individual workers in the development of the form
- the workplace specific nature of the form and the system in which it sits
- the need for continuous ‘mindfulness’ in the maintenance of OH&S systems
- the vital role individual workers have in keeping the hazard identification form up to date.

**Teaching OH&S in a flexible mode**

It is possible to use this particular strategy for delivering the OH&S competencies by flexible mode. However, it would be difficult to reproduce the discussions that are an essential component of the design. It requires the teacher to immediately respond to sensitive issues raised and quell any discomfort about criticising the OH&S workplace practices. This may be attempted through online delivery but, without being able to read the body language of the learners, it would be difficult.

**Examples of related competencies from other Training Packages**

Please note that the details listed below are correct at the time of publishing. Check for current or new relevant examples.

OH&S is a core competency in most Training Packages. It is relatively easy to adapt the teaching strategies discussed previously to the training examples listed below.

<table>
<thead>
<tr>
<th>Training Package</th>
<th>Code</th>
<th>Unit of competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Services</td>
<td>CHC02</td>
<td>Follow OHS procedures</td>
<td>CHCOHS201A</td>
</tr>
<tr>
<td>Local Government</td>
<td>LGAD4</td>
<td>Follow defined OHS policies &amp; procedures</td>
<td>LGACORE102B</td>
</tr>
<tr>
<td>Animal Care &amp; Management</td>
<td>RUVO4</td>
<td>Follow OHS procedures in an animal care environment</td>
<td>RUVO2102A</td>
</tr>
<tr>
<td>Seafood Industry</td>
<td>SFI04</td>
<td>Meet workplace OHS requirements</td>
<td>SFICORE106A</td>
</tr>
<tr>
<td>Transport &amp; Distribution</td>
<td>TDT02</td>
<td>Follow OHS procedures</td>
<td>TDTF197B</td>
</tr>
</tbody>
</table>
Learning resource 5.1 – Duty of care

The Occupational Health and Safety Act has its basis in the law of torts. Two central notions in this area of the law are those of duty of care and negligence.

- **Duty of care** is a statutory, legal obligation to conform to a suitable standard of conduct for the protection of others against foreseeable risks.
- **Negligence** requires a person to take reasonable care to avoid acts or omissions that could reasonably be foreseen as likely to injure a neighbour.

These notions raise several questions.

**Who is my neighbour?**
The term refers to those directly and indirectly involved in the acts or omissions. This may include members of the general public, staff, volunteers, patients and visitors. This is a complex issue related to foreseeability and to physical, circumstantial and causal considerations.

**What is foreseeability?**
Foreseeability relates to the probable or possible harmful consequences of acts or omissions. It may be assessed using a regular safety audit process. A realistic assessment of likely risks is the basis for appropriate safety procedures.

**Duty of care in law**
To succeed in an action for negligence, a plaintiff must prove on the balance of probabilities:

- that the plaintiff was owed a duty of care
- that the defendant failed to conform to the required standard of care, and therefore breached the duty of care
- that the plaintiff suffered loss, damage or injury as a result of that breach
- that the damage, loss or injury suffered was not too remote a consequence of the negligent actions of the defendant.

Under the Occupational Health and Safety Act, all employers are recognised as having a duty of care to their employees. The Act spells out the detail of this duty.

Learning resource 5.2 – Hazard categorisation

Discuss with partner and complete the form. Please sign and date.

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Safety</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frayed and damaged electrical cords</td>
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<tr>
<td>Fluid spill on ward floor</td>
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<tr>
<td>Cleaning fluids stored in open containers</td>
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<tr>
<td>Aggressive visitor in ward</td>
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<td>Extra workload when colleague resigns and is not replaced</td>
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<td>Unstable wheel on wheelchair</td>
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<td></td>
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<tr>
<td>Faulty lifting machine</td>
<td></td>
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<tr>
<td>Plastic drink bottles used to store cleaning fluids</td>
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<td></td>
</tr>
<tr>
<td>Medical equipment from trays used for routine tasks</td>
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<td></td>
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<tr>
<td>Frequently used heavy boxes stored above shoulder height</td>
<td></td>
<td></td>
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<tr>
<td>Sharps left on bedside table</td>
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</tbody>
</table>
Learning resource 5.3 – Workplace injuries

Discuss workplace injuries under the following headings.

Have you experienced a workplace injury?

If you feel comfortable with sharing the experience, can you describe what happened?

What caused the injury or illness? Comment on your situation.

What effects did the injury or illness have on you?

Could this have been avoided? If so, how?

Did you report the illness or injury? To whom did you report?

Teaching plant recognition in the workplace

<table>
<thead>
<tr>
<th>Training Package:</th>
<th>Unit of competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTD02 Conservation and Land Management Training Package</td>
<td>RTC2016A Recognise plants</td>
</tr>
</tbody>
</table>

### Background

The teaching of this program is a good example of cooperation among a group of partners, including:

- Commonwealth Government, Green Corps Youth Development Program
- Greening Australia, a non-profit environmental organisation
- Employment Focus, an RTO that is a part of Job Futures
- Merri Creek Management Committee, a conservation organisation.

Each partner contributes to the project development and execution. The Merri Creek Management Committee decides on a useful work project that can be completed by a group of workers within a six-month period. The project is proposed to Greening Australia, who deem it appropriate as it contributes to the conservation, protection or restoration of Australia’s natural and cultural heritage. Green Corps Youth Development Program provides the government funding and the RTO, Employment Focus, organises the delivery and assessment of the learners.

The learners are paid a wage by the Commonwealth Government for the work undertaken. They come from a diverse grouping. Some learners have social or learning problems. The target group is young adults between 16 and 20 years of age.

To ensure the project work is completed and effective learning takes place, a team leader is employed who is responsible for the learners for the entire six-month project. A specialist teacher is employed to deliver and assess the units of competency. The teaching takes place in a classroom and in the field at the Merri Creek.
Learning strategy 6 –
Plant recognition  CONTINUED

It is important that the role and relationship between the teacher and the team leader is clear. The team leader plays an important role in reinforcing the learning by constant referral to the plants and weeds when the learners are not with the teacher and working on the conservation project. The main task of the team leader is to ensure the completion of the project determined by the Merri Creek Management Committee.

The unit of competency addressed in this strategy forms part of the six-month work project. RTC2016A Recognise plants is a 30-hour unit of competency in the RTD20102 Certificate II in Conservation and Land Management. It is taught in three different sessions. Each session lasts one day. There is also a half-day assessment process.

Purpose
To recognise indigenous plants that are prominent in the local area. The local area in this case is the Merri Creek environment.

Preparation

- Liaise with the Merri Creek Management Committee to clarify project goals.
- Liaise with and plan the learning program with an appointed team leader.
- Consider the seasonal nature of plants in planning the learning activity.
- Ensure a thorough familiarity with the work site. In this case the work site is the Merri Creek.
- Ensure learners have successfully completed the appropriate occupational health and safety (OH&S) unit of competency and a First Aid Course at Level 2 before this unit of competency is attempted.

Resources/Materials

- Suitably equipped classroom space.
- Moveable whiteboard.
- Appropriate plant specimens (leaf shapes).
- Photocopies of:
  - Learning resource 6.1: Types of leaves
  - Learning resource 6.2: Basic anatomy of a simple leaf
  - Learning resource 6.3: Major families of plants
  - Learning resource 6.4: Your record of plants.
Learning strategy 6 –
Plant recognition CONTINUED

Procedure

The learners need to acquire a certain amount of knowledge of plants, parts of plants and weeds so that they can work effectively in restoring the Merri Creek vegetation. They will be able to identify 30 plant types by their botanical or common name by the end of the unit of competency. This theoretical knowledge is acquired in three full day sessions spread over three weeks.

1. Explain the requirements of the unit of competency to the learners. This includes the knowledge requirements and how the learners will be assessed.
2. Introduce learners to the basic parts of plants and their variety of leaf shapes. Distribute Learning resource 6.1: Types of leaves and Learning resource 6.2: Basic anatomy of a simple leaf.
3. Provide plant samples that learners can touch, feel and smell. A large box of samples is placed in the centre of the room and learners are encouraged to examine the samples by touching and feeling them. This theory is interspersed with breaks outside the classroom to collect leaves native to the area.
4. Allow learners to practise their knowledge of leaf types by matching their collected leaf samples with the diagrams of leaf apices and bases as shown in Learning resource 6.2: Basic anatomy of a simple leaf.
5. Lead a discussion with the whole group about the shape of different plants and how they smell and feel. Use the botanical names as soon as possible. Share simple methods for remembering botanical names. Ask learners to think of ways to remember these names. Distribute Learning resource 6.3: Major families of plants and explain how some plant botanical names are linked to their characteristics.
6. Use the Merri Creek environment as a laboratory for sighting, identifying and recording indigenous plant types. Encourage learners to do this in pairs or individually in their own time.
7. Distribute Learning resource 6.4: Your record of plants. Explain that their task is to identify and name 30 different plants. Each time they feel they can identify a new plant and name it, they are to record it on this sheet. Ask to look at the sheet at intervals and check that the learners still retain the information.
8. Ensure that the team leader reinforces the learners’ knowledge acquisition by constant reference to botanical names and by pointing out identifying characteristics in the normal course of the conservation work undertaken in the days between formal teaching sessions.

Modifying for different learning settings

Teaching this strategy in an educational institution
You can contextualise this strategy when teaching in an educational institution by adding field trips and guest speakers, and by providing leaf samples. If possible, you should organise a practical task on the grounds of the RTO in which plant recognition is important, such as weeding.

Teaching this strategy in a flexible mode
To modify this strategy for flexible delivery, you will need to adapt for individual learners rather than teams. You may find that you need to offer more support without a team learning environment and with limited face-to-face contact. However, as learners are novices in plant recognition, it is not advisable to use flexible delivery at this time. Learners would need to have access to someone with plant knowledge to act as a mentor in the early stages of plant recognition.

Examples of related competencies from other Training Packages
At the time of publishing, there are no related units of competency for RTC2016A Recognise plants. Check for new relevant examples.
**Learning resource 6.1 – Types of leaves**

There are two types of leaves:

- **Simple** (a, b, c)
- **Compound** (d, e, f)

![Diagram of leaf types](image)

**Learning resource 6.2 – Basic anatomy of a simple leaf**

Basic anatomy of a simple leaf:

- **Apex**
- **Blade/Lamina**
- **Mid Rib**
- **Base**
- **Margin**
- **Petiole/Leaf Stalk**

![Diagram of leaf anatomy](image)
Major families and their key characteristics

Cupressaceae – the Pines: *Callitris*
- Pine-type foliage, resinous smell, fruit is a cone
- *Callitris* sp. has alternate leaves, usually in groups of three
- Cones are rounded with small round nodules, six valves, alternately long and short

Casuarinaceae – the Sheoaks: *Allocasuarina, Casuarina*
- Distinguished from pines by ‘jointed’, needle-like stems (cladodes)
- Minute scale leaves
- Produce a dry, woody cone-like fruit

Myrtaceae – the Myrtles – Eucalypts and their relatives: *Eucalyptus, Corymbia, Angophora*
Bark is the obvious character in distinguishing between groups of eucalypts:
- Gums or Smooth barks – usually smooth all over, roughness on the base
- Ironbarks – hard, rough, deeply corrugated and often very dark
- Stringybarks – fibrous and stringy, covering trunk and most of the branches, soft and spongy to touch
- Bloodwoods – rough, cracked into squarish pieces, more or less scaly; characteristic urn-shaped fruit
- Boxes – rough and fibrous, persistent on trunk and varying distances on branches
- Other rough barks – Peppermints and Ashes
- Most Eucalypts have juvenile foliage that differs from the adult form; often opposite and sessile
- Adult leaves are often lanceolate
- Buds consist of floral tube and cap and occur in groups or umbels
- Fruit is a woody capsule with or without valves
  - Bark, growth habit, foliage colour, size, shape and vein pattern
  - Shape, number and size of fruit, presence of valves
- Other members of the Myrtle family: *Leptospermum, Melaleuca, Callistemon, Kunzea*
  - ‘Hard’, flattish leaves commonly similar colour both sides
  - Tiny, translucent glands often apparent
  - Flowers usually in five part symmetry
  - Fruit usually woody capsules
    - *Melaleuca* has new growth beyond the flower; fruits persist; measure length of fruit if flower absent; stamens in clusters of five
    - *Callistemon* has stamens in one ring; flower spikes are generally longer and denser than *Melaleuca*
    - *Kunzea* has long stamens, with non-woody capsules

Mimosaceae – the Wattles: *Acacia*
- Two leaf forms – bipinnate or simple leaf-like phyllodes (flattened leaf stalks)
- Flowers – small group of flowers arranged in globular heads or cylindrical spikes; often yellow
- Fruit is a pod
  - Leaf form, number of buds on each stalk, inflorescence, seedpods, position of glands on foliage

Proteaceae: *Banksia, Grevillea, Hakea, Persoonia*
- Mostly ‘hard’, sclerophyll leaves with paler undersides, often toothed or dissected, often distinctive young growth
- Flower with hooked styles, often ‘spidery’, often dripping with nectar
- Coloured tepals, stamens hidden within
  - *Banksia* – sessile flower crowded around spike-axis; fruit is woody capsule opening into two valves, often embedded in large woody fruit body
  - *Grevillea* – spider-like flowers, often low shrubs with prickly leaves, found in rocky or heath habitats
  - *Hakea* – flowers in short clusters; individual fruits with two valves
  - *Persoonia* – small clusters of yellow flowers, symmetrical in four parts; grape-like fruit

Fabaceae – the Peas: *Pultenea, Dillwynia, Platylobium, Bossiaea, Hovea, Swainsonia*
- Often small leaves – compound leaves, pinnate or trifoliate
- Distinctive ‘pea’ flower, petals fused into large erect standard, lateral petals forming ‘wings’ and anterior ones forming keel that envelops stamens
  - *Dillwynia* – simple leaves, flowers mostly yellow with red, standard wider than high
  - *Pultenea* – mostly small alternate leaves often with stipules, flowers in axils or terminal heads, often bracts present; standard high rather than wide
**Epacridaceae – the Australian Heaths: Epacris, Leucopogon, Brachylom**

- Usually small, narrow leaves, often sharp tipped (pungent pointed) with fine parallel veins, especially apparent on paler underside; alternate or spiral arrangement
- Tubular or bell shaped flowers
  - Epacris, Richea and Sprengelia all have dry capsules that open by valves; other genera have berry-like fruits
  - Leucopogon sp. has hairs covering the inside of the corolla tube

**Rutaceae – the Rue Family: Correa, Boronia, Philothea**

- Leaves dotted with glands, aromatic when crushed
- Flowers have four or five parts
  - Boronia opposite, aromatic leaves, four petals, eight stamens
  - Philotheca has alternate leaves, five petals, thick and waxy, glands on stems
  - Correa has opposite leaves, flower is tubular

**Asteraceae – the Daisies: Olearia, Helichrysum, Senecio, Cassinia**

- Composite head of florets in a central disc, sometimes surrounded by ray florets, typical ‘daisy-like’ flower
- Seed-like fruit often dispersed by fluffy ‘parachute’
- Hairs sometimes present on leaf underside (often paler)
  - Cassinia has narrow headlets with only a few florets
  - Senecio – mainly herbaceous, yellow flowers

**Plant identification**

1. Recognise groups by key characteristics.
2. Observe carefully and know what to look for within each major group.
3. Have the most appropriate reference for the situation, know how it is organised and know how to use it.
4. Develop field skills and have confirmation of identification

**PRACTISE, PRACTISE, PRACTISE!**

---

**Learning resource 6.4 – Your record of plants**

During the next month, while working to restore the Merri Creek area, you will need to record and memorise 30 plants that you can identify by their botanical names. You can work in pairs or individually.

Fill in the first two columns with plants you can recognise and name. Memorise the information and ask the teacher to check your knowledge when you are ready.

<table>
<thead>
<tr>
<th>Name</th>
<th>Botanical name</th>
<th>Common name</th>
<th>Signed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Eucalyptus Camaldulensis</td>
<td>River Red Gum</td>
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<td>30</td>
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</tbody>
</table>
Teaching in a flexible mode

By the term ‘flexible mode’ we mean teaching that takes place at a distance or through a combination of distance and face-to-face learning. The teaching may be delivered by paper correspondence or by electronic means. The learners may be at work, at home or at an educational institution, or a mixture of these.

Increasingly, apprentices, workers and others are enrolling in formal training that is delivered in a flexible mode.

Pre-course screening should take place to ensure that learners have the literacy and/or the technology skills necessary to succeed in their chosen courses.

The delivery mode used should inform the design of any teaching strategy. The two strategies that follow are successful examples of how this has been done. Each design takes account of the flexible mode of delivery and the needs of individual learners and is contextualised for the particular business or industry.

The strategies are:

• Learning strategy 7: Animal care advice (Certificate IV)
• Learning strategy 8: Virtual communities (Diploma).

Teaching animal care advice in a flexible mode

The following learning strategy and learning activities are based on a program developed and successfully delivered by ELAN Learning Options in Tasmania. This small RTO assists veterinary practitioners with the traditional coaching of their nurses by providing formal processes and checklists that match the competencies to be acquired.

The specific unit of competency in this example is delivered in a flexible manner, taking account of the learner and the employer. The delivery has four components:

• coaching/mentoring by the veterinary employer
• structured exercises provided by the RTO and completed by the individual learner with assistance from a mentor
• off-the-job monthly workshops delivered by the RTO for veterinary nurses across the state, which add to and complement the coaching carried out by the employer
• regular visits to individual learners by RTO teachers.

This is a very good example of meeting the needs of the employer and learner. It provides the employer with a structure for the coaching that has traditionally taken place in veterinary practices. The completed checklists and procedures add to the quality controls of the business. The activities and exercises undertaken by learners have direct and immediate relevance to their work.
Learning strategy 7 – Animal care advice CONTINUED

Purpose

To provide learners with the knowledge and skills to give specific animal care advice to animal owners attending the veterinary surgery.

Preparation

- Establish a good rapport with each employing veterinarian and each learner veterinary nurse.
- Instruct the veterinarian about the coaching role and how it will contribute to formal qualifications acquired by learners. Provide the required professional development in mentoring and coaching. Ask each mentor to oversee the self-paced exercises and to sign the record or logbook of completed work.
- Ensure that the learning materials are distributed to learners. They consist of a series of self-paced exercises that aim to provide learners with the underpinning knowledge necessary to give animal care advice in the capacity of a veterinary nurse.
- Take learners through the information and advise them that if any questions emerge while completing the exercises, they can contact you in person or on the telephone.
- Make it clear to learners that they should contact the RTO if any difficulty arises.

Resources/Materials

A kit of instructions is provided to learners, consisting of:

- Learning resource 7.1: Getting organised to learn
- Learning resource 7.2: On-the-job training checklist
- Learning resource 7.3: Reading and links
- Learning resource 7.4: Self-paced exercises.

Procedure

1. Direct learners to read through instructions and self-paced exercises. (It is envisaged that this unit of competency will take at least four weeks to complete.)
2. Direct learners to begin each exercise by going to the appropriate text and supporting websites to answer the questions posed. If there are any problems with completing the worksheets, the RTO may be contacted for further assistance.
3. Encourage employers to provide coaching assistance.
4. Ensure that learners complete the worksheets.
5. Provide feedback on each of the exercises.
6. Ensure that the unit of competency is completed and that learners acquire the underpinning knowledge and skills to provide specific animal care advice.
7. Ensure that learners keep a record of all teaching and coaching, which must be signed off regularly by the mentoring veterinarian.
Modifying for different learning settings

Teaching this strategy face to face in a workplace or at an educational institution

The self-paced exercises are readily convertible as exercises to work through with learners at a workplace or in a classroom at an educational institution. There would be the opportunity for immediate interaction with you and discussion with other learners. The exercises may be completed in teams rather than individually.

If undertaken at an educational institution, you will need to ensure that:

- learners have access to a veterinary surgery for purposes of work experience or work observations
- a practising veterinary nurse or veterinarian is invited to answer questions some time before completion of the unit of competency.

Related research competencies from other Training Packages

Please note that the details listed below are correct at the time of publishing. Check for current or new relevant examples.

<table>
<thead>
<tr>
<th>Training Package</th>
<th>Training Package National Code</th>
<th>Unit of competency</th>
<th>Competency code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Care and Management</td>
<td>RU004</td>
<td>Prepare, deliver and review animal care education programs</td>
<td>RU04611A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assist with general animal care</td>
<td>RU02103A</td>
</tr>
</tbody>
</table>

Instructions for the learner

1. Check your training schedule for the month in which you agreed to complete this training.
2. Pin your on-the-job coaching checklist to a noticeboard and show it to your workplace mentor. Ask your mentor to help you learn or confirm your competence with the operations that are listed on the checklist.
3. Read the section in your Learner Guide dealing with specific animal care advice, undertaking the associated reading and learning activities as you go.
4. Complete in writing all sections of the Learner Guide, as directed within the guide.
   or
   Complete the assignment on specific animal care advice.
5. Ask your mentor to sign off your competency record book.
6. Check your assessment schedule. Make sure you have all details ready in time for your assessment in this unit of competency.
Learning resource 7.2 – On-the-job training checklist

This is a checklist of the areas in which you will either need to be coached, or in which you will need your competence confirmed.

(Mentors: please cross out procedures that do not apply to your practice.)

Pin a copy of this list up on your noticeboard and tick off as you learn.

### Knowledge and skills

**Provide specific clinical care advice**

- Evaluation of patient needs completed to provide the basis for advice provision.
- Primary care advice (e.g., housing and feeding) provided to animal owner as required.
- Non-clinical care advice (e.g., housing and common ailments) provided to animal owner as required.
- Clinical, pre-operative or post-operative care advice provided in consultation with the supervising veterinary surgeon.

**Provide animal care product advice**

- Client requirements are established through discussion and evaluation.
- Specific product advice (e.g., vaccination regimes, use of grooming equipment and topical applications, internal and external parasite control products, health maintenance and disease preventative programs, selection and use of pet accessories, non-restricted preparations) is provided to client in line with established procedures.
- Background information on the range of animal care products (e.g., restraints, housing, enrichment tools and toys, handling tools, bedding, prostheses) stocked by the clinic is prepared and documented as required.

**Provide animal nutritional advice**

- Relevant data on patient and patient history aggregated in line with established protocols.
- Advice provided to owners on nutritional needs of the animal (e.g., animal maintenance, lactation/gestation, prescription diets due to disease, vegetarian diets, obesity/weight reduction diets, life stage – geriatric, puppy or kitten, working/performance, surgical rehabilitation, environmental interaction factors).
- Details of advice and actions provided and recorded in clinic record and patient history if required.

### Learning resource 7.3 – Reading and links

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reproductive control</td>
<td>Veterinary Nursing, Lane &amp; Cooper 2nd ed Control of Reproduction, pp 477–8</td>
</tr>
<tr>
<td>Dentistry in small animals</td>
<td>Veterinary Nursing, Lane &amp; Cooper 2nd ed Dental Care, pp 137–8</td>
</tr>
<tr>
<td>Vaccines</td>
<td>Veterinary Nursing, Lane &amp; Cooper 2nd ed Immunity, pp 373–4</td>
</tr>
<tr>
<td>Canine diseases for which vaccines are available</td>
<td>Veterinary Nursing, Lane &amp; Cooper 2nd ed Canine Infectious Diseases, pp 425–31</td>
</tr>
<tr>
<td>Feline diseases for which vaccines are available</td>
<td>Veterinary Nursing, Lane &amp; Cooper 2nd ed Feline Infectious Diseases, pp 431–38</td>
</tr>
<tr>
<td>External parasites</td>
<td>Veterinary Nursing, Lane &amp; Cooper 2nd ed Ectoparasites, pp 378–84</td>
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<tr>
<td>Internal parasites</td>
<td>Veterinary Nursing, Lane &amp; Cooper 2nd ed Endoparasites, pp 384–94</td>
</tr>
<tr>
<td>Grooming</td>
<td>Veterinary Nursing, Lane &amp; Cooper 2nd ed Grooming as part of normal animal care, pp 130–6</td>
</tr>
<tr>
<td>Behaviour problems</td>
<td>Veterinary Nursing, Lane &amp; Cooper 2nd ed Behaviour Problems and Their Management, pp 683–89</td>
</tr>
<tr>
<td>Nutritional advice</td>
<td>Veterinary Nursing, Lane &amp; Cooper 2nd ed Nutrition, pp170–205</td>
</tr>
<tr>
<td></td>
<td>Also Nutrition Course by Uncle Bens Australia</td>
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<tr>
<td></td>
<td><a href="http://www.speedyvet.com/Learningcentre/index1.htm">www.speedyvet.com/Learningcentre/index1.htm</a></td>
</tr>
</tbody>
</table>
About self-assessment sheets
• The following self-assessment sheets will help you to identify the level of knowledge and
detail that you need for a particular topic. If you have read the suggested texts, attended
relevant seminars (or read the seminar notes) or watched recommended videos, you should
have no problems.

• They contain much of the information that you need to know.

• They will help you to assess for yourself whether you have gained the knowledge needed
in a particular topic.

• The assessments focus on whether you have really grasped concepts, rather than just
remembering all terms and names associated with a topic. It is important to become familiar
with terminology, but you will find this much easier when you understand what all the
names relate to.

• You need to be fair with yourself when completing the self-assessments. They are not
examination papers, so you may often find the answer to one question a little further
along in the sheet. This is because we are trying to progressively build on your knowledge.
Therefore, you could easily ‘cheat’ yourself, but you would defeat the purpose of
this exercise.

• We would like you to discuss your answers with your mentor or others in your workplace.
If they know what you are working on, they will be better able to help you.

• You can use these self-assessment sheets as part of your evidence for assessment. Obviously,
we will need to discuss them with you to see how much you have grasped, but they serve
as one form of evidence of work you have been doing.

Note: In self-assessments, the space left for you suggests the amount of information that would
be acceptable in an answer (but you can elaborate if you feel like it).

Turn the page to begin.
Self-paced learning sheet A

Next week is the start of International Pet Week – five days devoted to pets. It is your job to coordinate the presentations and contributions from your clinic. It's going to be a long week! You will need to prepare some displays and information sheets to be used at a stall at the local shopping centre.

Your boss, Dr Bonkers, will be giving a talk at the local school on the topic ‘Viral Diseases and Their Prevention’. Dr Bonkers wants you to make up some charts to use during the talk. Fill out the template. (Note: It is OK to look at reference books for this. It is not necessary to memorise all these facts, but you must know where you can find them.)

Comparison chart for some canine viral diseases

In each of the squares marked with *, put one of the following symbols:
- C if the symptom is commonly associated with the disease
- S if the symptom is sometimes associated with the disease
- N if the symptom is almost never associated with the disease.

Otherwise, answer the question posed.

<table>
<thead>
<tr>
<th>Disease</th>
<th>Incubation period?</th>
<th>How transmitted?</th>
<th>Fever*</th>
<th>Depression*</th>
<th>Inappetence*</th>
<th>Vomiting*</th>
<th>Diarrhoea*</th>
<th>Diarrhoea with blood*</th>
<th>Cough*</th>
<th>Nasal discharge*</th>
<th>Eye discharge*</th>
<th>Ways to prevent?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distemper</td>
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<tr>
<td>Infectious Hepatitis</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>Parvovirus</td>
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</tbody>
</table>

Self-paced learning sheet B

Comparison chart for some feline viral and other diseases

In each of the squares marked with *, put one of the following symbols:
- C if the symptom is commonly associated with the disease
- S if the symptom is sometimes associated with the disease
- N if the symptom is almost never associated with the disease.

Otherwise, answer the question posed.

<table>
<thead>
<tr>
<th>Disease</th>
<th>Incubation period?</th>
<th>How transmitted?</th>
<th>Fever*</th>
<th>Depression*</th>
<th>Inappetence*</th>
<th>Eye discharge*</th>
<th>Eye ulcers*</th>
<th>Nasal discharge*</th>
<th>Sneezing*</th>
<th>Mouth/tongue ulcers*</th>
<th>Long term immunosuppression and susceptibility to persistent infections*</th>
<th>Cancers develop*</th>
<th>Neurological problems*</th>
<th>Anaemia*</th>
<th>Reproductive problems (eg infertility, stillbirths, miscarriages, fading kittens)*</th>
<th>Ways to prevent?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feline Enteritis</td>
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<tr>
<td>Rhinotracheitis infection (Cat Flu)</td>
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<tr>
<td>Calicivirus infection (Cat Flu)</td>
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<tr>
<td>Leukaemia Virus infection (FeLV)</td>
<td></td>
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<tr>
<td>Immunodeficiency Virus infection (FIV)</td>
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<td></td>
<td></td>
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<tr>
<td>Chlamydia infection</td>
<td></td>
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</tbody>
</table>

Incubation period?  
How transmitted?  
Fever*  
Depression*  
Inappetence*  
Eye discharge*  
Eye ulcers*  
Nasal discharge*  
Sneezing*  
Mouth/tongue ulcers*  
Long term immunosuppression and susceptibility to persistent infections*  
Cancers develop*  
Neurological problems*  
Anaemia*  
Reproductive problems (eg infertility, stillbirths, miscarriages, fading kittens)*  
Ways to prevent?
Now make up a chart to describe the vaccination regimes recommended by your practice.

### Vaccination regimes

<table>
<thead>
<tr>
<th></th>
<th>Dog</th>
<th>Cat</th>
<th>Rabbit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 12 weeks of age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12–16 weeks of age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16–18 weeks of age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(if applicable)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual boosters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other boosters</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Outline the recommended vaccinations for one of the following species seen by your practice.

<table>
<thead>
<tr>
<th></th>
<th>Chicken</th>
<th>Cow</th>
<th>Sheep</th>
<th>Ferret</th>
</tr>
</thead>
</table>

**Self-paced learning sheet C**

Dr Bonkers is very keen on charts. They can form a handy reference point when displayed on a wall or kept in a reference folder. One last chart to prepare. Dr Bonkers wants a chart that outlines some reasons for and against neutering household pets.

<table>
<thead>
<tr>
<th>Fill in some reasons for and against neutering of the following types of animal</th>
<th>Reasons for neutering</th>
<th>Reasons against neutering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female cat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male cat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Self-paced learning sheet D

Monday

Today you are on duty at a stall at the local shopping centre. There is a whole range of stalls here. Next door is one selling soap and very smart dog coats. Two along are some people from the local hippie commune selling homemade dog biscuits.

You look up from your unpacking and an elderly lady is asking you a question.

“My dog is scratching. What do I need for her?”

Your mind is full of possibilities. What are some questions you might ask her to get to the bottom of the problem?

What are some of the external parasites that might be causing the problem and how would you treat them?

<table>
<thead>
<tr>
<th>External parasite</th>
<th>Treatment outline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

She remembers now that the cats are scratching too. Which of the above parasites also affect cats?

She smiles and says, “Thanks. I’ll just go over to the pet shop. They’ll have something for it.”

The man standing behind her shuffles forward. “Cecil’s the name,” he says and starts telling you about all the pets in his household. “Then there’s Suzi. Best cat in the world. My old tomcat got to her four weeks ago and she got… you know… (he coughs and shuffles his feet) …in the family way. What should I be feeding her during her… (he looks at his feet again and mumbles) …confinement?”

Tell Cecil what you recommend.

“Anything else? What about worming or some sort of supplement?” he says.

“OK. And after she has them, like, what do I feed her then?”

“Those kittens will be worth a bit. How do I get them off the mother and eating food? How soon can I sell them?”

“Do I need to give them anything like worming stuff? What would I use? How often?”

Cecil spots one of his RSL mates across the mall. He starts to shuffle off to speak to him. He winks and thanks you for your helpful advice.
Time for a cup of tea now. But just as you pick up your thermos, another smiling face is there to pick your brains. “Hello. My dog Tubby the labrador is puffing a lot when we go for walks. He’s only three years old.”

What are some questions you should ask Tubby’s owner to help you give advice?

“My neighbour says that Tubby is too fat, but he only weighs 85 kilos. What do you think? Is he overweight?”

What is another way to help you decide if he is overweight?

“Well, how do you reckon I could make him lose weight? What would you recommend?”

“Thanks. That’s good advice but it will never work. Bye.”

Before you can get your thermos out again, Cecil is back. His RSL mate is with him. “This is my mate, Cyril. We were on the HMS Seaworthy when she sunk. Anyways, Cyril thinks his dog might be pregnant too. How can he tell?”

“Now, I remember what you told me to do for my cat. Is there anything different Cyril needs to do for his dog?”

Cecil suddenly goes red in the face and turns to Cyril, “Wait a minute! Isn’t your dog a male?” They wander off looking confused. Time for that cup of tea at last.

Just as you start drinking, there is someone at the table with a question for you. “The people two stalls down said I should feed my pets a vegetarian diet. Is this OK? I thought dogs and cats HAD to eat meat. What’s your advice?”

That is the end of your shift for today. Take a well-earned break.
Self-paced learning sheet E

Tuesday

Today you will be meeting a group at the local horse-riding club. You will be talking to them on the topic ‘Keeping Your Horse Healthy’.

(If your practice does not have horse patients and your employer does not require you to dispense advice about horses, you can have today off. Come back Wednesday.)

Write out some important points in note form you can use to give the talk. Here are your headings.

Vaccinations:

________________________________________________________________________

________________________________________________________________________

Grooming:

________________________________________________________________________

________________________________________________________________________

Worming (types of products to use and how often):

________________________________________________________________________

________________________________________________________________________

Some common external parasites and how to treat them:

________________________________________________________________________

________________________________________________________________________

Teeth problems:

________________________________________________________________________

________________________________________________________________________

There are six keen horse owners there to listen to you. But before you have a chance to launch into your talk, there is someone with her hand up to ask you a question.

“I live in the mountains near here. Gets pretty cold at night and it rains a lot. What should I do for my horse, Fetlock?”

________________________________________________________________________

________________________________________________________________________

Now they all want to ask a question.

“How long is a horse pregnancy?”

________________________________________________________________________

________________________________________________________________________

“What sort of things should I do for my pregnant horse? Diet, exercise and housing?”

________________________________________________________________________

________________________________________________________________________

“There’s not much food in the paddock where I agist my horse. What extras can I give her to eat?”

________________________________________________________________________

________________________________________________________________________

“What sorts of supplements are available to give my horse?”

________________________________________________________________________

________________________________________________________________________

By the time you get through all these questions, it is already time to leave. You were a big hit. They want to ask you back to talk again next month.
Self-paced learning sheet F

Wednesday

Today you are speaking at the local school. First up is the Grade 6 class. The class is doing a project on their pets. They have to write about caring for the pets they have at home. They are very pleased to see you and start shouting out about their pets. There seems to be dogs and cats of every age – from puppies and kittens through to very old cats and dogs. You draw a big table on the whiteboard and help them to fill it in. By the end, you will have given them a complete picture on looking after their pets.

<table>
<thead>
<tr>
<th>Feed how often?</th>
<th>What sort of foods could be used?</th>
<th>Feed bones too?</th>
<th>Any other comments?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newly adopted kitten</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle aged cat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geriatric cat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newly adopted pup</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle aged dog</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geriatric dog</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Working dog</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Self-paced learning sheet G

Now it is time to go to the Grade 2 class. It is 'Show and Tell' day for them. But today they show and you tell the class about the object. They have brought in things that are somehow associated with their pets. Tell the class what each object is and the purpose each object serves.

<table>
<thead>
<tr>
<th>What is it?</th>
<th>What purpose does it serve?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Self-paced learning sheet H

Your last class for the day is Grade 8. You are talking to them about common ailments and their treatment.

A girl at the back of the class puts up her hand. "My dog has diarrhoea. Mother said to ask you what to do."

What questions could you ask here to find out more about the problem?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

She wants to know about trying some treatment at home. What advice can you give here?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

About a dozen hands shoot up now. Yes – the boy over there? "My cat has a waterworks problem. The vet said that diet usually helps. What about that?"

What questions could you ask here to find out more about the problem?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

You determine the cat probably has cystitis (lower urinary tract disease) with struvite crystals. What dietary management advice would you give?
__________________________________________________________________________
__________________________________________________________________________

Next – the boy in front here. "I have an old cat and she vomits now and then. What could that be?"

What questions could you ask here to find out more about the problem?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

It sounds like fur balls. What treatment and management of the problem do you recommend?
__________________________________________________________________________
__________________________________________________________________________

Next – the girl over there? "My dog scratches a lot and has sores on her back."

What questions might you ask to find out more about the problem?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What sort of things might cause this problem?
__________________________________________________________________________
__________________________________________________________________________

She will try some flea treatment at home first. Outline a complete program to deal with a serious flea problem.
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Learning resource 7.4 –
Self-paced learning sheets CONTINUED

Self-paced learning sheet I

Thursday

Tomorrow you will give a talk on responsible pet ownership. Prepare some notes using the headings here.

Outline your local council regulations on keeping dogs.

Are there any special regulations for cats? If yes, outline them.

What are the approximate costs of registering pets?

What types of housing are appropriate for various sizes of pets?

Small breed dog

Medium sized breed dog

Large breed dog

Giant breed dog

Cat

Recommend exercise guidelines for:

Small breed dog

Medium sized breed dog

Large breed dog

Giant breed dog

What are the advantages of microchip implantation?

What are the costs?

That is all for today. Rest up and get ready for tomorrow. You have a big day ahead. You will be talking to the Evergreen Senior Citizens Club.
Self-paced learning sheet J

Friday

There are 25 people in the audience for your talk. They listen politely and hardly anyone falls asleep. Now it is morning tea and there is a stampede for the lamingtons.

A group of people crowd round you and ask you questions.

The woman they all call ‘Auntie’ speaks up first. “I have a cat at home. He’s 16 months old. He wees in the house – a disgusting habit. What can I do?”

What are some questions you want to ask her to help you give some advice?

________________________________________________________________________
________________________________________________________________________

It turns out he is an entire male cat. Tell her three things to do that may help.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The next question is from a dapper looking gentleman who could have been a major in the Boer War. He has a one-year-old dog.

“My pup seems to be very naughty. He barks at nothing all the time and digs holes in the garden. Sometimes he even pulls the washing off the line and drags it around the backyard. He’s driving me crazy!”

What are some questions you want to ask him to help you give some advice?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thelma cuts across ‘the major’ and takes you by the arm. “Listen dearie,” she squeaks. “My dog is terrified of fireworks. Even a car backfiring turns him to jelly. What can I do?”

Suggest some things that might help.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

That was your last talk for a while.

It turns out that Dr Bonkers entered the clinic in the Best International Pet Week Presentation Award. Guess who won the grand prize?
Learning strategy 8 – Virtual communities

Teaching virtual communities in a flexible mode

<table>
<thead>
<tr>
<th>Training Package:</th>
<th>Units of competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB51101 Diploma of E-Business</td>
<td>BSBEBUS508A Build a virtual community</td>
</tr>
<tr>
<td></td>
<td>BSBEBUS303A Participate in a virtual community</td>
</tr>
</tbody>
</table>

**Background**

This is an example of an online learning strategy. Learners develop skills by participating in and building a virtual community relevant to their business or profession. The competencies are foundation skills in the Diploma of E-Business.

There were ten learners participating in the example described. Six of the learners had small businesses. The other four were human resources professionals in different organisations. There were basically two learning groups – those interested in marketing their business online to external customers and those interested in delivering human resources functions to internal staff. The learners, aged 25 to 45, were mainly from English speaking backgrounds.

Learners had the option of enrolling in the whole Diploma or individual units of competency. All learners were expected to complete the units of competency relating to virtual communities to ensure their competence in working in the online environment.

This learning strategy included structured activities such as threaded discussions and chats using either an online delivery platform such as WebCT, communications software such as First Class or an open source platform such as Moodle.

**Purpose**

To provide learners with the skills to develop virtual communities and become adept communicators in the online arena.

**Preparation**

- Decide on a platform for delivery. Most states have a statewide learning management system:
  - WebCT is available through the TAFE Virtual Campus in Victoria, WestOne in Western Australia and TAFE Tasmania
  - Jannison is available through TAFE NSW and TAFE SA
  - Moodle is available from [www.moodle.org](http://www.moodle.org)
- Familiarise yourself with the system and how it operates including procedures for adding new topics or forums. Check if the addition of a new topic or forum requires the services of an administrator.
- Source or develop instructional materials for use of the platform.
- Compose a series of messages with tasks, which will enable the learners to become competent in the units of competency.
- Develop online chat activities to support the tasks.
- Set a timetable and time frame that is achievable.
- Obtain user identification (ID) and passwords for all members of the group from the administrator of the system.
- Post or email instructions on use of the platform and the user IDs and passwords for learners.

**Resources/Materials**

- Access to the Internet.
- Access to a learning management platform.
- Administrative rights or access to an administrator who can promptly respond to requests for new topics/forums.
- Introductory materials to the platform.
Learning strategy 8 – Virtual communities

CONTINUED

Procedure

Develop synchronous online communication
1. Introduce yourself online and ask for responses from the group with a set series of questions that need to be answered by learners. Include in the message some instructions on how to reply to a message. Gather specific information on learners’ work situations to assist in contextualising future activities.

2. Set a time for an online tutorial that will develop synchronous online communication skills. Provide details on how to access the chat function. Outline some rules of behaviour for the tutorial, for example, arrive on time, keep to the topic and keep sentences short. If a longer sentence is required, break it up into chunks. Research the Internet to find commonly used rules. Model good behaviour in the tutorial. A good strategy for the first tutorial is to create a Word document of questions, answers and relevant information. Copy and paste the questions into the chat, saving on typing time. Introductory activities can include the following.

- Celebratory heads: ask a learner to think of a famous business person or entrepreneur, for example, Frank Packer or Sarah Henderson. Other learners ask questions, such as ‘Are you male?’ Celebratory head can only answer yes or no to the questions. Have a prize for the winner. This can be an image of a medal, box of chocolates, bottle of wine etc.

- Online trivia: develop a set of questions that the team needs to answer. This requires having the chat open as well as a web browser to search for the information. The first person to type a correct answer wins a prize. The person with the most correct replies wins a prize. This is a particularly good activity as it introduces learners to multi-tasking while chatting. Questions are chosen to review their underpinning knowledge of marketing strategies and techniques.

- Schedule more chats if required to develop familiarity with the platform.

Participate in a virtual community
1. Start a discussion thread asking for a definition of a virtual community and how it may be relevant to their workplace or professional development.

2. Ask learners to search the Internet for a virtual community on a relevant workplace topic. Include instructions on how to post a new message (rather than a reply) in the message. The new message should include the name of the virtual community that was investigated in the subject line. Learners need to provide details on:

- technology required
- products and services offered
- fee structures (if any)
- security measures (if any)
- registration details
- accepted ‘netiquette’ for the community.

Build a virtual community
1. Instruct learners to develop their own community once they are familiar with the discussion board and chat. This community is only open for the duration of the course and only learners in the course have access to it. It becomes their pilot to develop online communication skills. A few of the discussion boards set up by this group were:

- a do-it-yourself help forum for home renovators
- a feedback discussion on new designs and materials for fashion
- a frequently asked questions forum on horse dressage
- a problem solving discussion on OH&S issues in the organisation
- a trial of a new procedural form, asking for feedback.

2. Send a message asking for topics so that learners all develop their own community. Send instructions on how to set up their own forum topic in the system being used.
Learning strategy 8 – Virtual communities CONTINUED

3. Send a series of messages to the main forum outlining the following tasks.
   • Each forum manager (or learner) will need to invite other members of the group to register for each forum. They may wish to develop a registration form or may just ask other learners to send an email asking to be registered in the forum.
   • The forum manager will need to add messages to the topic/forum encouraging participation of other learners. The messages should include the scope of the community and accepted netiquette for the forum.
   • The forum manager needs to develop some activities to launch the topic, for example an online chat activity or a flier advertising the site.
   • Each forum manager needs to develop a policy on how to deal with ‘bad’ contributions. This policy should be clearly identified in the forum. Discussion and examples from existing communities can be provided in the main forum.
   • Each forum manager needs to develop an evaluation tool to monitor the success of the community. Once again, discussion and examples can be provided in the main forum.
   • Depending on the results of the evaluation, forum managers may need to refocus their forum and policies.

4. Explain that each learner will need to contribute to each forum.

5. Send private messages to learners inviting them to contribute a bad message to a forum to enable the netiquette policy to be invoked. Make sure all learners are aware that this will happen. If necessary, the teacher can be the ‘baddie’ to ensure that the bad messages are tasteful.

6. Explain that the final task is to summarise the messages in their forums, save any online chats and submit a journal of activities, thoughts and feelings.

7. Conclude with a discussion, reviewing what each learner achieved and evaluating the process of using online learning when developing online skills.

Modifying for different learning settings

Teaching these skills in an educational institution

These units of competency can be delivered in a classroom setting in an educational institution. The forum topics can be contextualised to meet the client group. You can conduct the induction process face to face, and include discussions on netiquette, definitions of a virtual community and other relevant topics.

Participation in and building a virtual community need to be conducted online to meet the competencies and this is more effective if learners are not in the same room. If this is not possible, you can manage it by limiting communication among learners to the chat and discussion forums.

You should ensure that the system used for delivery is operable within the educational setting’s systems.

Teaching these skills in a workplace

You should ensure that the system used for delivery is operable within the workplace setting’s systems.

Once again, a mixture of induction, workshops and online can be developed to meet the needs of the staff in the workplace. Forum topics should be relevant to the workplace.
Examples of related competencies from other Training Packages

Please note that the details listed below are correct at the time of publishing. Check for current or new relevant examples.

<table>
<thead>
<tr>
<th>Training Package</th>
<th>Code</th>
<th>Unit of competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services</td>
<td>BSB01</td>
<td>Communicate electronically</td>
<td>BSBEBUS403A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lead and facilitate e-staff</td>
<td>BSBEBUS409A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monitor and maintain records in an online environment</td>
<td>BSBEBUS406A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promote the business</td>
<td>BSBM403A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement and monitor marketing activities</td>
<td>BSBMKG405A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct pre-campaign testing</td>
<td>BSBADV402A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct online research</td>
<td>BSBEBUS401A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement e-correspondence policies</td>
<td>BSBEBUS402A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement and monitor delivery of quality customer service online</td>
<td>BSBEBUS408A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop a marketing communications plan</td>
<td>BSBMKG503A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement electronic communication policy</td>
<td>BSBEBUS512A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan e-marketing communication</td>
<td>BSBEBUS521A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement and manage e-working arrangements</td>
<td>BSBEBUS524A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop and implement e-business human resource management policy and practices</td>
<td>BSBEBUS561A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop online customer service strategies</td>
<td>BSBEBUS613A</td>
</tr>
</tbody>
</table>
Introduction
‘Contextualising’ means making learning ‘real’ for the learner. It means ensuring that current, relevant knowledge and skills are taught. The professional development presented here focuses on activities that provide teachers with the opportunity to think creatively about how to contextualise.

Who delivers the professional development?
If you are reading this section, you are probably the person responsible for organising professional development activities for a group of teachers. You may be a professional development officer, a senior member of staff, a head of department or a program coordinator.

It would be useful to offer these professional development activities when:
- a new or revised Training Package is endorsed
- new teachers join the team
- validating delivery strategies
- experienced teachers need updating.

Who participates?
In this section, you will find programs to suit new VET teachers learning to contextualise and experienced VET teachers wishing to improve and update their teaching strategies.

The professional development section includes:
- advice on planning professional development programs to suit your group
- professional development activities.
Planning professional development programs to suit your group

In planning the professional development program, it is suggested you take into account:

- the purpose of the program
- the experience of the participants
- the practice they have had in contextualising learning activities
- how much time you have for the program.

We have indicated the approximate time that each activity will take to help you design a program to suit your needs.

Following is a chart that points out the purpose of each activity and the approximate time each activity will take.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Aim</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is good teaching practice?</td>
<td>To raise awareness of good teaching principles and practice</td>
</tr>
<tr>
<td>2</td>
<td>What is contextualising?</td>
<td>To raise awareness of why we contextualise and introduce how to do it in different places of learning</td>
</tr>
<tr>
<td>3</td>
<td>Exploring contextualising</td>
<td>To practise contextualising skills by using the strategies and activities described in Section 3 of this guide</td>
</tr>
<tr>
<td>4</td>
<td>Steps in contextualising</td>
<td>To provide further details of how to contextualise</td>
</tr>
<tr>
<td>5</td>
<td>Practise contextualising</td>
<td>To practise the skill of contextualising</td>
</tr>
</tbody>
</table>

Program A – Contextualising

**Full-day program**

- Use Activities 1 and 2 to raise awareness and confirm a common understanding of principles of good teaching practice and contextualising.
- Use Activity 4 to explain the steps in contextualising. Workshop participants can use their own units of competency to do this.
- Choose either Activity 3, 4 or 5 to practise implementing contextualising skills and knowledge.

Program B – Introduction to contextualising

**Half-day program**

- Use Activities 1, 2 and 3.

Program C – Developing further skills in contextualising

**Half-day program**

- Use Activities 3 and 4 or 5.

Program D – Raising awareness of contextualising

**Two-hour program**

- Use Activities 1 and 2.
Activity 1 – What is good teaching practice?

Purpose
To explore the concepts of good teaching practice and adult learning principles and raise awareness of participants’ own practice.

Resources/Materials
- Photocopies of:
  - Worksheet 1.1: Good teaching practice
  - Worksheet 1.2: Adult learning approach.
- Space where participants can work in small groups. In a classroom setting, organise tables and chairs into small groups to encourage discussion.
- Butcher’s paper or electronic whiteboard for groups to record ideas.

Procedure
1. Introduce the activity, explaining that the aim of the session is to explore the concept of good teaching practice and raise awareness of participants’ own practice.
2. Ask participants to work in groups of three to six and brainstorm ten key attributes of good teaching practice. Allow ten minutes for groups to discuss and record their ideas.
3. Invite teams to share their ideas with the whole group.
4. Distribute Worksheet 1.1: Good teaching practice. Allow time for participants to read this and discuss how their list compares.
5. Continue small group discussion, setting the following questions for exploration.
   - What is considered good teaching in your industry?
   - How does it differ when the teaching occurs in the workplace rather than in an educational institution?
6. Distribute Worksheet 1.2: Adult learning approach. Allow time for small groups to read it and discuss to what extent these principles are followed in their industry.

Reflection
Ask participants the following questions.
- How would you use your understanding of good teaching principles to develop a set of guidelines for less experienced staff members?
- What are the implications for your professional practice? How will you use the theory to improve your practice?
- Which of the principles of good teaching are being reinforced in this activity?

Note: Ideas from these reflection activities can be noted and used as evidence of validation of delivery strategies for Australian Quality Training Framework (AQTF) purposes.
Worksheet 1.1 – Good teaching practice

Compare your group’s ideas of good teaching attributes with this list.

Good teaching:
• involves making the content of the subject genuinely interesting and relevant
• recognises that learners must be engaged with the content of learning in ways that are likely to enable them to reach understanding
• recognises that learners learn in different ways but each method should include problem solving, question asking, cooperative learning and practical activities
• involves setting appropriate assessment tasks and using a variety of techniques to discover what learning has been achieved
• ensures that a safe environment exists for the learning to take place
• proceeds from an understanding of a learner’s knowledge and capabilities
• engages learners as active participants in the learning process while acknowledging that all learning involves a complex interplay of active and receptive processes through the construction of meaning for oneself and with and from others
• encourages independent learning by providing learners with tasks to develop analytical and critical skills.

Worksheet 1.2 – Adult learning approach

Another way to think about good teaching practice is to consider how well you have incorporated the principles of adult learning. Although not all VET learners are adult, the principles of adult learning are useful to all learners.

Consider your industry’s practice. To what extent do you think these principles are followed?

Learners have control over their learning
• Adult learners learn best when they take an active role in their own learning.
• Adult learners are generally highly motivated and keen to have a say about what they learn and how they learn.

Learning is experiential
• Adults can make meaning of the learning when authentic or real world examples and learning activities are used.
• Adults can often draw on their own experiences to provide additional authentic examples to reinforce and extend the learning.

Learning is cooperative
• Adults respond well to a learning environment that is explicitly respectful of learners’ ideas, problems, questions and general contribution.
• Adult learners are more aware that learning is a communal activity, which can include peers, mentors, teachers and interaction with the written word.

Learning is reflective
• Adult learners want the opportunity to debate and challenge ideas.
• Adult learners need time to integrate new knowledge and skills with past understandings.
Activity 2 – What is contextualising?

Purpose
To raise awareness of what contextualising is and why it is important in the VET system.

Preparation
• Prior to leading this activity, read Section 1 and 2 of this guide to become familiar with the definitions of contextualising and the underpinning principles of teaching in a context.
• Make use of wider reading on the Internet to become familiar with the industry sectors relevant to participants.
• Find the guidelines to contextualising in the Training Packages taught by participants. Make copies of these to distribute. Look at Worksheet 2.1: Defining contextualising for a sample of these from the TAA04 Training and Assessment Training Package.

Resources/Materials
• Photocopies of:
  – guidelines to contextualising from Training Packages relevant to the participants (to be sourced by the facilitator)
  – Worksheet 2.1: Defining contextualising
  – Worksheet 2.2: Why contextualise?
  – Worksheet 2.3: Making it real in different settings.
• Space where participants can work in small groups. In a classroom setting, organise tables and chairs into small groups to encourage discussion.
• Butcher’s paper or electronic whiteboard for groups to record ideas.

Procedure
1. Introduce the activity. Explain that the aim of the session is to understand what contextualising is and why it is important in the VET system.
2. Ask participants to brainstorm a definition of contextualising. Distribute Worksheet 2.1: Defining contextualising and read aloud the definitions and the section entitled ‘What does this mean for teachers?’
3. Ask for examples of how participants are making learning real and current for their learners.
4. Explain that there are guidelines governing what can be modified in a unit of competency when contextualising. Ask participants to read the rest of Worksheet 2.1: Defining contextualising, which provides guidelines from the TAA04 Training and Assessment Training Package as an example.
5. Distribute other guidelines on contextualisation from relevant Training Packages.
6. When participants are clear about what contextualising is, focus on why learning activities are contextualised.
7. Distribute Worksheet 2.2: Why contextualise? Ask participants to identify which of the stated reasons are valid in their teaching practice and explain the relevance.
8. Explain that contextualising learning requires different strategies from teachers, depending on the setting. Ask participants to break into small groups.
9. Distribute Worksheet 2.3: Making it real in different settings. Ask groups to identify strategies they would use to contextualise a unit or cluster of units of competency that they teach now. Use Worksheet 2.3: Making it real in different settings as a guide, but do not be limited by the suggestions made.
10. Ask small groups to report back to the larger group. After the presentation of these reports, refer participants to ‘Practical tips for teaching in different settings’ in Section 2 of this guide.

Reflection
Ask participants the following questions.
• Why is contextualising key to the VET system?
• What are the main contextual features of your industry or business? How are these different from other industries or businesses?
• Has your thinking about contextualising changed? If so, in what ways?
Definitions
Contextualising is an activity undertaken by teachers to make units of competency meaningful to learners. This activity involves incorporating industry/enterprise work practices into the teaching and learning process.

Contextualisation enables endorsed units of competency to be adjusted to reflect the immediate context in which the units are to be used.

What does this mean for teachers?
Teachers may contextualise their learning programs in a variety of ways. For example, when teaching in an educational institution, teachers make it realistic for learners by providing a set of experiences in a simulation or involving learners in actual case studies. Or in a small workplace setting, teachers use operational work tasks to develop skills and understanding.

Training Package guidelines
Each Training Package has guidelines for what can and cannot be adjusted when contextualising learning. Training Packages all follow similar formats.

Following is an example of guidelines from the TAA04 Training and Assessment Training Package.

‘Contextualisation enables endorsed units of competency to be adjusted to reflect the immediate context in which the units are to be used. RTOs and other users of the Training and Assessment Training Package (TAA04) may need to contextualise units of competency to:
• reflect local or organisational needs
• suit particular delivery methods
• address learner characteristics
• provide for specific enterprise requirements.

However, any contextualisation must ensure that the integrity of the unit of competency is maintained. To guide users in contextualising Training and Assessment Training Package (TAA04) units the following advice is provided.

Contextualisation:
• cannot involve changes to the wording of Elements
• cannot involve the addition or removal of Elements and Performance Criteria
• can include substitution of specific industry terminology to generic wording in the Performance Criteria where this does not distort or narrow the competency outcomes
• can include amendments and additions to the Range Statement as long as such changes do not diminish the breadth of application of the competency and/or reduce its portability
• can include additional detail to the Evidence Guide in areas such as knowledge and skill requirements and resource and infrastructure requirements where these expand the breadth of the competency but do not limit its use.’

Worksheet 2.1 – Defining contextualising

Worksheet 2.2 – Why contextualise?

Here are several reasons for contextualising your teaching and learning activities. Which ones do you relate to and why?

Contextualising is important for a number of reasons.
• Contextualising provides the opportunity to address the individual needs of learners.
• Contextualising makes learning more meaningful. According to adult learning principles, people learn best when the learning is immediately identified as relevant. It is relevant to learners when the learning activities are based on concrete examples or actual work activities.
• Contextualising motivates learners to continue with their learning program when they can easily imagine the world of work and comprehend the relevance of their learning activities.
• The use of work-related examples and activities leads to learners reflecting on how this applies to their own work practice and supports the transfer of learning.
• Contextualising provides the opportunity for teachers to address the needs of industry for a workforce with specific enterprise skills and knowledge, as well as developing workers who can think, adapt and be innovative.
• Contextualising is required by and supported in the implementation of Training Package qualifications.
**Worksheet 2.3 – Making it real in different settings**

Working in groups, choose a unit of competency or cluster of units of competency to contextualise.

Think about ways to contextualise learning when teaching in different settings. Your group will choose two settings from this list:

- a workplace
- an educational institution
- a flexible mode.

**Record your ideas**

The unit/s of competency: _____________________________________________________________________________________

<table>
<thead>
<tr>
<th>Identify the setting</th>
<th>Identify the setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies to make it real could be:</td>
<td>Strategies to make it real could be:</td>
</tr>
</tbody>
</table>

**Activity 3 – Exploring contextualising**

**Purpose**

To identify the contextualising techniques used in the strategies and activities described in this guide and to extract what may enhance the teaching practice of the workshop participants.

**Preparation**

- Ensure that participants have completed Activities 1 and 2 in this section.
- Check that participants teach the same Training Package and come from the same industry. If this is not the case, ask participants to work individually rather than in small groups.
- Send participants a copy of Section 3 of this guide. This will constitute pre-reading material for the workshop.

**Resources/Materials**

- Photocopies of:
  - Section 3 of this guide
  - *Worksheet 3.1: Instructions to the group.*
- An appropriate venue for the numbers of participants.
- Whiteboard.
- Moveable seating that can be arranged to accommodate group discussion and group work.
Activity 3 – Exploring contextualising  CONTINUED

Procedure
1. Provide a verbal summary of the main lessons learned from Activities 1 and 2.
2. Divide participants into groups.
3. Ask participants to skim the learning strategies they read before coming to the workshop and choose three strategies for discussion.
4. Distribute Worksheet 3.1: Instructions to the group as a guide to what is expected.
5. Give each group about an hour to discuss and record their ideas.
6. Ask each group to present to the whole group. Allow time for general comment and suggestions.

Reflection
Ask participants the following questions.
- Which of the learning strategies in Section 3 of this guide did your group find most useful? Why?
- What other learning strategies do you know of that demonstrate creative ways to contextualise?
- Do you know of a successful partnership of stakeholders that provide ‘real’ and ‘current’ learning opportunities? What do they do to contextualise the learning?

Worksheet 3.1 – Instructions to the group

<table>
<thead>
<tr>
<th>Name and summary of strategy</th>
<th>Technique/s used to contextualise</th>
<th>Is this technique appropriate for your teaching?</th>
<th>Provide examples of how you would use it.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Choose three strategies from Section 3 of this guide.
2. Briefly summarise each strategy chosen.
3. Identify the technique/s used to contextualise.
4. Think about how those techniques could be used to contextualise your own teaching.
5. Demonstrate how you would use the strategy by adapting to your own teaching.
6. Use the table below as a guide to recording the outcome of your discussions.
Activity 4 – Steps in contextualising

**Purpose**

To provide practice in contextualising, using a step-by-step approach.

**Preparation**

- Prior to the activity, read Sections 1 and 2 of this guide to become familiar with the underpinning principles of teaching in a context.
- Ask participants to bring to the workshop complete copies of a unit of competency they are teaching (not a summary or outline for their learners, but the full unit as it is printed in the Training Package.)
- Ensure that participants have a basic understanding of what contextualising is or have completed Activity 2 in this section.

**Resources/Materials**

- Photocopies of:
  - Worksheet 4.1: Four step approach
  - Worksheet 4.2: Learner profile
  - Worksheet 4.3: Tips for contextualising in different settings
  - Worksheet 4.4: Action plan.
- Space where participants can work in small groups. In a classroom setting, organise tables and chairs into small groups to encourage discussion.

**Procedure**

1. Introduce the activity. Explain that the aim of the session is to use a step-by-step approach to contextualise a unit of competency from their own qualifications.

2. Explain that contextualising is required when using Training Packages (see Activity 2 in this section for more information). It involves making adjustments to units of competency to:
   - reflect local or organisational needs
   - suit particular delivery methods
   - address learner characteristics
   - provide for specific enterprise requirements.

3. Explain that Training Packages stipulate the limits of the adjustments we can make. According to guidelines in the TAA04 Training and Assessment Training Package, adjustments:
   - 'cannot involve changes to the wording of Elements
   - cannot involve the addition or removal of Elements and Performance Criteria
   - can include substitution of specific industry terminology to generic wording in the Performance Criteria where this does not distort or narrow the competency outcomes
   - can include amendments and additions to the Range Statement as long as such changes do not diminish the breadth of application of the competency and/or reduce its portability
   - can include additional detail to the Evidence Guide in areas such as knowledge and skill requirements and resource and infrastructure requirements where these expand the breadth of the competency but do not limit its use.’

4. Distribute Worksheet 4.1: Four step approach. Ask participants to work with you through the steps, applying each step to their own unit of competency.

5. Lead the group through Step 1: Be familiar with your unit/s of competency. This is basically an unpacking of the unit of competency, focusing on information that gives clues to contextualising.

6. Work through each part of the unit of competency document: elements, performance criteria, range statement, evidence guide (noting the essential skills and knowledge required), key competencies and/or employability skills.

7. Ask participants to highlight or circle all clues that apply to their particular learners and particular industry sector.

8. Be prepared for questions about what must be included and what can be changed (refer to limits explained previously).

9. Lead the group through Step 2: Get to know your learners. Explain that, to effectively contextualise learning activities, teachers need to take account of who they are teaching. Distribute Worksheet 4.2: Learner profile and ask participants to complete the form to clearly identify who they are teaching.
Activity 4 – Steps in contextualising

10. Lead the group through Step 3: Take account of the learning setting. This is an opportunity to consider ways to make the most of the teaching setting when contextualising.

11. Distribute Worksheet 4.3: Tips for contextualising in different settings. Give participants time to read this and ask them to add more tips to each setting. Share these with the whole group.

12. Lead the group through Step 4: Develop learning activities. This brings all the information together.

13. Distribute Worksheet 4.4: Action plan and invite participants to complete this and then to share it with a couple of other participants.

Note: These action plans can be used as evidence of validation of delivery strategies for AQTF purposes.

Reflection

Ask participants the following questions.

- What other ways do you validate your teaching and assessment strategies?
- What methods other than the four step approach do you use to contextualise learning activities?
- How else could you use a systematic approach to support your teaching practice?

Worksheet 4.1 – Four step approach

The following steps provide a guide to contextualising. We understand that effective contextualising is not always a step-by-step process.

Step 1. Be familiar with your unit/s of competency

- Refresh your knowledge of the unit/s of competency.
- Go beyond the elements and performance criteria.
- Use the range statement to look at each aspect listed and the examples provided. Choose what is relevant to your learners and learning setting.
- Use the evidence guide to note the variety of products and processes acceptable as evidence of competence. Choose those that are relevant to your learners and learning setting. Note the essential skills and knowledge required by your learners.
- Use the key competencies and/or employability skills. Recently revised Training Packages have contextualised these for you.

Step 2. Get to know your learners

- Gather information about your group of learners.
- Find out what they already know.
- Identify the gaps in knowledge and skill.
- Find out their motivation for learning.
- Take into account the preferred learning style of your learners.
- Learn about the extent of their work experience.
- Acquire a general understanding of their educational, cultural and language backgrounds.

Step 3. Take account of the learning setting

- Use the learning setting to your advantage.
- Ensure that the learning settings inform the strategies and activities you use to contextualise. For example, if you are in an institutional setting with traditional classrooms and semester long teaching periods, you can develop extended case studies to provide work simulations that emulate the real world of work. Or, if you are teaching in a large organisation, you do not need to simulate the world of work. Use the organisation's policies, standard operating procedures and actual work problems.

Step 4. Develop learning activities

To contextualise your strategies and activities, combine your understanding and knowledge of:

- the unit/s of competency
- the particular learners
- the particular learning setting.
To effectively contextualise learning activities, you need to know who you are teaching, using their industry experience (or lack of it) and paying attention to the level of their knowledge and skill.

Complete the learner profile below. Consider a particular group of learners you are working with now or have worked with recently.

<table>
<thead>
<tr>
<th>Training Package qualification</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age span of the group</td>
<td></td>
</tr>
<tr>
<td>Gender mix</td>
<td></td>
</tr>
<tr>
<td>Cultural background</td>
<td></td>
</tr>
<tr>
<td>Educational background</td>
<td></td>
</tr>
<tr>
<td>Language, literacy and numeracy skills</td>
<td></td>
</tr>
<tr>
<td>Work experience</td>
<td></td>
</tr>
<tr>
<td>Previous learning experience</td>
<td></td>
</tr>
<tr>
<td>Physical ability</td>
<td></td>
</tr>
<tr>
<td>Specific skill needs</td>
<td></td>
</tr>
<tr>
<td>Specific knowledge needs</td>
<td></td>
</tr>
</tbody>
</table>

**Worksheet 4.2 – Learner profile**

**Worksheet 4.3 – Tips for contextualising in different settings**

Following is a list of tips and advice for contextualising learning when teaching in particular settings. Add more ideas to each one.

**Teaching in an educational institution**

1. Use a network of industry contacts to ensure learning is relevant to current workplace practice.
2. Invite guest speakers currently working in the industry to talk with your learners.
3. Create simulated work environments with authentic details.
4. Use current case studies to make it real for learners.
5. Draw on learners’ experiences of different workplaces.
6. Use your own workplace experiences and stories.
7. Spend time increasing your own knowledge of current best practice.
8. Provide practical work experience with the institution as the workplace.
9. Provide practical work experience with a local council, business or community organisation as the workplace.
10. Invite learners who work part time to adapt activities to their own work situation.

**Teaching in the workplace**

1. Ensure that learning activities fit with the culture and mission of the organisation.
2. Seek permission to use the protocols and manuals of the organisation as learning resources.
3. Use direct examples from the workplace.
4. Identify tasks and products that will be of immediate use to the business and create learning activities around them.
5. Enlist the support of the employer to provide skills practice.
6. Set tasks that learners identify as immediately valuable.
7. Make use of the large number of potential mentors.
8. Use action learning activities to take advantage of real problem solving opportunities.
9. Take account of employee development plans.
10. Use any wider educational activities of the organisation, such as conferences, seminars or briefings, to broaden knowledge and understanding.
Worksheet 4.3 – Tips for contextualising in different settings

Teaching in a flexible mode

1. Use Toolbox e-learning resources, as they are designed to simulate the workplace.
2. Develop enterprise specific games and quizzes.
3. Use industry specific jargon and protocols in induction sessions whether online, face to face or teleconference.
4. When providing your contact details online, include industry experience.
5. Provide opportunities for learners to collaborate and share workplace experience.
6. Use the Internet to gain access to world experts in the industry.
7. Invite local industry contacts to join electronic discussion forums.
8. Use the learner’s own location and environment as material for activities and assessments.
9. Encourage learners to link up with a workplace mentor in their location.
10. Encourage learners to link up with other learners in their workplace.
11. Provide case studies of real workplace problems.

Worksheet 4.4 – Action plan

To improve teaching and learning strategies in your own delivery, identify three key changes that you would like to make.

Changes:

1. 
2. 
3. 

<table>
<thead>
<tr>
<th>Actions to achieve changes</th>
<th>Date to be completed</th>
<th>By whom</th>
<th>Resources and support required</th>
</tr>
</thead>
</table>

• worksheet 4.3 • worksheet 4.4 •
Activity 5 – Practise contextualising

The following professional development activity provides participants with the opportunity to practise their contextualising skills by using an existing learning strategy and adapting it to meet the needs of their own learners, wherever their teaching takes place. The sample activity is a negotiation skills exercise designed for use in the CUS01 Music Training Package and taught successfully in an educational institution.

‘Negotiation skills’ are specified as underpinning skill requirements for competency units in almost all qualifications from Certificate III upwards.

An alternative to using this sample would be to make use of any of the teaching activities described in Section 3 of this guide. Very little adaptation to the following procedure would be necessary.

It is expected that you will need half a day to complete the work.

Purpose

To apply the skill of contextualising to different Training Packages and different places of learning through the use of a model learning activity.

Preparation

- Ensure that participants have completed Activities 1, 2 and 3 in this section or have some experience of contextualising teaching activities before undertaking this exercise.
- Ask teachers who normally conduct their teaching at a workplace to bring the following additional materials to the workshop:
  - collection of practices, rules and protocols for negotiating in the relevant industry or business
  - examples of the types of negotiation that take place in the relevant industry or business
  - information gathered from managers at the relevant industry or business that provides examples of negotiations that have gone wrong or gone well and a description of how these situations were handled at the workplace.

Resources/Materials

- Photocopies of:
  - Worksheet 5.1: Contextualised negotiation skills exercise
  - Worksheet 5.2: Instructions to group
  - ‘Steps in contextualising’ from Section 2 of this guide.
- An appropriate venue for the numbers of participants.
- Whiteboard.
- Moveable seating that can be arranged to accommodate group discussion and group work.
- Units of competency from Training Packages relevant to participants.

Procedure

1. Provide a verbal summary of the main lessons learned from Activities 1, 2 and 3.
2. Distribute Worksheet 5.1: Contextualised negotiation skills exercise and allow time for participants to read it.
3. Source the unit of competency and point out how the negotiation skills exercise has been contextualised to particular aspects indicated in the range statement.
4. Ask participants to identify the strengths and weaknesses of the sample learning activity based on the knowledge acquired about contextualising and good teaching principles. Allow some discussion time.
5. Divide participants into groups. Ask each group to choose a relevant unit of competency from their own Training Package and to design a learning activity that focuses on contextualising a negotiation. The relevant industry and the place of teaching will be considered.
6. Distribute Worksheet 5.2: Instructions to group. These instructions provide a structure for the task.
7. Explain that each group has 90 minutes to design a negotiation skills learning activity relevant to their teaching. These will be presented to the whole group.
8. When the whole group reforms, ask participants to discuss the activities developed by each group and note the strengths and weaknesses. Provide further time for the groups to review their teaching activity and make any changes in light of the discussion.
Activity 5 – Practise contextualising CONTINUED

Reflection

Ask participants the following questions.

- How will this professional development affect your teaching practice?
- What further professional development would you suggest to ensure that the teaching strategies and activities you design or use are contextualised?
- What RTO policies and practices might support or further enhance the development of teaching activities that truly reflect the relevant industry, place of learning or real world needs of learners?

Worksheet 5.1 – Contextualised negotiation skills exercise

Following is a sample teaching activity used in an educational institution. It is a case study of a negotiation between an agent and an opera company. ‘Negotiation skills’ are specified as underpinning skill requirements for competency units in almost all qualifications from Certificate III upwards.

<table>
<thead>
<tr>
<th>Training Package</th>
<th>Unit of competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUS01 Music Training Package</td>
<td>CUS30301 Certificate III in Music Industry (Business)</td>
</tr>
<tr>
<td></td>
<td>CUSGEN04B Participate in negotiations</td>
</tr>
</tbody>
</table>

It is assumed that the learners have been introduced to theories associated with negotiating and have some understanding of the steps involved in a negotiation.

Procedure

1. Divide learners into pairs.

2. In each pair, one person receives the information headed ‘Confidential instructions for State Opera Producer’ and the other receives the information headed ‘Confidential instructions for Ms Peacock’s agent’.

3. Ask participants to read the information in silence. Provide time to plan the negotiation.

4. Ask each pair to negotiate, then to write up and sign an agreement.

5. Bring participants together as a group and ask each pair to present their agreements. Ask them to comment on what worked and what did not work, and how they applied the theory to this practice exercise.

6. Note the differences and similarities in the agreements and facilitate discussion on what happened during the negotiations.

7. Write the salient factors on the whiteboard.

Reflection

Ask participants the following questions.

- How will this professional development affect your teaching practice?
- What further professional development would you suggest to ensure that the teaching strategies and activities you design or use are contextualised?
- What RTO policies and practices might support or further enhance the development of teaching activities that truly reflect the relevant industry, place of learning or real world needs of learners?
**Worksheet 5.1 – Contextualised negotiation skills exercise** CONTINUED

Negotiation activity between agent and company

Confidential instructions for State Opera Producer

You have been with the State Opera for only three months. So far things are going well, but this negotiation with Priscilla Peacock's agent will be your first real test. You want to make sure that the Opera Manager is pleased with your performance.

You met with the Manager yesterday and gathered these facts.

- The State Opera's production of Puccini's *Madam Butterfly* is due to open in three weeks and to run for a season of six weeks, with three performances per week.
- When the State Opera announced this season's schedule 18 months ago, Olivia Newstar was billed to sing the lead soprano role in *Madam Butterfly*. She is generally regarded as a first rate performer on her way to the top and has developed a following among opera lovers. However, she has contracted glandular fever and will be unable to fill the role.
- The soprano engaged for the second role in *Madam Butterfly* is very keen to fill the shoes of Olivia Newstar but has only ever understudied the main role. She has never sung it. The State Opera has been unable to find another good soprano available for the role. They are in a very tight spot. Cancellation of the opera would result in losses of hundreds of thousands of dollars.
- Fortunately, Priscilla Peacock, a distinguished though ageing soprano, has heard of the illness of Ms Newstar and has contacted the State Opera Manager to enquire about singing the lead role. The Manager has held her off while looking for a younger, more suitable soprano, but with only three weeks to go and no singer engaged, the Manager is now quite desperate to sign Ms Peacock up and get her rehearsing immediately.
- Priscilla Peacock has sung many times for the State Opera over the years but the last time was more than two years ago, when she sang a secondary role for which she received $12,500. Four years ago, at the pinnacle of her career, she received $25,000 for performing the title role in *Madam Butterfly*, which was regarded as extremely high at the time. It was justified by the fact that she was at the top of her profession and she had a significant following among opera lovers. On the other hand, over the last four years, inflation and the increased popularity of opera has lead to a near doubling of average salaries.
- Generally, the State Opera does not disclose the compensation of its performers. However, for negotiating purposes, you have been given access to the salary figures paid recently.

<table>
<thead>
<tr>
<th>Role</th>
<th>3 years ago</th>
<th>4 years ago</th>
<th>3 years ago</th>
<th>2 years ago</th>
<th>Last year</th>
<th>This year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title role</td>
<td>$14,000</td>
<td>$25,000</td>
<td>$19,000</td>
<td>$22,000</td>
<td>$25,000</td>
<td>$30,000</td>
</tr>
<tr>
<td>Secondary role</td>
<td>$7,000</td>
<td>$6,000</td>
<td>$5,000</td>
<td>$11,000</td>
<td>$12,500</td>
<td>$14,000</td>
</tr>
</tbody>
</table>

- Although particular cases vary widely, as a general rule the State Opera pays performers in lead roles in operas of this type about twice the amount received by the singers in the secondary roles.
- In general, the State Opera needs to keep the costs of performances as low as possible. To break even, the show needs to sell about 85% of seats and anything less than 80% would mean substantial loss. If only 50% or 60% of seats sold, that would be a real disaster. (This is the one reason why Ms Peacock has not had offers for lead roles recently. One off day could be impossible to make up.)
- This year, Ms Newstar was to have been paid $30,000. In view of the emergency situation and the great desire of the Manager to sign up Ms Peacock, you have been authorised to offer her up to $45,000 should that be necessary. If she holds out for more than that, the State Opera will have to use the understudy, who would be paid about double her current salary of $14,000 – in other words, up to $28,000.
- The Manager wants Priscilla, despite thinking she is too old for the role. Makeup will help! In any event there is little alternative. As it is, the change in star for *Madam Butterfly* may adversely affect box office sales. The Manager is hoping, however, for a favourable public response to the announcement of Priscilla in the role.
- The State Opera wants Ms Peacock to have maximum publicity exposure over the next three weeks and for the first two weeks of the show. To offset the absence of Ms Newstar the Manager is prepared to spend $15,000 on extra publicity focused on Ms Peacock.
- The State Opera is planning three operas in the next 12 months, all with suitable minor parts for Ms Peacock. In fact, she is already pencilled in for one of these. The Manager would much prefer not to be tied down but will offer her minor parts in all three if pushed. On no account does he want to be tied to offering her a major part after *Madam Butterfly*.
- The Manager is desperate to get Ms Peacock into rehearsals and onto the publicity circuit immediately.
- Ms Peacock is very experienced at working the publicity circuit (chat radio, daytime television, etc). State Opera, on the other hand, currently has poor relations with the media, especially with the influential music and theatre critic, Quentin Tinear. Mr Tinear takes particular exception to the State Opera's policy of allowing only one free ticket per production to each media outlet.
- Ms Peacock has a reputation for loving the limelight, even more than most theatre people. She loves to be treated as a star.
Worksheet 5.1 – Contextualised negotiation

skills exercise  CONTINUED

Negotiation activity between agent and company

Confidential instructions for Ms Peacock’s agent

You have just become a partner in a firm that manages and acts as an agent for celebrities. Priscilla Peacock is certainly not a major client, but you want to do a good job with this first assignment as partner. This is the first time you have handled Ms Peacock’s account.

You met Ms Peacock yesterday. She is an older soprano who has a good voice for her age. During a discussion with her, you gathered the following information.

- Ms Peacock has not had a major role for more than two years now, but she has sung some supporting roles. She was a well-loved singer in the past but has been in little demand lately.
- The State Opera, with whom Priscilla has sung before, is producing Puccini’s Madam Butterfly – a prize role for a young singer. Olivia Newstar was tagged for the main role 18 months ago and has been doing all the rehearsals. She is an extremely popular new face on the opera scene and has drawn large crowds to previous State Opera performances. However, she has developed glandular fever and will be unable to take the role in the show that opens in three weeks.
- Priscilla has sung the role before – even to great acclaim.
- Hearing of Olivia Newstar’s illness, she has approached the State Opera Producer, and a meeting has been scheduled between Priscilla’s agent and the Producer.
- Priscilla desperately wants this role. It could be the start of a comeback for her, and would give her a good chance of getting an important role in a big television special on opera, which would pay her extremely well.
- She is overjoyed that the State Opera is prepared to talk with her agent. Frankly, she feared she might never get a starring role again in her life. She has told you that she would be quite willing to sing for nothing, but she knows this would not ‘look’ good in the arts world. She does not want to appear desperate, even if she feels it.
- Priscilla’s pay for recent secondary roles has ranged from $12,000 to $18,000. Four years ago, at the height of her career, she could command $25,000 for a leading role such as the one she seeks now.
- Ms Peacock’s experience and maturity make her particularly appropriate for filling this role at the last minute.
- One of the State Opera’s concerns is that, with Ms Peacock in the role instead of Ms Newstar, there will not be full houses and the show will run at a loss. Ms Peacock, on the other hand, is confident of her following and thinks many will turn out to see her sing again.

- The role requires the lead soprano to sing three performances per week over six weeks.
- Ms Peacock is currently doing nothing and has no prospects in sight.
- Ms Peacock is very experienced and effective at working the publicity circuit. She has excellent media contacts, particularly with the influential music critic, Quentin Tinear. In fact, she has a once-only favour she can call in from Mr Tinear. She also has standing offers to be a guest on radio and television chat shows, and has been saving these up for just such an occasion as this, when they can really help her career along.
- More than anything else, Ms Peacock loves to be treated as a star.
Worksheet 5.2 – Instructions to group

1. Decide whether the negotiation skills learning activity is relevant to the teaching with which members of the group are engaged. If not, choose another generic skill and adapt the following as required.

2. Adapt Worksheet 5.1: Contextualised negotiation skills exercise to suit your learners. In making the changes, consider:
   • the relevant industry or business
   • who the learners are
   • the constraints of the setting in which you are teaching.

3. Depending on the setting in which you are teaching, either set up a hypothetical negotiation situation or use a real work situation relevant to the particular industry.
   • If it is a hypothetical case, draw on terminology that relates to the relevant industry.
   • If teaching this skill in the workplace, devise a negotiation that can be used in the workplace. You will need to get information from managers and learners to ensure that you choose a relevant negotiation. You will need to look at the policies and practices of the workplace to ensure that proper protocols of that workplace are used for the negotiation.

4. Record this new negotiation learning activity and be prepared to present it to the whole group.
Contextualising teaching and learning, an initiative of the ANTA Teaching and Learning Strategies Project, is a practical guide for VET teachers who work with a diverse range of learners.

It contains user-friendly ways to contextualise learning in a range of ‘classrooms’ – from an educational institution or factory floor to online. The guide provides assistance to VET practitioners who work with Training Packages and are seeking to implement learner-centred, flexible and innovative approaches to teaching and learning.

A range of professional development strategies and activities that will assist teachers to fully utilise this resource is also included.

Contextualising teaching and learning is also available online at www.resourcegenerator.gov.au