Contents

Modification History ........................................................................... 3
Purpose of this Guide ........................................................................... 4
Designing Training ........................................................................... 6
  Consultation with industry ................................................................. 6
  Trainer’s skills ................................................................................. 7
Validating learning materials ............................................................... 7
A learning strategy ........................................................................... 8
Choosing electives ........................................................................... 10
  Factors contributing to elective choice .............................................. 12
Developing a training program ........................................................... 16
  What is a training program? ............................................................. 16
Resources ......................................................................................... 17
Contextualising units ........................................................................ 18
  The contextualisation process .......................................................... 19
Delivering training ........................................................................... 22
  Establishing and meeting learner needs ............................................ 22
    Training for people with a disability .............................................. 23
    Adjustments in training ................................................................. 23
    Attitude ....................................................................................... 23
    Preparation .................................................................................. 24
    Application .................................................................................. 24
Clustering ......................................................................................... 25
Chunking ........................................................................................... 27
  Activities to develop skills ............................................................. 29
  Activities to develop knowledge ..................................................... 29
  Linking knowledge and skill .......................................................... 31
Evaluating the training ...................................................................... 32
  The 4 step approach ...................................................................... 32
## Modification History

<table>
<thead>
<tr>
<th>Release number</th>
<th>Release date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>December 2015</td>
<td>Revised to provide information for newly endorsed components in December 2015</td>
</tr>
<tr>
<td>2.0</td>
<td>September 2015</td>
<td>Revised to provide information for newly endorsed components in July 2015</td>
</tr>
<tr>
<td>1.3`</td>
<td>January 2015</td>
<td></td>
</tr>
</tbody>
</table>
Purpose of this Guide

This Learning strategies guide is one of several guides produced to help with the implementation of the HLT Health and CHC Community Services Training Packages.

CHC units of competency, assessment requirements, qualifications and skill sets can be found on the national register www.training.gov.au.

In addition, the following non-endorsed Training Package components (companion volumes) have been developed:

- The Implementation guide is a mandatory requirement for Industry Skills Councils to develop. It is available at www.cshisc.com.au and contains overview information about the entire Training Package, including a list of all units, skills sets and qualifications. It also contains key implementation advice for use by registered training organisations (RTOs).

- Other guides and resources to assist implementation include:
  - This Learning strategies guide describes potential strategies for working with a diversity of learners and possible learning strategies.
  - A Knowledge strategies guide identifies knowledge requirements of the units of competency, a glossary of terms and provides information about potential resources as well as links to useful information.
  - An Assessment strategies guide provides guidance on implementation of the Assessment Requirements as well as general advice about assessment.
  - A Foundation skills guide provides guidance about identifying foundation skills and developing them in students in the context of the sector in which they work.
  - A Work placement guide provides guidance on how to set up work placements, the roles and responsibilities of RTOs and industry partners, how to ensure that the placements are good learning experiences for students and are run effectively in organisations.
Feedback and contributions

In time, these companion volumes will provide an opportunity to showcase best practice from RTOs and provide a forum for sharing information and resources. If you have any ideas, resources, case studies or feedback to contribute to the companion volumes, please provide your feedback via the CS&HISC Continuous Improvement Feedback Register.

Designing training for the Training Package units and qualifications involves various stages. While these stages are represented sequentially in the diagram below, they often overlap or need to be revisited should changes in requirements and needs occur.

**Consultation with industry**

To develop and deliver a training program that is current, relevant, valid and credible, it is vital that RTOs maintain contact and regularly consult with industry. Training needs to represent the current requirements of industry. It is essential for trainers to understand the needs and expectations of industry if they are to successfully prepare learners for the job role. Regular communication should be maintained between RTOs and industry throughout the training process.

To ensure that training always meets the needs of industry (who will eventually employ competent graduates) it’s important that industry representatives are consulted in the design stage of training preparation and also throughout the training cycle. This sounds simple, but it’s easy for RTOs or trainers to be ‘out-of-the-loop’ when it comes to changes to industry requirements.

There are different ways to consult or keep connected to industry and ensure that training is up-to-date and relevant, for example, some RTOs form partnerships with employers or advisory groups and devise a regular meeting schedule.

RTOs need to maintain strong connections to industry in order to:

- keep up to date with the latest equipment, techniques and processes being used
- understand industry standards
- understand changing demands on industry and the skills and knowledge required to meet those demands
- improve the employment prospects of their graduates
**Trainer’s skills**

Under the Standards for Registered Training Organisations (RTOs) 2015, trainers need to maintain currency and competency in the units they deliver. This can happen in a number of ways, including:

- visiting work sites – trainers regularly attend industry sites to supervise learners, consult with workplace supervisors and observe work operations and conditions; all tasks that provide opportunities to keep up to date with industry practice
- industry placements – some RTOs encourage trainers to take up industry placements
- working closely with industry representatives – bringing industry people into the RTO as guest speakers; as observers of class activities; or to meet with trainers to discuss real life situations where competencies are required and to work with the RTO personnel to create realistic scenarios that students can learn from
- engaging in professional development activities that provide industry updates for trainers including validation sessions; training advisory groups and attending conferences and workshops.

The regulators of RTOs provide further information about what is required to achieve and maintain vocational competency:


**Validating learning materials**

Another requirement of the Standards for Registered Training Organisations (RTOs) 2015 is that RTOs need to have learning materials validated by industry. This can be achieved in different ways, such as, through the arrangement of formal meetings or validation sessions, online forums, or by asking for direct feedback during industry site visits. The ASQA website also contains a fact sheet about industry validation: [http://asqa.gov.au/media-and-publications/conducting-validation1.html](http://asqa.gov.au/media-and-publications/conducting-validation1.html).
A learning strategy

All accredited training against the Training Package must be carried out by an RTO who has training package qualifications or specific units of competency on their scope of delivery, or works in partnership with another RTO who does, as outlined in the Standards for Registered Training Organisations 2015 [http://www.comlaw.gov.au/Details/F2014L01377](http://www.comlaw.gov.au/Details/F2014L01377).

The same standards specify that all providers must have strategies in place to deliver quality training. These strategies, including learning and assessment strategies must be developed in collaboration with industry, as must the training and assessment materials.

A learning strategy is an organising framework for the delivery of a unit of competency, a group of units or a qualification. It provides an overview about how components of training packages can be delivered and may also include information about pathways and training materials.

A typical learning strategy would include:

- information about the learner group and their characteristics and needs
- the selection of units of competency or a qualification with electives identified as defined by the packaging rules
- options for structuring delivery including broad content structure
- pathways for learners
- delivery approaches (on the job, off the job, blended)
- assessment information
- staffing
- operational requirements

A learning strategy template showing typical content headings is provided on the next page.
<table>
<thead>
<tr>
<th>Learning/training strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of organisation/ workplace</td>
</tr>
<tr>
<td>Name of RTO</td>
</tr>
<tr>
<td>Training and assessment period</td>
</tr>
<tr>
<td>Industry need</td>
</tr>
<tr>
<td>Target group</td>
</tr>
<tr>
<td>Resources required</td>
</tr>
<tr>
<td>Code and title of qualification</td>
</tr>
<tr>
<td>Units of competency</td>
</tr>
<tr>
<td>Core units</td>
</tr>
<tr>
<td>Electives</td>
</tr>
</tbody>
</table>
Note: although the template shown above assumes it is a one page document, when completed it will contain much more information.

Choosing electives

In every qualification in the CHC Community Services Training Package learners can select electives that reflect their vocational interests, role requirements or professional development goals. The packaging rules of a qualification offer options and learners should be guided to select units of competency that:

- are identified by industry as needed skill areas and therefore will boost their chances of gaining meaningful employment
- are areas of interest for personal and professional development to the learner
- relate to prospective or current job roles and responsibilities
- can lead to specialisation or further study.

Sometimes providers cannot offer all the units that are listed as electives in qualifications due to restricted resources or the skills of their trainers. RTOs should always explain when and why elective ranges have been chosen/limited and make sure that prospective learners know they could have other options at other RTOs or even through recognition of prior learning.

Case Study #1

After consultation with their Industry Advisory Group, an RTO decided on the following elective choices for the qualifications targeting the aged care workforce:

“We’ve made some choices about what to offer our learners based on conversations with employers regarding skills gaps or areas of increased pressure on service delivery. We have identified preferred elective choice for support workers and managers in Aged Care. One organisation told us:"

‘Our organisation has a lot of Aboriginal and Torres Strait Islander clients and we would like our workers to have greater skills in meeting the specific needs of these individuals. Our managers need skills to develop strategies and lead others to provide client directed services’

We suggested the following elective choice based on that information:

For the **CHC33015 Certificate III in Individual Support** – we have chosen the following 6 electives:

**Group A electives – AGEING specialisation (3 units)**

- CHCAGE001 Facilitate the empowerment of older people
- CHCAGE005 Provide support to people living with dementia
- CHCCCS011 Meet personal support needs
Other electives

- CHCCCS001 Address the needs of people with chronic disease
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
- HLTHPS006 Assist clients with medication

And for the **CHC62015 Advanced Diploma of Community Sector Management**, we have chosen the following 5 electives:

- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
- CHCMGT006 Coordinate client directed services
- BSBMGT616 Develop and implement strategic plans
- CHCPRP003 Reflect on and improve own professional practice
- BSBMGT605 Provide leadership across the organisation

**Case Study #2**

After consultation with local employers, an RTO decided on the following elective choices for the new early childhood education and care qualifications:

“We’ve chosen the electives we offer our learners based on consultation with local employers and centres where our students undertake work placements. Employers worked with us to select these electives based on the skills and knowledge they most wanted developed in graduates. This helps improve learner employment prospects and helps us attract learners who know that we have close links to employers.”

For the CHC30113 Certificate III in Early Childhood Education and Care – we have chosen the following electives:

- CHCECE006 Support behaviour of children and young people
- CHCECE012 Support children to connect with their world
- CHCPRT003 Work collaboratively to maintain an environment safe for children and young people

And for the CHC50113 Diploma of Early Childhood Education and Care, we have chosen:

- CHCORG428A Reflect on and improve own professional practice
- CHCORG627B Provide mentoring support to colleagues
- BSBLED401A Develop teams and individuals
- CHCORG506E Coordinate the work environment
- CHCINF407D Meet information needs of the community

Then, where family day care students enrol in the Cert III one of the electives will be replaced by Comply with Family day care administration requirements.”
Electives in the Certificate IV and Diploma of Community Services
The CHC42015 Certificate IV in Community Services and CHC52015 Diploma of Community Services are broadly-based qualifications that allow for a broad range of outcomes. They reflect the diversity of work and varied combinations of skills needed in different community services organisations and work roles.

In some cases, outcomes which were previously achieved through separate qualifications (e.g. children’s contact services, mediation, family intake and support, relationship education and telephone counselling) will now be achieved through the selection of appropriate electives from within these broader qualifications. To some extent this reflects existing practice where RTOs were often using the Community Services qualifications rather than the specialised qualifications.

EXAMPLE
To achieve an outcome with a focus on family work, electives like the ones below may be appropriate:
CHCDFV001 Recognise and respond appropriately to domestic and family violence
CHCEDU009 Provide parenting, health and well-being education
CHCEDU011 Work with parents or carers of very young children
CHCFAM001 Operate in a family law environment
CHCFAM003 Support people to improve relationships
CHCFAM009 Facilitate family intervention strategies
CHCFAM010 Provide intervention support to families

Factors contributing to elective choice
Specialisations
Some qualifications allow for different named specialisations. By choosing appropriate combinations of units an individual may complete the program with one or more of the specialisations that are identified in the qualification. Even if there is no named specialisation in the qualification, appropriate selection of electives can provide for specialised outcomes to meet workplace needs.
EXAMPLES

**CHC33015 Certificate III in Individual Support** allows an individual to receive either that generalist qualification or by choosing a specified group of electives (Ageing, Disability or Home and Community he/she could graduate with:

- Certificate III in Individual Support (Disability)
- Certificate III in Individual Support (Ageing)
- Certificate III in Individual Support (Home and Community)

OR

if they choose more than one set of specialised electives they could receive acknowledgement for both specialisations, for example:

- Certificate III in Individual Support (Ageing and Home and Community)

CHC52015 Diploma of Community Services allows an individual to receive either a generalist qualification or by choosing a specified group of electives, he/she could graduate with:

- Diploma of Community Services (Case Management)
- Diploma of Community Services (Social Housing)
- Diploma of Community Services (Statutory & Forensic Child, Youth & Family Welfare)

Many qualifications allow the option of choosing electives to allow for specialisation in one or more areas. See the qualification documents themselves for more information about this.

In choosing a specialisation, the RTO (and the individual) must make sure that it will be possible to actually achieve competency in that area. Often the units require at least some assessment to be undertaken in the workplace. The workplace must be able to offer the opportunity for the student to gain experience within the area of work most relevant to the unit of competency. The Assessment Conditions in the Assessment Requirements for each unit of competency states where assessment must take place and any other conditions. The availability of relevant work placement opportunities may, in some cases, constrain elective choice. For more information about work placements please see the companion volume *Work placement guide*.

**Regulatory requirements**
All units must be considered in the context of regulatory requirements in the particular jurisdiction they are being used. While RTOs must be aware of requirements for all units they deliver, there are some units where particular care needs to be taken.

**EXAMPLE**

There are two medication units which are available as electives in a number of qualifications in the Training Package:

- HLTHPS006 Assist clients with medication
- HLTHPS007 Administer and monitor medications

Jurisdictional requirements do vary and RTOs should research and confirm current requirements before delivery.

**Work role boundaries and scope of practice**

In some areas of the Training Package there are multiple units addressing different aspects of work in a given functional area. Examples of this would include units in the following areas:

- communication
- legal and ethical practice
- policy and research
- medication

This also applies to specialised units.

In all cases individual units of competency have varying levels of complexity and task autonomy. The process of qualification development has ensured that core units are appropriate for the nominated job roles. RTOs need to make judgments about the appropriateness of elective units for those job roles, especially where these are chosen from outside the qualification elective listings or from another Training Package.

RTOs should never base elective decisions on the unit of competency title alone and a detailed review of content is required to make an informed judgment about the most appropriate unit to select.
The application statement in the unit of competency should provide a clear indication about content and scope.

**EXAMPLE**

**Diversity Units**
- CHCDIV001 Work with diversity
- CHCDIV003 Manage and promote diversity

These units are distinctly different from each other, one being about work respectfully with people from diverse social and cultural groups and situations, the other about evaluating and promoting diversity in the workplace and contributing to the planning of diversity policies and procedures.

**Relationships between sectors of work**
Boundaries between many industry sectors are blurring and people are working with different combinations of skills in areas that used to be siloed. In effect, this reflects the often complex and interrelated needs of community services clients. Good connections with industry will ensure that RTOs are aware of crossovers and interrelationship between sectors. This information supports good elective choices.

**EXAMPLE**

**Mental Health and AOD**
People increasingly work with clients with co-existing alcohol and other drugs and mental health issues. Qualifications in each of these areas are structured to support electives choices that reflect those models of work.

**Minimising duplication**
The duplication across units in CHC has been significantly reduced. However, qualification flexibility means that it would be possible to select elective units that cover similar content.

Best practice RTOs will select electives that minimise duplication and provide learners with the broadest range of skills possible.
Developing a training program

What is a training program?
A training program supports the implementation of learning or training strategy. It provides detail about how units of competency will be delivered and how the training outcomes will be achieved.

Training programs usually include:

- the purpose of the training
- the target group, their needs and characteristics
- the target units of competency
- the structure and sequence of the training, including timeframes
- the learning materials to be used
- the resources required, including personnel.

General guidelines to consider when developing a training program include:

| Needs of learners | It is essential that training meets the needs of learners, including an understanding of where the learners are in terms of current skill and knowledge levels and where they have been in terms of past experiences, work and training. Also, there needs to be an awareness of any particular requirements the learner may have such as language, literacy and numeracy (LLN) needs or, if the learner is in a work role, their job requirements and responsibilities. For specific information about identifying learner needs refer to the section titled ‘Establishing and meeting learner needs’.

| Resourcing | When designing training it’s important to consider the resources available for delivery, including personnel, equipment and time. The availability of such resources can impact on how and when content is delivered.

| Common content areas | Sometimes a needs analysis will show that individuals need skills and knowledge that can be found in several units of competency, in which case the content could be addressed in a common learning activity.

| On or off the job training | The training may be on the job (or within a work placement) off the job, or include a blend of both. No matter which mode is adopted, trainers need to work closely with industry to ensure that activities and resources used in training are realistic and transferable to the work context.

| Learning activities | These should meet actual industry conditions and address the standards of performance required by the organisation. It is important to note that every industry and individual workplace has its own set of guidelines, processes, methods and resources and these need to be.
taken into consideration when identifying learning activities to suit a particular audience.

Available learning resources
RTOs will need to examine the learning resources they used for previous versions of these units and qualifications to determine if they can still be used. The unit mapping information in the companion volume *Implementation guide* will be helpful to identify changes that have been made to units. For many units the learning material you have will still be useful provided they have been kept up to date with current approaches and service delivery models. Assessment requirements, however, will be significantly different.

**Resources**

The resources required to deliver a training program include both the materials and items that are the focus of the learning, such as equipment or documents that learners need to know about. When designing training give careful consideration to what happens in a real workplace and also the documents and materials. For example manuals, common workplace forms, policies, procedures and equipment. These items should be included in the learning process as it consolidates the link between training and industry.

Many of the units and qualifications within this training package require workplace assessment which will require some experience of working in that workplace. Many of the qualifications require a work placement for those not already in work in this sector. Many students will complete their programs by a combination of learning in the workplace and learning within a training environment.

If you are delivering the learning program in a workplace there are some issues you will need to consider.

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Is the required equipment accessible at all times or are they used in the organisation’s daily operations? Does equipment need to be altered to meet the additional needs of learners?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Who is available and appropriately qualified to supervise the learner’s undertaking of workplace tasks? Do workplace schedules allow for the supervision and mentoring of learners or do they have to be re-arranged?</td>
</tr>
<tr>
<td>Documentation</td>
<td>Are workplace forms easily accessible? Are they written in a language that the learner understands? Are visual aids available? What forms does the RTO need to supply to the organisation to prepare them for training?</td>
</tr>
</tbody>
</table>
Some units of competency from the CHC Training Package include skills and knowledge that will be difficult to deliver in a real context, for example, skills and knowledge that relate to emergency situations or dealing with unpredictable behaviours.

**EXAMPLE**

The child protection unit CHCPRT012 *Undertake and implement planning with at-risk children and young people and their families* describes the skills and knowledge required to undertake assessments of children and young people and/or families to develop an intervention strategy to reduce the risk of abuse.

Planning a training program for this unit could include a learner working beside an experienced worker. However, that may not be possible for a variety of reasons and it could be very difficult to provide a learner with the full range of contexts and situations that may occur only rarely. Therefore, simulations would need to be added to the workplace assessment to cover the gaps.

Simulated learning environments can work well in such situations. Simulated learning environments should always reflect a real working environment that allows an opportunity for learners to develop skills and knowledge that would usually be performed. Scenarios and case studies can be used to help build a picture of what's real. However, it is important to note that assessors must always follow the assessment conditions of each unit of competency.

**Contextualising units**

Contextualisation of units of competency is about adapting units to suit specific needs. Units of competency define job tasks and the way those job tasks are completed can vary from workplace to workplace. Units of competency may be contextualised to align with different:

- organisations or workplaces
- locations
- equipment
- procedures
- client types/profile
The important point to make is that any contextualisation must not change the intent of the unit of competency. Any modifications made to units of competency ‘must maintain the integrity of industry skill and portability requirements including all legislative licensing and any other regulatory requirements.’

If units of competency are not contextualised industry may not get the learning outcomes that best suit the need. Units need to be contextualised so that performance standards, terminology, facilities, equipment and operating procedures specific to jurisdiction, organisation or learner needs are clearly articulated in the training program.

Examples of contextualisation could include:

- substituting organisation terms for generic terms in the performance criteria, for example, the names of particular workplace policies
- tailoring knowledge requirements to a particular sector or organisation
- making reasonable adjustments to suit learner needs.

**The contextualisation process**

The following process is recommended for contextualising units.

**Step 1:** Determine the units of competency that are relevant to the work of the organisation (which may be all the units in a qualification).

**Step 2:** Identify an industry expert to work with.

**Step 3:** Review and contextualise the entire unit, including the assessment requirements, in collaboration with an industry expert.

**Step 4:** Complete the process by asking: 'How will we know if the task has been done well?'

Also consider:

- Who are the people who support or inform the task (if any)?
- When and for how long the task occurs?
- Where does the task happen?
- What materials, equipment or information are required to complete the task?
### Sample Contextualisation: work legally and ethically

The following is an extract from **CHCLEG001 Work legally and ethically**. The notes in the right column are questions that a trainer could use to start the contextualisation process.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
<th>Contextualisation notes</th>
</tr>
</thead>
</table>
| 1. Identify and respond to legal requirements | 1.1 Identify, access and interpret sources of information about the legal requirements that apply to the work role  
1.2 Identify the scope and nature of own legal responsibilities  
1.3 Adhere to legal requirements in work practice according to workplace policies and procedures and scope of role  
1.4 Recognise potential or actual breaches and report according to organisation procedures | • How will sources of information differ across roles and organisations and sectors?  
• How will the scope of legal requirements differ across sectors (e.g. disability versus aged care) and across jurisdictions (e.g. Queensland versus Victoria)?  
• What are the policies and procedures of this organisation? Where are they kept? How are they organised?  
• What are examples of common breaches in this particular organisation or sector? |

### Sample Contextualisation: family day care

The following is an extract from **CHCECE014 Comply with family day care administration requirements.** The notes in the right column are questions that a trainer could use to start the contextualisation process.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
<th>Contextualisation notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perform administration activities in line with legislative and organisational requirements</td>
<td>1.1 Identify administration practices and requirements of the coordination unit</td>
<td>What are the administration practices? Are they written, or known?</td>
</tr>
<tr>
<td></td>
<td>1.2 Follow organisational processes to update coordination unit regarding changes to families’ contact details and care requirements</td>
<td>What are the processes? Where are they kept? How are they organised?</td>
</tr>
<tr>
<td></td>
<td>1.3 Provide administrative, policy and procedural information to parents in line with organisational requirements</td>
<td>Which administrative, policy and procedural information? How is it provided?</td>
</tr>
<tr>
<td></td>
<td>1.4 Communicate leave</td>
<td>Is this written or oral communication?</td>
</tr>
<tr>
<td>Learning Strategies Guide</td>
<td>Release 3 December 2015</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>arrangements to families, including alternative care arrangements</td>
<td>What are the alternative care arrangements?</td>
<td></td>
</tr>
<tr>
<td>1.5 Monitor the number of children in care in line with legislative limits</td>
<td>What are the legislative limits in the context that this unit is delivered? How are they monitored?</td>
<td></td>
</tr>
<tr>
<td>1.6 Maintain records in a secure and confidential manner</td>
<td>What records are kept? Where?</td>
<td></td>
</tr>
<tr>
<td>2. Record required information using appropriate forms</td>
<td>In what format are receipts and timesheets kept? How are they used and stored?</td>
<td></td>
</tr>
<tr>
<td>2.1 Correctly use receipts and timesheets</td>
<td>What are the legislative requirements around service costs, availability and care arrangements? How are they communicated? Posters? Letters? Orally? In email format?</td>
<td></td>
</tr>
<tr>
<td>2.2 Clearly and accurately communicate service costs, availability and care arrangements for families in line with legislative requirements</td>
<td>What format do attendance records take? How are they completed accurately?</td>
<td></td>
</tr>
<tr>
<td>2.3 Accurately complete attendance records and practices for arrival and departure of a child</td>
<td>What standard forms are used?</td>
<td></td>
</tr>
<tr>
<td>2.4 Accurately record information by using standard forms to record all contact details, parent/carer consents, emergency information, child health and other required documentation</td>
<td>Where are receipts kept? How are they recorded?</td>
<td></td>
</tr>
<tr>
<td>3. Follow organisational requirements for taxation and insurance</td>
<td>What type of schedule? How is it completed? How will the educator remember?</td>
<td></td>
</tr>
<tr>
<td>3.1 Keep receipts and record details to meet audit and taxation requirements</td>
<td>What are the insurance requirements? Who are they provided to?</td>
<td></td>
</tr>
<tr>
<td>3.2 Plan a schedule to ensure timely taxation payments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3 Provide details of insurance coverage required for the home-based child care business as defined by legislation and regulations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Sample Contextualisation: recognising and responding to domestic and family violence

The following is an extract from **CHCDFV001 Recognise and respond appropriately to domestic and family violence**. The notes in the right column are questions that a trainer could use to start the contextualisation process.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
<th>Contextualisation notes</th>
</tr>
</thead>
</table>
| 1. Adopt work practices that support interactions with those affected by domestic and family violence | 1.1 Adopt work practices that reflect the values and philosophies of domestic violence work | • What work practices apply to the specific role, organisation and sector?  
• How would values and philosophies be applied in the specific work context?  
• What are the safety issues that apply to the specific role and organisation?  
• What support processes apply to the specific role, organisation and sector?  
• What are the standards and procedure for the organisation? Where are they kept? How are they organised?  
• What legislative requirements are of particular relevance the job role, organisation and sector? How might they vary across jurisdictions? |
| | 1.2 Plan work practices and access environments that support client and worker safety | |
| | 1.3 Identify and participate in support processes for workers exposed to domestic and family violence | |
| | 1.4 Apply organisation standards and procedures and comply with legislative and statutory requirements | |

---

**Delivering training**

**Establishing and meeting learner needs**

According to the Standards for Registered Training Organisations (RTOs) 2015 all RTOs must have a strategy in place that outlines how it will establish learners’ needs. Establishing the needs of learners can be achieved in different ways – through an informal or formal interview, by completing a questionnaire or pre-training assessment, or combinations of those approaches. Interviews allow for learners to be asked directly about their learning preferences and any additional needs they may have. Other times, the needs of the learner may be self-evident. For example, a learner with a mobility aid may need access to lifts and ramps to access rooms and other facilities. RTOs should cater for learners with additional
needs wherever possible in order to allow these learners to participate in training. This might mean making rooms more accessible or timetabling classes in different rooms that are more easily accessed.

Understandably there will be learners who are embarrassed or self-conscious of their additional needs or current skill levels. Some learners will be adept at masking their additional needs, especially in relation to low levels of language, literacy and numeracy skills. This can be a challenge for trainers and will require appropriate observation and analysis of learners’ progress and implementation of strategies to meet specific learning needs.

For further details about assessing a learner's language, literacy and numeracy skills, refer to the companion volume *Foundation skills*.

Wherever possible, RTOs should provide options for learners with particular needs to participate in training.

**Training for people with a disability**

Under the *Disability Discrimination Act 1992*, the Disability Standards for Education were formed in August 2005. They specify the requirements of education and training providers in ensuring that learners with a disability have access to education and are able to actively participate in learning without experiencing discrimination.

Quality vocational training is often about making adjustments to suit the particular needs of learners. The following information is aimed at assisting trainers and assessors to meet the needs of learners who have a disability in terms of making reasonable adjustments.

**Adjustments in training**

While adjustments can be made to training and assessment procedures, the integrity of the unit of competency and/or qualification must be upheld. Learners still need to achieve the standards that employers and training providers expect. As such, making reasonable adjustments is centred on identifying what adjustments can be reasonably made and how they may be put into place within the learning environment.

A learner with a disability can have training and assessment that is fair depending on the RTO’s attitude, preparation and application of adjustments.

**Attitude**

The attitude of others is often the most significant barrier to people with disability. Most people with a disability will only require small adjustments or supports put in place to ensure
that equitable access to learning and a positive experience. There are many support agencies that can provide advice to trainers who will need to find time to ensure that training meets the needs of all individuals.

Creating or establishing an environment based on respect and understanding is essential to overcoming barriers and difficulties. The use of positive and inclusive language in learning and work resources and documentation can make a significant difference in how disabilities are perceived. For example, use language that refers to the ‘person’ instead of language that identifies people by their characteristics. For example, the term ‘person with disability’ versus the term ‘disabled person’. People should not be identified by what they are unable to do or their physical characteristics.

**Preparation**

RTOs and workplaces need to be prepared to accommodate all learners and make adjustments to accommodate their needs. It is important to identify any functional issues arising from the nature and extent of a learner’s disability. This can be achieved through a formal or informal conversation with the learner and identifying any reasonable adjustment requirements. In some cases, professional support or input from experienced personnel may be required.

**Application**

Reasonable adjustments that have been implemented into the training program need to undergo frequent monitoring and evaluation. This is to ensure that at all times the learner has access to the best environment for continuous learning. Some reasonable adjustments may need improving, reinforcing or may only need to be put in place temporarily. These types of adjustments can be deduced through an informal discussion with the learner. However, if adjustments are substantial or the learner is not acquiring the level of competence required for a unit, a more formal process may be required. This can include:

- the use of performance indicators – the training provider, trainer, learner and workplace should have agreed performance indicators which can be quantified and monitored
- gaining independent support – the involvement of a third party, not connected to the workplace or training provider, may be required
- experimentation – trial and error can be used to find a strategy that works, if the current strategy is not producing required results
- continuing review – formal monitoring processes should be in place to check if adjustments need changing and the degree of change required.
More information on training and assessment for people with additional needs can be accessed on the Department of Education website at http://www.education.gov.au/national-disability-coordination-officer-program. The site includes information about the National Disability Coordination Officer Program and provides useful information, coordination and referral services for people interested or enrolled in a post-school education and training program.

**Clustering**

Clustering involves the grouping of competencies into combinations for training and/or assessment purposes for efficiency to reflect a role or to meet the needs of the enterprise.

The way that skills and information are presented to learners will depend on the context of the learning environment, whether it is on the job, off the job, or blended delivery. Whichever mode, it will sometimes be appropriate to cluster delivery and create single activities that cover aspects of two or more units where common skills and/or knowledge exist. For example, the assessment requirements in many of the units may include knowledge of legal and ethical considerations, for example:

<table>
<thead>
<tr>
<th>Units</th>
<th>CHCCCS016 Respond to client needs</th>
<th>CHCCOM005 Communicate and work in health or community services</th>
</tr>
</thead>
</table>
| Knowledge requirement (extract) | • legal and ethical considerations for working with clients and how these are applied in an organisation and individual practice, including:  
- duty of care  
- dignity of risk  
- human rights  
- discrimination  
- mandatory reporting  
- privacy, confidentiality and disclosure  
- work role boundaries – responsibilities and limitations  
- work health and safety | • legal and ethical considerations in relation to communication:  
- privacy, confidentiality and disclosure  
- discrimination  
- duty of care  
- mandatory reporting  
- translation  
- informed consent  
- work role boundaries – responsibilities and limitations  
- child protection across all health and community services contexts, including duty of care when child is not the client, indicators of risk and adult disclosure |

So it would make sense to cluster when this requirement appears across units rather than repeating the training again and again. It is important to note that even when you cluster you
will still need to meet the requirements of each unit and this will mean covering this knowledge requirement in the context of the specific tasks reflected in individual units.

**OTHER EXAMPLES**

For work outcomes that involve complex family work, you might consider clustering CHCFAM001 Operate in a family law environment with a broader unit addressing legal and practice. An alternative approach would be to cluster the unit with a ‘hands-on’ client service unit.

In community education context, you might consider clustering aspects of a CHCGRP002 Plan and conduct group activities with a unit like CHCEDU009 Provide parenting, health and well-being education.

For crisis support work, you might consider clustering aspects of CHCCCS003 Increase the safety of individuals at risk of suicide, CHCCCS019 Recognise and respond to crisis situations and CHCCCS028 Provide client-centred support to people in crisis for training delivery. In fact, this cluster forms the crisis support skill set.

For more information about clustering, see the Assessment Strategies Guide.

The training plan may also take vocational pathways into consideration, such as in the following example:

**Case Study: Certificate III Individual Support (Ageing Support) and Pastoral and Spiritual Care Skills Set (Large Enterprise RTO)**

“For the new training package we are considering delivering the knowledge components of the units that are core in the Certificate III first so that support workers can grasp the full context of consumer directed care service delivery models and person-centred approaches to supporting clients. We would like as many workers as possible to move from the Certificate III to the skill set because our feedback from clients and families is that this is a service gap at our organisation and we need more support workers to understand how important it is for clients to meet their spiritual, social and emotional needs and to recognise when they are not being met.”
For trainees and apprentices, elective choices are usually included in a training plan.

Standard training plan templates for traineeships and apprenticeships are available from State Training Authorities (STAs), who are responsible for the delivery of apprenticeships/traineeships in their jurisdiction. For further information and resources available, visit the STA website in your state or territory – links are available at: http://www.australianapprenticeships.gov.au/state-training-authorities

Chunking
To ‘chunk’ information is to break down the main information/knowledge block into smaller parts where each part is addressed separately. This makes information easier to follow and understand.

Ideally, no more than five chunks of information should be presented to learners at any given time. The average learner will only retain five to nine different pieces of information at any one time. Time is also important in this regard – learners will retain more information if they are alert and awake. Retention of information also increases if learners are familiar with the concepts covered and terms used and the information is logically sequenced and simple.

Sequencing
Sequencing refers not only to the sequence in which units are delivered but also to the way that information is sequenced or ordered for delivery. Below is a common approach to sequencing the delivery of content:
<table>
<thead>
<tr>
<th>From known to unknown</th>
<th>Once learners’ knowledge and skill levels are established, begin training by covering content that learners are already familiar with and then introduce new material. Learners will be more receptive to new information if it is connected to familiar content.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For example, in groups, learners brainstorm what they know about improvement plans. Once the group shares their answers the trainer provides more detail by providing examples and explaining the components.</td>
</tr>
<tr>
<td></td>
<td>For example, learners discuss their own positive and negative experiences of being a client in a service environment. The trainer then develops this activity to explore service in the particular community services work environment.</td>
</tr>
<tr>
<td>From global to specific</td>
<td>This involves starting with the ‘big picture’ or larger issue and moving towards more specific pieces of information. Learners will gain a better understanding of the specifics if they have an understanding of context and background which comes with examining the issue at a macro level.</td>
</tr>
<tr>
<td></td>
<td>For example, learners are provided with information on drugs – once learners are comfortable with the terminology and content, the trainer can then thoroughly explain aspects such as signs and symptoms of use, how they are administered, drug interactions and effects of prescribed drugs on the use of other drugs etc. The trainer can then also begin to apply the content to particular client situations.</td>
</tr>
<tr>
<td>Beginning from workplace examples</td>
<td>Learners are taught content by working with real or simulated examples from the workplace. Theory is taught alongside the application. This helps gain learners’ interest and grounds theory in the practical.</td>
</tr>
<tr>
<td></td>
<td>For example, learners are shown examples of responses to</td>
</tr>
</tbody>
</table>
allergies – learners are then given information about what to do if they observe a reaction, and some information about the physiological explanations. Learners role-play how to respond.

Activities to develop skills
Well-planned delivery uses a variety of activities to engage learners and facilitate their learning. Well-designed learning activities allow learners to:

- understand the level of performance expected of them, according to industry performance standards and qualification requirements – it is essential that expected levels of performance are made clear
- understand how the training will improve their own work practices and how this relates to their ability to meet industry requirements
- observe a demonstration of the skills or competencies required
- practise the skills or competencies required and receive feedback to improve performance
- review and understand the criteria for evaluation or assessment prior to undergoing assessment or evaluation.

The observation and practise of skills can be carried out in different ways and often includes a variety of settings:

- formal training settings such as classrooms or simulated environments where learners have the opportunity to use equipment and carry out tasks as they would in a workplace
- on the job settings where learners can work beside qualified people to observe and where appropriate, take on real tasks, duties or projects with support available

Activities to develop knowledge
Your delivery plan will also incorporate learning activities that develop knowledge. You will want to ensure that you equip students with knowledge of current approaches, philosophies and service delivery models alongside the specialist knowledge to complete specific work functions. Some qualifications and units are also subject to specific regulatory frameworks that guide the development of knowledge. Examples of this include:

- Family dispute resolution
- Financial counselling
- Marriage celebrancy
Refer to the *Companion volume knowledge strategies guide* for information about knowledge evidence requirements in the Training Package and key sources of information for different sectors.

**Case Study: National Framework for Early Childhood Education and Care**

Margaret – Early Childhood Trainer

‘The Educators’ Guide to the Early Years Learning Framework is a valuable resource for both trainers and Early Childhood educators. It really helped us to get a picture of the framework and how it can be implemented – we started there and incorporated bits of it across various units of competency to make sure that it really underpinned the Early Childhood Educator’s practice.’

**Case Study: How to do you develop resources for knowledge requirements?**

Peter - Experienced Trainer

‘We access the *Beyond Blue* resources for the latest information on **anxiety and depression**. They have many resources in relation to mental health and well being and we can be confident that the information will be current and high quality. They also have resources contextualised to specific industries such as aged care which is really useful and makes our training even more relevant.

For information on **rights or rights based** approaches we access resources from the *Human Rights Commission*. This way we can be sure that we are keeping up to date with terminology and theories.

For **organisation policies and procedures** we have obtained some samples from local employers which we examine with students so that they can experience real examples and see them in the context of a real workplace.

We don’t just do a theory test asking learners to define each knowledge item in the list. We want to know that they can apply it. So we work through the resources to familiarise learners with the concepts and then build case studies where the learners will be required to think and apply that knowledge to various workplace scenarios. This also allows us to see
how issues relate, for example; ‘How might the mental health of an older person be impacted upon if the support worker did not employ a rights-based approach? What would the implications be of not following organisation procedures to the worker, client and the organisation?’ If assessing on the job we might ask the worker to identify a client they thought might be at risk of suffering anxiety or depression and what are the organisation procedures for escalating and/or reporting this concern.

In general terms, there is a shift to rights-based and person-centred approaches to working with clients and client-directed models of service delivery across the community services sector which is reflected in the CHC Training Package. It would be useful to teach students these concepts before they undertake any work placements to ensure they provide services using these approaches.

**Linking knowledge and skill**
The CHC Training Package units of competency and their associated assessment requirements set out what skills and knowledge must be assessed and the sections above have focussed separately on each of these. However, in the real world the graduate needs to be able to integrate their knowledge and their skill. The knowledge evidence within the assessment requirements specifies what the individual must know in order to safely and effectively perform the work task described in the unit of competency. By continually linking the ‘theory’ or knowledge that is being taught with the skill or workplace performance expected the student will be able to better integrate the two and work more effectively. See the case study above.

**EXAMPLE**
The training delivery plan includes a focus on knowledge of the varied coexisting issues with which clients may present. How will the training plan address the related skills? What practical training activities will be needed to develop skills in:

- recognising signs of issues in real people
- communicating with people who present with varied coexisting issues
- solving problems when interacting with real people
- collaborating with others to respond to coexisting issues?
Evaluating the training

The 4 step approach
Best practice indicates that evaluations of training should be conducted, not only at the completion of a training program, but throughout the entire program. As reflective practitioners, trainers should be constantly monitoring their own and learners’ progress and identifying areas requiring further improvement. Evaluations can provide evidence that:

- program inputs (cost, personnel, time, materials and facilities) are being used advantageously and effectively
- training has been effective and met the outcomes
- stakeholders, including learners are satisfied with the outcomes.

Donald Kirkpatrick developed a four level model to determine the effectiveness of training sessions that can equally be applied to evaluate learning strategies and training programs. The four levels of his model are outlined below:

**Reaction**
At the first level, trainers measure how learners reacted to the training program. It is a measure of learner satisfaction and is commonly evaluated by a ‘tick and flick’ sheet asking learners to respond to questions, such as:

- Did participants enjoy the training program?
- Was content covered relevant to their respective job roles?
- Was training material easy to understand?
- Was the trainer engaging?

While it is understood that a positive experience for the learner does not guarantee learning, a negative experience almost certainly reduces the likelihood of learning.

**Learning**
This level attempts to shed light on whether a learner has improved skills and knowledge. This is usually determined by ‘testing’ or assessing learners in some way, such as written or oral questioning or asking a learner to demonstrate a skill. Assessing competency in itself evaluates the success of training. Ongoing assessment throughout the training program will highlight problems with learners’ progress that are likely to impact on completion.
Behaviour
Training strategies and programs set out to change behaviour. For example, rather than learning how to operate equipment more effectively (skills), employers want to see that the individual operates the equipment safely and efficiently to produce accurate results for clients. Similarly, rather than just remembering hygiene policies, employers want to see individuals applying the policies to their work. Some of this behaviour change depends on the learning program and some depends on the workplace itself. Kirkpatrick believes that for behaviour to change, the person must:

- want to change
- know what to do and how to do it
- work in the right environment
- be rewarded for changing.

The first two requirements can be met in a training program. The remaining two are dependent on the workplace conditions. For existing workers undertaking training, self-assessment by the learner provides useful evaluation data to determine if the learners feel the training will change the way they do things in the workplace. This can be confirmed by consultation with management following training. For pre-employment training this may be evaluated by determining if the learner obtained and maintained employment following the training.

Results
The final level attempts to measure training effectiveness in terms of successful outcomes for learners as well as meeting skill needs of industry. In other words, measurements at this level are expressed in terms of increased productivity, increased quality of work, cost savings and reduced time of work from decrease in frequency of accidents and injuries. These are really the measures for a return on investment in training which are often more difficult to evaluate.

RTOs provide both pre-employment and existing worker training and it is not always possible to measure the true impact of their training on the workplace. However, by maintaining close links with local employers this impact will be easier to determine and should become more evident during consultation and validation processes. For example, an assessment validation with a local employer might result in the employer recommending the inclusion of an assessment activity on ‘tripping in the workplace’ because this is the largest number of incidents they experience.
Furthermore, while it is important to evaluate the progress of learners in developing skills and knowledge it is also important to evaluate the outcomes for learners. Good practice would include the RTO evaluating itself in terms of:

- Did training and assessment match industry needs?
- Was the training relevant and transferrable to workplace?
- Does the RTO have strong links with employers?
- What were the outcomes of industry consultation and validation of learning and assessment resources?
- What were the outcomes for learners in terms of employment?

This results in a win/win for all parties:

- The learner gets and keeps employment
- The employer seeks graduates from the RTO because they know that the RTO has consulted and validated with them in order to meet their labour force needs
- The RTO is more competitive and attracts learners because a reputation is built that graduates have a good chance at employment
References


Standards for Registered Training Organisations (RTOs) 2015