

**Worked example of a Training and Learning Plan for a course delivering only non-accredited training<sup>1, 2</sup>**

**Preliminary details**

<b>Course<sup>3</sup> name</b>	Developing Oral Communication and Problem Solving Skills for Work and Vocational Pathways
<b>Course number<sup>4</sup></b>	1
<b>Type of training</b>	<input checked="" type="checkbox"/> Non-accredited FSK module/s <sup>5</sup> <input type="checkbox"/> Accredited FSK unit/s. <input type="checkbox"/> A combination of non-accredited module/s and accredited FSK unit/s. <input type="checkbox"/> A combination of accredited FSK and industry-specific units. <input type="checkbox"/> A combination of non-accredited FSK modules, accredited FSK unit/s and accredited industry-specific unit/s. <input type="checkbox"/> A combination of non-accredited FSK module/s and accredited industry-specific units.
<b>Who will deliver and assess the accredited training (if applicable)<sup>6</sup>?</b>	<input checked="" type="checkbox"/> Not applicable, only non-accredited modules will be delivered. <input type="checkbox"/> The applicant organisation is a registered training organisation (RTO) with the relevant units on its scope of registration. <input type="checkbox"/> The joint project partner is an RTO with the relevant units on its scope of registration. <input type="checkbox"/> An auspicing arrangement has been established with an RTO with the relevant units on its scope of registration.

<sup>1</sup> Note: this is intended as an example of a satisfactory response to the relevant assessment criteria. It is not intended to be an example of an outstanding response.

<sup>2</sup> This example is based on an example developed by the South Australian Government Department of Skills and Industry.

<sup>3</sup> A course refers to a series of structured classes, workshops or training sessions designed to develop the foundation and work-ready skills of participants.

<sup>4</sup> If you are offering more than one course to participants in your project, please allocate this course a number e.g. Course No. 1. Please use a separate template for each course.

<sup>5</sup> A module refers to a single unit of non-accredited training that is based on a unit of competency from the FSK Training Package. For more information about the FSK Training Package see the [Foundation Skills Training Package Implementation Guide v1.1](#)

<sup>6</sup> RTOs are responsible for ensuring accredited training and assessment is conducted by appropriately qualified practitioners and complies with the relevant requirements in the *Standards for Registered Training Organisations 2015*. In some cases RTOs may need to use team-based or collaborative approaches to bring together all the necessary skills and knowledge to train and assess the full range of skills within a program of accredited training.

## Course outline

Module/element <sup>7</sup> description	Unit of competency (code and title) to which the module/element relates
1. Identify problems affecting own work	FSKLRG02 – Identify strategies to respond to basic workplace problems
2. Propose problem solving strategies	

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<sup>7</sup> Elements describe the essential outcomes. In this worked example, each module is mapped to [i.e. uses as its basis] an element of the unit of competency. See <https://training.gov.au/Training/Details/FSKLRG02>

<p><b>Provide a summary of the tutor's/ trainer's approach to delivering the course.</b></p>	<p>The tutor will:</p> <ul style="list-style-type: none"> <li>• effectively communicate with participants to inspire and assist them with their mastery of learning</li> <li>• construct appropriate course activities that will assist participants to follow instructions and problem solve strategies for their personal learning and development</li> <li>• assist participants to plan solutions to simple problems in a group learning environment leading them towards independent mastery.</li> </ul> <p>The tutor who will deliver this ACE course will possess skills and knowledge in oral communication and facilitating problem solving.</p> <p>Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed will be used.</p>
<p><b>Provide an outline of the skills, knowledge and attitudes the course is designed to develop and how the tutor/ trainer will achieve these learning objectives.</b></p>	<p>This ACE course is designed to develop the following skills, knowledge and attitudes:</p> <ul style="list-style-type: none"> <li>• use strategies to seek assistance and/or information</li> <li>• negotiate to find common ground</li> <li>• resolve minor disputes with others</li> <li>• seek and respond positively to advice</li> <li>• identify sources of support and advice when solving problems.</li> </ul> <p>These and other skills identified, as needed by participants, will be taught which can be transferred into a workplace and/or further training situation.</p> <p>Throughout the course, learning and practice opportunities will be provided to enable participants to develop proficiency in the use and application of this content. Each participant will receive the support and mentoring needed to enable him/her to apply this learning to their own contexts. Each will be supported and encouraged to review their experiences both within and external to the course delivery so that feedback and advice can be offered to maximise the learning experience.</p>

<p><b>What foundation skills<sup>8</sup> will be taught and how will they be embedded in the course?</b></p>	<p>The following foundation skills will be embedded into all course learning activities:</p> <p><b>Oral Communication</b></p> <ul style="list-style-type: none"> <li>• Asks for assistance from trainer or supervisor</li> <li>• Follows short, explicit instructions or direction</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Proposes strategies to respond to basic problems</li> </ul> <p>Participants will be supported to develop and apply their oral communication and problem solving skills to:</p> <ul style="list-style-type: none"> <li>• communicate with the tutor/mentor their interpretation of the issues which led to the problem</li> <li>• apply a strategy or strategies to address and solve identified problem/s</li> <li>• discuss and review the feedback provided by tutor/mentor to the participant in regard to how the identified problem was addressed</li> <li>• find information and/or support to deal with problems.</li> </ul> <p>Participants will also be encouraged and supported to practise these skills both within and external to the course learning environment, so that each individual is transposing the learning into their own life contexts.</p>
<p><b>Provide a summary of the course activities.</b></p>	<p>The intent is to deliver learning activities and information to lead participants towards asking simple questions and making statements with reasonable effectiveness where this involves short utterances and highly familiar content. Activities will enable participants to learn and practice language appropriate to some different audiences and interactional purposes (e.g. gives an opinion or explanation, makes an enquiry or seeks clarification).</p> <p>Activities will be designed to enable participants to engage in:</p> <ul style="list-style-type: none"> <li>• questioning techniques</li> <li>• following instructions</li> <li>• communication techniques – listening and speaking</li> <li>• strategies to problem solve</li> <li>• ability to respond positively and courteously to feedback and suggestions/directions</li> <li>• participate in class and small group conversation on familiar topics.</li> </ul>

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<sup>8</sup> i.e. language, literacy, numeracy and employability skills that are required for competent performance. Employability skills include: communication, planning and organising, problem solving, learning, team work and technology.

Participants will be shown how the skills and knowledge attained can be transferred to a range of contexts including the learning environment, seeking information from service providers, work and social contexts and personal activities such as shopping and catching public transport.

The intent of the oral communication course is to give participants knowledge, skills, strategies and the capability to use their learning and apply it within their everyday lives to function with increased independence and participate more fully within their community.

The following is a sample of the intended learning activity sessions:

**Session 1:**

- Introduction to the course.
- Get to know each other activity.
- Site inspection of the Community Centre.
- The importance of using language accurately.
- Communication is more than words – examples.
- Getting language right and getting it wrong.
- Formulaic greetings and farewells.

**Session 2:**

Revise previous session and make the link to connect this session to the work already covered.

- The art of questioning
  - Seeking information
  - Seeking clarification
  - Asking for assistance
- YouTube video: Asking Questions in English | Question Structure | Fix Your Grammar Mistakes!  
<https://www.youtube.com/watch?v=t4yWEt0OSpg>
- Practise questioning techniques.
- Discuss contexts in which participants have needed to ask questions and the sorts of questions they have needed to ask – contextualise specifically to learner’s own needs.
- Ask participants to consciously during the coming week, take note of the questions they ask, to whom, where and the responses they receive to discuss at the next session.

**Session 3:**

	<p>Revise previous session and make the link to connect this session to the work already covered.</p> <ul style="list-style-type: none"> <li>• Collect information from participants of the questions asked during the previous week. Utilise this information to demonstrate the most effective wording for asking the questions posed. Practise posing questions that suit the contexts the participants have identified.</li> <li>• Introduce the concept of body language with oral language.</li> <li>• Pose the question – “What do you do when you do not get the information you are seeking when you ask a question?” Develop the concept that using the right wording matters.</li> <li>• Introduce problem solving strategies for rephrasing questions and how to deal with situations in which the question has not enabled the participant to gain the information he/she is seeking.</li> <li>• Ask participants to, during the coming week, identify any problem solving techniques they have naturally developed to accommodate situations in everyday life. Aim to assist participants to recognise how they already deal with such situations and how they may be able to develop more effective methodologies/ strategies.</li> </ul>
<p><b>Outline the delivery methodologies that will be used to reinforce participant learning.</b></p>	<ul style="list-style-type: none"> <li>• Direct instruction.</li> <li>• Facilitator to provide information and examples to participants.</li> <li>• Video.</li> <li>• Facilitator to show relevant visual texts as a conduit to discussion and reinforce learning</li> <li>• Partner/small group work.</li> <li>• Facilitator to promote the opportunity for participants to engage with each other and put into practice the content they are learning.</li> <li>• Facilitated discussion.</li> <li>• Facilitator to lead whole class discussion, demonstrating the teaching content for participants to imitate and transpose into their own personal style.</li> <li>• Participants will also be permitted to access own familiar learning support resources, if they desire and where appropriate.</li> </ul>
<p><b>Outline the assessment methodologies that will be used to reinforce participant learning.</b></p>	<p>Observation: Facilitator to observe skill development as demonstrated within the group and record outcomes on Observation Checklist</p> <p>Course Activities: Facilitator to promote full participation in all class activities, oral, written and conversational (partner and small group activities)</p>
<p><b>What assessment will be undertaken with participants?</b></p>	<p>Formative assessments, given throughout the learning process, to determine how participants are progressing towards their learning goals. Continuous assessment and feedback will be given to each participant complimenting their effort, achievement and progress. It is intended that the feedback provided, as well as being</p>

	encouraging and supportive, will align specifically to the skills and knowledge being taught and the manner in which each participant demonstrates their learning while engaged in the activities. Progress will be recorded on an Observation Checklist.
<b>Provide additional information about how this course relates to other courses that will be offered through this project (if applicable).</b>	This course will be delivered prior to Course 2: Developing Digital Technology Skills for Learning. Course 1 will utilise digital technology, where possible and appropriate, in some of the problem solving activities. In Course 2 participants will apply their developing oral communication and problem solving skills to using digital technology typically found in a learning or training environment.
<b>Provide any other information you consider necessary for the ACE Evaluation Panel to assess the likelihood that this course will deliver quality adult education outcomes.</b>	