

Professional Development Services

Webinars, Workshops & Discovery Programs

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Digital Capability delivers a range of webinars, workshops, discovery programs or small group mentoring sessions based on the topics / themes outlined in this document in the following formats:

| Delivery Mode | Description |
|---|---|
| Webinars | <ul style="list-style-type: none"> • Online delivery where participants attend via a computer, laptop, tablet or mobile device • Delivery lengths can vary from 45 mins to 3 hours • One off webinars or as part of a series of webinars |
| Workshops | <ul style="list-style-type: none"> • Face to face delivery where participants attend on site or at a specific venue • Delivery lengths can vary from 3 to 6 hours • One off workshops or as part of a series of workshops |
| Dual Delivery sessions | <ul style="list-style-type: none"> • Participants have the option of attending either on site/at a venue or via their computer, laptop, tablet or mobile phone • Delivery lengths can vary from 3 to 6 hours • One off sessions or as part of a series of sessions |
| Blended Delivery Discovery Programs | <ul style="list-style-type: none"> • Online action learning program delivered through a series of 7 x 1.5 hr webinars, plus pre and post online activities and communications (discussion forums, follow-up emails etc) via a Learning Management System which role models effective online learning strategies • Participants undertake a series of activities which enable them to embed improved pedagogical practice based on a key area or theme through an action-based project relevant to their teaching program or leadership area |
| Blended Delivery Discovery Programs Lite | <ul style="list-style-type: none"> • Online action learning program delivered through a series of 7 x 1.5 hr webinars, plus pre and post online activities and communications (discussion forums, follow-up emails etc) via a Learning Management System which role models effective online learning strategies • Participants undertake a series of activities which enable them to embed improved pedagogical practice based on a key area or theme through an action-based project relevant to their teaching program or leadership area |

Digital Capability also offers the **development of new workshop/webinar/discovery program resources** – development includes training resources, flyer, presentation slides, session plan and where relevant, supporting resources.

Topics within this document which are highlighted in yellow still need to be developed, and may attract an additional development fee.

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Webinars/Workshops

Enhancing Online Training

| Capability Area | Topic |
|--|---|
| Delivery modes and environments Digital literacy - Practical Know-how | Implementing the 5 Stages of eFacilitation <ul style="list-style-type: none"> • What are the 5 Stages of eFacilitation and how do they support effective online training? • Identifying the strategies needed at each Stage to ensure your online training is a success • Creating a training program overview using the 5 Stages of eFacilitation |
| Delivery modes and environments Digital literacy - Practical Know-how | Creating great online resources using adult learning and instructional design principles <ul style="list-style-type: none"> • Unpacking the adult learning principles and how they influence online resource design • Online resource design strategies based on instructional design principles and using action mapping processes • Using good design strategies to create and evaluate online resources |
| Delivery modes and environments Digital literacy - Practical Know-how | Critiquing and contextualising existing online resources <i>(Alternative title: Reviewing and updating third party online resources)</i> <ul style="list-style-type: none"> • Key criteria for reviewing existing online resources for specific learner cohorts • Easy to use graphic design tools and principles to update existing resources • Updating existing online resources without breaching Copyright |

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| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Shake up your online training - Ways to engage students online so you're not doing all of talking</p> <ul style="list-style-type: none"> • Which online activities constitute effective educational participation • The importance of implementing active learning activities • Ways live online delivery which can be shortened or shifted • Which online activities can you change so you are not doing all of the talking |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Things need to change with my online training - How do I get started?</p> <ul style="list-style-type: none"> • Which parts of a training program can be delivered differently using available e-tools and techniques? • The importance of using engaging online activities which allow learners to apply their learning • Ways how to engage their learners online, both synchronously and asynchronously • Ways to continue to find ways to enhance your online training delivery |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Ways to fine tune online student engagement</p> <ul style="list-style-type: none"> • What aspects of online delivery are working with your learners and why? • Different strategies and/or tools to help improve current online delivery • Solutions for common issues or concerns when delivering online training • Ways to continue to resolve issues and/or get support when other challenges arise |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Leveraging your online training experience to further engage students</p> <ul style="list-style-type: none"> • What did you learn from teaching online in 2020? • What are other educators doing which I could learn from? • Action learning and action learning methodologies • Different online delivery models and activities |

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| | <ul style="list-style-type: none"> • Doing a Session Plan Stocktake • Continuing to develop your online training skills |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Blended training is a must (& here's how to get it right)</p> <ul style="list-style-type: none"> • Understanding the different 'modes' of blended training • Strategies for developing autonomous students • Techniques for enabling student connectedness • Ways to get blended training right |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Online activities which make even the dullest content engaging</p> <ul style="list-style-type: none"> • Is some content just prone to being boring? • How can you make even the most boring content engaging? • How to use the art of story telling • Social learning tools and techniques • Leveraging alternative learning environments • Other ways to move from boring to relevant |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Using quiz-based activities to gauge learner knowledge and enhance engagement</p> <ul style="list-style-type: none"> • Understand the benefits for using quizzes for gauging learning / engaging learners • Examine how quizzes can be used to gauge learning / engage learners • Determine which quiz tool is best suited for which quiz activity type • Explain the steps needed to create quizzes |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Delivering theory effectively online</p> <ul style="list-style-type: none"> • How are you delivering theory online now? • Delivering the right amount of theory • Teaching applied theory online using active learning strategies |

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| | <ul style="list-style-type: none"> Teaching the right theory online |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Enhancing training with e-tools and techniques</p> <ul style="list-style-type: none"> Why enhance your training using e-tools and e-techniques? Easily accessible e-tools which enable learners to be involved in their own learning Leveraging alternative learning environments using e-technologies Examples from the field to move training from boring to relevant |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Why blended training is the new black</p> <ul style="list-style-type: none"> Different types of blended training available Benefits of using blended training Tools and techniques which support learner autonomy and build student connectedness Best strategies to use when delivering blended training |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Session Planning: Moving face to face training to engaging webinars</p> <ul style="list-style-type: none"> Selecting a range of online activities/tools based on existing face to face training sessions to create an engaging webinar How to adapt or source existing content for use in a webinar session Planning a webinar session which incorporates activities which supports learners between webinars |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Tips for training and assessing online</p> <ul style="list-style-type: none"> Draw healthy boundaries for working online Set up the right systems for working online Work smarter through effective online training and assessing strategies (and how to encourage your learners to do the same!) Maximise the pros and manage the cons of training and assessing online |

Digital literacy and digital leadership

| Capability Area | Topic |
|---|--|
| Capability development Digital literacy - Practical Know-how | <p>Digital literacy skills every Cert IV TAE Trainer should develop in their students</p> <ul style="list-style-type: none"> • Pre-empting possible digital literacy gaps in Cert IV TAE students • Strategies for addressing identified digital literacy gaps in Cert IV TAE students • Unpacking the digital literacy skills that every Cert IV TAE graduate needs • Strategies to ensure the right digital literacy skills are developed during each student's Cert IV TAE training |
| Leadership Digital literacy - Practical Know-how | <p>Systems, support and leadership trainers need to effectively use a range of digital technologies</p> <ul style="list-style-type: none"> • Why trainers need the right systems, support and leadership to effectively use a range of digital technologies • Case studies of how other training organisation are providing the right systems, support and leadership to support their trainers effectively use a range of digital technologies • How to use internationally recognised digital capability frameworks to strength an RTO's systems, support and leadership of their trainers' use of a range of digital technologies |
| Leadership Digital literacy - Practical Know-how | <p>Leading your team's digital skills development to meet industry needs, and to support contemporary training approaches</p> <ul style="list-style-type: none"> • Understanding current and future digital skill needs to inform training products and delivery which meet industry's needs • Analysing educators' existing digital skills to inform digital skills development strategies • Planning and implementing educator digital skill development approaches |

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| <p>Learning resources</p> <p>Digital literacy - Practical Know-how</p> | <p>Digital content: What can I use, and when? (Digital media literacy skills)</p> <ul style="list-style-type: none"> ● What is already out there? <ul style="list-style-type: none"> ○ Licensed products ○ Copyright, Creative Commons and public domain digital media ● Editing and re-purposing images, video, audio, ppts, infographics, interactive content ● Acknowledging and attributing ● Starting from scratch – what’s possible with the software I already have? ● Moral digital rights – yours and your students |
| <p>Student success</p> <p>Digital literacy - Digital knowledge</p> | <p>Developing your students’ digital literacy skills in a digitally disrupted world</p> <ul style="list-style-type: none"> ● Why do you need to develop your students’ digital literacy skills? ● Preparing to implement digital literacy development activities ● Strategies for developing your students’ digital literacy ● Ensuring students work successfully and safely online ● Ways to guide and let go |
| <p>Learning approaches, Delivery modes and environment</p> <p>Digital literacy - Digital knowledge</p> | <p>Successful practices which develop good digital literacy</p> <ul style="list-style-type: none"> ● What does a digitally literate teacher look like? (Beetham & Sharps Pyramid Model – I am, I do, I can I have) ● What does digital literacy look like in my area? ● Professional currency activities I could engage in to build my digital literacy ● Adopting the "SAMR" model (Substitution, Augmentation, Modification, and Redefinition) into my practice ● Accessing existing support and resources |
| <p>Currency</p> <p>Digital literacy - Digital</p> | <p>Myth busting: Unravelling the good, the bad and the ugly about teaching online</p> <ul style="list-style-type: none"> ● The pros and cons of teaching online |

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| <p>knowledge</p> | <ul style="list-style-type: none"> ● Getting your head into 'The Cloud' (SAAS etc), and around Cookies and Algorithms ● Cyber security and safety as well as cyber well-being ● Digital identity and reputation management ● Protecting digital assets ● The legalities and ethics of being online ● Digital policies, procedures, guidelines and regulations |
| <p>Learning approaches, Delivery modes and environments</p> <p>Digital literacy - Digital mindset and mastery</p> | <p>Advanced online facilitation</p> <ul style="list-style-type: none"> ● When and how to use advanced facilitation techniques ● Gamification / Online quests ● Branching and immersive content (H5P) ● Badges / Micro-credentialing ● Digital simulations (AR/VR) ● Critically evaluating e-tools for advanced facilitation |
| <p>Planning Development</p> <p>Digital literacy - Digital knowledge</p> | <p>Copyright – Much more interesting than you think</p> <ul style="list-style-type: none"> ● Why is knowing about Copyright so important? ● What can and what can't I do? ● Ways to source and use other people's content correctly ● Final considerations |
| <p>Currency</p> <p>Digital literacy - Practical Know-how</p> | <p>Improving Your Online Professional Profile</p> <ul style="list-style-type: none"> ● Why is now a good time to working on your online professional profile? ● What constitutes a good online professional profile? ● Where should you have your online professional profile? ● How do you maintain your online professional profile? ● How do you know it's worth it? |

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| <p>Currency</p> <p>Digital literacy - Practical Know-how</p> | <p>Being digitally savvy through online communication, collaboration and participation</p> <ul style="list-style-type: none"> • Safe and ethical behaviour in a digitally obsessed world (digital etiquette) • How to run digital meetings • How to facilitate online collaborative discussions/digital networks/digital communities of practice – Yammer / Online Groups • Using private communication tools – SMS, Text chat, IM • Online collaborative tools: online calendar, Gdrive/Office 365, blogs/wikis, Trello/Slack • How to help students to the above |
| <p>Planning, Development</p> <p>Digital literacy - Digital mindset and mastery</p> | <p>Adopting an adaptive mindset to realise your digitally innovative ideas</p> <ul style="list-style-type: none"> • Creative methods needed for adopting an adaptive mindset • Agile and MoSCoW digitally innovative project management techniques • Online collaborative and tracking tools • Analysing and managing digital risks • Using data analytics in digital innovative pitches and business cases • Communicating a digitally innovative ideas and getting buy-in |
| <p>Continuous improvement</p> <p>Digital literacy - Digital mindset and mastery</p> | <p>Undertaking digital research</p> <ul style="list-style-type: none"> • Setting digital research goals • Open data and e-journals • Analysing data using spreadsheets, graphs, tables • Data visualisation and infographics • Collaborating with others online • Preparing a digital research brief • Presenting a business case for change, improvement / new technology |

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| <p>Continuous improvement</p> <p>Digital literacy - Digital mindset and mastery</p> | <p>Leading digital innovation and succeeding</p> <ul style="list-style-type: none"> • Becoming an influencer • Developing innovative leadership skills and techniques • Using digitally amplifying techniques and communication strategies • Fostering innovative team members • Getting buy-in • Celebrating outcomes |
| <p>Leadership</p> <p>Digital literacy - Digital mindset and mastery</p> | <p>Leading the evidencing of educational participation</p> <ul style="list-style-type: none"> • Key principles for facilitating online to ensure engaging training and compliant assessing while evidencing educational participation • Advising educators/trainers on the best ways to facilitate and capture educational participation when delivering online • Supporting educators/trainers to effectively develop and use organisational online environments to ensure an engaging learning environment while capturing educational participation |
| <p>Currency</p> <p>Digital literacy - Digital knowledge</p> | <p>Industry 4.0: What every teacher should know about how industry is being digitally disrupted</p> <ul style="list-style-type: none"> • The future of work and living - and how your industry is changing: Analytics, robotics, AI, automation, social media, mobile devices, cloud computing, IoT, virtualisation, visualisation • Skills needed to successfully work in digitally disrupted industries • How does this impact learning and assessing in digitally disrupted industries? • Ways to stay informed and current |

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| <p>Learning resources</p> <p>Digital literacy - Practical Know-how</p> | <p>Creating content in Moodle (LMS) books, block and pages</p> <ul style="list-style-type: none"> ● Using UX (User experience) design and usability principles ● Creating content which meets all learners' needs <ul style="list-style-type: none"> ○ inclusivity / digital divide ○ accessibility ● Using the Moodle WIZIWIG and basic HTML ● Creating hyperlinks and embedding objects (using embedded code) ● Troubleshooting and problem-solving content creation issues |
| <p>Attendance and participation, Student communication, Student success</p> <p>Digital literacy - Practical Know-how</p> | <p>Making the most of Moodle (LMS) reports and logs</p> <ul style="list-style-type: none"> ● Tracking student progress using reports and logs ● Getting the most out of the Gradebook ● Surveying, polling and feedback in Moodle (LMS) ● Monitor and demonstrate student engagement ● Communicate with students via Moodle (LMS) ● Dashboards, spreadsheets and data visualisation |

Online Course Design

| Capability Area | Topic |
|--|--|
| Planning Development Digital literacy - Practical Know-how | <p>Shifting your content online</p> <ul style="list-style-type: none"> ● Getting the online learning design right ● Analysing existing content for use in an online environment ● Converting content and activities to suit an online environment ● What options do I have, other than a Learning Management System (LMS), where my students can access online content and activities? ● Managing some of the techie and legal stuff - technical standards, web accessibility, Copyright etc |
| Planning Development Digital literacy - Practical Know-how | <p>How to take existing content and effectively put it online</p> <ul style="list-style-type: none"> ● Determine what existing content is available which could be effectively used online ● Understand how to convert existing content for an online course ● Plan ways to effectively put existing content into an online course |
| Planning Development Digital literacy - Practical Know-how | <p>Nailing online training design – Using the right online content with the right online activities to build the right skills</p> <ul style="list-style-type: none"> ● Adopting online learner experience principles ● Utilising action mapping to ideate effective online environments, and ● Designing storyboards for key stakeholder input |

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| Planning Development Digital literacy - Practical Know-how | <p>Designing online quizzes for VET students: The when, the what and the how</p> <ul style="list-style-type: none"> • When the best time is to incorporate online quizzes into your online training course • What online quiz question works best in which situation; and • How to write effective online quiz question |
| Planning Development Digital literacy - Practical Know-how | <p>Flipped Learning Design: More than just flipping the content</p> <ul style="list-style-type: none"> • What is 'Flipped Learning'? • Why 'Flip'? • Critical aspects of implementing 'Flipped Learning' • Tools to get started • Key considerations when implementing 'Flipped Learning' • What are others doing? |
| Planning Development Digital literacy - Practical Know-how | <p>Online Learning Design: From unpacking a unit of competency to selecting the right activities and assessment</p> <ul style="list-style-type: none"> • Understanding the action mapping process • Tools and techniques for unpacking a unit of competency • Creating online course storyboards • Trialling and reviewing online teaching programs |

Assessment (including assessing online)

| Capability Area | Topic |
|---|--|
| Quality assessment | <p>Assessment for learning</p> <ul style="list-style-type: none"> ● Build learners' skills and knowledge ● Provide 'feed forward' feedback ● Develop self-assessment, peer assessment and/or reflective thinking skills |
| Assessing online Digital literacy - Practical Know-how | <p>Assessing online and still being compliant</p> <ul style="list-style-type: none"> ● What can be assessed online? ● What is needed to assess online? ● Reviewing assessment requirements, documentation and tools ● Managing the online assessment process ● Managing student evidence and the risk of assessing online |
| Assessing online Digital literacy - Practical Know-how | <p>Using webinars or virtual rooms when face to face assessing is no longer an option</p> <ul style="list-style-type: none"> ● What assessing can I do in a webinar / virtual room? ● What do: <ul style="list-style-type: none"> ○ I need to get started? ○ learners need to get started? ● Ways to quickly convert existing assessment tools for a webinar / virtual room environment ● Key considerations for ensuring a fully compliant assessment environment ● Managing assessment evidence via webinars or virtual rooms |

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| <p>Assessing online</p> <p>Digital literacy - Practical Know-how</p> | <p>Assessing using webinars</p> <ul style="list-style-type: none"> • Benefits and efficiencies of using webinar rooms for assessment purposes • Teacher and student requirements when using webinar rooms for assessment purposes, including meeting WHS and other requirements • Which webinar tools and techniques best suit which assessment situations • Managing assessment evidence using webinars |
| <p>Assessing online</p> <p>Digital literacy - Practical Know-how</p> | <p>Assessing (incl RPL) using live streaming and video recordings</p> <ul style="list-style-type: none"> • Understand the benefits and efficiencies of assessing using visual technologies for assessment purposes • Understand and implement assessor and student requirements when using visual technologies for assessment purposes, including ensuring compliance, and meeting WHS and workplace requirements • Identify which visual technologies suit which assessment situations • Determine how to manage assessment evidence using visual technologies |
| <p>Expert Assessing</p> | <p>Advanced Assessment Practices</p> <ul style="list-style-type: none"> • Validation of assessment judgements • RPL • Advanced assessment strategies eg Workplace assessment, work placement assessing |
| <p>Assessing RPL</p> | <p>Designing and developing RPL tools and processes made easy(ish)</p> <ul style="list-style-type: none"> • The pros and cons of offering RPL • Unpacking a unit of competency when designing an RPL tool • Implementing user-friendly RPL systems and processes |

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| Assessing RPL | <p>Assessing RPL with confidence</p> <ul style="list-style-type: none"> • What does competency look like when assessing RPL? • Using a range of RPL assessment strategies to deem a candidate competent • Gathering and managing RPL evidence and documentation |
| <p>Assessing online</p> <p>Digital literacy - Practical Know-how</p> | <p>Managing plagiarism and cheating for online assessments</p> <ul style="list-style-type: none"> • Understand the important of authenticating online assessment evidence • Learn about how to establish (or benchmark) processes for managing plagiarism and cheating for online assessment • Have the opportunity to pose questions to an experienced online assessor about managing the risk online assessment |
| <p>Assessing online</p> <p>Digital literacy - Practical Know-how</p> | <p>Why students cheat/plagiarise, and how to avoid this happening</p> <ul style="list-style-type: none"> • Why preventing cheating/plagiarism is every educator's / RTO's responsibility • Strategies to support academic integrity which helps to avoid cheating/plagiarism • Why plagiarism checkers are not the only line of defense for cheating/plagiarism |
| Assessment | <p>Assessment evidence - What types for which criteria?</p> <ul style="list-style-type: none"> • Reasons why collect the right types of evidence to demonstrate competence is important and describe the different forms of assessment evidence • Analysing units of competency to determine what types of evidence should be collected to demonstrate competence • Advantages of using LMS Gradebook for collecting and managing assessment evidence |
| <p>Assessment</p> <p>Digital literacy - Practical Know-how</p> | <p>Collecting the right online assessment evidence</p> <ul style="list-style-type: none"> • Importance of collecting the right online assessment evidence, and the implications of not doing this • Right types of online assessment evidence for different online assessment situations |

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| | <ul style="list-style-type: none"> • Determining how to authenticate a student's online assessment evidence, then manage and store this evidence to meet different requirements |
| Assessing online Digital literacy - Practical Know-how | <p>Eportfolios - your Saviour to Workplace Assessing - Yay! (Sway)</p> <ul style="list-style-type: none"> • What is an eportfolio? Why would you get students to use one? • Sway eportfolio • Stories from the field • Key considerations when using Sway eportfolio for workplace assessing • Sway eportfolio resources and how tos |
| Assessment | <p>Part 1: Assessment in VET - The foundations</p> <ul style="list-style-type: none"> • The foundations for good assessment design • What influences assessment activities • Unpack a unit of competency to determine assessment requirements |
| Assessment | <p>Part 2: Assessment in VET: Designing and undertaking</p> <ul style="list-style-type: none"> • Determine appropriate assessment activities to meet requirements • Design the assessment tool • Prepare the conditions for undertaking an assessment activity • Validation • Deliver |
| Assessment | <p>Part 3: Assessment in VET: After the event</p> <ul style="list-style-type: none"> • Making objective assessment judgements • Understanding the importance of resulting • Understanding the assessment validation of assessment judgements process |

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| <p>Assessment</p> <p>Digital literacy - Practical Know-how</p> | <p>Designing online quizzes: Do's, dont's and must haves</p> <ul style="list-style-type: none"> ● Which parts of a teaching course lend themselves to be online quizzes ● Which online quiz question could be used on which occasion? ● The key components of designing an online quiz to effectively assess a learner's knowledge and provide feedback ● Plan how to incorporate online quizzes into a teaching course and get it right |
| <p>Assessment</p> | <p>Ensuring third party resources and assessment tools are compliant</p> <ul style="list-style-type: none"> ● Why use third party assessments? ● What happens if assessment tools are non-compliant at an ASQA/Regulator audit? ● What qualification/unit requirements need to be considered when selecting third party assessment tool? ● Evaluating and comparing third party assessment tools to meet these requirements ● Tips and tricks to ensure you select the right materials or for updating your existing third party assessments |
| <p>Assessment</p> <p>Digital literacy - Practical Know-how</p> | <p>Reducing the risk of assessing online</p> <ul style="list-style-type: none"> ● What is online assessment? ● Why reduce the risk of assessing online? ● Key components of online assessing? ● Designing online assessment activities to reduce cheating ● Collecting and storing online assessment evidence ● Online assessment supporting documentation to meet compliance ● Online tools and processes for assessment validation |

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| Assessment Validation | <p>Part 1: Assessment Validation - An Intro for Complete Beginners</p> <ul style="list-style-type: none"> ● The need for assessment validation ● How assessment validation differs from assessment moderation ● The components of an effective assessment system, and ● How assessment validation works |
| Assessment Validation | <p>Part 2: Assessment Validation – What are the requirements?</p> <ul style="list-style-type: none"> ● The need for assessment validation ● Assessment validation planning ● Assessment validation processes ● Where to source resources to support assessment validation |
| Assessment Validation | <p>Part 3: Assessment Validation – practical guide to implementing</p> <ul style="list-style-type: none"> ● The need for assessment validation ● How to prepare for assessment validation ● How to determine how many assessments to validate ● Ways to ensure effective validation processes ● How to manage validation outcomes |
| Assessment Validation | <p>Part 4: Assessment Validation – online tools to support the process</p> <ul style="list-style-type: none"> ● The need for assessment validation ● Which online tools can be used to validate assessment tools and practices? ● Which online tools can be used to validate assessment judgements? ● The need for a professional approach |

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| Assessment Validation | <p>Leading the Validation of Assessment Judgements</p> <ul style="list-style-type: none">● Validation of assessment judgements vs Moderation● Who can validate assessment adjustments?● Selecting sample students, managing their evidence and their assessment judgements● Using the outcomes of the validation assessment process to lead the continuous improvement of assessment practices |
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Student Success and Support

| Capability Area | Topic |
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| <p>Student success</p> <p>Learner comprehension, retention</p> <p>Facilitation</p> | <p>Ensuring learner success in training and assessment</p> <ul style="list-style-type: none"> • Note taking comprehension strategies • Helping students unpacking an assessment task / criteria • Preparing students to undertake their assessments • Ensuring academic integrity in assessment evidence (and avoiding plagiarism) |
| <p>Student success</p> <p>Learner comprehension, retention</p> <p>Facilitation</p> | <p>Inclusive Learning Design</p> <ul style="list-style-type: none"> • Universal Design for Learning Principles • Equity Design for Learning Principles • Psychology, Education and Neuro-science (PEN) Principles • Cognitive Load Principles |
| <p>Student success</p> <p>Learner comprehension, retention</p> <p>Facilitation</p> | <p>Learning can only be facilitated, not taught</p> <ul style="list-style-type: none"> • How can you use the Adult Learning Principles to provide an effective learning environment? • Strategies to get to your learners better so you can determine the right comprehension and retention strategies • Embedding learning activities which enable students to become self-directed learners |
| <p>Student success</p> <p>Learner Work readiness</p> | <p>Creating real world learning environment which make learners extremely employable</p> <ul style="list-style-type: none"> • Moving your training program to mirror a real or simulated workplace |

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| | <ul style="list-style-type: none"> ● Unpacking case studies from the field where training is undertaken holistically and in real world or simulated work environments ● Planning and resourcing needed to create / set up these types of environments |
| Student success Facilitation | <p>Structuring active learning approaches by using applied research as a pedagogy</p> <ul style="list-style-type: none"> ● What are active learning strategies and why would use them? ● Applied research strategies and digital tools which guide and inform students through their active learning ● Resources to support applied research as a pedagogy |
| Student success Learner Work readiness | <p>Creating a simulated business training environment to develop real world skills</p> <ul style="list-style-type: none"> ● What is a simulated business training environment and why are they so successful in developing real world skills? ● How to set up and operate a simulated business training environment and network ● Attracting a business mentor for your simulated business training environment ● How these business mentors can support your RTO's industry engagement and/or trainer currency requirements |
| Student success Learner Work readiness | <p>Creating pop-up training environments which prepare students for the world of work</p> <ul style="list-style-type: none"> ● What is a pop-up training environment and why are they so successful in preparing students for the world of work? ● How to set up a and operate a pop-up training environment ● Finding the right location and customers for your pop-up business training environment ● How this type of training can support your RTO's industry engagement and/or trainer currency requirements |

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| <p>Student success</p> <p>Learner Work readiness</p> | <p>Creating situated training environments to develop work ready students</p> <ul style="list-style-type: none"> • What is a situated training environment and why are they so successful in building work ready students? • How to instigate or access a situated training environment and network • How this type of training can support your RTO's industry engagement and/or trainer currency requirements |
| <p>Learner engagement</p> | <p>What Gen Y/Z learners want and how we can give it to them</p> <ul style="list-style-type: none"> • Who are Gen Y/Z learners? • Why don't Gen Y/Z learners learn like me? • What do Gen Y/Z learners want (and why do I need to give it to them)? • How do I give them what they want (and need)? • Stories from the field |
| <p>Attendance and participation</p> <p>Student communication</p> <p>Student success</p> | <p>Ensuring VET international students meet their online training requirements</p> <ul style="list-style-type: none"> • Understand the National Code and RTO Standards related to providing up to one third of an international students' training online • Implement tools and systems to support international students undertake up to one third of their training online • Update organisational policies, procedures and other supporting documentation to ensure they meet National Code and Standards for RTO requirements |

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| <p>Learner engagement</p> <p>Digital literacy - Practical Know-how</p> | <p>Converting the power of social media's engagement appeal into effective learning experiences</p> <ul style="list-style-type: none"> • Understand what makes social media engaging and how this can be used to increase student engagement • Share different tools and techniques which support social media engagement principles • Explain the power and importance of having connecting and collaborative learning activities |
| <p>Learner engagement</p> <p>Digital literacy - Practical Know-how</p> | <p>From Face-to-Face learning to Facebook learning: Tapping into people's online social networks to support education and training</p> <ul style="list-style-type: none"> • What is 'Facebook' Learning? • Why use 'Facebook' Learning'? • Critical aspects for 'Facebook' learning • How are others doing? • Key considerations for implementing 'Facebook' learning |
| <p>Learner engagement</p> <p>Digital literacy - Practical Know-how</p> | <p>Using social media to engage learners</p> <ul style="list-style-type: none"> • Why use social media engage learners? • Which social media site is good for what based on examples from the field • Step by step guide to getting started using social media with learners • What to consider |
| <p>Learner engagement</p> <p>Digital literacy - Practical Know-how</p> | <p>Which social media sites support collaborative learning?</p> <ul style="list-style-type: none"> • Which social media sites are you already using? • Why is now a good time to use social media sites for collaborative learning? • Which social sites support collaborative learning? • Key considerations |

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| <p>Student success</p> <p>Digital literacy - Practical Know-how</p> | <p>Marking online - Tips & tricks to provide better student feedback</p> <ul style="list-style-type: none">● What does marking online mean to you?● Why mark online?● What is good feedback?● Which online marking techniques?● Managing the risk of marking online |
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Virtual Classroom (Webinar) Training

| Capability Area | Topic |
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| Delivery modes and environments Digital literacy - Practical Know-how | <p>Before the webinar begins</p> <ul style="list-style-type: none"> ● Why do webinars, and how are they different from traditional teaching environments? ● What to consider before running a webinar? – Space, audio, web-cams, testing, practicing ● What could possibly go wrong and how can I avoid/fit it? ● Developing a 'Before the webinar begins' Checklist |
| Delivery modes and environments Digital literacy - Practical Know-how | <p>Designing engaging webinars (v1)</p> <ul style="list-style-type: none"> ● How to make webinar sessions better than face to face sessions ● Role of the webinar facilitator, co-facilitators and/or support people ● Designing interactive/engaging webinar activities ● Developing, finding or contextualising resources ● Creating and testing webinar rooms |
| Delivery modes and environments Digital literacy - Practical Know-how | <p>Designing engaging webinars (v2)</p> <ul style="list-style-type: none"> ● Key considerations for ensuring an engaging webinar ● Strategies for designing engaging webinars ● How to make webinar sessions better than face to face sessions ● Designing engaging webinars principles ● Designing interactive/engaging webinar activities ● Developing, finding or contextualising resources for webinars ● Evaluating and improving your webinar sessions |

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| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Facilitating engaging webinars</p> <ul style="list-style-type: none"> ● Contacting participants / Pre-webinar activities / Post webinar information/follow-up ● Ensuring participant engagement during the webinar ● Role of music during individual activities ● Plan Bs & troubleshooting ● Practising your facilitation skills ● Evaluating your webinar sessions |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Planning and facilitating webinars</p> <ul style="list-style-type: none"> ● Benefits of teaching via webinar ● Important components of planning and facilitating a webinar ● Best types of webinar activities which help achieve the learning outcome(s) ● Selecting techniques for engaging and interacting a webinar audience |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Using webinars or virtual rooms when face to face training is no longer an option</p> <ul style="list-style-type: none"> ● What training can I do in a webinar / virtual room? ● What do: <ul style="list-style-type: none"> ○ I need to get started? ○ learners need to get started? ● Ways to quickly convert existing resources or source resources for a webinar / virtual room training environment ● Key considerations for ensuring an engaging webinar / virtual room session ● Strategies for managing the unexpected |

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| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>How to run classes with face to face & online students at the same time</p> <ul style="list-style-type: none"> • How to facilitate training sessions which ensure both face to face and online students are engaged and interacting • Ways to deliver practical skill and/or knowledge-based training for classes which offer mixed modes of attendance • Start planning training sessions which cater for mixed attendance options |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Poly-synchronous webinars - Delivering teaching face to face and online at the same time</p> <ul style="list-style-type: none"> • Understanding the benefits and efficiencies of poly-synchronous delivery • Adapting real world case studies of how others are delivering poly-synchronously in areas of practical skill based and knowledge-based delivery • Planning and facilitating poly-synchronous delivery |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Problem solving technical and human issues in webinar sessions</p> <ul style="list-style-type: none"> • Prepare students before a webinar to reduce known issues • Techniques for building students' confidence in a webinar environment so they can problem solve issues themselves • Tips and tricks for resolving common problems and questions during webinar sessions |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Maintaining everybody's privacy in a webinar session</p> <ul style="list-style-type: none"> • Importance of maintaining people's privacy in a webinar • Ways to protect webinar users' privacy • Scheduling and facilitating a webinar privacy considerations • Other privacy concerns or potential unintended consequences when running webinars |

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| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Using Office 365 (Online) to enhance webinar sessions</p> <ul style="list-style-type: none"> • Using Word 365 for collaborative activities • Using Forms 365 for group questioning • Using Powerpoint 365 for group planning • Using Excel 365 for building group checklists • Using Office 365 online help resources |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Using Office 365 (Online) to support remote learning / support</p> <ul style="list-style-type: none"> • Key considerations when moving from face to face to online classes • Tips for using Office 365 for remote learning / support: • What about the students? • Q&A |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Using Office 365 (Online) to increase learner engagement in online training</p> <ul style="list-style-type: none"> • Benefits and efficiencies of using Office 365 • How to use Office 365 tools to train more effectively • How to use different Office 365 tools for online training • Where to get help and support when using Office 365 |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Using OneDrive and Office 365 (Online) to work and teach more effectively</p> <ul style="list-style-type: none"> • Benefits and efficiencies of using OneDrive and Office 365 • How OneDrive and which Office 365 tools helps you work more effectively • Activities in your work and teaching work best in the different Office 365 tools • Where to get help and support when using OneDrive and Office 365 |

Zoom Training

| Capability Area | Topic |
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| Delivery modes and environments Digital literacy - Practical Know-how | Using Zoom for Teaching <ul style="list-style-type: none"> ● Zoom's key features for teaching ● How can you use Zoom for student support and teaching? ● Setting up a Zoom Session ● Additional Zoom resources ● Q&A |
| Delivery modes and environments Digital literacy - Practical Know-how | Setting up a Zoom session for Teaching <ul style="list-style-type: none"> ● What type of Zoom for teaching session? ● What do you need? ● Setting up a Zoom Session via Outlook & Moodle ● Communicating with students ● Additional Zoom resources ● Q&A |
| Delivery modes and environments Digital literacy - Practical Know-how | Guide to managing the unexpected in a Zoom teaching session <ul style="list-style-type: none"> ● Pre-time / Pre-activities issues & challenges ● Computer/Laptop vs Mobile app (Phone/Tablet) ● Building student confidence using Zoom tools ● Common problems / questions – Tips & tricks ● Additional Zoom resources ● Q&A |

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| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Breakout rooms in Zoom for teaching</p> <ul style="list-style-type: none"> ● Setting up Breakout Rooms ● Breakout Room features and etiquette ● Breakout Room activities and instructions ● Being a host – moving and motivating ● Additional Breakout Room resources ● Q&A |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Mobile users in Zoom for teaching</p> <ul style="list-style-type: none"> ● Accessing Zoom on a mobile device ● The screen on a mobile device ● Zoom features on a mobile device ● Key considerations ● What will you investigate further? ● Q&A |
| <p>Delivery modes and environments</p> <p>Digital literacy - Practical Know-how</p> | <p>Using Zoom when face to face assessing is no longer an option</p> <ul style="list-style-type: none"> ● What can be assessed in Zoom ● Which Zoom tools work best for different assessment types ● Adjusting assessment documentation ● Equipment for assessing in Zoom ● What will you investigate further? ● Q&A |

Wellness, well-being and resilience

| Capability Area | Topic |
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| Vocational currency | <p>Having a positive mindset to sustaining your industry currency</p> <ul style="list-style-type: none"> ● Understand the reasons for maintaining vocational currency as a VET educator ● Utilise frameworks and tools which serve to identify currency gaps ● Identify sources which provide ways to maintain and sustain vocational currency ● Determine which strategies work best for maintaining vocational currency |
| Educational leadership | <p>Leading with wellness front of mind</p> <ul style="list-style-type: none"> ● Identify areas in a workplace which lead to unnecessary stress and poor productivity ● Determine which strategies will work best to support a team's well being ● Understand how to manage WHS and other responsibilities from a leader's perspective |
| Training and assessing online | <p>Remain sane when training and assessing online</p> <ul style="list-style-type: none"> ● Understand the importance of maintaining a balanced approach to training and assessing online ● Identify ways to streamline training and assessing online techniques ● Develop workload strategies which provide a healthy approach to training and assessing online |

Business development / Expanding Markets

| Capability Area | Topic |
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| Sector knowledge | <p>Partnerships of educational benefit</p> <ul style="list-style-type: none"> ● Why foster partnerships? ● What partnerships are already happening? ● How to grow partnerships ● Resourcing partnerships |
| Sector knowledge Digital mindset and mastery | <p>Using social media to attract new students and gain loyal followers</p> <ul style="list-style-type: none"> ● Understand why using social media can help attract new students and gain loyal followers ● Set the social media goals for their organisation / area ● Source content to make their social media presence engaging by building upon examples from the field ● Take into considerations key areas for managing social media engagement |

Continuous improvement

| Capability Area | Topic |
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| Research Reflective practice | <p>Informing and improving training and/or assessment practices through VET applied research</p> <ul style="list-style-type: none"> • What is VET applied research, and why use it to inform current / future practice? • Using VET applied research strategies to inform current and future training/assessment practices • Ensuring your research follows organisational, legal and ethical requirements |
| Research Reflective practice | <p>Using Action Research to improve student learning experiences</p> <ul style="list-style-type: none"> • Action Research pedagogies which support learner engagement • Action Research as educational/industry currency • Action Research for industry engagement • Action Research improving training and assessment |
| Stakeholder feedback Reflective practice | <p>Collecting and evaluating stakeholder feedback to inform teaching program improvements</p> <ul style="list-style-type: none"> • Plan and prepare evaluation process • Collecting/collating evaluation data/information • Your organisation's evaluation process • Conclusions and recommendations • Reflecting on ways to improve your training program <p><i>Aligns to TAEDES505 Evaluate a training program</i></p> |
| Continuous improvement | <p>Ensuring quality training programs</p> <ul style="list-style-type: none"> • Preparing and sustaining quality academic governance documentation: |

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| | <ul style="list-style-type: none"> ○ Training and Assessment Strategy (TAS) ○ Unit outline ○ Session Plans ○ Resources ○ Assessment ● Ensuring academic integrity <ul style="list-style-type: none"> ○ Inducting new teachers re anti-plagiarism / cheating strategies & educating learners about academic integrity ○ Academic integrity information for learners ● Validation of Assessment Judgements ● Training Package transition processes |
| <p>Continuous improvement</p> | <p>Being the best: It doesn't just happen</p> <ul style="list-style-type: none"> ● Collecting the data through industry engagement, validation and organisational processes ● Analysing the data and creating a continuous improvement plan ● Actioning changes in a timely and cost-effective manner ● Investigating, trialling and implementing improved training and assessment processes ● Monitoring and recording the continuous improvement process ● Reporting successes and gaining ongoing support |
| <p>Continuous improvement</p> <p>Reflective practice</p> | <p>Undertaking action-based research to inform program improvements</p> <ul style="list-style-type: none"> ● Planning to conduct research ● Preparing a research brief ● Research methods ● Approval processes ● Interpreting research outcomes ● Documenting your findings ● Reviewing your research and making recommendations |

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| Stakeholder feedback Continuous improvement | Looking under rocks: Being prepared to action what you discover from stakeholder feedback <ul style="list-style-type: none">• Why worry about stakeholder feedback?• When, who and how to gather stakeholder feedback• Analysing and prioritising stakeholder feedback• Strategies for effective feedback to your team and individuals• Actioning recommendations with stakeholder support• Designing and embedding a continuous improvement culture which helps grow your business |
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Vocational and Industry Currency

| Capability Area | Topic |
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| VET Sector knowledge | <p>Australian Vocational Education and Training (VET) Sector: What is it all about and where do I fit in?</p> <ul style="list-style-type: none"> • History of the Australian VET sector related competency-based training, and its world-wide recognition • Importance of the Australian VET sector to the economy, society and local communities • Key components of the Australian VET sector – Standards, ASQA, Training Packages, SSOs, Industry • Australian VET sector professional associations and professional development support • Where do I fit in and what contribution do I make? |
| VET Sector knowledge | <p>My students' journey: From gaining their attention as a potential student to finally graduating</p> <ul style="list-style-type: none"> • Key phases of the student journey with an RTO • ASQA's student-centred audit approach • Organisational policies, procedures and processes which support a successful student journey • Where do I fit in and what contribution do I make? • Steps that teachers can take to support their students' successful journey |
| VET Sector knowledge | <p>Volunteer trainer and assessor's and quality training and assessing</p> <ul style="list-style-type: none"> • Supporting and maintaining volunteer trainer and assessor currency • Supporting volunteer trainer and assessor understand their role in the VET sector • What are the implications of poor training and assessing standards? • Symbiotic relationship between volunteer roles and quality VET standards |

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| <p>VET Sector knowledge</p> | <p>Meeting training and assessment (Standard 1) requirement using a LMS</p> <ul style="list-style-type: none"> ● What is Standard 1 and its purpose? ● Why use an LMS to evidence quality training and assessment? ● Must have' information in your LMS courses for learners ● Using LMS tools to manage continuous improvement ● Using LMS tools to effectively manage assessment requirements ● Backing-up, exporting and importing LMS Courses to capture compliance |
| <p>Industry currency</p> | <p>Industry ready students start with trainers who have the right industry currency</p> <ul style="list-style-type: none"> ● How to utilise tools and frameworks to remain current in my industry ● Where to access information and networks which support your industry currency ● Ways to manage and maintain your industry currency |

Discovery Programs

| Capability Area | Topic |
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| Planning Development Learning approaches Learner engagement Digital literacy - Practical Know-how | <p>Active Learning Discovery Program</p> <ul style="list-style-type: none"> ● What is active learning, and why adopt active learning strategies? ● Experiencing the active learning environment ● Researching active learning environment ● Planning active learning ● Resourcing active learning ● Delivering in an active learning environment |
| Planning Development Learning approaches Learner engagement Digital literacy - Practical Know-how | <p>Blended Delivery Discovery Program</p> <ul style="list-style-type: none"> ● Determine the right type of blended learning experiences for different learner cohorts ● Review and deconstruct existing blended learning models to determine their success ● Create and trial blended learning environments utilising applied learning approaches ● Research and develop engaging blended learning resources ● Develop networks to support on-going blended learning practices and applied teaching programs ● Support others in implementing blended learning practices in their teaching programs |

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| <p>Planning Development</p> <p>Learning approaches</p> <p>Learner engagement</p> <p>Digital literacy - Practical Know-how</p> | <p>Creating an Online Course Discovery Program</p> <ul style="list-style-type: none"> ● Learning design strategies and techniques: <ul style="list-style-type: none"> ○ Applying instructional design models to your training opportunity. ○ Designing and storyboarding your online course ○ Identifying and sharing your opportunity ● Online course development and quality assurance: <ul style="list-style-type: none"> ○ Building online components in your online course ○ Conducting reviews and stakeholder expectations ○ Review course progress to date ● Implementing and evaluating your online course <ul style="list-style-type: none"> ○ Orientating trainers and learners to learn and work together online ○ Reviewing your course and sharing your insights and improvement opportunities |
| <p>Quality assurance</p> <p>Learning approaches</p> <p>Learner engagement</p> | <p>Creating High Performing Training Programs Discovery Program</p> <ul style="list-style-type: none"> ● High quality programs through: <ul style="list-style-type: none"> ○ Consistent and integrated training and assessment ○ Flexible options which align to 'modern' informal learning experiences ○ Multi-modal which training and assessment when and where it suits students ● Inclusive programs: <ul style="list-style-type: none"> ○ Increase diverse student enrolments ○ Increase diverse student completions ○ Graduates who apply inclusive practices ● Contemporary training and assessment programs ● Positioning your program's point of difference through partnerships / collaboration ● Feedback mechanisms and analysis |

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| <p>Planning Development</p> <p>Learning approaches</p> <p>Learner engagement</p> <p>Digital literacy - Practical Know-how</p> | <p>Designing Online Activities Discovery Program</p> <ul style="list-style-type: none"> • Understanding the principles and practices which underpin designing e-activities • Explaining the key components of effective e-activities based on training needs and training environments • Designing, developing and implementing a component of your training using e-activities • Evaluating designing e-activities processes and sharing lessons learned with others and/or when designing future e-activities • Developing networks to support designing and implementing e-activities • Supporting others design and implement e-activities in their training programs |
| <p>Planning Development</p> <p>Learning approaches</p> <p>Learner engagement</p> <p>Digital literacy - Practical Know-how</p> | <p>Online Facilitation Discovery Program</p> <ul style="list-style-type: none"> • Facilitating groups using a range of online tools, techniques and environments • Undertaking a component of the teaching solely online • Understanding and applying the principles of well-established online facilitation practices and frameworks • Trouble shooting and overcoming issues typically experienced in the online environment • Developing networks to support online facilitation practices and online teaching programs • Supporting others in implementing online facilitation practices in their teaching programs |
| <p>Planning Development</p> <p>Learning approaches</p> <p>Learner engagement</p> <p>Digital literacy - Practical Know-how</p> | <p>Running Webinars Discovery Program</p> <ul style="list-style-type: none"> • Determining the right type of webinar experiences for each learner cohort • Reviewing and deconstructing existing webinar examples to determine their success • Creating and trialling webinar sessions utilising a range of teaching approaches • Researching and developing engaging webinar resources and appropriate assessment techniques • Developing networks to support and extend your webinar practices • Supporting others in implementing webinar practices in their teaching programs |

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| <p>Planning Development</p> <p>Advanced Assessment</p> <p>Business Development</p> | <p>Setting Up and Managing a Micro-credentialling Program Discovery Program</p> <ul style="list-style-type: none">● Identifying micro-credentialling opportunities● Establish a micro-credentialling framework and programs● Managing a micro-credential program |
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