



A Guide for trainers



By Easy Guides

Easy Guides Australia Pty Ltd

4 / 18 Floriston Road, Boronia, VIC 3155 Phone: 1300 733 220 Email: admin@easyguides.com.au www.easyguides.com.au

Edition 1: Version 1 – March 2023

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Introduction

This guide is to help you use Easy Guides' training materials. Most of our training materials are based on units of competency. These can be found at www.training.gov.au

To provide the training materials to deliver a unit of competency we package the materials into a **Trainer's Value Pack**. A Trainer's Value Pack contains the following:

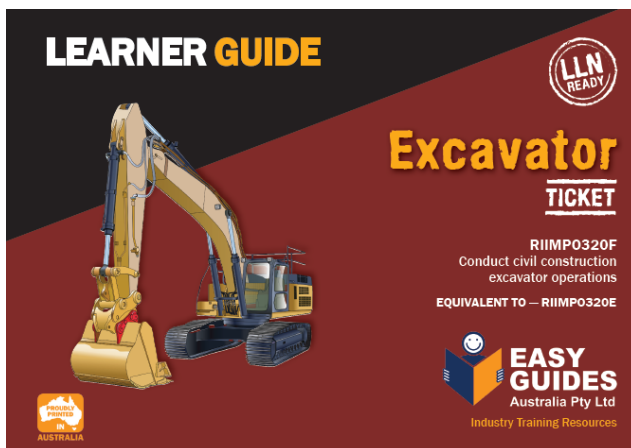
1. Learner Guide or Safety and Licence Guide
2. Logbook for on-the-job training
3. PowerPoint Presentation
4. Learner Workbook student copy
5. Learner Workbook Trainer's Marking Guide
6. Editable course documentation
7. Editable workplace forms and documents
8. Summative assessment instrument
9. Mapping of unit



This guide will explain how each of the items in the Trainer's Value Pack can be used. It is up to you as the trainer to decide what materials you will use and in what order you will use them.

We will now look at each item in the pack in more detail.

1. Learner Guide or Safety and Licence Guide



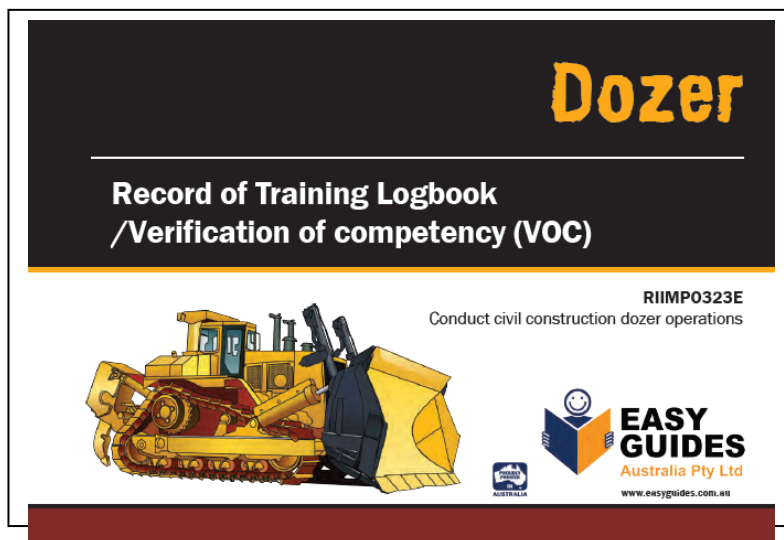
A **Learner Guide** is for a unit of competency. It is the main text book in the package of materials. It covers Elements, Performance Criteria, Knowledge Evidence and Performance Evidence in a unit of competency. After successfully completing the course (unit of competency) students receive a statement of attainment.

A **Safety and Licence Guide** is for persons performing high risk work. It covers both the unit of competency and the national assessment instrument (NAI). After successfully completing the course students receive a statement of attainment and a national licence.

Suggestions for using a Learner Guide or Safety and Licence Guide

- Use as pre-reading before the course.
- Use in combination with the Learner Workbook to find answers.
- Use in pairs. One student asks the other student a question.
- Use with the PowerPoint. The trainer can ask students questions based on each slide in the PowerPoint. The PowerPoint matches the guide so students can use this at the same time.

2. Logbook for on-the-job training



The **Record of Training Logbook** can be used to help you meet your legal obligation to provide evidence of supervision and training. Earthmoving machinery for example, does not require a qualification or licence to operate. However, evidence of competency must be shown. A logbook can be used to provide evidence of verification of competency (VOC).

Suggestions for using a record of training logbook.

- Use the logbook during work hours to build competency.
- Use the logbook for verification of competency.
- Use the logbook to provide Performance Evidence in the unit of competency.
- Use the logbook to cover each Performance Criteria in the unit. Each double page spread in the logbook covers one Performance Criteria. When the logbook is complete the whole unit will have been covered.

3. PowerPoint Presentation

LEARNER GUIDE

RIIMPO321F
Conduct civil construction
wheeled front end loader operations

Front End Loader - Wheeled TICKET

Introduction to Wheeled Front End Loader

General Information

1. Plan and prepare for work

2. Identify and control hazards

3. Check and monitor equipment

4. Operate/use equipment

5. Shut down and store equipment

6. Maintain equipment

7. Housekeeping

8. Record keeping

9. Relocate equipment

Produced by:

EASY GUIDES
Australia Pty Ltd

PICTURE BASED. PLAIN ENGLISH. LEARNING MADE EASY.

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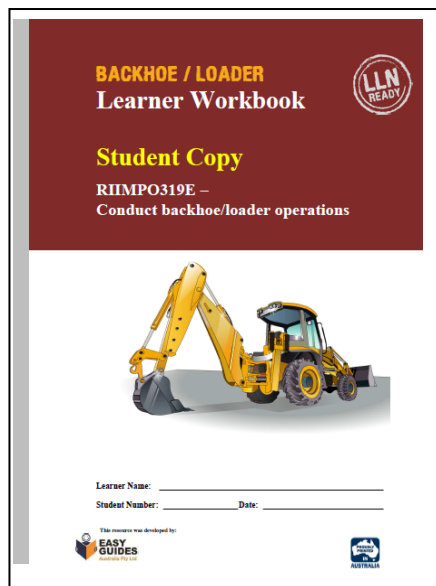
Edition 6: Version 1 – March 2019

The PowerPoint is a multimedia version of the Learner Guide. Like the guides, each slide is in picture form and is easy to read and understand.

Suggestions for using the PowerPoint presentation

- The PowerPoint matches the Learner Workbook. Students look at the PowerPoint and write answers in their workbook.
- Group discussion. Many of the PowerPoints are in a question and answer format. The trainer can show the students the question and ask for answers. After discussion the trainer can display the answer.

4. Learner Workbook student copy

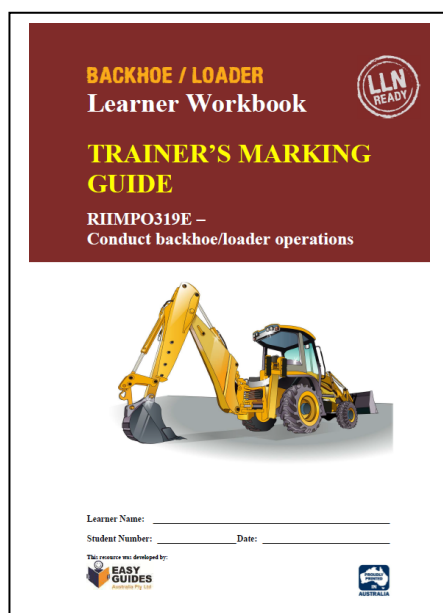


The Learner Workbook provides both theoretical and practical training tasks based on the unit of competency. Pictures on every page and simple English make the workbooks an excellent training tool.

Suggestions for using the Learner Workbook – Student copy

- Use in combination with the Learner Guide. Students can look up answers in the Learner Guide to fill in their Learner Workbook.
- The practical training tasks can help students gain experience for their final assessment.
- Both the theory and practical training tasks can be used as formative assessment. (Note: Formative assessment is learning through feedback during training).

5. Learner Workbook Trainer's Marking Guide



The Learner Workbook Marking Guide provides the trainer with model answers for the Learner Workbook student copy.

6. Editable course documentation

[insert company name/logo]

Certificate of Satisfactory Completion

Congratulations!

.....
Name

has successfully completed an earthmoving training course in


.....
Name of earthmoving plant or machinery

Awarded on

Trainer

Signed

Position in company



Note: This course is based on a unit of competency in the RII Resources and Industry National Training Package and the SkillsMatch National Industry Skills Council.

Course verification: The machine operator's successful participation in this course can be verified by contacting:

Company: Contact number:

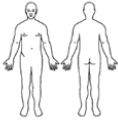
Address:

Editable course documentation are useful tools for the trainer. They include:

- Certificate of Satisfactory completion.
- Statement of Attainment.
- Assessment plan template.
- Delivery plan template

7. Editable workplace forms and documents

Incident report form

Section A: Details of incident			
Name:		Sex:	M / F
Dept/section:		ID number:	
Employment:	<input type="checkbox"/> Full time	<input type="checkbox"/> Casual	<input type="checkbox"/> Self-employed
	<input type="checkbox"/> Part time	<input type="checkbox"/> Volunteer	<input type="checkbox"/> Other:
Describe the incident:			
Date:	Time:	Date reported:	Time reported:
What happened?			
Where did it happen?			
Who was involved?			
<input type="checkbox"/> Near miss (a dangerous incident without injury to a person or damage to property). Go to section C.			
<input type="checkbox"/> Accident (an incident resulting in injury to a person or damage to property). Complete section B & C.			
Section B: Accident/injury report			
		Mark the injury on the diagram. Explain the injury/accident below.	
Medical treatment:		<input type="checkbox"/> None	<input type="checkbox"/> First aid
		<input type="checkbox"/> Doctor only	<input type="checkbox"/> Admitted to hospital:
Section C: Investigation and preventative action taken			
Investigation – why do you think the accident happened?			
Risk control measures – how can the site's risk control measures be improved?			
Who is responsible for putting the control measures in place?			
Name:		ID number:	
Dept/section:		Completion date:	

Editable workplace forms and documents are useful tools for the trainer. They include:

- Incident report form.
- Job safety analysis (JSA) form.
- Risk assessment and control form.
- Sample safe work method statement (SWMS).
- Site induction checklist.


8. Summative assessment instrument

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Easy Guides provides both a theory and practical summative assessment.


Wheeled Front End Loader

Knowledge Assessment
Verification of Competency (VOC)




RIIMPO321F Conduct civil construction wheeled front end loader [operations](#)

This resource was developed by




Wheeled Front End Loader

Practical Assessment
Verification of Competency (VOC)



RIIMPO321F Conduct civil construction wheeled front end loader [operations](#)

This resource was developed by:



9. Mapping of unit

Elements and Performance Criteria

Element 1	Performance Criteria	Learner Guide/PowerPoint/Review Questions	Assessment	Learner Workbook
Plan and prepare for wheeled front end loader operations	1.1 Access, interpret and apply front end loader operations documentation	<ul style="list-style-type: none"> Who has duty of care? <u>Workers</u> duty of care PCBU/Employers duty of care Australian standards Work health and safety legislative requirements Where to find health and safety information <p>Question 1, 2, 3, 4, 5, 6, 15</p> <p>PowerPoint Workbook Question/s: 1, 2, 3, 4, 5, 6, 15, 43</p> <ul style="list-style-type: none"> Who has a Duty of <u>Care</u> Worker's Duty of Care PCBU/Employer's Duty of Care Work Health & Safety Legislative Requirements The Chain of Responsibility JSA 	<p>Knowledge assessment 1</p> <p>Practical assessment 1. Pre-start</p>	<p>Practical assessment 1. Pre-start</p> <p>Question 1, 2, 3, 4, 5, 6, 15</p>
	1.2 Obtain, interpret, <u>clarify</u> and confirm work requirements	<ul style="list-style-type: none"> Worksite requirements Calculations <p>Question 7, 8, 10</p> <p>PowerPoint Workbook Question/s: 7, 9, 10</p> <ul style="list-style-type: none"> Calculations 	<p>Knowledge assessment 2, 3</p> <p>Practical assessment 3. Complete operations to spec.</p>	<p>Practical assessment 3. Complete operations to spec.</p> <p>Question 7, 8, 10</p>
	1.3 Identify hazards and environmental issues, assess the risks and implement	<ul style="list-style-type: none"> Earthmoving site hazards Environmental management plan 	<p>Knowledge assessment 4, 5, 6, 7, 8</p>	<p>Practical assessment 2. Drive and operate wheeled</p>

The mapping document shows that the training materials have met the requirements of the unit of competency. These include:

- Elements
- Performance criteria
- Knowledge evidence
- Performance evidence

Mapping is an important document during the auditing process. It provides evidence that the requirements of the unit have been met. A TAFE or private registered training organisation (RTO) must pass the auditing process if they want to get a unit of competency on their scope.

Training materials audit guarantee

If during a government audit a customer finds that the materials purchased from Easy Guides are deficient in any way then Easy Guides at no charge to the customer will work to update the materials to be compliant with the audit. The customer will provide Easy Guides with the relevant part of the audit report outlining where updating is needed.

APPENDIX A

10 tips for trainers

The following tips are designed to improve training.

Tip 1 – “Write how you talk” (not really!)

This is not quite true but the message is to use plain, everyday English when producing training materials. It is quite possible that your trainees may not have a university degree so using academic English may seem like a foreign language. Here are a few examples:

Academic, formal English	Everyday, plain English
advantageous	helpful
close proximity	nearby
demonstrate	show
disseminate	send out
endeavour	try
have a responsibility	must
evaluate	check
individual	person
operational	working

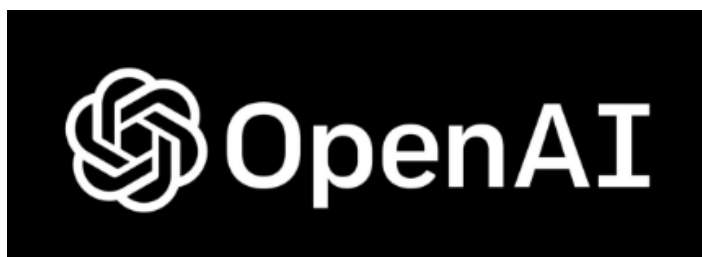
Tip 2 – “Use everyday English when speaking.”

Whether language is informal or formal is called register. You use different registers depending on who you are speaking to. For example, you speak to your boss differently to the way you speak to your friends. You speak to your children differently to the way you speak to your grandparents.

Here is an example:

- Formal register – “I apologise for any inconvenience caused.”
- Informal register – “I’m sorry.”

Tip 3 – Use pictures



There are programs on the Internet that will generate images from text. One of them is called Open AI DALL-E <https://labs.openai.com/>

OpenAI's DALL-E, will allow users to generate images using their own words. The image generations endpoint allows you to create an original image given a text prompt. Generated images can have a size of 256x256, 512x512, or 1024x1024

<https://platform.openai.com/docs/guides/images/image-generation-beta>

The Images API provides three methods for interacting with images:

1. Creating images from scratch based on a text prompt
2. Creating edits of an existing image based on a new text prompt
3. Creating variations of an existing image

Tip 4 – Use Chat GPS to write content



Chat GPT (Generative Pre-trained Transformer) is a type of artificial intelligence language model developed by OpenAI. It is designed to generate human-like responses to text-based inputs, such as chat messages or written questions, in a conversational context.

The Chat GPT language model is pre-trained on vast amounts of text data and uses a deep learning algorithm called a transformer to generate responses that are contextually appropriate and meaningful. The model is capable of generating natural-sounding

language and can be fine-tuned for specific tasks such as language translation, text summarisation, and conversation generation.

Chat GPT has many practical applications, including customer service chatbots, virtual assistants, and educational tools. It has also been used in research and development in the field of natural language processing (NLP) and has contributed to advancements in machine learning and AI technology.

Chat GPT 3.5 is free but Chat GPT 4 will cost money.

Tip 5 – Don't forget visual learners



All the weight behind the point of balance on a forklift truck acts as a counterweight.

A

Diagram A illustrates the concept of a fulcrum and counterweight. On the left, a seesaw is shown with a wooden crate labeled 'Load/weight' on the left side and a black bag labeled 'Counterweight' on the right side. A black triangle labeled 'Point of balance (fulcrum)' is positioned under the center of the seesaw. On the right, a yellow forklift is shown with a dashed green box labeled 'Counterweight' behind its front wheel. A red arrow points to the front wheel, labeled 'Point of balance (fulcrum)'. A hand icon is positioned above the forklift's counterweight area.

B What is The Fulcrum Point On A Forklift

It is the load center and load side that determines the load capacity of a forklift. A load center is a distance from the face of the forks to the load center of gravity. A load side is a distance from one edge of an object to another.

In this example, visual learners would much prefer A than B. The information is the same but it is presented very differently.

Visual learners are individuals who learn best through visual aids such as images, diagrams, videos, and other visual representations. They tend to process and retain information better when it is presented to them in a visual format.

Visual learners often have a good spatial awareness and a strong ability to visualise concepts in their mind's eye. They may prefer to take notes with pictures or diagrams rather than just text.

In addition, visual learners may find it easier to understand complex ideas or information when it is broken down into smaller, more manageable parts. They may also be more likely to remember information that is presented to them in a colourful or visually appealing way.

Overall, visual learners make up a significant portion of the population and it's important for educators and communicators to take their learning style into consideration when presenting information.

Tip 6 – Don't forget auditory learners



Auditory learners are individuals who learn best through listening and hearing information. They process information more effectively when it is presented to them through spoken words, sound effects, music, and other auditory stimuli.

Auditory learners may prefer to listen to lectures, discussions, or podcasts rather than reading material or looking at visual aids. They may also benefit from discussing ideas with others and hearing different perspectives on a topic.

Auditory learners have a good sense of pitch, rhythm, and tone, and they may be more sensitive to the slight differences of language and speech. They often have a good memory for things they have heard, which can help them in tasks such as learning languages, remembering speeches or conversations, and retaining information from audio materials.

It's important to note that while many people have a dominant learning style, most individuals use a combination of different learning styles to process and retain information. Therefore, educators and communicators should try to present information in different ways to cater to the needs of different learners.

Tip 7 – Don't forget kinesthetic learners



Kinesthetic learners are individuals who learn best through physical activity, movement, and hands-on experiences. They tend to process information more effectively when they can physically interact with it, such as through touching, moving, or manipulating objects.

Kinesthetic learners may benefit from activities such as role-playing, building models, or engaging in physical exercises that help them learn and retain information. They often have a strong sense of body awareness and spatial orientation, which can help them in tasks such as sports, dancing, or other physical activities.

Kinesthetic learners may have difficulty sitting still or focusing for long periods of time, and they may prefer to take frequent breaks or engage in physical activities during their learning process. They often have good hand-eye coordination, which can help them excel in tasks that require manual dexterity.

It's important to note that like auditory and visual learners, most people use a combination of different learning styles to process and retain information. Therefore, educators and communicators should try to present information in different ways to cater to the needs of different learners, including kinesthetic learners.

Tip 8 – Don't talk for too long!

You should not expect students to listen for long periods of time. It is important to take regular breaks and switch between tasks to maintain engagement and avoid boredom.



In addition to taking breaks, there are also other strategies that can help students improve their listening and concentration skills, such as practicing mindfulness, getting enough sleep, staying hydrated, and minimising distractions. It is also important for students to be aware of their own limits and take breaks or seek help when needed to avoid becoming overwhelmed or stressed.

Asking questions is a good way to keep students engaged. If you know their names ask specific students a question; this will keep everyone 'on their toes'.

Tip 9 – Humans are social beings

The fact that humans are social beings has important implications for teaching. It means that students learn best when they are actively engaged in social interactions with their peers and teachers. Social interactions provide opportunities for students to ask questions, share ideas, and receive feedback, which can help deepen their understanding of a topic.

Moreover, social interactions help students to develop important social and emotional skills, such as empathy, communication, and collaboration, which are essential for success in the 21st century. By providing opportunities for students to work together in groups, engage in class discussions, and participate in collaborative projects, teachers can help students develop these important skills.

In addition, social interactions can help to create a positive classroom culture and foster a sense of community among students. When students feel connected to their peers and teachers, they are more likely to feel motivated, engaged, and supported in their learning.

Overall, recognising that humans are social beings highlights the importance of creating a classroom environment that values and encourages social interactions, collaboration, and community building.

Group work



A good way to promote interaction is to divide your learners into small groups of 3 to 5. Give the groups and then ask them to do the following:

- Choose one person to lead the discussion.
- Choose one person to take notes.
- Choose one person to report to the whole training group. Do this after each group has had about 15 to 30 minutes to do the learning activity.

Tip 10 – Build success into your training

Adult learners may have had a negative experience of school when they were young. Build success in your class with small, achievable tasks. As a trainer you can be a positive role model. Praise students and set a relaxed, positive tone in your training room. Make learning an enjoyable experience and you will be well underway to achieving success in your training room.





This booklet was prepared by James Tennant
DipT, B.Ed, Grad Dip Ed (TESOL), MA (TESOL)

James completed his Master of Arts with a study of readability (how easy it is to read a passage of text). He showed that through pictures and plain English, documents can keep their meaning but be easier to read.

As the company has grown, the principles of simple communication has been applied to creating Learner Guides, Trainer's Resources, PowerPoint presentations and online learning programs.

The growth of Easy Guides comes from this knowledge and the large network of contacts Easy Guides has built in industry and government. Easy Guides are also in demand because trainers and students find the training materials easy to use. With short words and lots of pictures, students find the books easy to understand.