GENERAL TRAINER'S GUIDE

Delivering hospitality training to learners with LLN needs and Indigenous learners

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Contents

What is in these resources?

This Trainer Guide is part of a set of resources to support delivery of 9 units from qualifications in the SIT07 Hospitality Training Package.

These units are:

- SITHIND001B Develop and update hospitality industry knowledge
- SITXCOM001A Work with colleagues and customers
- SITXCOM002A Work in a socially diverse environment
- SITXOHS001B Follow health, safety and security procedures
- SITXOHS002A Follow workplace hygiene procedures
- SITHACS005B Prepare rooms for guests
- SITHACS006B Clean premises and equipment
- SITHCCC003B Receive and store kitchen supplies
- SITHCCC004B Clean and maintain kitchen premises.

The resources have 3 components:

1. **Learner Workbook**

   There is one for each unit. It is designed to help trainers deliver the underpinning knowledge component of the unit, the material which often makes more literacy demands on learners. It also provides activities which focus on the language, literacy and numeracy (LLN) requirements of the unit.

   It contains information and activities with LLN levels appropriate for learners enrolled in SIT10207 Certificate I in Hospitality and SIT20207 Certificate II in Hospitality. These levels should also reflect the LLN demands of the relevant hospitality job roles.

2. **General Trainer's Guide**

   This single guide contains information to assist trainers to understand:

   - the purpose and design of the resources
   - strategies for working with learners with lower LLN levels
   - strategies for working with Indigenous learners
   - strategies for designing and conducting assessment appropriate to these learner groups and AQF levels.

3. **Trainer's Guide to the activities**

   There is one of these for each unit. It contains:

   - a summary of the LLN requirements of that unit
   - advice on using the learner workbook activities for that unit.

Who is the target learner group?

The resources were developed for Indigenous learners enrolled in SIT10207 Certificate I in Hospitality and SIT20207 Certificate II in Hospitality. However they will be useful for any learners enrolled at this level including:

- disengaged youth

- people from culturally and linguistically diverse (CALD) backgrounds

- people with disabilities.

How do these resources help the target learners?

Vocational education and training (VET) training programs for learners with LLN issues are most successful when the LLN skills they need to develop are integrated with the vocational learning. Learners can see the direct relevance of the work-related vocabulary, reading, writing and numeracy they are being asked to learn.

These learner workbooks employ the following strategies to ensure they support the vocational learning of learners with LLN needs and assist their acquisition of vocational vocabulary, literacy and numeracy skills.

- Written in clear language

- Meaningful visual explanation i.e. photos and diagrams

- Use headings, bullets and numbering to break information into stages and sub-parts rather than overwhelming the learner with large amounts of text

- Include structured models and practice activities for reading and writing skills e.g. read an MSDS, fill in a Maintenance Repair Tag

- Use tables to organise information graphically rather than paragraphs of text

- A list of Key Words with plain English explanations to assist learners recognise and acquire workplace terminology

- Clear layout on the page – spacing out text, clear fonts.

Using these resources

Access to a workplace

The learner workbook assumes the learners will have access to a workplace or a simulated workplace, perhaps through onsite delivery or block practical placement. The trainer should use their own judgement and context when deciding how and when to use the workbook's workplace-based activities.

Practising assessment performance skills

Some of the workplace-based activities ask learners to demonstrate a task and talk about what they are doing to an observer (another learner or the trainer). While these activities give practice in the vocational skill, they are included to give learners practice in answering oral questions about what they are doing and why. This is the additional skill they need to perform competently in an observation assessment situation.

Trainers may need to adapt these activities according to a particular context, but should remember the importance of giving learners with LLN needs practice in the communication skills they need to succeed in the assessment tasks.

Workplace procedures

Procedures presented in the learner workbooks are generic. All workplaces will have their own particular workplace procedures, and trainers could choose to use these variations with learners instead of or as well as the procedures in the learner workbooks.

Environmentally sustainable practices

The information relating this element and performance criteria in the units has been spread throughout each learner workbook rather than added as a separate section at the end. This aims to reflect the fact that awareness of environmental sustainability should permeate learners' work practices. The green-boxed environmental guidelines can be used to give learners an appropriate level of factual information and practical guidance for AQF levels 1 and 2. The final questionnaire-style checklist is designed to pull together the practices distributed through the workbook and to reinforce their importance.

Reflective learning

Use the Section Summaries to encourage learners to reflect on their learning and self-evaluate.

Working with learners with LLN needs

Your training methods and materials should not use a higher level of literacy or numeracy than is required to perform the job role learners are training for.

Training materials

- *Use language that is easy to understand* on first reading.

- *Present information clearly* e.g. don't cram information onto a page or use a small font size. See the strategies outlined above in the section 'How do these resources help the target learners?'

- *Use graphics, pictures and tables* instead of or to support text where appropriate.

Teaching practices

- *Use oral activities* such as discussion, small group work and demonstration.

- *Don't overload the learners* with large amounts of information – present it in manageable chunks. Break tasks down into smaller steps to make them clearer.

- *Teach workplace terminology* explicitly. Introduce new language clearly – explain exactly what it means, even if you think it is obvious and everyone should know it.

- *Write new words and key words on the whiteboard* as they arise. Explain them and give learners time to copy them down if they want to.

- *Read aloud* any complex printed information clearly, without rushing.

- *Don't ask individuals to answer questions or perform tasks in front of the group* unless you are sure they can perform competently and are comfortable with it.

- *Practice required reading, writing and numeracy often.* Provide opportunities for repeated practice of required tasks, with support and then increasingly independently.

Group management

- In a classroom setting, *arrange the furniture so everyone can see and hear easily*. Keep learners close to the front, not far away. This creates a sense of personal connection with the trainer, rather than a feeling of being invisible in a large group.

- *Encourage learners to ask questions.* Point out that this is how we learn, and that it is not a sign of failure but a strategy that the best learners use.

- *Check regularly that learners have really understood* the material you are presenting. Don't just ask, 'Have you got that?' Ask them to actively use the information in some way e.g. give an example, retell it in their own words, or answer a specific question.

- *Be alert for non-verbal signs that a learner doesn't understand* e.g. confused looks, frowning, leaning over to ask a neighbour, spending a lot of time doing preliminary arranging instead of tackling a task, never volunteering to answer a question.

Working with Indigenous learners

For many Indigenous learners, English is a second or third language. Many Australian Indigenous languages are not written down, so reading and writing are not always natural extensions of oral language use. In addition, many Indigenous learners have had limited access to school education, particularly in remote and rural areas. So trainers need to consider the literacy skills and needs of this learner group when delivering training.

Also many Indigenous people have had negative experiences during their schooling. These experiences may have affected their self-confidence, so strategies to provide positive learning experiences can underpin the success of training and assessment programs for Indigenous people.

Learners from remote communities who are away from home may feel shy and lonely. Indigenous learners in urban settings may be dealing with identity issues and the effects of discrimination. Promote working together and supporting each other so that Indigenous learners feel at home in the training environment and can make the most of their learning opportunity.

The recommended approaches to learning and assessment for Indigenous learners have been adapted from the references cited below. Trainers who would like to read further should go to these resources.

Further reading

Culture at work: How to train and assess in a culturally inclusive way, Commonwealth of Australia, 2004

Gettin' into it! Working with Indigenous learners, Commonwealth of Australia, 2004

Literacy support for Indigenous people: Current systems and practices in Queensland, McGlusky N and Thaker L, DEST 2006

What It Takes: Good Practice Indigenous Training Programs, DEEWR 2011

Working with Diversity: Quality Training for Indigenous Australians, Commonwealth of Australia, 2004

Recommended approaches to learning for Indigenous learners

Learning should be …	What does this mean in practice?
Experiential	▪ Cater for a range of learning styles. Include auditory, visual and kinaesthetic ways of learning. Use a tell-show-do sequence, practical examples, and group discussion. ▪ Avoid extended periods of reading and writing or talking from the front. ▪ Avoid long lists of 'shoulds' and 'should nots'. ▪ Indigenous learners may have difficulty when asked to visualise or conceptualise hypothetical situations so scenarios and case studies may not be a good learning or assessment method.
Co-operative	▪ Discussion and small group work help develop a non-threatening and supportive learning culture. A group approach can be reassuring and help tentative learners develop self-confidence and self-esteem. ▪ If learners are going to speak to the group or make a small presentation, organise a more confident learner to go first. ▪ If there is any significant reading, either read it aloud yourself or organise for learners to do it in a group and ensure there is a strong reader in each group. ▪ Small group activities can provide an opportunity for preferred languages to be used. Learners can discuss and explain to each other in their own language and then use English when interacting with the whole group. ▪ Indigenous learners may not feel comfortable with training or assessment methods involving competitive behavior. ▪ Indigenous learners may view it as appropriate to under-assess their level of skills and therefore under-perform in certain types of assessments such as self-assessments or oral questioning.
Reflective	▪ Allow time for discussion and practice to explore new knowledge and skills, and to consolidate understanding. ▪ Build in frequent opportunities for learners to ask questions. ▪ Use the section summaries to encourage self-evaluation.

Assessing learners with LLN needs

Best practice assessment methods should be used with all learners but this is critical when learners have LLN needs.

Trainers often use written tests and projects to provide evidence of competence. In many units of competency, however, writing is either not required or is a minimal requirement. If your learners have LLN problems, you are disadvantaging them if you use assessment methods with higher LLN levels than the unit and the job require.

Direct observation should be the primary method of assessment, to observe practical skills as well as gather evidence of underpinning knowledge, employability skills and the dimensions of competency.

While observing the learner, use oral questioning to draw out the learner's understanding of how they are applying the underpinning knowledge, employability skills and the dimensions of competency.

Recommended hierarchy of assessment methods

1. **Direct observation**	This is the preferred method of assessment for learners with LLN needs. The focus is on doing a task rather than reading and writing about it. It is actual rather than theoretical, like a case study or problem-solving exercise.
2. **Oral questions**	Ask the learner to talk about what they are doing while you observe them. Ask 'why' and 'what if' questions to assess contingency skills and task management skills.
3. **Third party workplace reports**	Completed by a workplace supervisor. Ensure they cover any gaps remaining after direct observation.
4. **Documentary evidence**	If any gaps remain in the assessment of underpinning knowledge, contingency skills and task management skills, you could seek documentary evidence of practice in the workplace, signed off by the supervisor. This may include: ▪ workplace reports ▪ resume ▪ position descriptions ▪ examples of learner work ▪ photos of learner products.
5. **Written answers or projects**	Written assessment is only required when it reflects the writing requirements and tasks in the unit and the job. Refer to the section *'LLN requirements of this unit'* in each Unit Trainer Guide to find out what the unit requirements are.
6. **Assessment of knowledge of written materials**	The reading in assessment tasks should reflect the reading levels and tasks required in the unit and the job. Some of the required knowledge may appear to be reading-based, often in relation to following procedures and understanding legislation as it applies to the job. These areas of knowledge should be assessed through: ▪ direct observation of application of the knowledge ▪ oral questioning to confirm that the learner has a basic understanding of the reasons for the regulations and the consequences of not following them.

Designing good questions

Part of your role as a trainer is to support learners through an assessment process which they may find unnerving or confusing. Oral questioning should not be conducted as an oral exam. It should be carried out so that it maximises the learner's opportunities to demonstrate competence.

To ensure that oral questioning is a valid and fair method of assessment, the questions need to be well thought out and appropriate strategies used to draw out those who are less comfortable speaking about themselves.

It is acceptable to:

- rephrase a question
- contextualise a question to a particular work situation
- prompt a learner who may not initially give a full response.

Here are some guidelines for designing and asking effective questions.

Guidelines for effective questioning

Guideline	Explain
1. *Ask one question at a time.*	Don't ask two questions in one, for example: 'What are the two methods of whipping cream and what ingredients do you need for each?'
2. *Keep questions short and focussed on a single concept.*	Don't ask long-winded, complicated questions, or use long oral scenarios.
3. *Don't ask the learner to tell you all they know about a broad topic.*	Ask a precise question which gives a guide to how much information you expect e.g. 'What are two other types of …?'
4. *Test the questions to check that they are not ambiguous.*	What seems clear to the trainer may be less obvious to a learner.
5. *Don't ask trick questions.*	For example, 'When is it safe to tip hazardous waste down storm water drains?'
6. *Use open-ended questions.*	These questions ask the learner to explain something in their own words e.g. 'What if…?' and 'Why…?' Closed questions only require a yes/no answer e.g. 'Is this safe?'
7. *Use words and grammar that the learner will understand.*	Adjust your language to a suitable level if necessary. Avoid using overly formal phrasing.

Guideline	Explain
8. *Check that the learner understands the question.*	They may not feel comfortable to say they don't understand what you are asking.
9. *Listen carefully to the answers.*	The learner may explain in unconventional language or non-standard English but may still be demonstrating understanding. Ask the learner to clarify an answer if you do not understand it.
10. *Follow up responses with further questions.*	This can draw out more evidence.
11. *Look at the learner when asking questions.*	This lets the learner know that you are listening, and may encourage them to expand rather than give brief answers.
12. *Take a conversational approach if possible.*	This will put the learner at ease and also make the questioning flow with the task.
13. *Time questions thoughtfully, to support the learner.*	Don't interrupt the learner while they are carrying out a task that requires full concentration.

Open-ended question frames

Here are some open-ended question frames to form questions which elicit underpinning knowledge, contingency skills and task management skills.

- Tell me about what you are doing at the moment …

- What would you do if … ?

- How do you know what to use …

- Why is it necessary to …

- Why are you doing it this way?

- Why did you do it that way?

- How do you avoid … ?

- What precautions should you take when … ?

- What safety equipment and clothing should you use when … ?

- Why shouldn't you … ?

- If … happened, what would you do?

- What are the steps for … ?

- What checks should you make before you … ?

- What organisational regulations should you follow here?

Model of this assessment approach

On the following pages is a model of how you might approach assessment for part of the unit *SITXOHS002A Follow workplace hygiene procedures* with learners at AQF levels 1 and 2.

LLN requirements of *SITXOHS002A Follow workplace hygiene procedures*

Skill	Applications
Reading	Know how to access and follow hygiene procedures and policies
	Read and interpret diagrams that identify good hygiene practices
	Very basic understanding of government legislation and regulations
Speaking and listening	Report hazards, poor organisation practices and other issues
Writing	None
Numeracy	Read a thermometer
	Calculate times for cooling and reheating food
	Interpret schedules
Computer literacy	None
Research	None

Hierarchy of assessment methods for *SITXOHS002A Follow workplace hygiene procedures*

1. Direct observation	This is the preferred method of assessment so use it to cover as much of the unit as possible.
	The following table lists skills which must be assessed as part of this unit and that are best assessed by direct observation.
	The *Matching Knowledge Area* column shows you where to focus oral questions while observing that skill.
2. Oral questions	These questions are designed to elicit underpinning knowledge about the tasks being observed. They can also assess contingency skills and task management skills.
	They can be asked before, during or after the observation, depending on the task being performed and the confidence of the learner.
3. Third party workplace reports	These can be completed by a workplace supervisor. Ensure they cover any gaps remaining after direct observation e.g. there could be evidence of the learner reporting a hazard or other issue.
4. Documentary evidence	If any gaps remain in the assessment of underpinning knowledge, contingency skills and task management skills, you could seek documentary evidence of practice in the workplace, signed off by the supervisor.
	Examples for this unit could be:
	photos taken by a colleague or supervisor of the learner performing some of the tasks
	sketch of a refrigerator showing where food should be stored.
5. Written answers or projects	Written assessment is only required when it reflects the writing requirements and tasks in the unit and the job.
	In this unit of competency there are no writing requirements so for learners at AQF levels 1 and 2, there should be no assessment which requires the learner to give written answers if it will disadvantage them.

6. Assessment of knowledge of written materials	The reading in assessment tasks should reflect the reading levels and tasks required in the unit and the job.
	In this unit, the reading that should be assessed is *Read and interpret diagrams that identify good hygiene practices.*
	The other reading-based required knowledge mentioned in the unit relates to following hygiene procedures and understanding legislation as it applies to the job. These areas of knowledge should be assessed through:
	observation of application of the knowledge
	oral questioning to confirm that the learner has a basic understanding of the reasons for the regulations and the consequence of not following them.

Example: SITXOHS002A Follow workplace hygiene procedures

The following skills must be assessed as part of the unit *SITXOHS002A Follow workplace hygiene procedures*. The suggested oral questions should be asked while carrying out the direct observation. They are not a comprehensive list, but show a range of possible well-designed questions.

Skill – Direct Observation	Matching Knowledge Area	Possible Oral Questions
1. Read and follow food safety procedures, signs and instructions.	▪ Organisational personal and food handling policies and procedures. ▪ What the policies, procedures, signs and instructions mean. ▪ Food safety legislative requirements, codes and standards. ▪ Why they are important.	▪ Show me three signs or instructions in your workplace about hygiene procedures. ▪ What does this sign or instruction tell you to do? (*Repeat for other two*) ▪ Why is it important to follow this sign or instruction? (*Repeat for other two*) ▪ Do you have a food safety program here at work? (*Let learner answer).* What are some of the things it tells you to do? (E*ncourage learner to identify at least four).* ▪ What could happen if you didn't follow the program?

Skill – Direct Observation	Matching Knowledge Area	Possible Oral Questions
2. Maintain personal hygiene.	▪ Why personal hygiene is important. ▪ Why clean clothes and other items worn are important. ▪ Why it is important to cover cuts and abrasions. ▪ Why it is important to report any health issues. ▪ Why it is important to wear personal protective clothing. ▪ How to wear the personal protective clothing properly.	▪ You are wearing some work clothes (or equipment) at the moment. How do they keep you safe? ▪ Why is it important to keep your work clothes clean? ▪ If you cut your finger at work, what must you do? ▪ Why do you need to tell your supervisor if you feel sick at work? ▪ Are you allowed to wear jewellery (and/or other accessories such as watches, body piercing and hair decorations) at work? ▪ If you are, how do you keep the food safe?
3. Wash hands correctly.	▪ Hand washing procedure. ▪ Why it is important to wash hands. ▪ When to wash hands. ▪ Where to wash hands.	▪ While you are washing your hands, can you tell me what you are doing at each step? ▪ Why did you use paper towel to dry your hands? ▪ Why did you wash your hands in this sink? ▪ When have you washed your hands today? Why did you do it each time? ▪ Tell me about what could happen if you didn't wash your hands between tasks.

Skill – Direct Observation	Matching Knowledge Area	Possible Oral Questions
4. Handle food correctly.	▪ How food can become contaminated. ▪ Sources and effects of microbiological contamination of food and other items. ▪ How to prevent contamination and cross-contamination of food when handling food and utensils.	▪ Show me how you ...... (*a food handling task in the workplace e.g. preparing, storing, serving food*). ▪ Why are you ....? (*choose a part of the task for explanation*). ▪ When you are ... (*same or different food-handling task*), what are some things you do to avoid cross-contamination? ▪ Let's look at the refrigerator. Is the food stored correctly? Why or why not? ▪ If you had to cool down some cooked ... (*give an example of food from this workplace*), what are the times and temperatures you have to follow? ▪ Why is it important to cover food?
5. Handle linen and garbage correctly.	▪ How to prevent contamination and cross-contamination of food when handling linen and garbage.	▪ When do you handle dirty linen at work? (*Let learner answer*). What do you do to prevent cross-contamination? ▪ How do these things keep you (*and/or food)* safe?
6. Use cleaning and sanitising equipment and products correctly.	▪ What cleaning and sanitising equipment and products to use. ▪ Why it is important to use cleaning and sanitising equipment and products correctly.	▪ Show me how you .... (*a cleaning and sanitising task in this workplace*). ▪ Why are you ...? (*choose a part of the task for explanation*)

Skill – Direct Observation	Matching Knowledge Area	Possible Oral Questions
		▪ What cleaning products and equipment do you use for this task? (*Let learner answer*). Are any of them a health hazard? ▪ How do you protect your health while you are doing this task?
7. Identify and act on hygiene hazards, including verbally reporting the hazards.	▪ Recognise types of hygiene hazards. ▪ What to do, within scope of responsibility, if a hygiene hazard or poor organisation practice is identified, including how to report hazards.	▪ Walk around with me and show me some possible hygiene hazards in this workplace. (E*ncourage learner to identify at least four).* ▪ If you found a spill on the floor in the store room, what would you do? ▪ If you saw that the freezer temperature was too warm, who would you report it to? ▪ Why do you need to report hygiene hazards?