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RTO stakeholders often ask me to explain how to contextualize learning resources. So I decided to provide a really comprehensive guide on the subject to help RTOs produce better training. In this article I will lift the veil on what contextualization is, and how to do it effectively. Let's start by defining contextualization in VET. Contextualization is the process of changing RTO's learning materials and evaluation materials to make learning more meaningful to your students and their employers. It is essential for the RTO to develop educational resources and assessment methods that are tailored to the needs of their students and aligned with the context of the work in which they work. If you don't contextualize your resources, you risk alienating your students, losing customers and being deemed unsuited at the next ASSA audit. Example - What not to do! To better understand the problem in not contextualising I have an example for you. Imagine that you are a coach who is trained in the company's warehouse operations team. You were asked to deliver the BSBADM409 Unit - Business Resource Coordination to help the team improve resource management. The operations department is responsible for administering the following resources to ensure that the business runs smoothly. These resources include: human resources OHS resources storage plant space and machinery, when you pull out training and evaluating resources you realize that your resources have a completely different focus. Context the role of work for your resources is the Administrator of the Office and therefore all the training materials resources, case studies and task assessments are centered around the following business resources: the personnel amenities of the fund and the supply of technological equipment/training materials software How well do you think training will go? Does the operations department know what they need to know about warehouse management? Do you think that employees undergoing training will feel like the training is relevant? Do you think employees and employers will achieve the learning results they hoped for? I think it is clear that this training will not end well. While the BSBADM409 unit is the right block in both scenarios, the context, work environment, and differences in work roles mean that the focus and content of the training materials must be completely different. Resource adaptation (contextualization) must take place to ensure that your training is consistent and that you need the knowledge and skills you need in every context and work. BSBADM409 is part of training packages on business, agriculture, transport and logistics, as well as four other training packages. As you can imagine, the approach to learning and evaluation should be in for each of these training packages, the role of work and the work environment in which it comes. When you're on a training resource like BSBADM409 off the shelf, it's usually only written for a business training package. Even as part of the business training package, this unit should be contextualized with different roles and environments within the training package. So hopefully we have a clear understanding of why we need to contextualize our learning resources. Next, I want to discuss other cases where RTO will need to adapt its resources to make sure they are relevant. How do you contextualize learning and evaluation tools? I usually break the context into three of the next three areas. Contextualization: To meet the needs of students Adapting to assist students with special needs Adaptation take into account the existing skills and experience of the learner /S for learning and environmental assessment adaptation to facilitate delivery and evaluation of online/distance students Adaptation to facilitate the delivery and evaluation of the classroom of basic adaptation to facilitate delivery and evaluation of mixed delivery and evaluation of mixed delivery and work tasks and case studies, in the relevant industry, where it comes Adaptation to align the preparation and evaluation of content, tasks and case studies, etc. to the work role of student groups Adapting to align learning and content assessment in the workplace environment 3 Steps to contextualize learning resources It is important for RTOs to understand that the purchase of commercial training and evaluation products does not guarantee automatically compatible resources that will automatically guarantee the compatible resources that will you get through the audit. RTO should contextualize learning resources and evaluation tools to ensure that they provide quality training and evaluation, as well as compliance with regulatory standards. Not taking this seriously risks the future existence of the RTO. The following steps will help you ensure that you RTO takes the necessary step to show the ASSA that you have done the work to meet your student needs through contextualizing your learning resources. Step 1: Your research has three key areas that need to be explored before you start looking at contextualization of educational materials. This: Who are your students? What do your student groups look like? What do they already know about the subject? What are their skills or knowledge gaps? What motivates them? Do they have a preference in the style of learning? What does their educational, cultural and linguistic background look like? Do they have any barriers to learning? What does the industry and role look like? What does the workplace environment look like? (e.g., policy procedures, etc.) What types of evidence can be gathered in a workspace to meet the need for proof of competence? What are the typical tasks that work and industry context? Who can you consult with Industry to make sure that your courses and resources are relevant to the industry? What are the typical and current workplace environments for the role of work and industry context? What was the relevant legislation, codes of practice and provisions relating to the role in work and the industry context? What are the health and safety considerations for work and working conditions? What does the learning environment look like? Will the training be delivered online? Will the training be delivered through distance learning? Will the training be delivered one-on-one? Will the training be delivered as group or classroom learning? Will the training be delivered face-to-face? Will the training be delivered in the workplace? What are the health and safety considerations for the learning environment? What does the device require? What are the evidence requirements for the unit? What aspects of units can be contextualized? What information does the contextualization package provide with? Have you considered this unit in the context of the training package where it will be used? For example. The BSB unit, packaged in the CHC qualifications, must be contextualized to fit the working environment and working roles of CHC. Step 2: Review your training and evaluation resources after step 1 is complete. You will then use this information, collected to verify all training and evaluation resources, to identify areas that need contextualization. Below, we set out a question that needs to be answered when considering educational resources for contextual relevance. Review of teaching resources Common questions you should ask while reviewing these resources include: Is the content suitable for students' cohort skills and knowledge and levels of experience Lee's training resources provide enough depth in instruction, including industry-specific practical examples, to meet the needs of students with little previous experience? Is the content suitable for students with physical and educational disabilities, language and cultural feelings? Does the content of the educational resources correspond to the context of the industry, work roles and work environment? Examples also include access to: work role and workplace appropriate policies and procedures role and workplace appropriate equipment, software and equipment, etc. role work and workplaces of appropriate conditions and environment. Actual workplace or simulated workplace (where it is allowed in the training package) Whether the training resources are appropriate qualification and/or the training package in which it is used? (Remember the example I started this article with) Do your training resources align your training and assessment of Stagey and delivery method? For example: If your Learning and Assessment Strategy (TAS) says that you are teaching online for non-workplace students. Have you provided a simulated workplace environment to ensure that they can practice their new skills, and that provides them with the conditions, tasks and experiences they will have in the real workplace? Have you had a subject of expert review of your training resources for industry relevance and currency? Reviewing the scoring tools The general questions you should ask while reviewing these assessment tools include: Are your assessment tools consistent with the evaluation methods outlined in your TAS? Have you ever had a substantive expert review of your tasks of assessing the relevance of the industry and currency? Do your evaluation tasks mimic the tasks that will be performed in this work? Are your assessment tasks appropriate for the industry and the work environment in which your students will work? Have your students been provided with all the appropriate working conditions and equipment to complete the assessment of the required standard? Are your assessment tools and methods appropriate for students with physical/learning disabilities or special needs? Are your assessment tools and methods appropriate for students with language, and cultural sensitivity. Modeled assessment environments that reflect real-world conditions. (Where a student will not have access to a workplace) Step 3: Contextualize your learning and evaluation resources Once you have completed steps one and two, you need to start contextualizing your learning resources. The information below should give you some really practical ideas to help you contextualize your courses for different contextualising training environments for class Delivery Advice with industry contacts to ensure learning is relevant to current workplace practice. Invited speakers - invite people who are currently working in the industry to talk to students. Create authentic simulated work environments that mimic real-world workplaces where students can practice their skills. Make sure your case studies are relevant and make learning more real for your students. Your students have their own work experience. Share your stories and experiences in the workplace. Create opportunities for practical experience with the institution as a workplace. Help with opportunities for students to gain practical professional experience working with a local council, business or community organization as a workplace. Adapting learning and evaluation activities for students who have jobs to use their own working conditions. Create realistic scenarios and role-playing games in the workplace that your student demonstrate their skills. They can be recorded and presented as proof of competence. Contextualization of Learning for the Workplace Provide Your training activities are consistent with the culture and goals of the organization Use the organization's policies and procedural guidelines as a key educational resource Integrating direct job examples in your training activities Creating training activities around work tasks and products to ensure learning is an immediate benefit in business to enlist employer support to ensure professional practice. Set tasks that students identify as immediately valuable. Buddy your students with workplace mentors Take advantage of real workplace activities to provide problem-solving opportunities and experience Integrating Employee Development Plans into your training plan where it is possible to contextualize Learning for Online Delivery Create authentic online simulated workplaces that mimic real workplaces where students can practice their skills to develop job-specific quizzes and games that facilitate the practice of knowledge and skills Make sure that you use workplace-specific jargon and procedures in your activities, face-to-face or teleconference) provide opportunities for students to collaborate and share workplace experiences Invite guests with industry experience to share experiences through webinars. Adapting learning and evaluation activities for students who have jobs to use their own working conditions. Support students who do not have the appropriate workplace to associate with the industry mentor in their place. Develop scenarios and case studies that provide students with real problems in the workplace. Develop samples of documents in the workplace as examples of best practice. Develop a webinar series that allows you to conduct trainings that will give students the opportunity to interact with you and other students. Create realistic scenarios and role-playing games in the workplace that will allow your student to demonstrate their skills. They can be recorded and presented as proof of competence. Contextualization should not affect unit results, while you are required to contextualize learning and evaluation, you should also make sure that you do not affect unit results. Therefore, your contextualisation should not: reduce the breadth of application of competence to narrow the results of competence and limit its use remove the content of any element and performance criteria associated with the unit involved contextualisation must follow the principles of evaluation and the rules of evidence you must make sure that your contextualized follow the evaluation principles and : You must make sure that your contextualized assessments follow the rules Valid enough genuine current I recommend reading AS-A guidelines to implement the Rule of Evidence E. Important information on simulated environments When planning to provide training in a simulated environment or workplace, RTOs RTOs clearly define the tasks and policies and procedures of the workplace that will be used for training and evaluation. You would define them on steps 1 and 2 of this article. Modeled environments are used to allow students who do not have access to a workplace with a genuine work environment where they can demonstrate their skills. They can also be used to support students and introduce them to the workplace before doing practical work experience. Whether you're looking at an existing simulated workplace or creating it from scratch, you need to ensure that the device allows students to perform evaluation tasks in a simulated work environment, your simulated environment is very similar to the work environment for the tasks being demonstrated. Case studies and scenarios aligned with the current practice of Roleplay instructions should be extremely comprehensive. They need to model and align with real-world tasks. When viewing or creating role-playing, you need to make sure that: Instructions clearly describe the environment and workplace conditions required to play role-playing, including any equipment or resources needed to complete the role-playing game. You must have instructions for the student, the appraiser and any other participants. These instructions should be clear about what needs to be done, who is doing what, etc. It is almost always not present in with shelf resources and RTOs can often be found to be incompatible as a result. Appropriate training resources, published resources, have many comprehensive simulated businesses that provide RTOs scripts, case studies forms and policies in the workplace, and procedures etc. Summary Hope I have shown that contextualization is critical to creating quality, appropriate training and evaluation that provides the necessary knowledge and skills for the industry and the student it is focused on. We can't just take shared resources off the shelf and expect them to work with all students, situations and contexts. High-quality training takes time to develop, and employers and industry recognize those training providers who do not have the time to deliver appropriate training to meet their needs. gives you the opportunity to connect with industry leaders and build relationships, while at the same time letting them know that you are developing training that will meet the needs of your employees and organizations. It's a great way to build a successful and durable durable Relationship! Relationship!

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