Trainer guide

Tourism, Hospitality and Events Training Package SIT07

Series 11 Flexible Learning Toolbox

Supporting resources for:

Diploma of Events SIT50207

Advanced Diploma of Events SIT60207

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Toolboxes

Australian Flexible Learning Framework

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Purpose of the Trainer guide

This trainer guide will assist teachers and trainers who want to use the Toolbox either in its complete form, or as a source of learning components in the development of their own teaching programs.

The trainer guide's purpose is to show how the Toolbox resources can be effectively used to assist in the delivery of a coherent program and includes assessment strategies. It is written in a non-prescriptive way, assuming that the trainers will want to select aspects of the Toolbox, substitute others and customise for their own audience including learners with language, literacy and numeracy needs.

Section 1: Overview of the Events Alive Toolbox

1.1 Introduction

The Events Alive Toolbox provides a source of training material for the delivery of the four Units of competency from the Tourism, Hospitality and Events Training Package (SIT07).

This guide explains the tasks and activities the Toolbox contains and how these relate to particular Units of competency. It also offers suggested customisation and delivery strategies to maximise the learning experience for your learners. It highlights the positive benefits that can be achieved by encouraging a collaborative learning environment for online learners.

1.2 Qualifications

The Events Alive Toolbox supports SIT50207 Diploma of Events and SIT60207 Advanced Diploma of Events from the Tourism, Hospitality and Events Training Package SIT07.

The Toolbox provides learning objects to support four Units of competency. Three of the units chosen are new units developed for this Training Package endorsed in December 2007.

The four Units of competency are:

- SITXEVT010A Evaluate and address event regulatory requirements
- SITXEVT012A Select event venues and sites
- SITXOHS003A Identify hazards and assess and control safety risks
- SITXHRM004A Manage volunteers.

Units SITXEVT010A *Evaluate and address event regulatory requirements*, SITXEVT012A *Select event venues and sites* and SITXOHS003A *Identify hazards and assess and control safety risks* are core units at AQF 5 for the Diploma of Events qualification.

SITXEVT010A *Evaluate and address event regulatory requirements*, and SITXEVT012A *Select event venues and sites* are also core units at AQF6 for the Advanced Diploma of Events qualification.

The unit SITXHRM004A *Manage volunteer* is an elective unit for both the Diploma and Advanced Diploma of Events and is also an elective unit for a range of other Tourism and Hospitality qualifications. It is based on SRXHRM001B *Manage volunteers* from the Sport Industry Training Package and, while not directly equivalent to this unit, does share common themes and applications.

1.3 Target audience

The target groups for this Toolbox include existing workers, primarily in the event industry, as well as in the tourism and hospitality, sport and recreation and entertainment industries. Consideration has also been given to school leavers who wish to study prior to entry to the event industry. The range of skills, backgrounds and ages amongst the target learners provides an ideal context for collaborative learning strategies and fostering the use of new online technologies that can enhance learning and innovation at work. For example, mature-aged and younger learners can mutually benefit from working together and exchanging experience and job skills with online literacy skills for learning.

Existing workers are generally mature-aged with a range of prior work experiences. They are often part-time learners engaged in full-time employment and are often working in event-related units in an organisation. They are seeking to expand their skill base and their career paths within the event sectors of these industries. Their needs have been addressed by providing training opportunities that share industry best practice and complex projects not available in their workplace as well as offering opportunities to incorporate their workplace resources, activities and experience into their learning. Hands-on, active learning strategies and choice as to their learning context have also been included to benefit this group.

These needs have been addressed in the learning design where:

- learners have the choice of learning through either provided case studies and activities, or adapting learning tasks to useful outputs in their own workplace

- learning materials are structured to allow fast-tracking for more competent and confident learners

- online literacy support is provided or facilitated for those unfamiliar with new learning technologies.

School leavers are generally in the age group of between 17 and 19 having completed six years of secondary school. Their needs have been served by the inclusion of resources to help develop underpinning knowledge through a range of modes including authentic industry case studies and interviews, 'model' procedures and guidelines reflecting industry best practice, and learner-centred activities requiring learners to actively research, problem-solve and construct resources and knowledge. These resources help develop required skills by providing an authentic context for critical analysis, role play triggers and sample materials, and a range of problems requiring learners to respond critically, demonstrate initiative and ability, and produce simulated work samples.

1.4 Recognition of prior learning (RPL) and assessment

1.4.1 Red carpet – RPL

Red carpet – RPL has been developed for each Unit of competency for those learners who believe they have the skills and experience required to successfully meet the competency. Red carpet – RPL leads the student to information and tools to assist them to apply for Recognition of Prior Learning (RPL). There are documents that give more information about RPL as well as a range of RPL tools including self assessment and the preparation of evidence to demonstrate the necessary skills and knowledge.

If RPL cannot be achieved then learners are encouraged to develop a customised learning plan, work through the resources in the Toolbox and concentrate their efforts on those topics that are required.

For each Unit of competency covered by the Toolbox, the skill recognition area provides:

- an explanation of the 'RPL' process

- types of evidence that could be needed to address each Unit of competency

- a checklist to demonstrate skills and knowledge

- a set of typical questions that might be asked during an RPL interview

- a case study example.

Figure 1 shows the RPL path provided in the Toolbox.
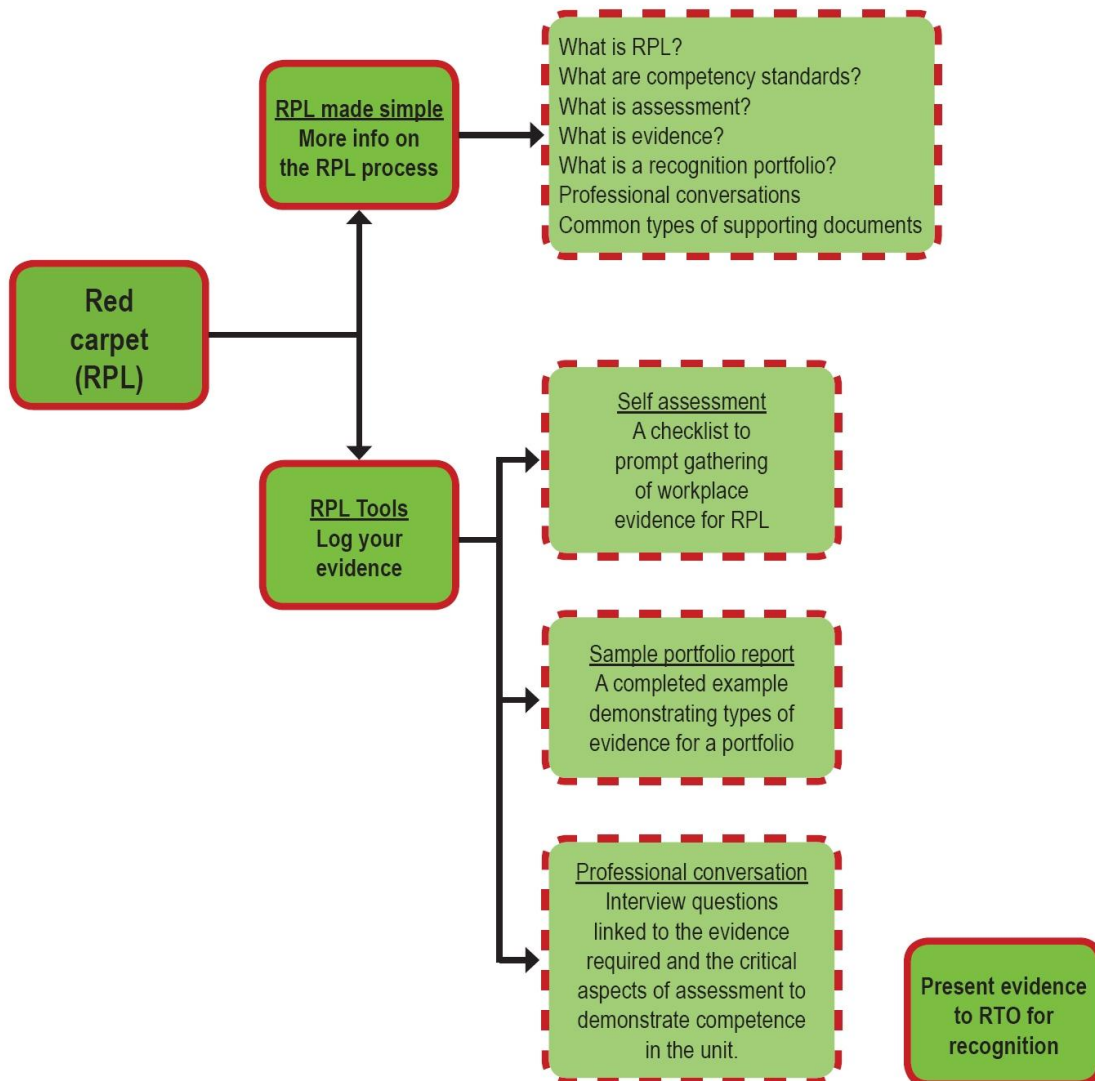
Figure 1: RPL path for Events Alive Toolbox

1.4.2 Assessment

Workplace activities inform the design of the key practice tasks which require learners to apply learning to their own real or simulated project, or to their workplace. The outputs of each activity contribute to learners' portfolios which can be used toward their assessment.

Self-assessment exercises are also included 'up front' to allow learners to relate competency to their prior experience and current capability. The 'Rehearse' activities are designed specifically as summative assessment tasks, which could be collected and assessed by a qualified trainer.

Some learners, when working through the skills recognition area of the Toolbox, may identify skill or knowledge gaps. These learners may choose to do the relevant activities of a unit before proceeding to the summative assessment tasks.

1.5   Underpinning ideas

The Toolbox has been designed to appeal to a range of adult learners. Strategies are described below.

- Units of competency are guided and supported by realistic case study examples. These are actual case studies and best-practice examples from people running their own events.

- Content includes images and media reflecting real life situations.

- Learner-centered activities with associated resources (including media and interactive assets), are sequenced to create a learning pathway that is clear and guided for learners.

- Media assets, extension activities and resources to support synchronous online, mobile or face-to-face collaborative learning strategies are provided.

- Online resources that provide the variety, flexibility and choice to meet the diverse needs of the target learners, as well as model life-long learning through collaboration and online communication and networking.

- Learning design that introduces knowledge and skills that are contextualised (for meaning) but also able to be adapted (to differing workplaces and industries) and updated (by learners throughout their immediate careers) - for example, by facilitating industry research skills and problem-solving within a range of scenarios.

- Activities provide prompts for collaboration between learners to help consolidate learning, share knowledge and build networks.

- Activities require learners to actively research information to solve problems either solo or as part of a group.

- The interface allows learners to navigate in a variety of ways, maximising accessibility.

1.6   Toolbox Implementation Guide

A copy of the Toolbox Implementation Guide can be found at:
http://toolboxes.flexiblelearning.net.au/documents/index.htm

The Toolbox Implementation Guide has been designed to help you get started with your Toolbox project and is based on the experiences of training providers nationally who have been working with Toolbox products over the last few years. The guide focuses mainly on supporting trainers involved in Toolbox product implementation, but will also be a useful reference for technical, support and other staff.

It contains four main sections:

- Finding your way around Toolbox products — things you should know

- Different ways you can use your Toolbox product for training delivery and support

- Planning for the implementation of your Toolbox product

- Further reading and helpful websites.

Section 2: Organising structure, context and key features

2.1 Units of competency

This Toolbox is designed for people studying a Diploma of Events or an Advanced Diploma of Events. Competencies covered are:

- SITXEVT010A Evaluate and address event regulatory requirements
- SITXEVT012A Select event venues and sites
- SITXOHS003A Identify hazards and assess and control safety risks
- SITXHRM004A Manage volunteers.

2.2 Context

The Events Alive Toolbox is structured around learning objects which establish a best practice workplace scenario from an experienced event manager. Each scenario addresses different aspects of event management and provides a relevant and authentic learning context.

Learners work through the Toolbox completing activities designed to help develop research, networking and business skills that can then be applied to their own event. Learners collect information and develop documents that could be assessed by their trainer and/or used to support their own event activities. The Events Alive Toolbox activities are designed to verify that users have the underpinning knowledge required, or to provide them with opportunities to develop that knowledge.

The Toolbox is organised around **Tasks** which introduce the event manager and set the scene for the learning object. The **Rehearse** option gives the learner the opportunity to undertake an event project to practise skills associated with the Unit of competency. This option provides formative assessment opportunities or a 'trial run' and gives a realistic view of the scope of expertise required by the unit.

Each task has the same approach which sets up learning **Activities** to develop skills and knowledge. The activities are divided into two forms: **Going solo** activities are designed to be undertaken independently by the individual, and **Network** activities are designed to encourage collaborative learning and extend from the solo activity. The learner can track the activities that have been attempted using the Learning Plan facility.

Your event provides information on the evidence requirements to achieve competence in the unit. This is supported by a RPL option **Red Carpet RPL** which provides advice for those who believe they have existing competence in any or all of the Toolbox set.

The Toolbox also has two general links to resources. The **Media Room** is a quick link facility to documents and websites for each job task. The **Green Room** showcases leading event managers and introduces them to the learners. This additional audio asset allows the learner to discover more about their events and expertise.

In this Toolbox the learner has options regarding pathways to learning. Below are examples of pathways. Learners may:

- begin by working through the Solo activities one at a time and in the order in which they are presented, making sure all the activities are completed before proceeding to 'Your event'.

- work collaboratively and use the Network activities provided to enhance their learning.

- proceed to the next 'task' if they feel that they already have the skills and knowledge required of a 'task' and don't need to work through it.

- by-pass the tasks and go directly to 'Your event' to find out how they will be assessed for the unit if they feel that they have quite a bit of experience.

- select the 'Red Carpet' section if they have been working in the events management industry and feel that they already know how to do some or all of the competency..

2.3   Key features

The home page provides learners with access to each unit. The home page of the Toolbox is shown in Figure 2.

Figure 2: Event Alive Toolbox home page

The top menu provides a path to other areas in the Toolbox, namely:

- Tour (instruction for first time users)
- Media Room
- Green Room.

2.3.1 Media room

The Media room section contains resources that are available to the learner at any time. This section has been designed to reflect the Unit of competency and the learner can choose to use some or all of this information when completing Toolbox activities.

Resources in the Media room may be used independently of the Toolbox and include:

- downloadable documents
- website links.

The Media room section opens in a new window so that learners can view information while they complete activities.

2.3.2 Green room

The Green room features leading Event Managers talking about their areas of expertise.

The Green room section opens in a new window so that learners can view information while they complete activities.

2.4   Sample learning sequence

2.4.1 Tasks and activities

The Toolbox is organised around **Tasks** which introduce an experienced event manager and set the scene for the learning object. Each task has the same approach which sets up learning **Activities** to develop skills and knowledge. The activities are divided into two forms: **Going solo** activities are designed to be undertaken independently by the individual, and **Network** activities are designed to encourage collaborative learning and extend from the solo activity.

1. The task home screen where an events expert describes what the task involves for them as they manage an event. A section of the task page for Recruit volunteers is shown in figure 3.
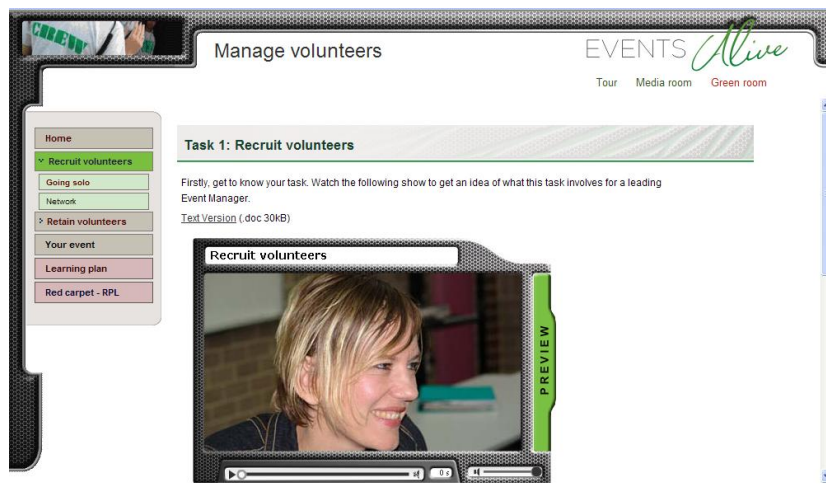
Figure 3: Task 1: Recruit volunteers home page

2. Solo activities are designed to develop knowledge and skills associated with the task. The solo activities page gives a précis of each activity so learners can decide if they wish to work through the activities in the suggested order, or go straight to the activity they need. A sample learning activity for Solo 1 of Task 1: Recruit volunteers is shown in figure 4.
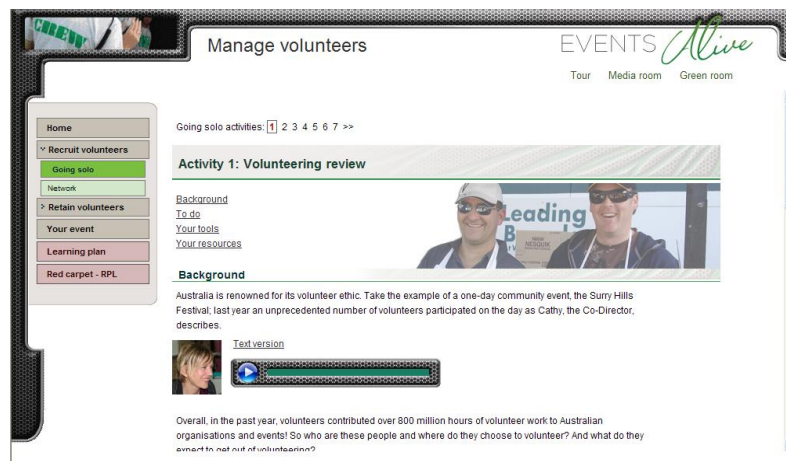
Figure 4: Task 1: Recruit volunteers solo activity page

4. Network activities encourage collaborative learning and extend from the solo activity. The network activities page gives a précis of each activity. A sample learning activity for Network 2 of Task 1: Recruit volunteers is shown in figure 5.
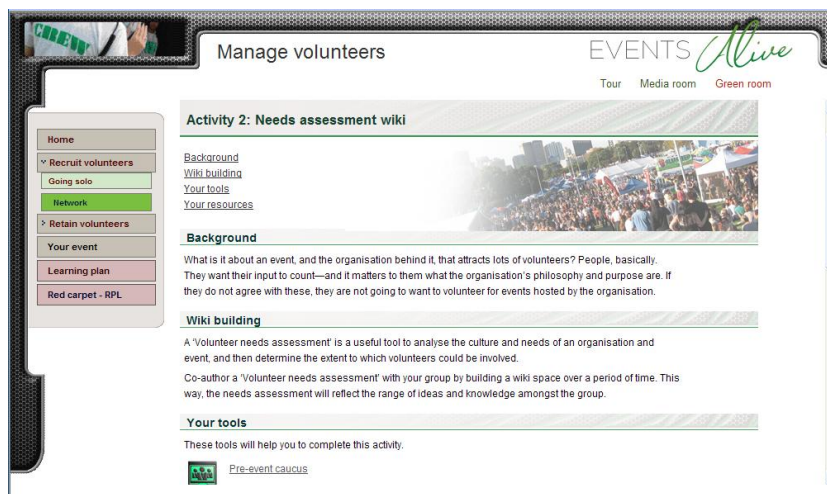
Figure 5: Task 1 Recruit volunteers network activity page

2.4.1 Activity framework

The following headings are common at the activity level within the Toolbox.

Background

This information sets the scene for each activity and generally has an experienced event organiser presenting various workplace issues.

To do

This space gives the learner a set of instructions and explains what is required of them to complete the activity.

Your tools

A variety of methods, documents, and aids are supplied to the learner to facilitate the outcomes required. The learner can use these to complete the task.

Your resources

Information from a variety of sources is supplied for the learner and may include documents, slideshows or links to websites. The learner can use these to complete the activity.

Section 3: Getting started

3.1 Preparing learners to use the Toolbox

It is important to prepare learners to use the Toolbox. The following tips for trainers highlight important information you should consider when introducing Toolboxes into your courses.

- Set aside adequate time to familiarise yourself with the Toolbox so you can properly support your learners.

- Internet sites change over time so make sure you check for broken links prior to using the Toolbox.

- Plan ahead and obtain management support.

- Set realistic time frames for implementation.

- Integrate the Toolbox into your teaching delivery, just as you would any new teaching resource.

- Using a Toolbox is not about leaving learners alone to learn for themselves, but about using a new medium as a part of an overall teaching delivery strategy.

- Where possible, provide an orientation to the Toolbox in a practical, face-to-face session with learners actually using the Toolbox. In this session, include clear directions on how you want the learners to work through the Toolbox and define the methods of communication that will be used throughout the course (if applicable).

- If you choose to conduct group activities via discussion boards or wikis, you will need to set up discussion threads/wiki headings prior to commencing the activity.

- You may need to provide instructions to the learners on how to use communication tools such as email, wiki, virtual conferencing or chat within your learning environment. Instructions are also included throughout the toolbox within network activities.

3.2 Assessment strategies

Assessment of a Unit of competency requires the learner to gather sufficient evidence to demonstrate competency for all the required skills and knowledge. As part of an evidence portfolio, an assessor may choose to use completed worksheets and journals presented by a learner online or face-to-face, as well as meaningful contributions to online discussions.

The outcome of each learning task is designed so that it aligns to specific elements in each unit of competence. Learners may be able to add their work on the learning tasks to a portfolio of evidence for assessment. Also 'Your event' evidence is designed to be used to assess competence in the unit concerned (summative) whilst learning tasks are used to reinforce the learning (formative). 'Your event' evidence is essential whilst learning tasks are optional.

Workplace evidence is critical for assessment in SITXHRM004A Manage volunteers and examples such as workplace reports and direct observation and questioning in the workplace is desirable for all competency assessment.

For those delivering online the following link provides information about assessing online including case studies and a gallery of different online assessment strategies: www.flexiblelearning.net.au/designing/assessing/index.htm

3.3 Hardware and software requirements

Following are some hardware and software requirements. Please refer to the Technical guide for detailed information.

3.3.1 Hardware

To use the learning material in this resource, learners will need a computer with the following features:

- IBM® compatible with a 1000 MHz processor running Windows 2000, XP, Vista, or

- Apple Macintosh® with a 500 MHz processor running OSX v10.3.0 with

  - 256 Mb of RAM
  - 1024 x 768 pixel display
  - CD-ROM drive
  - internet access
  - sound card.

Connectivity

If viewing this resource via the Internet a broadband connection is recommended for playing the audio and video components.

3.3.2 Software

Learners will also need the following software/plug-ins installed on their computer:

- Internet Explorer 6.0 or above (http://www.microsoft.com/)

OR

- Firefox 2.0 or above (http://www.mozilla.com/)

OR

- Safari 1.3 or above (http://www.apple.com/)

- Microsoft® Word 97 or a similar word processing program to open and use downloadable forms, checklists and worksheets.

- Microsoft® PowerPoint 2003 or later to open and view slideshow presentations

- Adobe® Flash Player 9. If you haven't got this plug-in, you can download and install the latest free version from: www.adobe.com

- Adobe® PDF Reader 6.0 or above. If you haven't got this plug-in, you can download and install the latest free version from: www.adobe.com.

Incorrect versions of these applications could result in information being shown in an unreadable form or not shown at all.

3.4 Customisation

Toolboxes can be customised by users under the flexible licensing arrangements, as long as they are not on-sold. You are therefore encouraged to customise the Toolboxes. However, before embarking on any modifications or customisation, we suggest that you:

- check the licensing details of the Toolboxes to ensure that any customisation does not contravene the conditions of the licence
- have the required trained personnel
- retain the original files in the CD-ROM format as a backup (should you require them at a later stage).

3.4.1 License/Copyright

In most cases Toolboxes are able to be modified and redistributed with minimal licensing or copyright encumbrance. However, before commencing any modifications we recommend that you check the license details of the Toolbox, to ensure that any customisation undertaken does not contravene the conditions of that license.

For licensing conditions visit: http://www.flexiblelearning.net.au/toolbox/license.htm

3.4.2 What features can be customised?

Some design aspects of the Toolboxes are easily customisable. However, there are other aspects of the Toolboxes that are more difficult. For the more complex customisations we recommend that you proceed only if you have the relevant trained technical personnel.

You can install specific learning objects on your server but it is crucial to maintain the overall directory structure within the nominated directory on your server so that links between pages remain functional.

3.4.3 HTML pages

To customise most screen content in this Toolbox, you will need to edit the HTML files using an HTML editor such as:

- Adobe® Dreamweaver
- Microsoft® FrontPage
- Adobe® HomeSite
- Microsoft® WordPad.

3.4.4 Flash

The Flash content would normally use dynamic data from an external XML file and may often use many other files as well. These will need to be copied and the relationship between the .swf files and all other related files are to maintain their integrity. An example is expressed in the following image.

Name △	Size
📁 _data	
📁 images	
📁 scripts	
📁 sound	
📁 styles	
📁 swf	
🌐 slide_pop01.htm	3 KB
🌐 slideshow_recruit.htm	2 KB
📄 slideshow_recruit_text.doc	30 KB

In this example an LO contains a flash movie within the slideshow_recruit.htm file and uses…
- .xml document in the _data folder,
- images from the images folder,
- .js files from the scripts folder,
- .mp3 from the sound folder,
- .css from the styles folder and
- .swf from the swf folder.
- also within the .htm page is a link to a popup (slide_pop01.htm) and
- a link to the text version of the movie.

Should any of these elements be missing the movie will not perform to its optimum. Although this may seem complicated, if the page containing the link to the applet is copied along with the applet itself then nothing more need be done.

Some Flash movies and interactions have been produced using a wizard and therefore don't have a related .fla file and can't be changed. All others have related .fla files that can be found in the source_files\media folder.

3.4.5 Word documents

Word documents are easily changed using Microsoft® Word. Keep the same filename so the link to modified document still works.

3.4.6 Slideshows, audio players and video

Content in slideshows, audio players in pop-ups and video players can be changed by editing the XML data files associated with the player and by replacing the related media files. Links to the filenames must also be changed.

3.4.7 Dynamic content

It is important to change the text version of any of the dynamic content that has been changed. For example if the content of a Flash movie is changed then the text version must replicate the change. Another example might be a sound file: should the sound file of an interview be changed then the transcript must also be changed to reflect this.

Refer to the 'Technical guide' attached to the Welcome screen of the Toolbox for more detailed advice relevant to customisation.

Section 4: Tasks and activities

Four Units of competency are covered in the Toolbox. Learners are able to access each one through the drop down table on the home page.

The tables below explain how the tasks and activities relate to each Unit of competency.

4.1   SITXHRM004A Manage volunteers

Manage volunteers - Task 1: Recruit volunteers

'Before you recruit volunteers you need to look at your organisational and project needs. What is the likely impact of involving volunteers such as the costs, risks and benefits? You'll need to be aware of any relevant industry requirements and work regulations for employing workers. Then you can determine suitable work roles for your volunteers and start recruiting!'

Activity	Element/performance criteria
Solo 1: Volunteering review Network 1: Volunteering conference	*1. Research, determine and define needs for volunteer involvement.*
Solo 2: Assess the need for volunteers Network 2: Needs assessment wiki	1.1 Determine and evaluate volunteer requirements based on analysis of relevant human resource information and consultation with relevant stakeholders.
Solo 3: Identify benefits, risks and costs of using volunteers Network 3: Using volunteers brainstorm	1.2 Assess benefits, costs and risks to the organisation or project of volunteer involvement.
Solo 4: Audit the legislative needs for using volunteers	1.3 Establish and assess the requirements and impacts of relevant legislation and industry codes.
Solo 5: Design work roles and positions Network 4: Volunteer roles forum	1.4 Define overall volunteer roles according to specific organisational or project requirements. *2. Undertake volunteer recruitment.* 2.1 Develop appropriate position descriptions based on review of volunteer roles. *3. Maximise volunteer retention.* 3.2 Identify and incorporate individual requirements of volunteers into work role design.
Solo 6: Target Volunteers	2.4 Identify key target areas from which volunteers might be recruited.
Solo 7: Plan communications with volunteers	2.3 Communicate and delegate responsibility for volunteer coordination to relevant parties according to specific workplace requirements.

Manage volunteers - Task 2: Retain volunteers

'Once you've hired your volunteers you'll need to make sure you retain them. Your skills to foster a climate of recognition and support will be needed. Matching people to job roles, rewards, induction and training, and getting feedback from your volunteers are proven ways to keep them.'

Activity	Element/performance criteria
Solo 1: Research strategies to recognise volunteers	*2. Undertake volunteer recruitment.* 2.2 Establish and incorporate volunteer rewards into the recruitment program. *3. Maximise volunteer retention.* 3.1 Assist in developing a climate of recognition and support for volunteers through representation in the wider environment.
Solo 2: Support volunteers on the job Network 1: Discuss volunteers' skills	*3. Maximise volunteer retention.* 3.1 Assist in developing a climate of recognition and support for volunteers through representation in the wider environment. 3.2 Identify and incorporate individual requirements of volunteers into work role design.
Solo 3: Induct volunteers Network 2: Co-author an induction manual	3.3 Arrange suitable induction and training for volunteers to ensure work roles, rights and responsibilities are clearly understood.
Solo 4: Monitor volunteers Network 3: Role play volunteer interviews	*4. Ensure a positive experience for volunteers.* 4.1 Liaise with volunteers regularly to monitor experience from both organisation and volunteer perspective and identify any areas of concern. 4.3 Identify and incorporate consideration of volunteer social and other motivations in work design programs.
Solo 5: Obtain volunteer feedback	4.2 Identify and evaluate areas of concern and initiate follow-up action.

4.2 SITXEVT012A Select event venues and sites

Select venues and events - Task 1: Develop specifications

'How do you know you can identify the best place in which to hold your event? An ideal site or venue will meet the requirements of your event, including its goal, theme, activities and of course the audience needs. So the first step to selecting your venue or site is to develop specifications for what your venue/site will need. This means analysing the event requirements and integrating the needs of all the stakeholders.'

Activity	Element/performance criteria
Solo 1: Research venue facilities and services	*1. Analyse venue or site requirements.*
Solo 2: Analyse event sites Network 1: Collaborative site analysis Solo 3: Research venues and sites	1.2 Develop accurate and complete venue or site specifications to facilitate the research process. *2. Source event venues and sites.* 2.1 Research potential venues and sites using appropriate information sources and research methods.
Solo 4: Analyse whether venues or sites complement the event concept Network 2: Vote for the best venue/site	1.1 Analyse overall venue or site requirements based on detailed review of all aspects of the proposed event.
Solo 5: Identify venue/site requirements for stakeholders Solo 6: Develop audience requirements	1.3 Integrate the needs of all stakeholders, including those with disabilities, into venue or site specifications.
Solo 7: Develop a venue/site-selection tool Network 3: Peer review of site selection tools	1.2 Develop accurate and complete venue or site specifications to facilitate the research process. 2.1 Research potential venues and sites using appropriate information sources and research methods.

Select venues and events - Task 2: Confirm venues/sites

'After developing the requirements for your venue or site you now need to source suitable venues/sites, assess their suitability and negotiate for the features and services you need. As well, the risk management issues associated with your chosen venue/site need to be identified. Finally you need to seek the appropriate approvals in order to confirm the venue/site booking.'

Activity	Element/performance criteria
Solo 1: Compare venues/sites	*2. Source event venues and sites.* 2.2 Assess the suitability of venues and sites based on comparison of services offered with event specifications.

Solo 2: Review venue/site terms Network 1: Role play to negotiate venue/site terms	2.3 Evaluate venue and site capacity to deliver a range of quality outcomes through broader investigation and negotiation and liaison with venue and site personnel. 2.5 Assess the need for tentative bookings and take action promptly. *3. Confirm venue or site arrangements.* 3.1 Confirm venue or site arrangements accurately in writing when the selection process is finalised. 3.2 Review and sign venue or site contracts within appropriate timeframes and within scope of individual responsibility.
Solo 3: Identify site approval requirements	2.4 Identify risk management issues associated with specific venues and sites and incorporate into broader event planning. 3.3 Integrate specific venue or site planning issues promptly into overall event management systems.
Solo 4: Recommend venues and sites Network 2: Debate event precincts	2.6 Coordinate multiple site or venue selection when required in a logical manner. 2.7 Provide clear and accurate briefings on venue or site options to colleagues and key stakeholders to include recommendations and rationale and gain appropriate approvals.

4.3 SITXEVT010A Evaluate and address event regulatory requirements

Address regulatory requirements:

Task 1 – Address regulations

'You begin scoping the regulatory issues impacting your event by analysing the event activities and legal requirements. There will be risk management issues in relation to legal compliance which you'll need to assess. You'll need to consult with regulatory authorities and develop plans and procedures to address regulations throughout the entire event activities.'

Activity	Element/performance criteria
Solo 1: Review the role of legislation and regulations	*1. Analyse regulatory issues that impact on event management.*
Solo 2: Research local regulations applying to an event Network 1: Collaboratively research compliance	1.1 Analyse event information to determine the scope and nature of regulatory issues to be considered. 1.2 Research and assess the impact of specific event regulatory issues on event planning and operation. 1.4 Establish and assess the role of different stakeholders in relation to regulatory issues.
Solo 3: Work with regulatory authorities Network 2: Brainstorm community impacts	*2. Establish strategies for working with regulatory authorities.* 2.1 Determine the scope and complexity of required or desirable liaison with regulatory authorities. 2.2 Identify key organisations and individuals and establish effective consultation and communication processes. 2.3 Include representatives from appropriate agencies in event management structures and consultation processes.
Solo 4: Plan for event compliance Network 3: Co-author an insurance fact sheet	1.3 Analyse specific risk management issues for identified regulatory requirements and incorporate into overall risk management planning. 1.5 Assess the need for specialist planning and operational advice or assistance to address regulatory requirements. *4. Evaluate event for regulatory compliance.* 4.1 Assess different event elements in regard to compliance with regulatory requirements.
Solo 5: Develop procedures for event compliance Network 4: Co-plan waste management	*3. Develop plans and procedures to address regulatory requirements.* 3.1 Integrate approach to plans and procedures addressing regulatory issues, into broader event management structures, processes and constraints. 3.2 Develop and document specific procedures that address event regulatory requirements. 3.3 Develop and monitor the production of any required compliance documentation.
Solo 6: Develop contingencies and procedures for critical incidents	3.4 Identify critical tasks and allocate responsibilities and timelines. 3.5 Develop and articulate contingency and critical incident procedures in relation to all regulatory requirements. 3.6 Provide briefings and relevant information to colleagues regarding regulatory requirements and procedures. 4.2 Incorporate outcomes of evaluation into future event planning.

4.4 SITXOHS003A Identify hazards and assess and control safety risks

Assess safety risks - Task 1: Assess safety risks

'It is the Event Manager's job to ensure safety risk assessments have been carried out for all the activities that happen before, during and while dismantling an event. This process involves identifying hazards and having procedures in place to manage the risks.'

Activity	Element/performance criteria
Solo 1: Review OHS legislation Network 1: OHS collaborative research Solo 2: Research the risk management process Network 2: Collaborate and plan to ensure OHS compliance	2.3 Participate with or involve other personnel where appropriate in the risk assessment process according to consultation requirements of OHS legislation.
Solo 3: Identify hazards at an event Network 3: Analyse event activities for hazards and risks	*1. Identify hazards* 1.1 Access and use hazard identification tools and template documents according to organisation procedures 1.2 Use appropriate methods to identify actual or foreseeable hazards that have the potential to harm the health and safety of workers or anyone else in the workplace. 1.3 Involve other personnel where appropriate in hazard identification process. 1.4 Keep records of hazards identified according to organisation procedures.
Solo 4: Assess safety risks Network 4: Discuss duty of care responsibilities	*2. Assess the safety risk associated with a hazard*. 2.1 Access and use risk assessment tools and template documents according to organisation procedures. 2.4 Collect sufficient evidence of the type and level of risk that the identified hazard poses. 2.5 Use a systematic and four-staged hierarchical process model to conducting a risk assessment. 2.6 Document the outcome of the risk assessment and proposed actions. 2.7 Keep records of risk assessments according to organisation procedures.
Solo 5: Control risk Network 5: Develop a risk control resource	*3. Eliminate or control the risk*. 3.1 Consult with a range of personnel within the organisation to achieve broad input into risk control process. 3.2 Implement control measures according to individual level of

	responsibility or refer to appropriate personnel for permission or further action.
	3.3 Where possible eliminate the risk and if not practical take actions to control the risk using a five-step hierarchical approach.
Solo 6: Review the process Network 6: Collaboratively review OHS processes	*4. Review the risk assessment process.* 4.1 Identify inadequacies in hazard identification and risk assessment processes and resolve or report them to the appropriate person. 4.2 Document any changes to the process and implement new processes for future risk management activities.

Section 5: Online teaching strategies

Teaching in an online environment focuses on facilitating and guiding the learner's progress. Learners have significant learning resources available to them in the Toolbox, in the workplace, and on the internet. Helping learners to navigate this information and pinpoint the relevant materials to meet performance criteria is the central role. It requires clear statement of learning objectives and regular feedback on learner progress. Email and a bulletin board are powerful communication tools when applied in this context.

The Events Alive Toolbox is designed to encourage learner collaboration through communication or social networking tools. This is done via the 'Network' activities that are designed to compliment and customise learning.

Trainers may set a start and finish date for the discussion, and a proportion of final assessment may be weighted to participation. Learners may be notified of these requirements by email, as well as through an initial posting on the bulletin board. The bulletin board (along with other tools) is a useful record of learner contributions for assessment purposes.

5.1 Starting together as a group — online icebreakers

You can use an online icebreaker in a computer training room or with learners who are at different locations. If you intend for your learners to collaborate online (using email, a learning management system, or a web discussion board) it's important to give them a chance to get familiar with each other by using the medium, before they get down to the serious part.

Follow these steps:

- Go to www.thiagi.com for some ideas. Follow the link to Freebies, then to Training games.
- Set group projects based on the network activities.
- The Rehearse document on the task page can also be used for group work. A group could:
  – work together to identify a similar problem/issue/opportunity that they will base their task on, then work individually with their own work teams, and later report back to the group as part of their own review process, or
  – work together if they are in the same organisation or event to identify a common problem/issue/opportunity, and then work on it as a team within their organisation.

There are advantages to this approach:

- It can facilitate social learning, especially useful if students are geographically dispersed or isolated.
- Learners gain practice using online communication tools in a practical task-focused way.
- It can allow students to practise skills of planning, collaboration, consultation and networking required of a frontline manager.
- It can be integrated with assessment of underpinning skills such as communication skills, and of the key competencies.

Here are some practical suggestions for implementing group projects:

- Limit teams to no more than three or four students.

- Set a date for completion of the group project.

- Consider asking students to write a self assessment and peer assessment of their contribution to the group process; this will encourage students to reflect on their collaborative skills, as well as providing you with more information if you are considering using the group work as an assessment item.

- Provide guidelines as to how you expect your students to collaborate, eg entirely online, or through a mix of face to face meetings and online communication.

5.2 Preparing learners to use the materials

It is important to include ways of preparing learners to use the materials. The following tips for trainers and learners highlight important information you should consider when introducing the use of Toolboxes into your curriculum.

- As a workplace trainer or supervisor, it is important to set aside adequate time to familiarise yourself with the Toolbox and its resources so you can properly support your learners. Trainers have reported the greatest successes when they first familiarised themselves with the Toolbox, integrating it with their course, developing student activities and additional material and thus guiding the learners through using the Toolbox.

- It is also important to plan ahead and obtain management support, set realistic timeframes for implementation and gain support from the learner's employer before introducing the Toolbox. Flexible delivery is not about leaving learners alone to learn for themselves, but about using a new medium as a part of an overall teaching delivery structure that is well defined.

- Providing orientation to the Toolbox in a practical, face-to-face session with learners actually using the Toolbox is clearly a key to a successful use. It provides a mixture of technical and pedagogical assistance that aligns the Toolbox with the curriculum and the course.

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Toolbox contact details:

Flexible Learning Toolbox Help Desk

Phone: 1300 736 710

Email: toolboxhelp@flexiblelearning.net.au

Website: flexiblelearning.net.au/toolbox

For more information contact:

Australian Flexible Learning Framework

National Communication
Phone: +61 7 3307 4700
Fax: +61 7 3259 4371
Email: enquiries@flexiblelearning.net.au
Website: flexiblelearning.net.au
GPO Box 1326
Brisbane, Queensland 4001
Australia