

Practitioner expectations and experiences with the Certificate IV in Training and Assessment (TAA40104): Support document

BERWYN CLAYTON

VICTORIA UNIVERSITY

DAVE MEYERS

CANBERRA INSTITUTE OF TECHNOLOGY

ANDREA BATEMAN

BATEMAN & GILES

ROBERT BLUER,

INNOVATION & BUSINESS SKILLS AUSTRALIA

This document was produced by the authors based on their research for the report *Practitioner expectations and experiences with the Certificate IV in Training and Assessment*, and is an added resource for further information. The report is available on NCVER's website:
<<http://www.ncver.edu.au>>

The views and opinions expressed in this document are those of the authors and do not necessarily reflect the views of the Australian Government, state and territory governments or NCVER. Any errors and omissions are the responsibility of the authors.

© Australian Government, 2010

This work has been produced by the National Centre for Vocational Education Research (NCVER) on behalf of the Australian Government and state and territory governments with funding provided through the Australian Department of Education, Science and Training. Apart from any use permitted under the *Copyright Act 1968*, no part of this publication may be reproduced by any process without written permission. Requests should be made to NCVER.

Contents

Overview	4
Methodology	5
Online survey instrument	7
Interview schedule	14
Focus group discussion paper	17
Focus group questions	29
Focus group participants	30
Additional tables	31

Overview

This document supports the report *Practitioner expectations and experiences with the Certificate IV in Training and Assessment (TAA40104)*. The first section outlines the methodology used to undertake the research and covers the design of the research, sample details, data collection processes and the strategy for data analysis and reporting. The limitations of the study are also outlined. A copy of the online survey, the telephone interview schedule, the focus group questions, focus group discussion paper and a list of focus group participants are also included

The final section contains additional data tables previously identified as appendices in the body of the main research report.

Methodology

Design of the research

This study adopted a mixed methods research approach over three major stages.

Stage 1 involved a review of the relevant literature on the preparation of teachers and trainers in the vocational education and training and the schools sector both nationally and internationally. From this review, a paper entitled *Practitioner experiences and expectations with Certificate IV in Training and Assessment (TAA40104): A discussion of the issues* was developed (see <http://www.ncver.edu.au/publications/2183.html>)

Guided by the literature, an online survey of recent graduates of the Certificate IV in Training and Assessment (TAA40104) was undertaken which explored the perceptions of graduates in relation to:

- ✧ the Certificate IV programs they had undertaken with particular reference to flexibility, balance, delivery modes, trainer competence
- ✧ the sense of self-efficacy associated with planning and delivering training and assessment services
- ✧ the benefits and limitations of the qualification
- ✧ recommendations for future improvements

A copy of the online survey instrument is included in this support document at page 7.

Stage 2 of the study involved follow-up interviews with those participants from Stage 1 who volunteered to participate in the next stages of the study. The focus of these interviews was again the areas previously explored in the online survey, with the addition of questions about graduate impetus for undertaking the qualification and sense of preparedness and confidence in carrying out the role of teacher or trainer.

While the original design of the study included two semi-structured interviews – one six months after completion of the Certificate IV qualification and another a further six months later, only the first of these interviews was conducted as there proved to be insufficient participants willing to continue in the research to make ongoing data gathering useful or valid. As a consequence the research design was modified to include a focus group discussion with a sample of interested stakeholders. The role of focus group discussants was to validate the findings of the research and provide insights into how the research might inform future vocational education and training policy and/or practice. This activity made up Stage 3 of the study.

Sample details

At the time this research commenced there were 376 registered training organisations with the Certificate IV in Training and Assessment on scope. Innovation and Business Skills Australia (IBSA), the industry skills council Skills Council responsible for the development of competency standards and qualifications around training and assessment in the vocational education and training sector, provided contact details of representatives on its national practitioner network. Network members were asked to contact course coordinators of TAA40104 encouraging them to invite recent graduates of the course to voluntarily complete the online survey. For the purposes of the research, 'recent graduates' was defined as those individuals who had completed the certificate IV in the last three to four months and had not applied for any recognition of prior learning.

Consent was obtained electronically when recent graduates agreed to complete the questionnaire. The survey was available online for approximately two months and a total of 56 valid responses were obtained. At the completion of the online survey, participants were invited to voluntarily participate in the next stage

of the study by providing their name and contact email or telephone number. 25 respondents provided these contact details indicating their willingness to continue as an informant to the research.

Participants in the focus group discussion in the final stage of the research were selected on the basis of their direct involvement with the delivery or quality assurance of the Training and Assessment Package or were engaged in national activities or research in the area of competency-based assessment.

Data collection processes

The internet-based survey was designed to collect data about personal attributes, program characteristics, perceptions of the program, aspects of self-efficacy, perceived benefits of the program, perceptions about understanding of the VET sector together with preparedness and confidence in undertaking the role of teacher or trainer. Response formats included multiple choice, free response, rating scales and open-ended responses. The draft survey instrument was tested with the assistance of personnel within the National Centre for Vocational Education Research and online by a small number of practitioners who agreed to assist with its development by completing a draft version of the survey and providing feedback on such things ease of use, clarity of language, avoidance of ambiguity and time to complete. A copy of the online survey is included overleaf.

An interview schedule was developed to ensure the gathering of consistent information and this was supported by individualised interviewee data sourced from the online survey. Interviews were between thirty to fifty minutes in length and were conducted by telephone. A copy of the interview schedule is included at page 14.

To support the focus group discussion in the final stage of the study, an overview paper and a set of focus questions drawing on the outcomes of the first two stages of the research were developed. These can be found at pages 17 and 30 respectively.

Both telephone interviews and the focus group discussion were electronically recorded and transcribed.

Data analysis

The data from the online survey were manipulated using SPSS and given the limited amount of data, only descriptive statistical analysis was undertaken providing frequencies and percentages for all closed questions. The open-ended questions were analysed by hand using coding and categorising to identify major themes and interrelationships.

The telephone interviews and focus group discussion were analysed by hand. From the interview transcriptions, major themes relating to the research questions were identified together with commonalities and divergences where they existed. This information was then cross-analysed with the themes drawn from the online survey to determine patterns, consistencies, variations and interrelationships in the data. Illustrative quotations were then identified from both the open-ended questions in the online survey and those provided in the telephone interviews.

A similar process was adopted in analysing the focus group discussion.

Online survey instrument

ABOUT YOURSELF

Your age

- 24 or under
- 25-35
- 36-45
- 45-50
- Over 50

Your gender

- Male
- Female

Your location

- Metropolitan (population from 100,000)
- Regional (population 10,000 to 99,000)
- Remote (population under 10,000)

TAA04 PROGRAM OVERVIEW

The TAA04 Core Units and Competences

Field Units			
Learning Environment	Learning Design	Delivery and Facilitation	Assessment
<ul style="list-style-type: none"> • Work effectively in vocational education and training • Foster & promote an inclusive learning culture • Ensure a healthy & safe learning environment 	<ul style="list-style-type: none"> • Use training packages to meet client needs • Design & develop learning programs 	<ul style="list-style-type: none"> • Plan & organise group-based delivery • Facilitate work-based learning • Facilitate individual learning 	<ul style="list-style-type: none"> • Plan & organise assessment • Assess Competence • Develop assessment tools • Participate in assessment validation

Please tell us which of the competencies in the TAA04 program, other than the core units (listed above), you have completed:

Delivery and facilitation

- TAADEL301C - Provide training through instruction and demonstration of work skills
- TAADEL402B – Facilitate group-based learning
- TAADEL405B – Coordinate and facilitate distance-based learning

Learning environment

- TAAENV404B – Develop innovative ideas at work

Training advisory services

- TAATAS401B – Maintain information requirements of training and/or assessment organisations.

Language, literacy and numeracy practices

- TAALLN401B – Address language, literacy and numeracy issues within learning and assessment practice.

Imported units

- BSBAUD402B – participate in quality audit
- BSBLED401A – Develop teams and individuals
- BSBMKG413A – Promote products and services
- BSBREL402A – Build client relationships and business networks
- BSBRES401A – Analyse and present research information

If you did electives from outside the TAA04, please indicate the name and code for each unit.

Name

Code

Name

Code

Name

Code

ABOUT YOUR TAA04 PROGRAM

Where did you do your training?

- Public (eg TAFE)
- Private (eg. Brisbane Business College)
- Adult and Community Education
- Enterprise (eg. Qantas, Westpac)
- Other

How flexible was the delivery mode of your program?

- Little flexibility
- Flexible
- Very flexible

How well did this degree of flexibility work for you?

- Not well
- Well
- Very well

Balance of teacher directed (TD) and self directed (SD)

- 100% SD (fully self directed)
- 25% TD / 75% SD
- 50% TD / 50% SD
- 75% TD / 25% SD
- 100% TD (fully teacher directed)

How well did this balance work for you?

- Not well
- Well
- Very Well

FACE TO FACE, ONLINE OR DISTANCE

How was the majority of your qualification undertaken?

- Mostly face to face
- Mostly on-line
- Mostly distance
- A mix of face-to-face, on-line and distance
- A mix of face to face and on-line
- A mix of face to face and distance
- A mix of online and distance
- Other

How well did this delivery mode work for you?

- Not well
- Well
- Very Well

LENGTH OF PROGRAM

If mostly face to face

- Full-time trainee
- Part-time trainee

To complete the program, I took this many.....

_____hrs _____days

If mostly on-line

To complete the program, I took this many.....

_____hrs _____days

If mostly distance based

To complete the program, I took this many.....

_____hrs _____days

TRAINING

Where are you currently a trainer?

- Public (eg TAFE)
- Private (eg Brisbane Business College)
- Adult and Community Education
- Enterprise (eg Qantas, Westpac)
- VET in Schools
- Not Applicable

 For the following survey questions, please indicate (by circling the appropriate number) how much you agree or disagree with the statements by selecting from the options:

- 4 = *Strongly Agree*
- 3 = *Agree*
- 2 = *Disagree*
- 1 = *Strongly Disagree*
- 0 = *Not Applicable*

	Please circle
In an environment of change and expectations of continuous improvement, I am confident that I can.....	
• Plan training	4--3--2--1--0
• Deliver training	4--3--2--1--0
• Assess training outcomes	4--3--2--1--0
• Evaluate training	4--3--2--1--0
Undertaking the TAA04 program gave me the opportunity to.....	
• Gain a comprehensive understanding of the content knowledge I needed as a trainer	4--3--2--1--0
• Make clear links between theoretical and practical aspects of training	4--3--2--1--0
• Develop a sound understanding of how trainees can learn	4--3--2--1--0

<ul style="list-style-type: none"> Learn how to present content in ways that build on trainees' existing understanding 	4--3--2--1--0
<ul style="list-style-type: none"> Learn methods of training specific to the context 	4--3--2--1--0
<ul style="list-style-type: none"> Observe new training practices 	4--3--2--1--0
<ul style="list-style-type: none"> Analyse and reflect on my teaching practice 	4--3--2--1--0
<ul style="list-style-type: none"> Identify areas of my practice that I needed to develop 	4--3--2--1--0
<ul style="list-style-type: none"> Develop and test new training practices 	4--3--2--1--0
<ul style="list-style-type: none"> Practice my training skills 	4--3--2--1--0
<ul style="list-style-type: none"> Receive useful feedback about my training practice 	4--3--2--1--0
<ul style="list-style-type: none"> Plan and prepare units of work 	4--3--2--1--0
<ul style="list-style-type: none"> Assess trainee work according to Training Package requirements 	4--3--2--1--0
Undertaking the TAA04 program gave me a good understanding of.....	
<ul style="list-style-type: none"> How to assess trainees' existing knowledge and experience 	4--3--2--1--0
<ul style="list-style-type: none"> Individual differences in trainees' approaches to learning 	4--3--2--1--0
<ul style="list-style-type: none"> Current developments in vocational education and training 	4--3--2--1--0
<ul style="list-style-type: none"> The role of adult learning principles in training practice 	4--3--2--1--0
<ul style="list-style-type: none"> Where to locate resources to support my training practice 	4--3--2--1--0
<ul style="list-style-type: none"> The integration of employability skills with vocational skills in my teaching practice 	5--4--3--2--1
<ul style="list-style-type: none"> Training package requirements 	4--3--2--1--0
Undertaking the TAA04 program prepared me to.....	
<ul style="list-style-type: none"> Design programs relevant to my trainees' needs 	4--3--2--1--0
<ul style="list-style-type: none"> Communicate ideas and information clearly to my trainees 	4--3--2--1--0
<ul style="list-style-type: none"> Use Training Packages effectively 	4--3--2--1--0
<ul style="list-style-type: none"> Develop appropriate learning pathways for my trainees 	4--3--2--1--0
<ul style="list-style-type: none"> Develop questions to promote higher order thinking 	4--3--2--1--0
<ul style="list-style-type: none"> Use a variety of technologies to support my teaching practice 	4--3--2--1--0
<ul style="list-style-type: none"> Incorporate employability skills in the programs I teach 	4--3--2--1--0
<ul style="list-style-type: none"> Enhance trainee's confidence and self esteem 	4--3--2--1--0
<ul style="list-style-type: none"> Use strategies to motivate trainees 	4--3--2--1--0
<ul style="list-style-type: none"> Develop assessment tasks that enhance learning 	4--3--2--1--0
<ul style="list-style-type: none"> Identify opportunities for training flexibility 	4--3--2--1--0
The trainers who delivered my TAA04 program.....	
<ul style="list-style-type: none"> Had recent experience training in the VET sector 	4--3--2--1--0
<ul style="list-style-type: none"> Provided recognition for the learning experience I had prior to starting the program 	4--3--2--1--0
<ul style="list-style-type: none"> Modelled evaluation and reflection on their own training practice 	4--3--2--1--0

CONTENT

For the following survey questions, please indicate (by circling the appropriate number) how much you agree or disagree with the statements by selecting from the options:

4 = *Strongly Agree*

3 = *Agree*

2 = *Disagree*

1 = *Strongly Disagree*

0 = *Not Applicable*

Please rate the CONTENT in the Learning Environment field of the TAA04 program

Titles of units included in this field:

- Work effectively in vocational education and training
- Foster and promote an inclusive learning culture; and
- Ensure a healthy and safe learning environment.

The content prepared me well to work as a trainer	4--3--2--1--0
The depth of the content was sufficient	4--3--2--1--0
The content was sufficiently practical	4--3--2--1--0
The level of difficulty was about right	4--3--2--1--0
The content was relevant to my needs	4--3--2--1--0
The content met my expectations	4--3--2--1--0
The amount of work was about right	4--3--2--1--0
Overall, I was satisfied with the Learning Environment field content	4--3--2--1--0

Please rate the CONTENT in the Learning Design field of the TAA04 program

Titles of units included in this field:

- Use Training Packages to meet client needs; and
- Design and develop learning programs.

The content prepared me to work as a trainer	4--3--2--1--0
The depth of content was sufficient	4--3--2--1--0
The content was sufficiently practical	4--3--2--1--0
The level of difficulty was about right	4--3--2--1--0
The content was relevant to my needs	4--3--2--1--0
The content met my expectations	4--3--2--1--0
The amount of work required was about right	4--3--2--1--0
Overall, I was satisfied with the Learning Design field content	4--3--2--1--0

Please rate the CONTENT in the Delivery and Facilitation field of the TAA04 program

Titles of units included in this field:

- Plan and organise group-based delivery;
- Facilitate work-based learning; and
- Facilitate individual learning.

The content prepared me to work as a trainer	4--3--2--1--0
The depth of content was sufficient	4--3--2--1--0

The content was sufficiently practical	4--3--2--1--0
The level of difficulty was about right	4--3--2--1--0
The content was relevant to my needs	4--3--2--1--0
The content met my expectations	4--3--2--1--0
The amount of work required was about right	4--3--2--1--0
Overall, I was satisfied with the Delivery and Facilitation field content	4--3--2--1--0

Please rate the CONTENT in the Assessment field of the TAA04 program

Titles of units included in this field:

- Plan and organise assessment;
- Assess competence;
- Develop assessment tools; and
- Participate in assessment validation.

The content prepared me to work as a trainer	4--3--2--1--0
The depth of content was sufficient	4--3--2--1--0
The content was sufficiently practical	4--3--2--1--0
The level of difficulty was about right	4--3--2--1--0
The content was relevant to my needs	4--3--2--1--0
The content met my expectations	4--3--2--1--0
The amount of work required was about right	4--3--2--1--0
Overall, I was satisfied with the Assessment field content	4--3--2--1--0

Please describe the main features of the TAA04 program that were particularly helpful in preparing you to work as a trainer.

Please describe any elements that you feel should have been included in the TAA04 program, to better prepare you to work as a trainer.

THANK YOU

Thank you very much for taking the time to respond to this survey.

Please click “done” to submit your response.

The next phase of this research project will involve interviews to discuss respondents’ TAA04 training experience in more detail.

If you are interested in possibly participating in the next phase of the project, please enter your contact details below. We will send you more detailed information about this phase of the study as well as a consent form for you to complete if you decide to voluntarily participate in the study.

Name: _____

Email: Address: _____

Interview schedule

TELEPHONE INTERVIEW SCHEDULE

Name: _____ Date of interview: _____

Online survey no: _____

The focus of this research is on the Certificate IV in Training and Assessment. We are interested in gathering information from you about your experience with the Certificate IV in Training and Assessment. Shortly after you completed your qualification you provided us with some information through the online survey. Now we are interested in capturing your reflections about your experience with the Certificate IV training after you have had a period of time to use what you have learned in the field.

Employment	Are you currently teaching/training? YES NO
	What is your current employment status? F/T P/T
	Has this changed since you completed the online survey? YES NO If yes, how has your employment status changed? _____
Provider Type	What type of training provider are you currently working in? Public Private Enterprise School
Ongoing development	Since you completed the online survey have you undertaken any further courses or professional development? YES NO If YES, please describe the activities that you have undertaken?
	Did you choose to undertake these activities, or were you encouraged to do so by someone else? SELF OTHER For what purpose did you undertake these activities?

Confidence (1)	When you completed the qualification, how confident did you feel to do the tasks required of you as a teacher/trainer? VERY CONFIDENT CONFIDENT NOT CONFIDENT AT ALL
Preparation (2)	With the passage of time, how well do you consider the Certificate IV in Training and Assessment prepared you to undertake the tasks you are required to do as a teacher/trainer? V.WELL PREPARED PREPARED NOT WELL ENOUGH PREPARED
Confidence (2)	How confident do you feel NOW about undertaking these tasks? VERY CONFIDENT CONFIDENT NOT CONFIDENT AT ALL
Changes	If you had the chance to change the Certificate IV in Training and Assessment, what changes would you make?
Comments	Is there anything else you would like to say about your experiences in undertaking the qualification?

Focus group discussion paper

The following discussion paper was provided as stimulus material for participants in the validation focus group discussion.

About the study

Practitioner expectations and experiences with the Certificate IV in Training and Assessment (TAA40104) is a research project funded under the National Vocational Education and Training Research and Evaluation program and managed by the National Centre for Vocational Education Research.

Purpose

The purpose of this research is to gain a deeper understanding of the experiences and perceptions of VET practitioners about how the Certificate IV in Training and Assessment adds value to their skills in training and assessment.

Research questions

The questions addressed in the research are:

1. On initial completion, do practitioners believe that the TAA40104 provides them with an effective foundation for the delivery and assessment of training in the VET environment?
2. As practitioners gain experience applying the knowledge and skills gained through completion of the TAA40104, do the initial perceptions of practitioners about the utility of the qualification change?
3. Do practitioners believe that the TAA40104 qualification enables practitioners to make confident judgments, over time, about the kind of training and assessment strategies needed to meet the needs of diverse student groups in a range of training settings?

Research methods

This project has involved a staged examination of the views of teachers and trainers who had recently completed the Certificate IV in Training and Assessment. The particular focus of the study was to explore practitioner expectations and experiences:

- ✧ upon initial completion of the qualification
- ✧ after approximately a six month period of application in the field, and
- ✧ a final reflection on the usefulness and impact of their training in TAA40104 approximately twelve months after completion

A literature review, published as *Practitioner experiences and expectations with Certificate IV in Training and Assessment (TAA40104): A discussion of the issues* was completed in November 2009 [see <http://www.ncver.edu.au/teaching/publications/2183.html>].

Data was gathered using a structured, online questionnaire for practitioners together with a semi-structured telephone interview aligned in part with questions in the initial online survey.

Online survey results

The information set out below was provided by practitioners responding to the online survey conducted in the first stage of this research. Respondents completing the questionnaire had to have gained the Certificate IV in Training and Assessment within the previous three to four months and only through coursework rather than recognition of prior learning.

Profile of online survey respondents

A total of 56 new graduates provided responses to the questionnaire. The 26 male and 30 female respondents were drawn from metropolitan (34), regional (20) and remote (2) regions across Australia. While two respondents were under 24 years of age, the majority (82%) were 36 years of age and above.

TAA40104 programs completed

Respondents to the questionnaire were asked a number of questions about the Certificate IV program that they had completed. Responses revealed that:

- the most common source of training were TAFE institutes, with much smaller numbers accessing private and Adult and Community Education training providers.
- of the 47 (84%), approximately 11 per cent rated their programs as 'very flexible', 43 per cent as 'flexible' and 30 per cent suggested there was 'little flexibility' in the mode of delivery. The degree of flexibility provided worked well for 45 per cent, very well for 32 per cent and only 9 per cent indicated that the degree of flexibility in the program suited them 'not very well'.
- two thirds of respondents indicated that courses involved somewhere between 50 and 75 per cent teacher-directed learning with between 50 per cent and 25 per cent self-directed learning. The majority suggested that the balance between teacher-directed learning and self-directed learning suited them either 'very well' or 'well'. Only a small percentage (9%) provided a 'not very well' response indicating a sense of dissatisfaction with the balance between learner autonomy and teacher-centred delivery.
- 74 per cent respondents had undertaken their program 'mostly face to face'. Only one respondent had undertaken the course completely on line and much smaller numbers had attempted it with blends of face-to-face, distance and online (4%); face-to-face and online (7%) or face-to-face and distance (7%). Only one person indicated that mode of delivery had not suited them well, while 58 per cent suggested that the delivery mode worked 'well' for them and 40 per cent suggested 'very well'.
- the majority of respondents undertook the course in part-time mode (83%).
- most commonly courses undertaken ranged from between 50 and 199 hours in length and 11 and 50 days. There were, however, a number of people who had undertaken programs that were 20 hours or less and some who had completed the qualification in greater than 150 hours.
- at the time of completing the questionnaire, 33 per cent of respondent graduates were working in a public RTO, 14 per cent in a private RTO, 9 per cent in an enterprise RTO, 5 per cent in an Adult and Community Education provider, 2 per cent in schools, whilst interestingly 25 per cent were not engaged in training at all.

Perceptions and experiences of the TAA40104

The next series of questions in the online survey asked respondents to rate various aspects of the Certificate IV with particular reference to:

- their *confidence* in undertaking the four major functions of plan, deliver, assess and evaluate training
- the *opportunities* the course provided for learning the skills required of a teacher or trainer in the vocational education and training sector
- the *understanding* gained about critical aspects of working as a trainer, and
- their sense of *preparedness* to undertake that role.

A brief overview of the outcomes of these questions are provided below.

Confidence

Using the scale ‘strongly agree’, ‘agree’, ‘disagree’, ‘strongly disagree’ or ‘not applicable’, respondents were asked the question ‘In an environment of change and expectations of continuous improvement, I am confident that I can...

- ✧ plan training
- ✧ deliver training
- ✧ assess training outcomes
- ✧ evaluate training

Significantly, almost all respondents agreed or strongly agreed that they had the confidence to plan training (94%). A slightly lesser percentage (86%) was in agreement that they felt sufficiently confident to deliver training and to evaluate training (82%). Agreement about confidence in the assessment of training outcomes was only slightly less at 79 per cent.

Opportunities to learn

In answering the question: ‘Undertaking the TAA04104 program gave me the opportunity to...’ respondents were asked again to use the agree/disagree scale against thirteen statements relating to critical aspects in VET teaching and learning.

Strongest agreement in relation to opportunities for learning were reported by respondents in the areas of identifying areas of practice that needed to be developed (94%), the linking of the theoretical and practical components of training (92%) and in the analysis and reflection upon teaching practice (90%). The aspects of learning where there was less opportunity to learn were observing new training practices (29% disagreement), developing and testing new training practices (29% disagreement) and practising training skills (21% disagreement).

This issue around the lack of opportunity to practice the various aspects of what was being learned is a key finding in this study.

Developing a good understanding

To ascertain respondent views on the whether the TAA40104 provided them with a good understanding of key elements in VET training, they were again asked to use the agree/disagree scale against the seven statements (see Appendix). The question posed was, ‘Undertaking the TAA40104 gave me a good understanding of...’

The strength of agreement with the ‘understanding’ statements was somewhat less than those provided by respondents in relation to the course offering them opportunities to learn. While just over half of the respondents strongly agreed that they had a good understanding of individual differences in trainees’ approaches to learning, they were more inclined to offer ‘agree’ ratings against the other statements. Of

particular interest were the 'disagree' and 'strongly disagree' ratings for current developments in vocational education and training. When aggregated, close to 30 per cent of people considered they did not gain a good understanding of what is probably an important area for new teachers and trainers entering the sector.

Preparation

Following in similar vein, questionnaire respondents were asked to provide a rating for each statement included under the question, 'Undertaking the TAA40104 program prepared me to...'

Responses to each of the statements were relatively even with between 70 and 80 per cent agreeing or strongly agreeing that the course prepared respondents to undertake the training activities identified in the list of statements (see appendix). The most positively rated statement was that relating to the communication of ideas and information. Disagreement was highest with the statements relating to the incorporation of employability skills with vocational skills in training programs and enhancing trainee confidence and self-esteem.

Views on course content

To gather consistent information about perceptions of each of the four learning fields that make up the Certificate IV in Training and Assessment, respondents were invited to indicate how much they agreed or disagreed with a set of eight statements on content. These statements related to whether the content provided them with the preparation they required and whether the depth of coverage was sufficient and the level of difficulty and amount of work appropriate. Other statements were designed to elicit information about whether the content of each learning field met their expectations and was relevant to their training needs. The final statement set out to assess the respondents' level of satisfaction with the content covered.

Responses were provided by 48 respondents for each of the four learning fields.

The results for the Learning Environment field including the units of competency *Work effectively in vocational education and training*; *Foster and promote an inclusive learning culture*, and *Ensure a healthy and safe learning environment* indicated strong agreement in relation to the content being sufficient, relevant and preparing people well. However, the level of disagreement in relation to the level of difficulty (23%), the content meeting respondent expectations (25%) and the amount of work involved being right (29%) were seen to worthy of closer examination in later interviews with respondents.

Responses in the Learning Design field, which includes the units of competency *Use Training Packages to meet client needs* and *Design and develop learning programs*, were consistent with the most significant negative aspect being accorded to the statement about the amount of work being appropriate (23% disagreement).

As with the Learning Design field, responses in the Delivery and Facilitation field were generally positive. Covering *Plan and organize group-based delivery, facilitate work-based learning* and *Facilitate individual learning*, only the statement about the amount of work required by these units received a relatively high 25 per cent disagreement rating.

The statements relating to preparation, relevance and satisfaction with the units of competency *Plan and organize assessment*, *Assess competence*, *Develop assessment tools* and *participate in assessment validation* in the Assessment field received highly positive ratings. There was consistent disagreement, however, around the sufficiency of the depth (21%), the level of difficulty (23%), the amount of work (21%) and whether the content was sufficiently practical (21%) in this field. Despite the concerns with these statements, satisfaction with the Assessment field content was strong (85% agreement). It is possible that the issue was more around how the units were delivered.

An analysis of data across the four learning fields revealed more comprehensive information about respondent perspectives on the content of the TAA40104. For example:

- ✧ with 92 per cent agreement, the Delivery and Facilitation field was rated most highly for *the content prepared me well to work as a trainer*
- ✧ *the depth of content was sufficient* received negative ratings of between 17 and 21 per cent in all four fields
- ✧ Learning Environment and Assessment fields were accorded the highest disagreement ratings for *the level of difficulty was about right*.
- ✧ while the other three fields received agreement ratings of 83 per cent against the statement *the content met my expectations*, only 75 per cent indicated that the Learning Environment field had done so
- ✧ for the statement *the amount of work was about right*, the level of disagreement was consistently higher than for other statements across all fields with the following ratings: Learning Environment (29%), Delivery and facilitation (25%), Learning Design (23%) and Assessment (15%)
- ✧ responses to the statement *overall, I was satisfied with the content*, were consistently high across all four fields.

Helpful aspects of the training program

When invited to briefly describe the main features of their TAA40104 program that were particularly helpful to them, three quarters of the respondents provided some comment. The majority of these responses, often quite expansive, highlighted the practical, hands-on nature of the training that they had received. In addition, many noted the value that they had gained from being provided with practical, relevant and real examples, resources and training techniques as well as ideas and strategies about student learning and effective session delivery.

Other respondents noted that the course had provided them with an understanding of training packages and in particular, good advice on how to create, use and assess learning programs targeted to specific client needs.

A number of people in responding to this question made particular note that the trainers delivering the Certificate IV in Training and Assessment were ‘committed’, ‘motivating’ and ‘excellent’, demonstrating good practice and influencing how they themselves would respond to their own students in the future.

Having the opportunity to work in groups and interacting with others in similar circumstances but diverse backgrounds was also consistently identified as a major benefit of the learning the respondents had undertaken. The opportunity for extensive group interaction was seen to be critical to the majority of these learners. Critical reflection, critique, confirmation and confidence were often mentioned as important outcomes of their experience with TAA40104 with two respondents providing succinct summaries of how they had benefited from the program – reflecting the experiences of others. The first respondent suggested that ‘the whole training worked for me. I have had previous experience as a trainer so the whole package helped me to be better as a trainer and assessor’, while the other proposed that he ‘learnt a lot about myself as a trainer, what was good and what I could improve on’.

Commentary around what respondents found helpful in the TAA40104 also revealed distinct differences in views between those who nominated themselves as relative novices in vocational education and training and those who acknowledged they were experienced in the field. A number of respondents, for example, suggested that the program covered all aspects necessary to successfully accommodate learners with little knowledge of training and assessment or VET, but did little to enhance the skills and knowledge of those who did.

Elements missing from the Certificate IV

Respondents to the online survey were also asked to describe any elements that they felt should have been included in the Certificate IV in Training and Assessment to better prepare them to work as trainers. Of

the 30 (54%) participants who responded to this question, 7 commented either 'none' or 'not sure'. The remaining 25 provided a range of responses which clustered into clear areas. These were:

- ✧ More time and space in programs for practical application of the learning, particularly more time to practice both training and assessing
- ✧ More extensive information and training on teaching techniques – presentation skills, learning styles, different teaching approaches for different contexts and learners
- ✧ Classroom management including strategies for engaging adult learners and younger disengaged learners
- ✧ Specific skills/knowledge around assessment tool development, record keeping strategies, sourcing resources

Enhancing opportunities for practising all aspects of training and assessment was also seen to be essential by a majority of the respondents.

More practical practice at developing a delivery program

I was working in industry (not an RTO) when I began the assessment cluster of the course. I found myself floundering to be assessed as an assessor! Contextualising was a constant challenge as the course relied heavily on the workplace being 'geared up' for the use of training packages. Including more assessor and assessment support would have been useful.

I would also have benefited from giving one or two more demo lessons, but that is just a personal feeling...there were plenty of opportunities really, but the feedback was so great it would have been lovely to have developed a bit more in that expert environment.

It is too easy to get the qualification without demonstrating any real capacity to train and assess effectively.

I believe that the class would have benefited from inclusion of a communication module prior to demonstrating training techniques. This is an expectation that I had of the course prior to entry, and must admit that I was somewhat disappointed that the course didn't include a communication module to assist in delivery and confidence of participants prior to delivering to the class.

In the area of class room management, responses suggested things like 'perhaps some more behavior management tips'; 'difficult training situation scenarios; difficult trainees'; 'dealing with difficult classroom situations' and 'more about specific teaching practices for engaging adult learners not just generalized adult learning principles'.

Interview outcomes

The next phase of this study involved semi-structured telephone interviews with those respondents who were willing to be contacted approximately six months after completion of the online questionnaire. 25 of the original 56 respondents provided email and/or telephone contact details and when followed up 20 people agreed to participate in telephone interviews which were conducted over a period of four weeks. Of the remaining respondents, three were no longer contactable on the numbers originally provided and two elected not to participate any further in the research.

Profile of the interviewees

The 13 males and 7 females interviewed in this phase were drawn from metropolitan (12), regional (7) and remote (1) regions across Australia. 95 per cent of interviewees were 36 years and above in age.

Of those interviewed 17 (85%) indicated that they were actively involved in training 5 of them in a full-time capacity and the rest in part-time, contract or sessional teacher roles. 5 others indicated they were engaged in only a minimal amount of training and that training was not a major part of their day-to-day

work roles. While the training focus of the majority of interviewees was nationally accredited vocational education and training programs, three were delivering non-accredited vocationally-oriented units of training and one was undertaking training in a non-VET area.

Interviewees were delivering training in a broad range of training organisations, a significant percentage of which were registered training organisations or were involved in auspiced arrangements with registered training organisations. 5 respondents were located in public providers, 4 in private, 5 in enterprises, 1 in ACE and 2 were not in an RTO.

Impetus for undertaking the TAA40104

As a stepping off point to the interview, participants were asked to explain their main reason for doing the TAA40104 qualification. Unsurprisingly, 11(55%) responded that it was an organisational requirement and, in some instances, a condition of their ongoing employment with the training provider. 3(15%) emphasized the importance of the qualification to their current and future business plans. The remaining 6 (30%) suggested that they undertook the certificate IV because they were responsible for some training delivery and wanted to improve their presentation skills and/or build their knowledge of how training can occur in the workplace. In a number of cases, interviewees nominated a mix of motivations which included organisational drivers, strategic business imperatives and personal learning goals.

Views on usefulness of the TAA40104

To provide some comparison with the data gathered through the online questionnaire, interview participants were asked to rate the usefulness of the four fields of learning that comprise the Certificate IV in Training and Assessment. Applying the scale ‘very useful’, ‘useful’ or ‘not very useful’, interviewees were also encouraged to provide an explanation for each of their responses.

The Learning Environment was rated by all 20 interviewees as slightly less useful than the other fields and Assessment was seen to be slightly more useful than the other three.

However, it was clear that there was a significant difference in views on the usefulness of the program between those that identified themselves as new to VET and those who indicated they had some experience behind them of training and the sector. Nine of the participants identified themselves as ‘novices’ while the remainder made comment that they had sometimes extensive Knowledge and skills in training both formally and informally. As a consequence, there was a marked variation between the two groups with the more experienced being much more negative about the usefulness of the various fields than the less experienced. Only in the Assessment field was there a consistency in the responses – all positive. *Learning Environment* was variously described in parts, as ‘terribly tedious and mundane’ and ‘frustratingly bureaucratic stuff’ but acknowledged to be particularly important for those who were new to vocational education and training and needed to learn ‘to navigate their way through it’.

Perceived gaps in the training

In responding to the question “What now do you think it would have been useful to have learned more about?” 5 (25%) interviewees suggested there were no identifiable gaps that they could see in the training that they had undertaken. The remaining 15 (75%), however, nominated a range of things that they would have preferred to have been more comprehensively covered in the Certificate IV. These grouped around four broad but clearly inter-related themes, namely:

- ✧ More opportunities to develop specific teaching techniques or strategies, to develop a great understanding of how students learn and the psychology associated with learning, and to develop skills in learner feedback, learner engagement and class management (13 responses).
- ✧ More opportunities to practice across the whole program (10 responses).
- ✧ More opportunities to work with training packages, to unpack, repack, contextualize and develop training programs to meet client needs

✧ More opportunities to develop assessment tools and to undertake assessment validation activities.

Further opportunities to engage in a more practical way with the learning was consistently emphasized with a number of interviewees wanting to ‘getting my hands dirty’, ‘really getting into it’ and ‘do it rather than talk about it’.

Suggestions for change

To gather more detailed information about content and coverage, participants were asked if given the opportunity, what changes they would make to improve the TAA40104.

Time and timing

The issue of time was raised by a number of interviewees, particularly in relation to requiring more time to test different teaching approaches and develop a range of training programs. A statement which is typical of many of the comments came from an interviewee not actively engaged in vocational education and training who offered the following suggestion for change:

It should have been spread over a little more time so that you had the chance to sandwich in maybe some more practical experience and just not quite as intense as five months was. I needed more time to try out some of the techniques. Most learning you learn really in doing. But, I understand the trade-off, because I was actually keen to get it over and done with.

Another interviewee suggested that having several sessions per week over an eighteen week period would be more effective because ‘it is activity based and it is important to leverage off the activities...you can reflect and make the most of learning and practising through the activities’. Time was also seen as an issue for those who were working full time and undertaking the course at the same time.

Building teaching skills and knowledge

The most consistent comment made in interviews was that the majority of interviewees considered when they enrolled in the Certificate IV in Training and Assessment that they would be learning to ‘teach’ or ‘train’. Many were disappointed when they did not fully achieve this end. There was general consensus amongst the majority interviewed that ‘teacher skills’ needed greater emphasis in the program. Less breadth, more depth was the commonly held opinion of those who suggested change was necessary. Aspects requiring coverage were identified as: learner motivation, dealing with de-motivated and difficult learners, meeting diverse learner needs and strategies to address various styles and preferred ways of learning.

Another interviewee suggested the need for a much greater emphasis on e-learning techniques and diverse delivery methods to broaden out the abilities of people to make different choices about the approaches that they might adopt in delivering their training. What he had been offered in his TAA40104 program, he suggested, was a ‘distinctly one-dimensional approach’. Along similar lines, a part-time enterprise-based trainer was concerned that he had not gained sufficient information on, and practice in, assessing people with different learning styles and needs – an issue he was facing in his day-to-day training activities in the field. He noted, ‘while we did some of it, I did not realize how important it was in my own job’.

Diversity in experience and access to the training environments

A common theme emerging from just over half of the interviews was around the issue of differing levels of experience with training and the training sector of people undertaking the certificate IV. The majority of interviewees commented that the diversity in their groups sometimes impacted negatively upon the quality and focus of the learning. In explaining this issue, one participant suggested that content and approaches to delivery and assessment were ‘watered down to the minimum level’ and made ‘simplistic’ to account for those that had no experience in the field and, rather than challenging learners, material became so generic

that it was almost 'irrelevant'. The solution to this problem was seen by some to be ensuring that, as far as possible, learner cohorts contain people with reasonably similar skills and experience. There was acknowledgement, however, that this was not likely to be either possible or practical.

Perceptions of preparedness and confidence

Having a sense of preparedness and confidence are seen to be critical elements in engaging and retaining beginning teachers. The views of interviewees in relation to each of these aspects are discussed in the following paragraphs.

Sense of preparedness

To determine the interviewees' sense of preparedness the following question was asked of them: "When you completed the qualification, how well prepared did you feel to do the tasks required of you as a teacher/trainer?" As a starting point, participants were asked to answer by using a rating scale of 'very well prepared', 'prepared' and 'not well enough prepared'. Using the same scale, interviewees were then asked to take into account the passage of time and reflect on their current sense of preparedness to undertake the tasks they were being required to do as a teacher/trainer.

Of those that rated themselves very well prepared on completion of the certificate IV, all but one had maintained that sense of preparedness over the months that followed. Moreover, 5 of those who considered themselves to be prepared on completion had moved to feeling very well prepared with the passage of time and increasing experience. One full-time trainer described moving from a sense of not being well prepared to being very well prepared – a shift in perception he considered was aided by greater experience in the field, additional training and development and the ongoing support of knowledgeable colleagues.

In marked contrast, one interviewee who initially rated himself as very well prepared, reassessed himself to be not well prepared, now that he understood just how much he did not know about teaching and learning in VET.

Sense of confidence

When asked how confident they felt about undertaking the training tasks required of them when they first completed the certificate IV, half of the group interviewed rated themselves as 'very confident' and all but one, responded that they were 'confident'. As with perceptions of preparedness, there were also significant shifts in interviewees' sense of confidence in undertaking the roles required of them. The group who had rated themselves as very confident on completion of the qualification had managed to maintain that sense with the passage of time. More importantly, a further 6 individuals indicated that they moved from feeling confident to being very confident in the conduct of their training activities.

The impact of further development and support

Beginning teacher self-efficacy has also been linked in the literature with further engagement with learning and access to the ongoing support of experienced others. In this study, interviewees were asked to describe any additional professional development they had undertaken since completing the Certificate IV and also to outline the kind of professional support that was available to them.

Further learning

6 (30%) of those interviewed had undertaken no further training since graduating from the TAA40104. 14 (70%) had gone on to further study, some of which was formal and accredited, and some which was classified specifically as 'on-the-job' learning. Of the 14 who had continued with some form learning, 6 indicated that it had been self-initiated, 4 suggested that the training had been initiated by someone within the organisation and the other 4 suggested that it was mutually agreed.

Professional support

15 (75%) of interviewees had some form of professional support in their training environment. This support was identified as peer support (4), a community of practice (3), an industry network (3), a mentor (2), a training authority source (2) and a direct supervisor(1). In every case, access to this support in whatever form was seen to be critical to the interviewees' confidence and ongoing capacity to develop further as teachers and trainers.

In summary

The following is a brief overview of the findings against each of the research questions.

1. *On initial completion, do practitioners believe that the TAA40104 provides them with an effective foundation for the delivery and assessment of training in the VET environment?*

Reflecting on their levels of confidence shortly after completing the qualification, participants strongly agreed that they would be able to effectively plan training. They were only slightly less confident that they could deliver and evaluate training. In relation to the assessment of training, graduates indicated a slight lessening in their sense of confidence.

The programs they had undertaken clearly provided them with opportunities to learn about linking theory with practice, in reflecting on their own practice and to identify areas where they needed to build skills.

Aspects that they considered they had had insufficient opportunity to learn were around the observation of new training practices, developing and testing new training practices and in practising their training skills. This was true particularly for those individuals who had entered the program without any background in training, some of whom had little or no access to training environments. The more experienced participants confirmed the need for more opportunities to put into practice the knowledge and skills they were developing throughout the program. More emphasis on teaching skills, learner motivation and management were seen to be a critical deficit in their preparation as VET practitioners.

There is a significant issue around the lack of opportunity to practice various aspects of what was being learned is a key finding in the study.

In relation to the course developing a good understanding of key training elements, the most significant finding was that one third of survey respondents considered that they did not gain a good understanding of current developments in the sector.

Whilst the sense of preparedness of these graduates of the Certificate IV was relatively high (70 per cent to 80 per cent), they felt less prepared to incorporate employability skills within vocational skills in training programs or be able to enhance the confidence and self-esteem of their learners.

Levels of overall satisfaction with the usefulness of the four learning fields were consistently high, however there was also consistent disagreement about the depth and sufficiency of the content studied as well as the level of difficulty and the amount of work required.

At the time of completing the questionnaire, the respondents considered that the critical elements missing from the Certificate IV in Training and Assessment were:

- i. More time and space in the program for practical application of the learning, particularly more time to practice both training and assessing
- ii. More extensive information and training on teaching techniques – presentation skills, learning styles, different teaching approaches for different contexts and learners

- iii. Classroom management including strategies for engaging adult learners and younger disengaged learners
 - iv. Specific skills and knowledge around assessment tool development, record keeping strategies and sourcing helpful resources.
2. *As practitioners gain experience applying the knowledge and skills gained through completion of the TAA40104, do the initial perceptions of practitioners about the utility of the qualification change?*

The majority of participants interviewed approximately six months after completing the online questionnaire were actively engaged in training, although only 5 of the 20 were doing so in a full-time capacity. An equal number indicated that whilst they were training, the amount was minimal and it was not a major part of their job role.

Commentary provided by those interviewed on the helpful aspects of the program was markedly different for those who were new to VET and to training generally and those who had some form of previous training experience. Novices were much more positive about what they had gained from undertaking the program, while the experienced tended to be much more critical of aspects of the program that they described as mundane and bureaucratic. Such a response would seem to indicate an issue with the teaching of the program rather than the Certificate IV itself. However, further investigation indicated that the strong emphasis on the AQTF, audits and compliance was at the heart of these concerns and came from people who were not in registered training organisations or who were very distant from the processes required in monitoring and evaluating the processes and outcomes of training.

Given these concerns, *The Learning Environment* was rated by all interviewees as slightly less useful than the other fields while *Assessment* was seen to be slightly more useful than the other three.

Confirming views provided in the online questionnaire the major gaps in the coverage of the Certificate IV – more opportunities to practice and to put the knowledge into practice the skills and knowledge being taught. Teaching techniques, class management strategies, and the development of a deeper understanding of how to engage and motivate learners were seen to be critical. Assessment also remained a matter of concern for those interviewed, particularly the development of assessment tools and strategies for validating assessment.

For those more actively engaged in training, working with training packages had become a concern and the interviewees acknowledged they would now have like more opportunities to unpack, contextualise and develop training programs for a range of clients.

In relation to their sense of preparedness, only one who originally rated himself as well prepared on completion of the qualification felt he was less prepared. All the rest had maintained that sense of being well prepared. In addition a number who had felt less well prepared at the start, now with passage of time and increasing experience felt well prepared.

As with their sense of preparedness, most interviewees emphasised that their sense of confidence had improved with time, experience and importantly the support of experienced others and additional professional development.

3. *Do practitioners believe that the TAA40104 qualification enables practitioners to make confident judgments, over time, about the kind of training and assessment strategies needed to meet the needs of diverse student groups in a range of training settings?*

All of those interviewed who were currently training suggested that they would become even more confident in planning, developing, assessing and evaluating training if they were able to retain access to mentors and further learning. In all cases, these practitioners considered they

needed to build their teaching knowledge and skills. This was, they considered, the greatest deficit in the Certificate IV in Training and Assessment.

I needed to understand how people learn, how to motivate people who don't always want to be there. I needed to understand how best to fill up the time with worthwhile activities that make kids want to be there. That has been the hardest thing for me. I have had to learn it the hard way – by making mistakes.

Focus group questions

1. When asked to describe any elements that they felt should have been included in the Certificate IV to better prepare them to work as trainers, respondents offered comments in the following areas:
 - a. More time and space in programs for practical application of learning, particularly more time to practise both training and assessing
 - b. More extensive information and training on teaching techniques – presentation skills, learning styles, teaching approaches for different contexts and learners
 - c. Classroom management strategies including strategies for engaging adult learners and younger disengaged learners
 - d. Specific skills/knowledge around assessment tool development
 - e. More practice packing and unpacking Training Packages to develop training programs.

How accurately does this list reflect your views of what might be missing from the program? In an entry level qualification, in which areas do you consider the greatest emphasis needs to be placed and why?

2. It would appear from this study that having some experience with training prior to undertaking the Certificate IV in Training and Assessment makes a significant difference to a candidate's sense of preparation and confidence.

What implication does this finding have for the delivery of the Certificate as an entry level qualification?

3. When participants were asked to give consideration to the course structure, its timing and sequencing, a number of suggestions for alternative approaches were put forward. These included:
 - a. A “sandwich” of practical experience in between theory sessions (block release)
 - b. Accelerated training for those with some training experience, more time and practice for those with little or none
 - c. A bridging or preparatory program for the inexperienced
 - d. Work placements for those without ready access to an authentic training environment.

From a provider perspective, are these suggestions viable? If you had the opportunity to set up a different way of delivering the qualification, what approach would you adopt?

Focus group participants

The following individuals participated in the validation focus group:

Ms Judy Lundy	Senior Consultant, Wisdom Learning, ACT
Mr Robert Bluer	Industry Manager, Education, Innovation and Business Skills Australia
Ms Maria Trevaskis	Manager, Workforce Capability Development, TAFENSW – Western Sydney
Ms Angela Castle	Senior Project Officer, Education and Training Support Services, Quality and Tertiary Education Policy Directorate, DFEST
Mr John Churchill	Executive Officer, Enterprise RTO Association
Ms Rosie Greenfield	Convenor, Victorian TAFE Practitioner Network
Ms Sue Hepperlin	Program Manager, ACT Accreditation and Registration Council
Dr Ian Robertson	Senior Lecturer, Program Director, School of Education, RMIT University
Dr Kaaren Blom	Member, Quality of Assessment Action Group, National Quality Council

Additional tables

Table 1 Views on Learning Environment field

Aspects of learning	Responses (%)			
	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
The content prepared me well to work as a trainer	41.7	43.8	8.3	4.2
The depth of the content was sufficient	43.8	39.6	8.3	8.3
The content was sufficiently practical	39.6	41.7	12.5	6.3
The level of difficulty was about right	37.5	29.2	18.8	4.6
The content was relevant to my needs	37.5	45.8	10.4	6.3
The content met my expectations	33.3	41.7	16.7	8.3
The amount of work was about right	33.3	37.5	22.9	6.3
Overall, I was satisfied with the Learning Environment field content	39.6	41.7	14.6	4.2

Table 2 Views on Learning Design field

Aspects of learning	Responses (%)			
	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
The content prepared me well to work as a trainer	41.7	47.9	6.3	4.2
The depth of the content was sufficient	37.5	43.8	12.5	6.3
The content was sufficiently practical	41.7	43.8	8.3	4.2
The level of difficulty was about right	37.5	41.7	12.5	6.3
The content was relevant to my needs	41.7	43.8	8.3	6.3
The content met my expectations	37.5	45.8	10.4	6.3
The amount of work was about right	39.6	37.5	16.7	6.3
Overall, I was satisfied with the Learning Design field content	43.8	41.7	10.4	4.2

Table 3 Views on Delivery & Facilitation field

Aspects of learning	Responses (%)			
	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
The content prepared me well to work as a trainer	41.7	50.0	6.3	2.1
The depth of the content was sufficient	45.8	37.5	14.6	2.1
The content was sufficiently practical	41.7	43.8	12.5	2.1
The level of difficulty was about right	33.3	50.0	12.5	2.1
The content was relevant to my needs	41.7	47.9	6.3	4.2
The content met my expectations	33.3	50.0	14.6	2.1
The amount of work was about right	35.4	39.6	20.8	4.2
Overall, I was satisfied with the Delivery & Facilitation field content	45.8	39.6	10.4	4.2

Table 4 Views on Assessment field

Aspects of learning	Responses (%)			
	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
The content prepared me well to work as a trainer	36.2	51.1	8.5	4.3
The depth of the content was sufficient	38.3	40.4	17.0	4.3
The content was sufficiently practical	38.3	40.4	17.0	4.3
The level of difficulty was about right	34.0	44.7	14.9	8.3
The content was relevant to my needs	36.2	53.2	6.4	4.3
The content met my expectations	36.2	46.8	12.8	4.3
The amount of work was about right	36.2	42.6	14.9	6.4
Overall, I was satisfied with the Assessment field content	44.7	40.4	8.5	6.4

Table 5 Usefulness of competency fields

Field	Ratings					
	Very useful		Useful		Not very useful	
	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
The Learning Environment	9	45	6	30	5	25
Learning Design	10	50	6	30	4	20
Delivery & Facilitation	10	50	7	35	3	15
Assessment	11	55	8	40	1	5