

# Creating more engaging training delivery



## Subhead

Part of the AUSMASA Trainer and Assessor VET Career Framework

## Part A: Engagement techniques quick reference card

Use this card to choose practical methods that increase learner participation, connect training to real work and keep sessions active. Match the technique to the task, the group and the workplace context.

| Technique                  | What it is                                                                                                                                                                                       | How to use it well                                                                                                                                                                             | Examples                                                                                                                                                                                                                                      |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Think pair share</b>    | <ul style="list-style-type: none"> <li>Ask a question</li> <li>Give learners time to think on their own.</li> <li>Invite them to discuss in pairs</li> <li>Share back with the group.</li> </ul> | <ul style="list-style-type: none"> <li>Use one focused question.</li> <li>Keep time brief.</li> <li>Hear from several pairs, not only the most confident learners.</li> </ul>                  | <p><b>Mining:</b> Ask crews to identify the main risk in a pre-start scenario before sharing controls.</p> <p><b>Automotive:</b> Ask technicians to predict the likely cause of an uneven tyre wear pattern before discussing as a group.</p> |
| <b>Demonstrations</b>      | <ul style="list-style-type: none"> <li>Show the full task first.</li> <li>Repeat it more slowly while explaining key steps, decisions and safety points.</li> </ul>                              | <ul style="list-style-type: none"> <li>Make safety visible.</li> <li>Name each step clearly.</li> <li>Let learners repeat the task as soon as possible.</li> </ul>                             | <p><b>Mining:</b> Demonstrate a lockout or permit-check sequence.</p> <p><b>Automotive:</b> Demonstrate the correct inspection order for a routine service.</p>                                                                               |
| <b>Toolbox discussions</b> | <ul style="list-style-type: none"> <li>Use short, focused discussions around a real task, incident, near miss or common workplace issue.</li> </ul>                                              | <ul style="list-style-type: none"> <li>Keep it short and relevant.</li> <li>Use one topic only.</li> <li>Link the discussion to the standard/s expected on site or in the workshop.</li> </ul> | <p><b>Mining:</b> Run a 10-minute discussion on a recent handover issue.</p> <p><b>Automotive:</b> Discuss a repeat vehicle return and what should have been checked the first time.</p>                                                      |
| <b>Case scenarios</b>      | <ul style="list-style-type: none"> <li>Present a short workplace-based problem.</li> <li>Ask learners to decide what they would do and why.</li> </ul>                                           | <ul style="list-style-type: none"> <li>Keep the scenario realistic and simple.</li> <li>Ask learners to explain both the action and the reason behind it.</li> </ul>                           | <p><b>Mining:</b> Use a scenario about a missing isolation tag.</p> <p><b>Automotive:</b> Use a scenario where a customer reports a brake concern after recent work.</p>                                                                      |

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| Technique                      | What it is                                                                                                                                                                                               | How to use it well                                                                                                                                                               | Examples                                                                                                                                                                                                              |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Group problem-solving</b>   | <ul style="list-style-type: none"> <li>Give small groups a practical problem, a fault, or a process gap to work through together.</li> <li>Ask them to report the findings back to the class.</li> </ul> | <ul style="list-style-type: none"> <li>Set a clear task and time limit.</li> <li>Ask groups to explain their reasoning, not just their answer.</li> </ul>                        | <p><b>Mining:</b> Groups review a job plan and identify missing controls.</p> <p><b>Automotive:</b> Groups work through a fault-finding sequence for a no-start condition.</p>                                        |
| <b>Live questioning</b>        | <ul style="list-style-type: none"> <li>Ask targeted questions during the session to check understanding, prompt thinking, and keep learners involved.</li> </ul>                                         | <ul style="list-style-type: none"> <li>Use open questions and follow-up prompts.</li> <li>Spread questions across the group so more learners participate.</li> </ul>             | <p><b>Mining:</b> "What is the next action if this control fails?"</p> <p><b>Automotive:</b> "What tells you this component needs attention?"</p>                                                                     |
| <b>Role-play or simulation</b> | <ul style="list-style-type: none"> <li>Learners act out a workplace interaction, decision point or response to a problem in a controlled setting.</li> </ul>                                             | <ul style="list-style-type: none"> <li>Keep the scenario realistic and brief.</li> <li>Set clear roles and debrief on what was done well and what should change.</li> </ul>      | <p><b>Mining:</b> Role-play a supervisor and worker discussing a permit issue before starting work.</p> <p><b>Automotive:</b> Role-play explaining a fault and the next steps to a customer or supervisor.</p>        |
| <b>Station rotation</b>        | <ul style="list-style-type: none"> <li>Set up short activity stations so learners move through different tasks, checks or questions in sequence.</li> </ul>                                              | <ul style="list-style-type: none"> <li>Keep each station focused on one skill or idea.</li> <li>Give clear instructions and time limits.</li> </ul>                              | <p><b>Mining:</b> Rotate through hazard identification, PPE checks and isolation documentation stations.</p> <p><b>Automotive:</b> Rotate through tyre inspection, fluid checks and job card completion stations.</p> |
| <b>Visual prompts</b>          | <ul style="list-style-type: none"> <li>Use photos, diagrams, parts, tools or site maps to prompt discussion and explanation.</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Choose visuals that match the real workplace.</li> <li>Ask learners to identify issues, steps or risks from what they can see.</li> </ul> | <p><b>Mining:</b> Use a photo of a site to identify hazards in a load area.</p> <p><b>Automotive:</b> Use a worn brake component to discuss what signs need attention.</p>                                            |

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| Technique                     | What it is                                                                                                                                                                | How to use it well                                                                                                                                                              | Examples                                                                                                                                                                                                   |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Peer teaching</b>          | <ul style="list-style-type: none"> <li>Ask learners to explain a step, process or decision to another learner after instruction or practice.</li> </ul>                   | <ul style="list-style-type: none"> <li>Give a clear focus and check the explanation for accuracy.</li> <li>Use it after learners have first seen the correct method.</li> </ul> | <p><b>Mining:</b> One worker explains the pre-start sequence to a partner.</p> <p><b>Automotive:</b> One technician explains the correct order for checking service items.</p>                             |
| <b>Quick quiz or poll</b>     | <ul style="list-style-type: none"> <li>Use a short quiz, show of hands or verbal poll to check learner understanding and spark discussion.</li> </ul>                     | <ul style="list-style-type: none"> <li>Keep it short.</li> <li>Use the answers to guide discussion, not just score performance.</li> </ul>                                      | <p><b>Mining:</b> Run a quick poll on the correct response to a missing tag.</p> <p><b>Automotive:</b> Use a short quiz on warning signs of uneven tyre wear.</p>                                          |
| <b>Workplace walk-through</b> | <ul style="list-style-type: none"> <li>Take learners to the actual work area, vehicle, plant or equipment and teach while walking through the task or process.</li> </ul> | <ul style="list-style-type: none"> <li>Plan the route.</li> <li>Keep the group safe.</li> <li>Stop at key points to ask questions</li> <li>Link learning to the job.</li> </ul> | <p><b>Mining:</b> Walk through a handover area and discuss critical control points.</p> <p><b>Automotive:</b> Walk through a vehicle inspection bay and discuss the order of checks and documentation.</p> |

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| Technique          | What it is                                                                                                                                                                                                                                                                       | How to use it well                                                                                                                                                                                                                                                                                                                                                                 | Examples                                                                                                                                                                                               |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Exit ticket</b> | <ul style="list-style-type: none"> <li>Set learners a short task, question or prompt that they complete at the end of a training session.</li> <li>An exit ticket is useful because it gives the trainer quick feedback and supports the planning of future sessions.</li> </ul> | <ul style="list-style-type: none"> <li>Use to quickly check what learners understood from the session and what they are still unsure about.</li> <li>Common examples include: 'What is one key thing you learned today?' 'What is the most important safety point you took from the session?', and 'Rate your confidence with today's material on a scale from 1 to 5'.</li> </ul> | <p><b>Mining:</b> Ask What is one critical control you must check before starting this task?</p> <p><b>Automotive:</b> Ask What is one step you must complete before signing off on a service job?</p> |

## Quick reminders

- Use more than one technique in the same session so learners are not sitting and listening for too long.
- Choose activities that match real work tasks, risks and decisions.
- Keep instructions short, plain and clear.
- Use questioning and observation to check whether learners understood the activity.

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## Part B: Session engagement checklist

| Check                    | Before delivery, confirm that:                                                                 |
|--------------------------|------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | I have a clear purpose for a session and can explain why the content matters to the job.       |
| <input type="checkbox"/> | I have included at least one interaction early in the session.                                 |
| <input type="checkbox"/> | I have planned more than one chance for learners to participate, not just listen.              |
| <input type="checkbox"/> | I have included a real mining or automotive example that learners will recognise.              |
| <input type="checkbox"/> | I have linked the session to workplace safety, quality or performance expectations.            |
| <input type="checkbox"/> | I have planned at least one demonstration, scenario or practical task.                         |
| <input type="checkbox"/> | I have questions prepared to check understanding during the session.                           |
| <input type="checkbox"/> | I have planned how to include quieter learners.                                                |
| <input type="checkbox"/> | I have broken longer content into smaller sections with pauses or discussion points.           |
| <input type="checkbox"/> | I have allowed time for learners to ask questions and clarify instructions.                    |
| <input type="checkbox"/> | I have planned how I will give feedback during the session.                                    |
| <input type="checkbox"/> | I have included a short review or recap at the end to confirm key points.                      |
| <input type="checkbox"/> | I have checked that materials, tools, equipment or visuals are ready to support participation. |
| <input type="checkbox"/> | I have ensured the language and examples are clear, practical, and relevant to the group.      |

### How to use this checklist well

- Review it before each session.
- Adjust your examples and activities to suit the learners, the worksite and the risks involved.
- After delivery, note what worked well and what you will improve next time.

### Learn more about the Trainer and Assessor VET Career Framework

Explore more practical tools, guides and resources supporting VET capability, wellbeing, industry engagement and career development