

PUATEA001B and CPPSIS3001A

Mapping Assistant

DRAFT

(DRAFT VERSION 1)

TRAINER
GUIDE

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Authorities Council**

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Table of Contents

1. INTRODUCTION	1
Context	1
Competencies covered	1
Learning outcomes	1
Implementation	2
Nominal duration	2
Learning Pathways	2
Customisation	2
Trainer and Assessor competencies	3
Compliance	3
2. SUGGESTED APPROACH TO THE TRAINING	5
Introduction	5
Pre-requisite requirement	5
Course entry requirements	5
Pre-course reading	6
Formal training	6
Post-course practice	7
Assessment	8
3. SESSION PLAN – INTRODUCTION AND OVERVIEW	9
Session overview	9
Welcome and introductions	9
Course aim and learning outcomes	10
Training approach	10
Outline of this course	11
Program	11
4. SESSION PLAN – WORKING IN THE MAPPING TEAM	13
Session overview	13
Part 1 – The Mapping Team in AIIMS	14
Part 3 – Workspace and equipment for the Mapping Team	16
Part 4 – Agency policy and procedures for emergency work	17
Part 5 – Act as team member	18
5. SESSION PLAN – INTRODUCTION TO AGENCY GIS	19
Session overview	19
Part 1 – Introduction to GIS	19
Part 2 – File naming and storage	20
6. SESSION PLAN – MAPPING PRODUCTS	21
Session overview	21
Part 1 - Review pre-course reading	22
Part 2 – Agency map products and standards	22
Part 3 – Production of standard agency maps	23
7. EVALUATION	25
Evaluation strategy	25
Review and amendments	25
Training Course Evaluation Questionnaire	26
Amendment pro-forma	27
8. APPENDICES	29

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EMSINA consists of representatives from state and territory state GIS User Groups and three federal Government agencies as follows:

- ACT Emergency Services Agency
- Australian Federal Police
- Australian Maritime Safety Authority
- Bureau of Meteorology
- Country Fire Authority (Vic)
- Country Fire Service (SA)
- Department of Agriculture, Fisheries and Forestry
- Department of Defence, Defence Imagery and Geospatial Organisation
- Department of Environment and Conservation (WA)
- Department of Primary Industries, Parks, Water & Environment
- Department of Sustainability and Environment (Vic)
- Emergency Management Australia
- Emergency Services Telecommunications Authority
- Fire and Emergency Services Authority (WA)
- Geoscience Australia
- NSW Police
- NSW Rural Fire Service
- NSW State Emergency Service
- QLD Fire and Rescue Service
- QLD Police
- Tasmania Fire Service

Introduction

Context

This Trainer Guide is part of the Mapping Assistant Training Resource Kit (TRK) intended to train members of Australasian fire and emergency service agencies in the knowledge and skills required to perform the role of Mapping Assistant in the Australasian Inter-service Incident Management System (AIIMS) during an emergency response.

The TRK for Mapping Assistant comprises the following parts:

- Trainer Guide;
- Learner Guide; and
- Assessment Guide.

The training is designed to meet the needs of the Australasian fire and emergency services and is intended to be delivered within the context of emergency management.

This training targets personnel from emergency service agencies.

Competencies covered

The principles and concepts covered in this training are aligned to the following units of competency from the Australian Quality Training Framework 2011 (AQTF).

PUA00 Public Safety Training Package - Industry Wide Competency Standards

- PUATEA001B Work in a team

CPP07 Property Services Training Package - Spatial Information Services Units of Competency

- CPPSIS3001A Apply map presentation principles

On successful completion of these units, Registered Training Organisations (RTOs) should award learners with a nationally recognised Statement of Attainment for each unit.

Learning outcomes

At the completion of the Mapping Assistant training, learners should be able to:

- Work under direct supervision as a Mapping Assistant during an emergency response; and
- Interpret and create simple digital maps using basic cartographic skills within organisational guidelines.

Implementation

This Training Resource Kit (TRK) can only be implemented by an RTO in accordance with the requirements of the AQTF standards for RTOs.

Further detailed information on delivery and assessment is available in a generic PSTP Implementation Handbook and an accompanying Information Booklet for Assessors. Copies of both of these are available from AFAC.

Nominal duration

The total nominal hours for the two units of competency delivered through this training is **50 hours** of supervised training and practice:

- | | |
|---|----------|
| • PUATEA001B Work in a team | 20 hours |
| • CPPSIS3001A Apply map presentation principles | 30 hours |

Nominal hours includes the hours covered by:

- Pre-course reading;
- Formal face-to-face training;
- Post-course supervised practice; and
- Assessment.

Learning Pathways

All learners can seek recognition for this training through the Recognition of Prior Learning (RPL) or Recognition of Current Competence (RCC) process of the training provider.

Training providers must ensure that their processes for the RPL and RCC are consistent with the AQTF requirements for mutual recognition and RPL.

Some learners may already hold the relevant underpinning knowledge and should therefore be given the opportunity to apply for recognition for part of the training.

Customisation

Resources for this unit are designed to support a flexible approach to training delivery. They can be adapted or modified to suit a particular target audience.

Much of the training is agency-specific and the agency **will need to customise the materials** to account for:

- Emergency type managed (e.g. flood, fire);
- Agency-specific procedures;
- The agency's Geographic Information System; and
- Other agency-specific requirements.

The training delivery must adhere to the competency standards.

Trainer and Assessor competencies

RTOs must ensure that training and assessment is delivered by trainers and assessors who:

- (a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
- (b) have the relevant vocational competencies at least to the level being delivered or assessed, and
- (c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
- (d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

Subject matter experts and 'training assistants' can assist the trainer if required.

Compliance

Compliance issues must be addressed before undertaking delivery of this unit. The following information provides some guidance but may need to be supplemented with agency-specific details.

Occupational health and safety

Specific occupational health and safety (OHS) legislation in each state and territory provides a framework for improving standards of workplace health and safety, and for reducing work-related accidents and diseases.

Such OHS legislation in some cases has provided for Codes of Practice to give practical guidance for operations in specific types of workplaces. Where such Codes of Practice specify operational guidelines, these should be observed. Operational guidelines may require risk assessment before work commences, and risk controls measures during work.

Standard Operating Procedures

Any relevant agency specific Standard Operating Procedures (SOPs) must be adhered. SOPs are any organisational directives that establish a standard course of action. They are written, official, applied to all situations and enforced and integrated into the organisation's management systems.

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Suggested approach to the training

Introduction

The suggested approach to the training is:

- Confirmation of course entry requirements;
- Completion of pre-course reading;
- Formal face-to-face training;
- Post-course supervised practice; and
- Assessment.

Pre-requisite requirement

There are no pre-requisite requirements for this training.

Course entry requirements

Due to the level of skill required by the competency standards, it is suggested that participants undertaking the training possess the following skills prior to commencing the training.

- Ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities;
- Analytical skills (basic);
- Skills to communicate in a clear and concise manner in both written and verbal modes;
- Computer skills, including ability to use basic software systems;
- Literacy skills to:
 - Assess and use workplace information;
 - Interpret and understand basic legal, financial, procedural and technical requirements;
 - Process workplace documentation;

- Read and record data;
- Numeracy skills to:
 - Accurately record and collate;
 - Undertake basic computations;
- Organisational skills to:
 - Prioritise daily activities;
 - Process customers routine needs;
- Spatial skills to:
 - Apply understanding of height, depth, breadth, dimension and position to actual operational activity and virtual representation;
 - Exercise precision and accuracy in relation to basic design application; and
- Time management skills.

These entry requirements are included in the assessment for Mapping Assistant but are not included in the training.

These entry skills are included in the assessment but are not the training for Mapping Assistant.

Pre-course reading

Learners are to read the Learner Guide and complete pre-course reading prior to commencing the formal training, as this covers the essential underpinning knowledge for the training.

Learner Guides should be distributed approximately one month before the course.

Formal training

Learner facilities and resources

The suggested minimum resources and references required for the formal training component of this course are below.

Facilities

- A comfortable training room with computers and agency network access.

Equipment

- Data projector/computer/screen for presentations;
- Computer per person or pair (loaded with agency GIS and map data);
- A Mapping team setup (in an actual or simulated Incident Control Centre); and
- Mapping Team equipment e.g. printers and plotters, and consumables (paper).

Learning Resources

- Copies of the course program;
- Mapping Assistant PowerPoint presentation (updated with agency information);
- Sample agency standard map products; and
- Instruction sheets for exercises.

Texts /Manuals

- Learner Guide per learner;
- Agency manual for operation of Geographic Information System; and
- Agency policies and procedures for emergency work (e.g. OHS)

Instructional strategy

The formal part of the training covers needs to meet the requirements of five units of competency.

The instructional strategy is a mix of:

- Presentation;
- Discussion; and
- Activities.

For sessions that require **discussion**, the suggested approach is to use an interactive approach, with the trainer asking questions and opening up discussion amongst the learners. The lesson plans include questions for the trainer to ask, but not answers, as this could tempt the trainer to read from the lesson plans rather than lead the class to explore the training using an interactive approach.

Suggested program

Times are an estimate only and will vary according to the number of learners and the needs of the agency. The total hours of the face-to-face component of the training is estimated at about 8.5 hours.

Session	Estimated time
Introduction and overview of the course	30 mins
Working in the Mapping Team <ul style="list-style-type: none">• Part 1 - The Mapping Team in AIIMS• Part 2 - Workspace and equipment for the Mapping Team• Part 3 - Agency policy and procedures for emergency work• Part 4 - Acting as a team member	2 hours
Introduction to agency GIS	2 hours and 30 mins
Mapping products <ul style="list-style-type: none">• Part 1 - Review pre-course reading• Part 2 - Agency map products and standards• Part 3 - Production of standard agency maps	3 hours
Explanation of assessment process	15 mins
Evaluation and conclusion	15 mins

Post-course practice

Learners will need to practice their skills in either an actual or simulated workplace environment under supervision prior to final assessment.

Individual learners will vary in the amount of time required to attain competence.

Assessment

Assessment should be conducted in accordance with the process in the Mapping Assistant Assessment Guide. In summary, Assessors should ensure that the assessment for Mapping Assistant is:

- Based on the performance criteria, evidence guide, range statement, and required skills and knowledge of the units of competency covered by this TRK.
- Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).
- Demonstrated in a range of situations, that may involve interruptions and involvement in related activities normally experienced in the workplace.
- Obtained by observing activities in an emergency management context. If this is not practicable, observation in realistic simulated environments may be substituted.

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

A record of the evidence collected should be retained according to RTO requirements.

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Session plan - Introduction and overview

Session overview

Duration:

30 minutes

Customisation

Agencies may need to customise this section to account for variations made to the program to meet agency needs.

General approach

This session contains one part, which is a presentation and discussion.

Resources

- PowerPoint presentation
- Copies of the course program

Welcome and introductions

- Welcome learners and introduce yourself.
- Invite learners to introduce themselves (name and job role) and to outline previous experience in emergency management and/or mapping.
- Conduct an icebreaker activity (optional).

Course aim and learning outcomes

At the completion of the training, learners should be able to work under limited supervision as an Mapping Assistant in the Mapping Team in the Australasian Inter-service Incident Management System (AIIMS) during an emergency response.

At the completion of the training, learners should be able to:

- Work under direct supervision as a Mapping Assistant during an emergency response; and
- Interpret and create simple digital maps using basic cartographic skills within organisational guidelines.

Training approach

The training has been designed for the following sequence:

- Confirmation of course entry requirements;
- Completion of pre-course reading;
- Formal training;
- Post-course supervised practice; and
- Assessment.

Pre-requisite requirement

There are no pre-requisites to this unit.

Course entry requirements

This TRK has been developed on the basis of learners meeting course entry requirements regarding communication skills, literacy, numeracy, computer skills etc. These are:

- Ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities;
- Analytical skills (basic);
- Skills to communicate in a clear and concise manner in both written and verbal modes;
- Computer skills, including ability to use basic software systems;
- Literacy skills to:
 - Assess and use workplace information;
 - Interpret and understand basic legal, financial, procedural and technical requirements;
 - Process workplace documentation;
 - Read and record data;
- Numeracy skills to:
 - Accurately record and collate;
 - Undertake basic computations;
- Organisational skills to:
 - Prioritise daily activities;

- Process customers routine needs;
- Spatial skills to:
 - Apply understanding of height, depth, breadth, dimension and position to actual operational activity and virtual representation;
 - Exercise precision and accuracy in relation to basic design application; and
- Time management skills.

Pre-course reading

Learners are to read the Mapping Assistant Learner Guide and complete self-assessment questions prior to commencing the formal training. This covers the essential underpinning knowledge for the training.

Formal training

This course.

Post-course practice

Learners will need to practice their skills in either an actual or simulated workplace environment under supervision from an experienced Mapping Assistant prior to final assessment.

Individual learners will vary in the amount of time required to attain competence.

Assessment

Assessment will be conducted in accordance with the process in the Mapping Assistant Assessment Guide.

This will be explained in more detail in a later session.

Outline of this course

The formal part of the training covers needs to meet the requirements of five units of competency.

The instructional strategy is a mix of:

- Presentation;
- Discussion; and
- Activities.

Program

Handout and explain program.

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Session plan - Working in the Mapping Team

Session overview

This part of the program is about working in a small team in the Mapping Team during an incident. For this part of the training, learners will be required to work in a small team.

The practical activities for this unit will run concurrently with the other activities for the Mapping Assistant training.

Duration

2 hours of presentation plus practice working in a team, conducted concurrently with other activities

Customisation

The agency may need to **customise the materials in this section** to account for:

- Emergency type managed by the agency (e.g. flood, fire); and
- Agency procedures.

General approach

This session contains the following parts:

Part 1 - The Mapping Team in AIIMS	30 mins
Part 2 - Workspace and equipment for the Mapping Team	45 mins
Part 3 - Agency policy and procedures for emergency work	30 mins
Part 4 - Acting as a Team Member	30 mins

Resources

- Learner Guide Sections 1 and 2;

- A Mapping team setup (in an actual or simulated Incident Control Centre);
- Mapping Team equipment e.g. printers and plotters;
- Equipment consumables e.g. paper; and
- Copies of agencies policies and procedures for emergency work.

Instructional design

The suggested approach is to use an interactive approach, with the trainer asking questions and opening up discussion amongst the learners. The lesson plan includes questions for the trainer to ask, but not answers, as this could tempt the trainer to read from the lesson plans rather than lead the class in an interactive approach.

The practical component of the training should be conducted concurrently with other parts of the program.

Part 1 - The Mapping Team in AIMS

Session aim

The session aims to outline where the Mapping team fits into AIMS and the structure and roles of the Mapping Team.

Duration

Estimated 30 mins

Resources

Learner Guide Section 1

Learning outcomes

At the end of this session, learners should be able to:

- Identify where the Mapping Team fits into the incident management system.
- Identify the respective roles, responsibilities and interrelationships within the Mapping Team.
- Explain the origins of requests for mapping products during emergencies and how these requests are communicated to the Mapping Team.

Instructional design

The suggested approach is to use an interactive approach, with the trainer asking questions and opening up discussion amongst the learners. The lesson plan includes questions for the trainer to ask, but not answers, as this could tempt the trainer to read from the lesson plans rather than lead the class in an interactive approach.

Context

Ask and discuss:

- Who has worked within the AIIMS system at emergencies?
- Has anyone worked within the Mapping Team in the AIIMS system?

Principles of AIIMS

Ask and discuss:

- What are the principles of AIIMS?
- How is the Incident Controller appointed?
- Which roles are in the IMT?
- What are their functions?

The Planning function

Ask and discuss:

- What is the role of the Planning Section?

The Situation Unit

Ask and discuss:

- What is the role of the Situation Unit?

The Mapping Team

Ask and discuss:

- What is the function of the Mapping Team?
- What are the roles in the Mapping Team?
- Under what circumstances would a Mapping Team Member need to lead a small team?
- Where do the requests for mapping products come from?
- How does the Mapping team get its instructions?

Working in the Mapping Team

Ask and discuss:

- What makes a good team player?
- What does a Mapping Team Member need to know when receiving instructions from their supervisor during emergency work?
- What information Mapping Team Member need to give to their supervisor when reporting back during emergency work?

Part 2 - Workspace and equipment for the Mapping Team

Session aim

The session aims to introduce learners to the workspace and equipment requirements for the Mapping Team.

Duration

Estimated 45 mins

Resources

- A Mapping Team setup (in an actual or simulated Incident Control Centre);
- Mapping Team equipment e.g. printers and plotters;
- Equipment consumables e.g. paper; and
- 'Training assistants' (optional) to help supervise equipment use.

Learning outcomes

At the end of this session, learners should be able to:

- Identify the workspace requirements for the effective functioning of the Mapping Team.
- Identify and operate the key equipment for the Mapping Team safely and in accordance with the manufacturer and agency requirements.

Instructional design

The trainer is to walk the learners around the workspace and equipment, explaining how everything works. Learners should then be given the opportunity to practice using all the equipment.

One way of managing this is to break the learners into small teams and have them rotate through a series of equipment stations. This approach may need some 'training assistants' to help supervise each piece of equipment and ensure safety (of the learners and the equipment).

For each piece of equipment, the trainer should use the approach:

- Explanation;
- Demonstration;
- Learner practice; and
- Summary.

The trainer should ensure there are sufficient pieces of equipment for the learners to keep active as much as possible.

Part 3 - Agency policy and procedures for emergency work

Session aim

The session aims to introduce the agency's policy and procedures for emergency work, including occupational health and safety.

Duration

Estimated 30 mins

Resources

Copies of agencies policies and procedures for emergency work.

Learning outcomes

At the end of this session, learners should be able to:

- Identify the key features of agency workplace policies for emergency work.

Instructional design

The suggested approach is an interactive approach, with the trainer asking questions and opening up discussion amongst the learners. The lesson plan includes questions for the trainer to ask, but not answers, as this could tempt the trainer to read from the lesson plans rather than lead the class in an interactive approach.

Context

Team members must always work within the bounds set by the policies and procedures of the agency. These ensure the agency complies with its legal obligations in areas such as equal employment opportunity (EEO), anti-discrimination and OHS.

Agency policy

Handout and discuss:

- Agency policy and procedures relevant to Mapping Team Member working during an emergency
- Agency OHS policy

Ask and discuss:

- What should you do if you find a hazard in the workplace?

Part 4 - Act as team member

Context

For the remainder of the training, learners will be required to work in a small team.

The learners are to be organised into small teams (suggest 3 or 4 people per team, sitting together) for the duration of the training.

Team members should pay attention to ensure they participate in the activities fully as a team member, in accordance with the following learning outcomes.

Learning outcomes

At the end of this session, learners should be able to:

1. Obtain work instructions and performance expectations from the supervisor.
2. Perform tasks as part of the team.
3. Share information and skills with other team members.
4. Give feedback/assistance to other team members in an appropriate manner.
5. Give feedback and constructive advice to the supervisor.
6. Support other team members in achieving the goal.
7. Advise supervisor of any changes in priorities or tasks.
8. Advise supervisor of the outcome of tasks delegated.

Session plan - Introduction to agency GIS

Session overview

This session aims to introduce learners to the agency Geographic Information System (GIS).

Duration:

Estimated 2 hours

Customisation

Agencies will need to supplement the materials in this section to suit the needs of their GIS.

General approach

This session contains two part:

Part 1 - Introduction of agency GIS	1 hour 45 mins
Part 2 - File naming and storage	15 mins

Resources

- Learner Guide Section 4;
- Computer per person or pair (loaded with agency GIS and map data); and
- Manual for operation of agency GIS.

Part 1 - Introduction to GIS

Session aim

This session aims to introduce learners to the agency's GIS, including:

- Login;
- Navigation around key features; and
- Other agency specific technical requirements

Duration

Estimated 1 hour and 45 mins

Learning outcomes

At the end of this session, learners should be able to:

1. Demonstrate the safe, efficient and effective use of keyboard and computer hardware equipment.
2. Update skills and knowledge to accommodate changes in GIS software.

Instructional design

Explanation, demonstration and learner practice.

Part 2 - File naming and storage

Session aim

This session aims to introduce learners to the agency's GIS, including:

- File naming and directory standards; and
- Agency standards for metadata.

Duration

Estimated 15 minutes

Learning outcomes

At the end of this session, learners should be able to:

1. Document metadata according to agency standards.

Instructional design

Explanation, demonstration and learner practice.

Session plan - Mapping products

Session overview

Mapping Assistants are required to produce simple standard map products using the agency's GIS package.

Duration

Estimated 3 hours plus pre-course reading and practice (note the duration will depend on the number and complexity of the image data and the number of trainees).

Customisation

Much of the training is agency-specific and the agency will need to customise the materials in this section to account for:

- Emergency type managed by the agency (e.g. flood, fire);
- Agency map products; and
- Agency standards for map products.

General approach

This session contains the following parts:

Part 1 - Review of the pre-course reading (Learner Guide Section 6)	30 mins
Part 2 - Agency map products and standards	30 mins
Part 3 - Production of standard agency maps (exercise)	2 hours

Resources

- Learner Guide Section 8;
- PowerPoint presentation (updated with agency information);

- Computer per person or pair (loaded with agency GIS and map data); and
- Agency standard map products.

Part 1 - Review pre-course reading

Session aim

The session aim is to review the pre-course reading (Learner Guide Section 8).

Duration

Estimated 30 minutes

Resources

The Learner Guide contains generic underpinning knowledge for this training, which Learners should have completed prior to the session.

Instructional design

Review the self-assessment questions and answers from the pre-course reading.

Check for understanding.

Part 2 - Agency map products and standards

Session aim

The session aim is to introduce learners to the standard mapping products produced by the agency for emergency management purposes and the cartographic conventions and quality standards that apply.

Duration

Estimated time - 1 hour

Learning outcomes

At the end of this session, learners should be able to:

1. Identify the range of different types of maps, used by the agency for emergency management, and their respective purposes.
2. Identify the cartographic conventions applying to emergency service mapping products.
3. Identify the major elements and features of emergency maps.
4. Identify agency requirements for the timeliness, quality, file naming and storage of map products.

Resources

- PowerPoint presentation (upgraded with samples of the agency's standard map products)

- Samples of the agency's standard map products.

Instructional design

PowerPoint presentation and discussion

Viewing of sample agency standard map products

Part 3 - Production of standard agency maps

Session aim

This is a practical session where learners are required to produce the standard map products of the agency.

Duration

Estimated duration - 2 hours +

Note that participants will require considerably more practice prior to being competent.

The agency will need to determine how much practice occurs during the training and how much is undertaken in the learner's own time.

Learning outcomes

At the end of this session, learners should be able to:

1. Produce simple maps for emergency management purposes using the (basic) graphic design package of the agency.
2. Use spatial reference systems to measure, locate and plot features on maps.
3. Meet agency requirements for the timeliness, quality, file naming and storage of map products
4. Apply agency OHS practices at all times while working in the Mapping Team.

Resources

- Computer per person or pair (loaded with agency GIS and map data);
- Hard copy mapping data; and
- Instructions for the production of standard agency maps.

Instructional design

This is a practical session where learners are to practice producing the standard maps required by the agency.

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Evaluation

Evaluation strategy

AFAC Inc, through the Manager of Learning and Development, is responsible for the ongoing monitoring and evaluation of this TRK.

An advisory group comprising member agencies of the Emergency Management Spatial Information Network of Australia (EMSINA), will conduct an evaluation of the industry needs and current training at least annually.

The delivery of this training will be evaluated as part of an ongoing process. The pro-forma provided in this document is an example only. It can be used to gather feedback on the training delivery and resources for this unit as part of the ongoing process.

Review and amendments

These resources are managed under a document and version control system which includes a formal review and amendments process and will be formally reviewed at periodic intervals as determined by the needs of individual agencies.

A pro-forma for the tracking and recording of any changes or amendments required is included at the end of this document. This record of recommended changes can then be tabled at the formal review.

Training Course Evaluation Questionnaire

Please take the time to complete this evaluation form. Your feedback is important and it allows for the measurement of the effectiveness of the training program and to assist us in continuous improvement. Please read the questions below and tick the rating scale to indicate your answer.

Course Title:					
Trainer Name:					
Learner Name: (Optional) Phone: (Optional)					
Date:					
	Inadequate	Fair	Good	Very Good	Excellent
Delivery and content					
Trainer knowledge of subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainer motivation of learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainer was clear and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainer encouraged participation and answered questions clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning objectives and outcomes were clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of learning content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usefulness of learning resources (course notes or workbook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning resources were easy to follow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usefulness of the learning resource as a reference guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment					
Clear statement of assessment method and criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assessment was appropriate and relevant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assessment was conducted fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities					
Adequacy of venue for the course and audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequacy of equipment and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further comments and suggestions					

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Appendices

(insert in here any checklists, forms, standard templates etc which are relevant to the training resources.)

For example:

- checklist of trainer and learner resources required for delivery
- checklist and copies of all templates available for insertion into TRK
- nomination/application form (optional/agency specific)
- confirmation letter/joining instruction for learners (optional/agency specific)
- pre-activity questionnaire (optional/agency specific).