Inspire Education

Designing Learning

TAEDES401A

Design and develop learning programs

TAEDES402A

Use training packages and accredited courses to meet client needs

from TAE40110 Certificate IV in Training and Assessment

Learner Guide

This document is formatted for double-sided copying

Version control & document history

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Program introduction

The purpose of learning is growth,
and our minds, unlike our bodies,
can continue growing as we continue to live.

Mortimer J. Adler

Program focus and outcomes

Competency standards

This Learner Guide and related learning and assessment resources aim to help develop your competence in the following unit of competency from TAE40110 Certificate IV in Training and Assessment:

- **TAEDES401A** Design and develop learning programs
- **TAEDES402A** Use training packages and accredited courses to meet client needs.

Program outcomes

By the end of training, participants should be able to:

- explain what a training package and what an accredited course is, and identify the difference between each
- analyse and interpret each of the three endorsed components of a training package for client applications
- do the following within the vocational education and training (VET) policy framework:
  - define parameters of a learning program
  - develop program content
  - design the structure of a learning program.

Your personal objective

Write your personal objective for this program in the space below:

Use training packages and accredited courses to meet client needs

A Training Package is a set of nationally endorsed standards and qualifications used to recognise and assess the skills and knowledge people need to perform effectively in the workplace.

www.training.com.au (accessed 27.06.2010)

Introduction to this section

Use training packages and accredited courses to meet client needs

Training packages contain the competency standards (known as ‘units’ of competency) that form the benchmarks for training and assessment in the vocational education and training (VET) sector.

Accredited courses are courses that address a specific industry need. Like training package competency standards, they are the ‘national benchmarks’ for training and assessment for a particular industry focus. They address needs not currently covered by training packages.

After reading this section of the manual and participating in the related training activities, you should be able to:

- explain what a training package and what an accredited course is, and identify the difference between each
- analyse and interpret each of the three endorsed components of a Training Package for client applications
- define a unit of competency and:
  - identify the key components of a unit of competency
  - summarise the information provided in each component of a unit of competency and describe how this information guides the process of designing and developing learning programs.

Introduction to Vocational Education and Training (VET)

Training Packages and accredited courses
play key roles in Australia's vocational education and training (VET) system.

What is VET?

VET stands for **Vocational Education and Training**

> Vocational education and training (VET) enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace.

Sourced from: http://www.asqa.gov.au (accessed 30.09.2010)

Key features of VET in Australia

According to the training.com website:

The Australian vocational education and training (VET) system is recognised as among the most sophisticated in the world because it is:

- **Industry led**
  Employers and industry representatives define what outcome is required from training.
- **National**
  The system is jointly managed by state, territory and Australian governments.
- **Client focused**
  It is flexible and relevant and responsive to client needs.

Sourced from: http://www.training.com.au/portal/site/public/menuitem.8859775ffeb7888a392e51017a62dbc/

(accessed 30.09.2010)

Industry-led

Australia's VET system is effective because the required outcomes of the training are defined by representatives of industries and workplaces. It therefore addresses 'real life' workplace expectations.

National

The VET system in Australia is jointly managed by state, territory and Australian governments.

A national VET system means that a person's abilities are assessed against a national set of standards and formally acknowledged throughout Australia.

example	National Recognition A person who is assessed as 'competent' in a particular task in Townsville can move to Perth and receive 'National Recognition' for the competency achieved in Townsville.

Client-focussed

The national VET system emphasises the need for a client-focussed approach to training and assessment.

A client-focussed approach—a 'plain English' definition

A client-focussed approach simply means that all training and assessment services offered by a Registered Training Organisation (RTO) are provided with the needs of the client in mind.

Australia's VET system is **flexible** and **responsive** to client needs. Here's how:

1. **Australia's VET system is a flexible system**
   A competency-based system focuses on what a person can do, not what training s/he has undertaken. This means that participating in training isn't the only way a person can gain a qualification.

example

Flexible Pathways

A person may be deemed competent based on the skills and knowledge that they can demonstrate—how they acquired these skills and knowledge is not important. They may have acquired the relevant skills and knowledge in any or all of the following ways:

- through training
- through 'on the job' experience
- through personal experience, research, reflection and/or observation.

2. **Australia's VET system is responsive to client needs**

   A fundamental principle of the Australian VET system is that all vocational education and training must reflect the learners' needs and context. In other words, training and assessment services delivered must:

   - address the specific needs of the clients
   - be relevant to the real-life workplaces of the learners and assessment candidates.

Competency-based training and assessment

Australia's VET system uses a competency-based approach to training and assessment.

What are competency standards?

Competency standards: a 'plain English' definition

Competency standards define performance requirements for workers.

A competency standard is a document that describes the requirements for how a key function or role in a particular job function or occupation is to be performed.

In the national VET system, competency standards are structured as **units of competency**. Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency. Each unit also identifies the language, literacy and numeracy (LLN) and work health and safety (WHS) requirements for role or function.

What does it mean to be competent?

In the national VET system, 'competence' means the ability to perform a particular key function or role to the standard expected in the workplace, as expressed in the relevant endorsed unit of competency. This involves the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments.

Characteristics of competency-based training and assessment (CBT/A)

Competency-based training and assessment (CBT/A) is different from more traditional formats of training. Below are some key characteristics of CBT/A.

1. **CBT/A focuses on what a person can do, not how they learnt it**
   In a CBT/A system, a person earns a statement of attainment or qualification when they demonstrate their ability to perform a task to a competent standard. How they learned—from a family member, from workplace experience, from a formal course of study—is irrelevant.
2. **Criteria-referenced assessment**
   Competency-based assessment aims to be an objective process in which candidates are evaluated according to the criteria outlined in the relevant competency standards. Therefore, everyone is trained and assessed against a consistent standard that is nationally-recognised.
3. **Recognition assessment**
   Also known as recognition of prior learning (RPL) or recognition of current competence (RCC)
   Recognition assessment is an important characteristic of CBT/A. It is an assessment process whereby people are assessed and given formal recognition for competence they already have, regardless of how it was learned. Recognition assessment means that people may be assessed without having to be trained first.
4. **Flexible and personalised delivery**
   CBT/A is client-focussed, meaning that training and assessment approaches must be appropriate and relevant for the client.

   Therefore, whereas two different Registered Training Organisations (RTOs) may offer the same nationally-recognised qualification, the learning and assessment approach offered by the two RTOs will likely be different, since each must offer training and assessment processes that reflect the needs and context of their own clients.

   CBT/A is therefore flexible in the way it may be delivered. Flexible training delivery does <u>not</u> mean that CBT/A is haphazard or ad-hoc. RTOs must go through an audit process in which they produce a training and assessment strategy (also known as a learning and assessment strategy) for each nationally-recognised qualification they want to offer, and demonstrate how this strategy addresses the competency requirements, as well as the context and needs of their target client groups.
5. **Immediate application**
   In CBT/A, emphasis is placed on training only skills which are needed, and can be applied immediately in the workplace.

What do people get when they demonstrate competence?

When an individual demonstrates competence, they may receive a:

- **Qualification**
  A qualification is awarded when an individual has demonstrated competence in all units of competency that make up a qualification. This is issued as a certificate and statement of results.

  or

- **Skill Set**
  The term 'skill set' is used to define selected units from a qualification that reflect a specific workplace need.

  A skill set is defined as:

> Single units or combinations of units which link to a license or regulatory requirement, or defined industry need ... Nationally endorsed skill sets will provide formal recognition of training for a discrete part of a qualification linked to a function or role within an occupation.

http://www.ncver.edu.au/resources/glossary (accessed 27.06.2010)

or

- **Statement of Attainment**

> A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s).

AQF Implementation Handbook Fourth Edition 2007

A Statement of Attainment is issued for the achievement of a skill set, but contains an additional statement that indicates the group of units is an identified skill set.

The figure on the next page illustrates the differences between a qualification and a skill set.

Figure: Qualifications vs. Skill Sets

Qualification

Qualifications are based on a job requirement

Example
Individuals delivering training and assessment services in the vocational education and training (VET) sector

TAE40110 Certificate IV in Training and Assessment
(10 Units Required for this qualification)

7 core units:

- TAEDES401A Design and develop learning programs
- TAEDES402A Use Training Packages and accredited courses to meet client needs
- TAEDEL401A Plan, organise and deliver group-based learning
- TAEDEL402A Plan, organise and facilitate workplace learning
- TAEASS401B Plan assessment activities and processes
- TAEASS402B Assess competence
- TAEASS403B Participate in assessment validation

3 elective units— for example:

- TAEDEL301A Provide work skill instruction
- TAEASS301B Contribute to assessment
- BSBCMM401A Make a presentation.

Skill set

Skill sets are selected units from a qualification that reflect one aspect of a person's job

Example
Individuals who train others within a workplace. The training may be accredited or non-accredited. The role may involve some coaching at individual or small group level.

Enterprise Trainer Skill Set
From TAE10 Training Package
Two units required

TAEDEL301A Provide work skill instruction

and

BSBCMM401A Make a presentation.

VET Quality Framework

Introduction to the VET Quality Framework

The VET Quality Framework is aimed at
Registered Training Organisations (RTOs)

VET Quality Framework is the term given to the group of key documented systems and frameworks that collectively define how RTOs must operate

About the VET Quality Framework

The term 'VET Quality Framework' first appeared in the *National Vocational Education and Training Regulator Act 2011*. This Act defines the regulatory powers of Australia's National VET Regulator, the Australian Skills Quality Authority (ASQA)[1]. In the act, the term, 'VET Quality Framework' is used to refer to the collection of documents listed below.

The VET Quality Framework has five (5) components

These are:

1. Standards for NVR Registered Training Organisations (SNR for short)
2. Australian Qualifications Framework (AQF for short)
3. Fit and Proper Person Requirements
4. Financial Viability Risk Assessment Requirements
5. Data Provision Requirements.

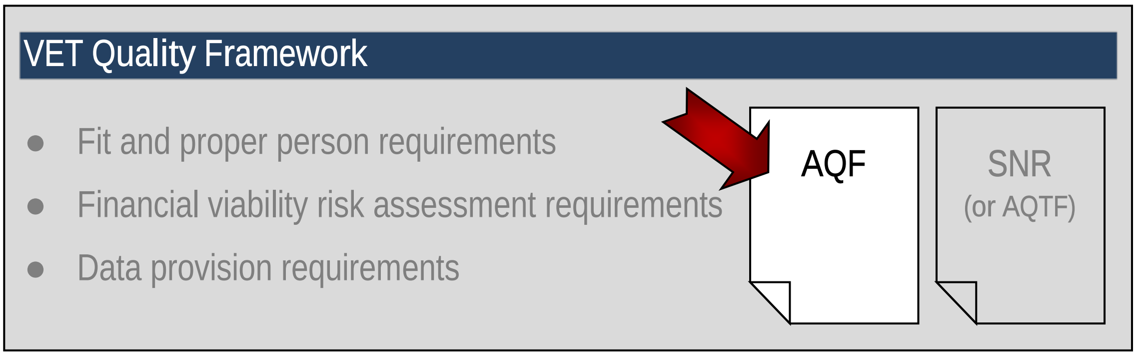
For more information about the VET Quality Framework

Visit the Comlaw website and download the *National Vocational Education and Training Regulator Act 2011:* *<http://www.comlaw.gov.au/Details/C2011A00012/Html/Text#_Toc289074497> (accessed 05.08.2001)*

This manual discusses the two components of the VET Quality Framework that are most often used by trainers and assessors—the SNR and the AQF.

[1] For more information about ASQA, see the section of this manual called, *'Major Players' in the National VET System.*

Australian Qualifications Framework (AQF)



What is the Australian Qualifications Framework?

The AQF website offers the following explanation of the AQF:

> The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

<http://www.aqf.edu.au/> (accessed 12.08.2011)

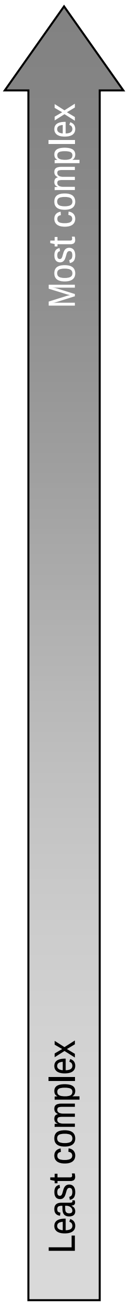
How is the AQF structured?

The AQF features:

- **ten (10) levels** of nationally-recognised qualifications
- **from all educational sectors** in Australia. These are:
  1. The school sector
  2. The tertiary sector, including:
     - vocational education and training (VET)
     - higher education.

Table: Australian Qualifications Framework

The table below lists the qualifications that make up each of the 10 AQF levels, and summarises requirements for graduates of each qualification level.



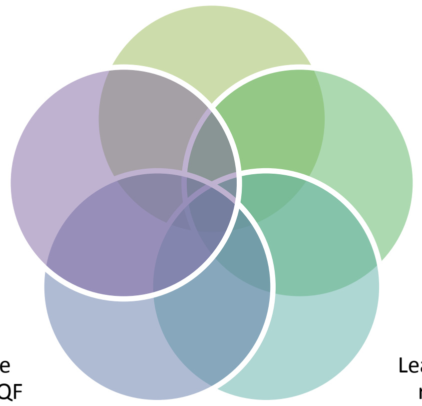
Level	AQF Qualifications at this level	Graduates at this level will have...
10	Doctoral Degree	... systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice.
9	Masters Degree	... specialised knowledge and skills for research, and/or professional practice and/or further learning.
8	Graduate Diploma Vocational Graduate Diploma Graduate Certificate Vocational Graduate Certificate Bachelor Honours Degree	... advanced knowledge and skills for professional highly skilled work and/or further learning.
7	Bachelor Degree	... broad and coherent knowledge and skills for professional work and/or further learning.
6	Associate Degree Advanced Diploma	... broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.
5	Diploma	... specialised knowledge and skills for skilled/paraprofessional work and/or further learning.
4	Certificate IV	... theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.
3	Certificate III	... theoretical and practical knowledge and skill for work and/or further learning.
2	Certificate II	... knowledge and skills for work in a defined context and/or further learning.
1	Certificate I	... knowledge and skills for initial work, community involvement and/or further learning.

Senior Secondary Certificate of Education qualifications are not located at a particular level of the AQF	... knowledge, skills and values for diverse pathways to further learning, work and effective participation in civic live (AQF First Edition, p.22)

Adapted from the Australian Quality Framework First Edition 2011, pp.18 and 22
Reproduced with permission

Using the AQF

RTOs and their staff must ensure a 'client-focussed' approach to training and assessment. This means that:



Australian Qualifications Framework First Edition 2011

The *Australian Qualifications Framework first Edition 2011*, informally referred to as the 'AQF Handbook', explains the qualifications at each AQF level. It is an essential reference for any trainer or assessor who will be planning, designing, developing or delivering nationally-recognised training.

You may download the *Australian Qualifications Framework first Edition 2011* from the AQF website (see below).

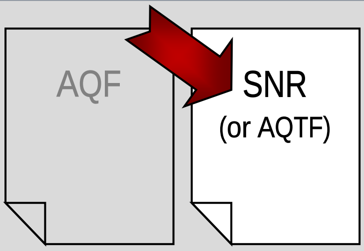
For more information about the AQF

Visit the AQF website <www.aqf.edu.au> (accessed 12.08.2011).

Standards for NVR Registered Training Organisations (SNR) and Australian Quality Training Framework (AQTF)

VET Quality Framework

- Fit and proper person requirements
- Financial viability risk assessment requirements
- Data provision requirements



What are the SNR and the AQTF?

SNR is the abbreviation used to refer to the *Standards for National VET Regulator (NVR) Registered Training Organisations*. AQTF stands for *Australian Quality Training Framework.*

Both the SNR and the AQTF define operational requirements for RTOs

The SNR and AQTF are each sets of written standards that define how registered training organisations (RTOs) must operate.

Why have two sets of standards for RTOs? Isn't this duplication?

Yes, it is duplication. Here's the reason:

- **SNR is new**—it was introduced in July 2011. At the time of writing, the SNR had only been introduced in some states.
- **AQTF is older**. RTOs in states that haven't yet been transitioned across to the SNR must continue to operate according to AQTF requirements.

Eventually, the SNR will be applied to all RTOs throughout Australia, with the possible exceptions of Victoria and Western Australia. Of course, we can't predict the future. Watch this space!

How do I find out which applies to my RTO—the SNR or the AQTF?

Visit the website of the Australian Skills Quality Authority (ASQA). ASQA is the new National VET Regulator: <www.asqa.gov.au> (accessed 12.08.2011)

Click on 'about ASQA', then on 'Jurisdiction'

So what do the SNR and AQTF Standards say RTOs have to do?

The SNR is based on the AQTF. SNR's content is very similar to the AQTF, but they're not the same. If you're accustomed to the AQTF, it's worth reading the SNR carefully to identify the differences between the two.

Although their content is similar, the SNR and AQTF standards are structured (organised) differently. The table below compares the structure of the SNR with that of the AQTF.

Table: SNR and AQTF Reference Table

	Where you'll find it in the SNR			Where you'll find it in AQTF 2010	
Focus of the Standard What the standard says about how RTOs must operate	All RTOs	Initial Registration	Continuing Registration	Initial Registration	Continuing Registration
	One publication containing all standards			Stand-alone publication	Stand-alone publication
Name of Standards	SNR 1			n/a	
Commencement	SNR 2			n/a	
Definitions	SNR 3			n/a	
Quality training and assessment: The RTO must provide quality training and assessment across all of its operations		SNR 4	SNR 15	Standard 1	Standard 1
Access and equity: The RTO must adhere to principles of access and equity and to maximise outcomes for clients		SNR 5	SNR 16	Standard 2	Standard 2
Management systems: The RTO must have management systems that are responsive to needs of clients, staff and stakeholders, and the environment in which the RTO operates		SNR 6	SNR 17	Standard 3	Standard 3
Governance arrangements		SNR 7	SNR 18	Condition 1	Condition 1
Interactions with the VET Regulator		SNR 8	SNR 19	Condition 2	Condition 2
Compliance with legislation		SNR 9	SNR 20	Condition 3	Condition 3
Insurance		SNR 10	SNR 21	Condition 4	Condition 4
Financial management		SNR 11	SNR 22	Condition 5	Condition 5
Certification, issuing of qualifications and statements of attainment		SNR 12	SNR 23	Condition 6	Condition 6
Recognition of Qualifications issued by other RTOs				Condition 7	Condition 7
Marketing: Accuracy and integrity		SNR 13	SNR 24	Condition 8	Condition 8
Transition to training packages/ expiry of VET accredited course		SNR 14	SNR 25	Condition 9	Condition 9

Frequently-asked questions about the SNR / AQTF and RTOs

Why would a training organisation want to become a 'Registered' Training Organisation?

A training organisation may not offer a nationally-recognised AQF qualification unless it is registered to do so. Clients often want to earn a nationally-recognised qualification if they are going to engage in training. To satisfy this need, training organisations apply for registration.

How does an organisation become registered for the first time?

An organisation that wants to become an RTO for the first time must be audited against *SNR Standards 4-14* (or the *AQTF 2010 Essential Conditions and Standards for Initial Registration).*

Organisations that pass their first RTO audit are granted 'registration' status. The new RTO may now start delivering the qualifications, skill sets, units, or accredited courses that are within its scope of registration.

What is a scope of registration?

A scope of registration is the term given to the list of qualifications, skill sets, units and/or accredited courses an RTO is registered to offer its clients. An RTO may not offer any qualifications or parts of qualifications that are not on its scope of registration.

Can an RTO add to its scope of registration?

Yes. At any time, an RTO may apply to extend its scope of registration.

Are existing RTOs monitored?

Yes they are.

Existing RTOs are routinely audited to ensure that they continue to operate according to SNR (or AQTF) requirements. At this time it is audited against the SNR Standards 15 – 25 (or *AQTF 2010 Essential Conditions and Standards for Continuing Registration).*

Existing RTOs are audited every five (5) years.

First time RTOs are also audited after their first year of operation, just to make sure they're on the right track! If everything looks good, they won't be audited again until their five year registration period has passed and is due for renewal.

If a complaint is lodged about an RTO, the RTO may be investigated and audited before the five-year renewal date.

Who monitors and audits RTOs?

In some states, the National VET Regulator (ASQA) monitors RTOs. In other states, State Training Authorities monitor RTOs. See section 'Major players' in the national VET system for more information.

For more information about the SNR

Visit the ASQA website <www.asqa.gov.au> (accessed 04.09.13). From this site you can:

- find out which set of standards—the SNR or the AQTF—apply in your state
- read about the registration process for new and existing RTOs that are regulated by ASQA
- learn the cost of RTO registration
- download documents that compare the content of the SNR and the AQTF.

To download the SNR

Visit the Australian Government's ComLaw website:

<http://www.comlaw.gov.au/Details/F2011L01356> (accessed 04.09.2013)

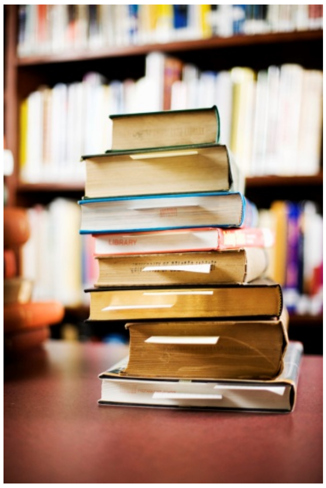
To download information on AQTF

Visit the training.com website:

< http://www.nssc.natese.gov.au/nqc_archive/aqtf (accessed 04.09.2013)

Training packages

What is a training package?



In addition to the AQF and the SNR (or AQTF), training packages are essential publications the Australian VET system.

Training packages are large publications (books) that contain the AQF qualifications, skill sets and competency standards for each industry.

More detailed information about training packages begins in section Training packages vs. accredited courses.

In summary:

Key documents that define VET practice

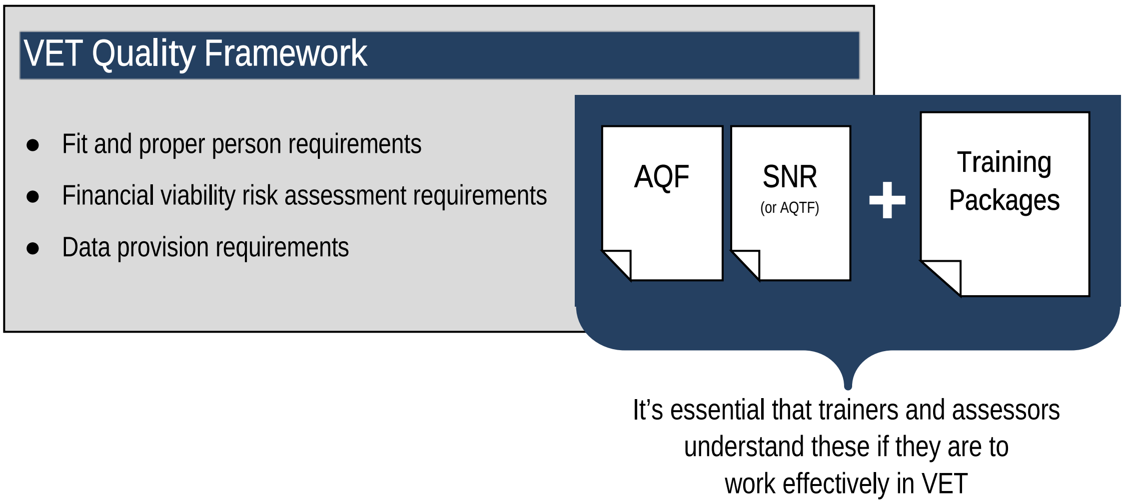
The documents that make up the VET Quality Framework plus training packages form the core documents that define how VET works. This includes:

HOW registered training organisations (RTOs) must operate (SNR or AQTF, fit and proper person requirements, financial viability risk assessment requirements and data provision requirements)

WHAT qualifications, skill sets or units RTOs may offer (training packages)

HOW to pitch delivery and assessment of AQF qualifications, skill sets or units (AQF).

Figure: Key documents that define VET practice in Australia



The next section of this manual discusses key VET stakeholders—the 'major players' in Australia's VET system.

'Major players' in the national VET system

There are thousands of organisations throughout Australia that have some part to play in Australia's VET system.

Organisations and individuals with interests in VET include:

- Commonwealth, State and local government agencies and regulatory bodies
- industry groups
- public and private training organisations
- unions
- trainers and assessors
- training and assessment clients
- and many more!

In this section of the manual we will discuss the 'major players' of the VET system. In your role as a trainer or assessor it is important that you understand the role of each 'major player'.

The 'major players' that will be discussed are:

- Department of Industry
- Industry Skills Councils (ISCs)
- VET Regulators
- Registered Training Organisations (RTOs)
- Trainers and assessors
- RTO clients

In addition to these 'major players', you no doubt already know—or will learn—of additional organisations that impact on your particular industry and your role as a trainer or assessor in your industry.

Department of Industry (which replaces DIISRTE Department of Industry, Innovation, Science, Research and Tertiary Education)

Who is Department of Industry?

Department of Industry is the Australian Government Department responsible for education, employment and workplace relations throughout Australia.

What is Department of Industry's role in VET?

Department of Industry is in charge of everything in VET. They work with others to decide the 'big picture' of how the national VET system should work.

What are the areas of vet that the Department of Industry is responsible for?

Department of Industry is responsible for overseeing the systems of:

Australian Skills Quality Authority (ASQA) - ASQA is the national regulator for Australia's vocational education and training sector. AQSA regulates training providers and their courses to ensure they are meeting nationally approved quality standards.

National Advisory for Tertiary Education, Skills and Employment (NATESE) - NATESE is a support structure for the key advisory councils of the Council of Australian Governments (COAG) Standing Council on Tertiary Education, Skills and Employment (SCOTESE).

Office of the AQF Council Secretariat - The Office of the AQF Council Secretariat supports the Australian Qualifications Framework (AQF) Council in their work to ensure the framework is nationally and internationally robust and supports flexible cross-sectoral linkages and pathways.

Department of Industry has a large portfolio of different agencies under their umbrella.

For more information about Department of Industry

Visit the website: Department of Industry (accessed on 15.10.2013)

Industry Skills Councils (ISCs)

Who are ISCs?

Industry Skills Councils are the industry representatives for vocational education and training (VET) in Australia

There are 11 Industry Skills Councils throughout Australia (information current as at 12.08.2011). Each ISC represents a number of industries.

example

The Service Industries Skills Council

The Service Industries Skills Council is responsible for vocational education and training in a number of industries, including:

- sport and recreation
- hospitality and tourism
- funeral services
- community services
- caravan
- beauty
- floristry
- retail

What do ISCs do?

Industry Skills Councils:

- develop and maintain training packages for the industries they are responsible for
- develop and maintain training package support materials (i.e. training and assessment resources)
- advise the other 'major players' in the national VET system of the current and future training needs of each industry they represent.

For more information about ISCs

Visit the Industry Skills Councils website: <http://www.isc.org.au/> (accessed 12.08.2011)

This website provides information about ISCs and has links to each of the 11 ISCs in Australia.

VET Regulators

Who are VET Regulators?

VET Regulators are the people who monitor the operation of RTOs within the jurisdiction they are responsible for

There are two levels of VET Regulators:

The National VET Regulator (ASQA)
The National VET Regular is the Australian Skills Quality Authority (ASQA). ASQA began operation in July 2011. All states except Victoria and Western Australia have agreed that RTOs in their state will be regulated by ASQA.

State Training Authorities (STAs)
Until 01 July when ASQA started operation, each state had a 'State Training Authority' that monitored and regulated the operation of RTOs in their state. Now that ASQA has begun operation, State Training Authorities continue to exist only in those states that haven't transferred regulatory powers to ASQA.

What do VET Regulators do?

VET Regulators are responsible for regulating vocational education and training provided by RTOs in their jurisdiction. This means that, among other things, they:

- review and approve (or not) applications from organisations wanting to become an RTO for the first time
- monitor and audit existing RTOs—in this sense the VET Regulators act as the 'police' of the registered training organisations in their jurisdiction
- accredit courses—VET Regulators review applications made by organisations to have a course they have developed, accredited.

For more information about VET Regulators

- **National VET Regulator:**
  Visit the ASQA website: <http://www.asqa.gov.au/> (accessed 12.08.2011).
- **State Training Authorities:**
  Visit the National Register (TGA) <training.gov.au> (accessed 12.08.2011).

From the home page, click on ‘links’ and find details of the State Training Authorities that continue to operate.

Registered Training Organisations (RTOs)

What are RTOs?

Registered Training Organisations (RTOs) are the training organisations that offer nationally recognised vocational education and training and assessment to clients.

RTOs may be government or private organisations. An RTO may be:

- an individual (i.e. a ‘one-person’ organisation)
- an organisation whose main business is ‘training and assessment’
- an organisation whose main business is not training and assessment, but which decides to become an RTO in order to be able to issue its staff with nationally recognised qualifications or statements of attainment.

An RTO is able to train and assess (or just assess) nationally recognised qualifications, skill sets, units of competency or accredited courses and issue:

- qualifications
- statements of attainment.

RTO responsibilities

RTOs have a responsibility to offer quality training and assessment services to their clients. This means that RTOs must consistently operate in accordance with the AQTF 2010 Essential Conditions and Standards for Registered Training Organisations.

Among their many responsibilities as defined by the AQTF, RTOs must:

- offer training and assessment services that fully address the requirements of the qualification or unit/s of competency
- offer flexible training and assessment services that are responsive to the diverse needs of their clients
- engage suitably experienced and qualified trainers and assessors
- offer ongoing support to trainers and assessors, clients, and RTO staff
- develop and implement a robust system of continuous improvement in order to ensure ongoing quality of training and assessment services.

Trainers and assessors

Who are trainers and assessors?

Trainers and assessors are the people—like you—who work on behalf of an RTO to deliver training and assessment services. As a trainer or assessor, you are the 'face' of the RTO.

Trainers and assessors may be:

- **self-employed training/assessment consultants**
- **members of a training organisation's staff**
- **members of the learning and development (or equivalent) department of an organisation**
- **volunteers.**

Trainer and assessor responsibilities

Regardless of the nature of their role, trainers and assessors who deliver nationally recognised qualifications have clearly defined responsibilities.

Trainers and assessors must:

comply with the processes, policies and procedures of the RTO they are working for	be suitably qualified and keep their knowledge and skills up-to-date (see below)

Competencies required by trainers and assessors

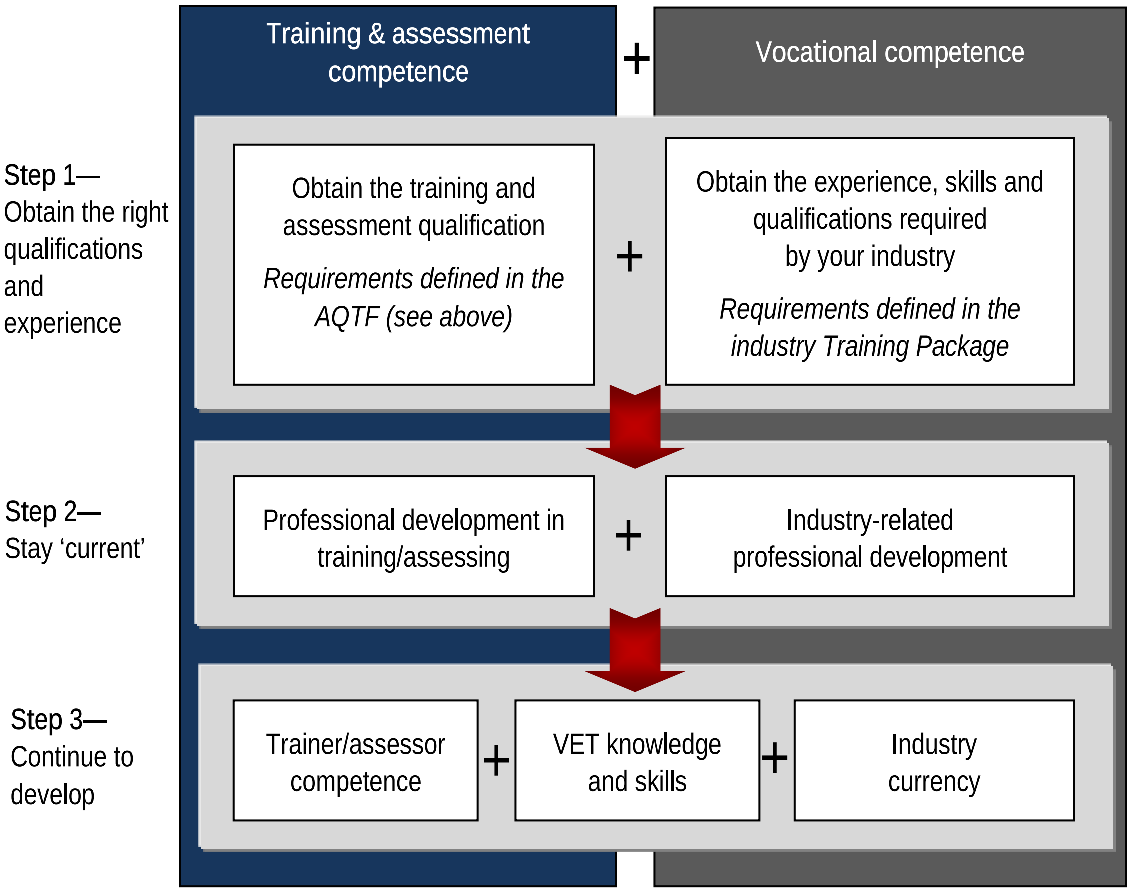
Standard 1.4 of the AQTF 2010 Essential Conditions and Standards for both Initial and Continuing Registration state that:

> Training and assessment are delivered by trainers and assessors who:
>
> (a) have the training and assessment competencies determined by the National Quality Council or its successors, and
>
> (b) have 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 VET knowledge and skills as well as their industry currency and trainer/assessor experience.

SNR 4.4 and SNR 15.4, plus

AQTF 2010 Essential Conditions and Standards for Initial Registration and AQTF 2010 Essential Conditions and Standards for Continuing Registration

Figure: Competency Requirements of Trainers and Assessors



RTO clients

Who are RTO clients?

Clients are the recipients of vocational education and training provided by RTOs. Clients are the focus of VET.

RTO clients may be:

- **internal**—they work within the RTO
  (e.g. learners are employees of an organisation that is an RTO; the RTO can therefore offer in-house training and assessment and issue AQF statements of attainment and/or qualifications)

  and/or
- **external**—they come from outside the RTO
  (e.g. learners are members of the public who enrol in training with the RTO).

RTO clients may include any one or more of the following, but are not limited to:

- participants—learners and/or assessment candidates
- supervisors or managers of participants
- owners or senior management of a client organisation.

What do RTO clients do?

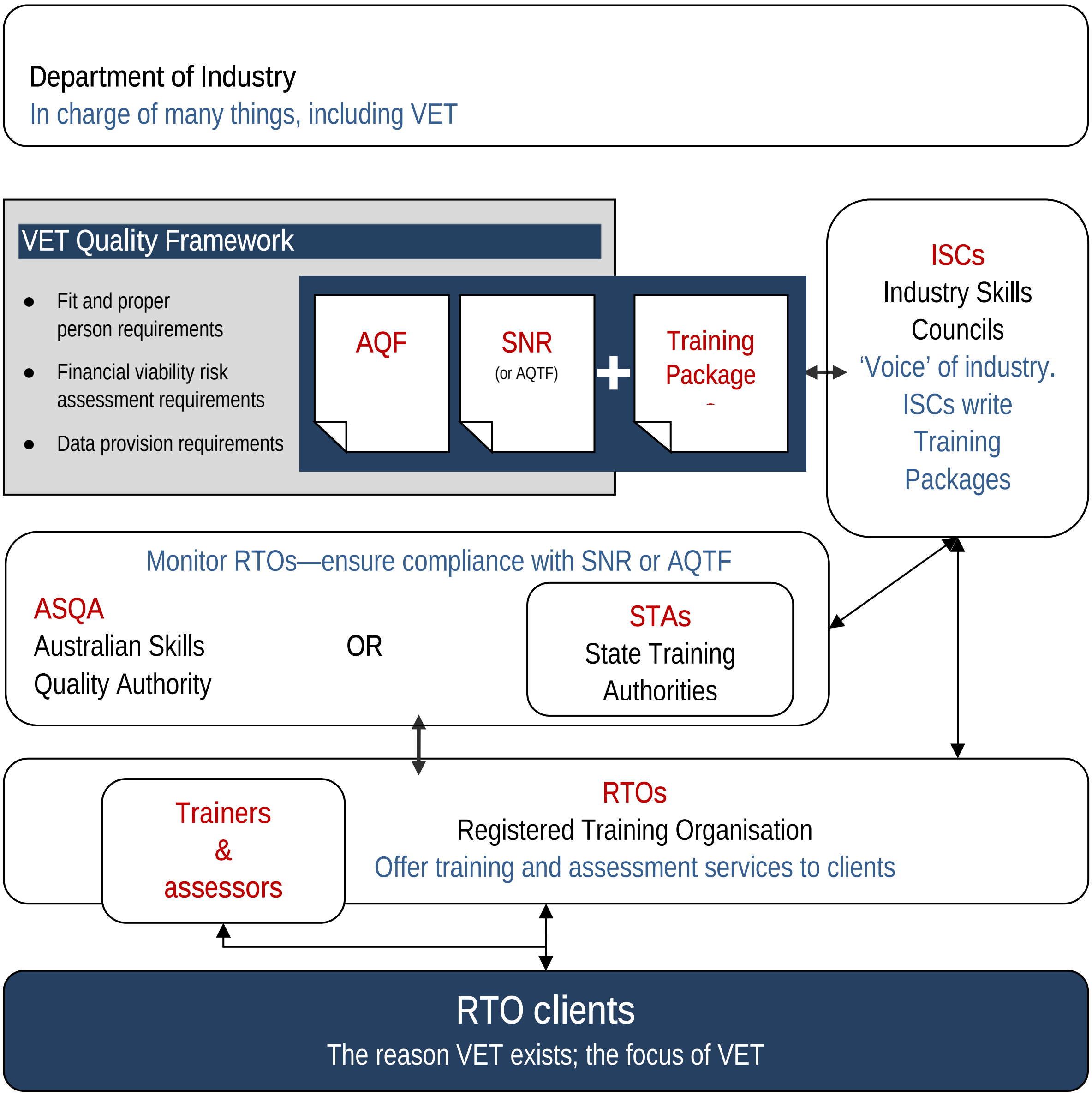
RTO clients receive vocational education and training provided by RTOs. To ensure a 'client-focussed' approach to services provided, RTOs consult with clients to identify needs. As part of this process, clients should give RTOs:

- *(before and/or at the start of a training or assessment event)*
  information about the learning context and specific needs of the learners—RTOs just need to ask the right questions!
- *(before, during and/or after a training or assessment event)*
  feedback to ensure continuous improvement of the RTO's training and/or assessment services.

Summarising who's who and what's what in VET

The figure below shows key VET stakeholders—key documents and key people ('major players')—and illustrates the relationships between them.

Figure: Who's who and what's what in VET



More information about the vocational education and training system

Information about the Vocational Education and Training (VET) sector that was previously available on training.com.au is now available from the websites listed below.

National Skills Standards Council (NSSC) - The NSSC provides advice to Ministers on national standards for regulation of VET in Australia. The NSSC website also contains the Australian Quality Training Framework (AQTF) publications.

The Australian Skills Quality Authority (ASQA) - ASQA is the National Regulator for Australia's VET sector.

The Victorian Registration and Qualifications Authority (VRQA) - VRQA is the Regulator for RTOs registered in Victoria.

The Western Australian Training Accreditation Council (TAC) - TAC is the Regulator for RTOs registered in Western Australia.

Training.gov.au - Training.gov.au is the National Register for Australia's VET sector and contains authoritative information on Training Packages, Qualifications, Accredited courses, Units of Competencies and Registered Training Organisations.

Australian Apprenticeships - A comprehensive site that outlines the Commonwealth's Australian Apprenticeships scheme. It contains information for employers and job seekers, and an Australian Apprenticeships Centre search.

Business and employer information - Information for businesses and employers regarding training of staff in VET can be found on various State and Territory government training websites.

Also have a look at a publication called, ***Back 2 Basics*** published by Training Packages at Work. This publication can be viewed on-line (and free copies can be ordered) from the Training Packages at Work website: http://www.innovation.gov.au/Skills/ResourcesAndPublications/Pages/default.aspx (accessed 04.09.2013).

Training packages vs. accredited courses

Previous sections of this manual gave you the 'big picture' of Australia's VET system and showed how training packages are an important component of Australia's VET system. In this section of the manual, we take a closer look at training packages and accredited courses.

Training packages

What is a training package?

A training package is:

> An integrated set of nationally endorsed standards, guidelines and qualifications for training, assessing and recognising people's skills, developed by industry to meet the training needs of an industry or group of industries…

NCVER VET Glossary: <http://www.ncver.edu.au/resources/glossary/> (accessed 12.08.2011)

Training Packages—a 'plain-English' definition

A training package is a book/s containing a complete set of nationally-recognised qualifications, skill sets and related competency standards for <u>one</u> industry or industry sector.

One training package is produced for each industry.

How many training packages exist?

There are many training packages in Australia, one for each industry or industry sector. As a trainer/assessor, you will specialise in the training package/s relevant to your industry or area of expertise.

To research current training packages

Visit the National Register—TGA:
<training.gov.au> (accessed 12.08.2011)

Accredited courses

What is an accredited course?

Accredited courses fill ‘gaps’ in training packages

An accredited course is a course that addresses an identified industry, enterprise, educational, legislative or community need that is not already addressed in a training package

Are accredited courses nationally recognised?

Yes, accredited courses are nationally recognised. Once a course has been accredited, details of the course and the course owner are added to the National Register—TGA <training.gov.au> (accessed 12.08.2011).

How are accredited courses structured?

Like training package qualifications, accredited courses are competency-based. An accredited course may include:

- a combination of units of competency from one or more training packages that does not reflect an existing qualification or skill set from a training package, and/or
- units of competency that have been written specifically for the accredited course.

Who owns and delivers accredited courses?

Accredited courses may either be owned by the Crown or owned privately:

- **A course that is owned by the Crown...**
  ... is developed using public funds and is in the public domain. Any

registered training organisation (RTO) may apply to add a publicly-owned accredited course to its scope of registration and offer the course to clients.

- **A course that is owned privately…**
  … is developed with private funds. These courses are available only from the course owner. The owner may allow other RTOs to deliver the course, or it may choose to be the sole provider of their course.

  An accredited course owner must be an RTO if it wants to deliver its course to clients. If the course owner isn't an RTO, it must partner with an RTO to deliver the course.

Source: Users' Guide to the ***Standards for VET Accredited Courses****, p.7*

Examples of accredited courses

Some examples of accredited courses include:

- 91501NSW Course in Sustainable Plumbing Practices
- 22028VIC Course in Teaching the Licentiate Qualification in Cecchetti Classical Ballet
- 22102VIC Course in Safe Access to Asbestos Affected Areas
- 52364 Diploma of Presentation Skills.

All accredited courses expire 5 years after they are granted accreditation status.

Researching accredited courses

The National Register (TGA) is the best place to go to research accredited courses. To do this:

1. Log onto the site: <training.gov.au> (accessed 12.08.2011)
2. Click on the 'search' tab
3. Click on <u>search for training components</u>
4. In the 'title or code' box, type what you know of the title or code of the accredited course you are looking for.

   Hint: If you don't know the exact title, type a key search word (e.g. 'safe' if you are looking for accredited courses that focus on safe work practices)
5. In the 'type' box, tick (☑) 'accredited courses'
6. Hit 'enter'.

Information current as at 12.08.2011

How are training packages developed and endorsed?

What does 'endorsement' mean?

All training packages must be endorsed before they are released for use

Endorsement is the process of reviewing and approving for use, a new or updated training package.

Who endorses training packages?

The National Skills Standards Council (NSSC) evaluates newly developed or updated training packages and decides whether or not they should be endorsed.

Who develops training packages?

Industry Skills Councils

Industry Skills Councils (ISCs) are responsible for the development of training packages. ISCs are the 'voice of industry' in the national VET system. Each ISC represents a number of industries and is responsible for the training package of each industry they represent.

Who else is involved in the development of training packages?

Industry consultation is vital!

Industry Skills Councils must consult with ‘industry’ when they develop a new training package or update an existing one

So who is ‘industry’?

Anyone who uses a training package, or who is affected by the use of a training package, is invited to offer feedback about an existing training package and suggestions about any new or revised versions of the training package being developed.

Examples of such industry stakeholders include:

- Registered training organisations (RTOs) and the trainers/assessors who work for them
- Industry regulatory bodies and advisory groups
- VET regulators
- Industry clients
- Anyone else who uses or is affected by the training package.

Industry consultation means you can have input!

Industry consultation means that you, too, have input into the content of a new or updated training package.

Industry Skills Councils usually invite consultation via their websites. To stay informed:

- find out the Industry Skills Council responsible for a training package relevant to your area of expertise
- subscribe to their email newsletter—this way you’ll know when industry feedback is being sought.

You can offer feedback to the ISC any time!

How are training packages developed?

Environmental scan

Industry Skills Councils (ISCs) have a responsibility to conduct ongoing environmental scans as relevant to the industries they represent. These scans help the ISC identify when a need arises to develop a new training package or update an existing one.

Developing or updating a training package

Once the need to develop or update a training package is identified, the process of development and endorsement begins. The flow chart on the next page, shows a summary of this process.

For more detailed information

For a more detailed description of how training packages are developed and endorsed, visit the website of the National Skills Standards Council. (NSSC)

Figure: Training package development process (a summary)

Industry Consultation

The ISC invites feedback from industry.

Feedback may include:

- Feedback about the existing training package, where applicable
- Recommendations for content of the new training package

ISC writes draft of new training package and seeks industry feedback

The ISC writes the draft of the new training package and seeks feedback from industry about the draft.

ISC finalises training package and prepares case for endorsement

The ISC reviews feedback and uses the feedback to prepare the final version of the training package to be submitted for endorsement (a number of drafts may be prepared and reviewed)

The ISC prepares a case for endorsement. This is a document for the National Skills Standards Council (NSSC), in which the ISC essentially outlines why the training package should be endorsed.

ISC submits the training package and case for endorsement to the NSSC

The ISC submits the new training package and the case for endorsement to the National Skills Standards Council (NSSC).

The NSSC reviews the new training package and decides whether or not to endorse it.

Endorsement

Once the NSSC has endorsed the training package, the training package is made available for use and added to the National Register—TGA: <training.gov.au> (accessed 12.08.2011)

VET practitioners can now access and download the training package from the National Register, or purchase it from the ISC.

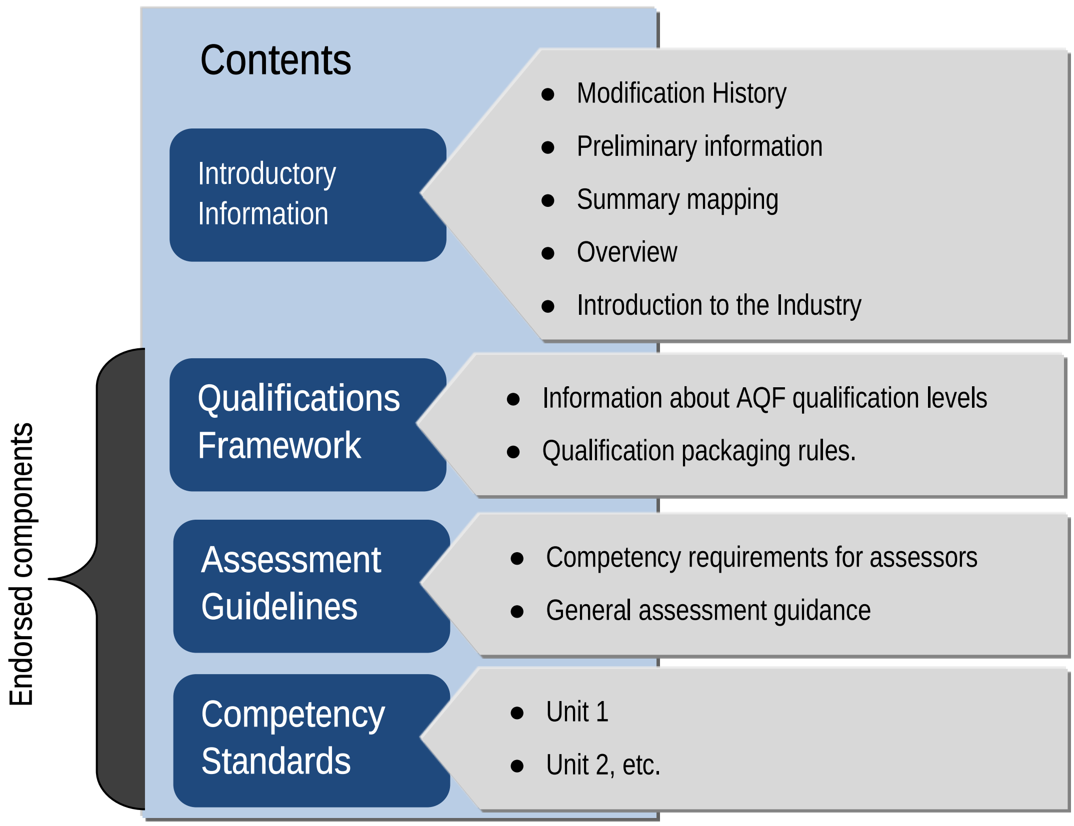
How are training packages structured?

Training packages include three endorsed components:

1. Qualifications framework
2. Assessment guidelines
3. Competency standards.

When you purchase or download a complete training package, you get a large document—that may be divided into different volumes. The figure below illustrates the structure of a training package.

Figure: Training package structure at a glance



The following pages explain in more detail what you'll find in each endorsed component of a training package.

Endorsed components of a training package

Competency standards

Training Packages: Three endorsed components

- Qualifications Framework
- Assessment Guidelines
- Competency Standards.

To understand the structure of a training package, it is probably easiest to start by explaining the largest endorsed component of a training package: competency standards.

In earlier sections of this manual we discussed the fact that Australia's vocational education and training (VET) system is competency-based.

A competency standard is a document that describes the requirements for how a particular workplace task is to be performed. Training package competency standards are structured as 'units' of competency.

Training Packages are essentially publications containing a compilation of competency standards (units of competency) that have been written for one industry or industry sector.

These units make up the nationally-recognised qualifications and skill sets in that industry.

Competency standards are the largest component of a training package.

The two other endorsed components of a training package provide information needed to use the competency standards as required.

Qualifications Framework

Training Packages: Three endorsed components

- Qualifications Framework
- Assessment Guidelines
- Competency Standards.

The Qualifications Framework...

... names the qualifications and skills sets included in the training package and lists the units required to complete each

In the Qualifications Framework of a training package, you will find:

- **AQF information**
  Information about the Australian Qualifications Framework (AQF)
- **Qualifications**
  A list of the qualifications available from the training package and the qualification packaging rules for each
- **Skill sets**
  A list of the skill sets available from the training package and the units that make up each skill set.

Each of these is explained in more detail below.

Information about the Australian Qualifications Framework (AQF)

Each qualification in a training package sits at a particular AQF level. For example:

- Certificate IV in Training and Assessment is an AQF level 4 qualification
- Diploma of International Education Services is an AQF level 5 qualification

The AQF guidelines in a training package summarise the requirements for each qualification level.

Qualifications available from the training package and 'packaging rules' for each

This component of a training package contains a list of the qualifications available from the training package, and the 'packaging rules' for each.

Information provided about each qualification in this section of the training package includes:

- a list of the work roles relevant to the qualification
- a list of qualification pre-requisites, if any
- 'packaging rules'—details of the core and elective units required to complete the qualification
- the employability skills applicable to the qualification. See below for more information.

example

Qualification Packaging Rules

The Qualification Packaging Rules for TAE40110 Certificate IV in Training and Assessment state that the TAE40110 Certificate IV in Training and Assessment requires completion of 10 units, including:

- 7 core units and
- 3 elective units.'

The packaging rules then go on to list:

- the 7 core units required and
- the list of possible elective units from which 3 must be chosen.

Source: TAE10 Training Package, version 1.0, Qualifications Framework

Employability Skills

What are Employability Skills?

The employability skills summary website offers the following definition of employability skills:

> Skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions.

<http://employabilityskills.training.com.au> (accessed 12.08.2011)

There are eight Employability Skills

The same eight employability skills apply to all training package qualifications. These are:

Where you will find employability skill requirements

- **Employability skills for each qualification**
  are listed as part of the qualification rules for all qualifications listed in the Qualifications Framework of all training packages. Here's an example:

example	Employability skills Below is an extract of the employability skill requirements for TAE40110 Certificate IV in Training and Assessment (from TAE10 Training Package, version 1.0, p.44).	
	Initiative and enterprise	● interpreting the learning environment and selecting delivery approaches which motivate and engage learners ● monitoring and improving work practices to enhance inclusivity and learning ● being creative to meet clients' training needs ● applying design skills to develop innovative and flexible cost-effective programs

- **In units**, employability skill requirements are incorporated throughout the unit. In units, employability skills are not explicit.

To locate the employability skills for each qualification

You could visit either of two websites:

- **The National Register (TGA)**
  Download the qualification packaging rules for any qualification and you'll find the employability skills.

  <training.gov.au> (accessed 12.08.2011), or
- **The employability skills website**
  <http://employabilityskills.training.com.au/>
  (accessed 12.08.2011).

Skill sets in the training package

For more information about skill sets, see section introduction to vocational education and training (VET).

When using training packages to meet client needs, you should consider whether or not your client needs a complete qualification. A skill set includes selected units from a qualification that reflect a specific work role or a defined area of specialisation within a qualification. For some clients, a skill set is more appropriate than a qualification.

Here's an example of a skill set:

example	The Workplace Supervisor Skill Set (from the TAE10 Training Package)	
	Target group	Supervisors and managers involved in developing the skills of their team. In particular these competencies are identified as essential skills for those engaged in supervising apprentices

Units	TAEASS301A Contribute to assessment TAEDEL301A Provide work skill instruction TAEDEL404A Mentor in the workplace
Pathway	These units provide credit towards TAE40110 Certificate IV in Training and Assessment
Suggested form of words for Statement of Attainment	These units from TAE10 Training and Education Training Package meet industry requirements for mentoring apprentices and trainees.

TAE10 Training Package, version 1.0, Skill Sets

Assessment Guidelines

Training Packages: Three endorsed components

- Qualifications Framework
- Assessment Guidelines
- Competency Standards.

The Assessment Guidelines...

...explain the industry requirements for how and by whom the units of competency from the Training Package are to be assessed.

In the assessment guidelines of a training package, you will find:

- **Requirements for assessors**
  This section lists the qualifications and vocational competence required for people who want to assess units or qualifications from this training package.
- **Assessment pathways**
  This section notes the possible pathways (routes) clients could select to attain a training package qualification or statement of attainment. Pathway options usually include either or a combination of a:
  - training and assessment pathway: the client is trained; assessment takes place throughout and/or after training
  - assessment-only pathway: the client is assessed up front, without needing training (usually called recognition or RPL assessment)

- **General assessment information**
  Information provided includes containing guidelines for how assessment tools should be developed and how assessments should be conducted.
- **Information about use of the units of competency** in the training package for assessment purposes—for example:
  - how to interpret and contextualise the units—guidelines for contextualisation
  - guidelines for applying 'reasonable adjustments' to the assessment process or materials to suit the particular needs of candidates
  - guidelines for inclusive assessment practice
  - whether or not assessments can be conducted in a simulated workplace environment (as opposed to a real one).

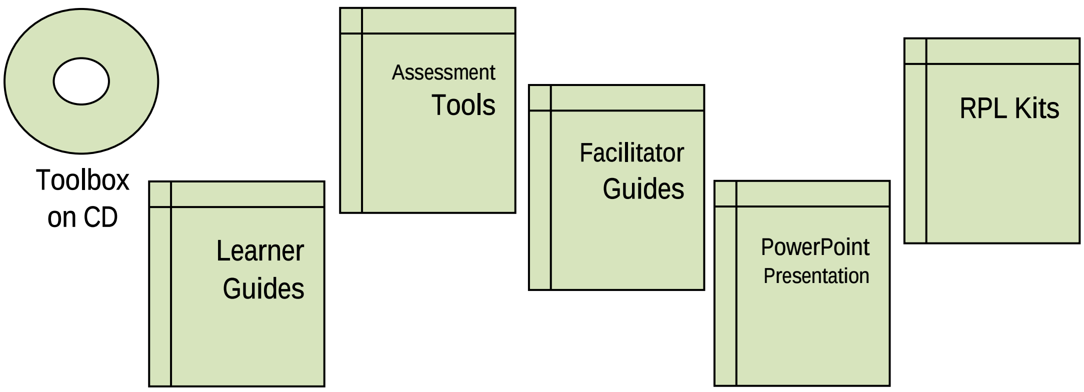
Training package support materials

Training package support materials are learning and assessment resources

RTOs need some form of support materials to deliver nationally recognised qualifications, skill sets or units

The figure below shows some examples of available training package support materials. This is not an exhaustive list.

Figure: Examples of training package support materials



Who writes training package support materials?

Training package support materials may be written by:

- **Registered training organisations**
  Some RTOs choose to develop their own training and assessment materials 'in house.'
- **Industry Skills Councils**
  The ISC responsible for a training package may engage a developer to produce training or assessment materials that RTOs may purchase for use delivering the qualification/s.
- **Others**
  Anyone can develop training package support materials and offer them for sale to RTOs.

Researching training packages and training package support materials

Researching training packages

You can download training packages or parts of training packages from the National Register (TGA):

<training.gov.au> (accessed 12.08.2011)

Researching training package support materials

To research training package support materials, try the following:

- **The ISC responsible**
  It's always worth contacting the ISC responsible for the training package relevant to the materials you are searching for. Most ISCs have resources available. If they don't they should be able to point you in the right direction.

  <http://www.isc.org.au/> (accessed 12.08.2011)
- **Publishers**
  There are a number of publishers that specialise in producing resources to support training packages. These include:
  - Aspire Learning Resources
  - smallPRINT
  - Software Publications
  - JNB Publications
  - Pearson Education
  - and many others.
- **Internet search**
  It is worth conducting an internet search to find other resources available to support the training package you are working with.

Training package coding system

Training packages, the **qualifications** within a training package, and the individual **units of competency** that make up each qualification within a training package, are each assigned a code. The table below explains the training package coding system.

Table: Training package coding system

Training package codes		
Using BSB07 Business Services training package as the example		
BSB	identifies	the training package (Business Services)
07	tells us	the year the training package was first endorsed (2007)
Qualification codes		
Using BSB40807 Certificate IV in Frontline Management as the example		
BSB	identifies	the training package (Business Services)
4	tells us	the AQF level of this qualification (Certificate IV)
08	tells us	that this is the 8^{th} Certificate IV-level qualification in this training package ('08' is a number in a series)
07	tells us	the year the qualification was first endorsed (2007)
Unit of competency codes		
Using BSBMGT401A Show leadership in the workplace as the example		
BSB	identifies	the training package (Business Services)
MGT	tells us	the specific competency field of the task described in the unit (management). *Additional notes:* ● *The units of competency in the training package relevant to your industry may not contain competency fields* ● *In some training packages competency fields are called 'domains'.*
4	tells us	the AQF level of this qualification (Certificate IV)
01	tells us	that this is the 1^{st} Management-focussed unit typically packaged in a Certificate IV-level BSB07 qualification ('01' is an identification number; the second AQF level IV unit would be coded BSBMGT402..., etc.).
A	tells us	that this is the first endorsed version of this unit. If this unit is updated, the unit code would end with the letter 'B'.

Use training packages to meet client needs

How may training packages be used?

Training packages may be used:

To design and develop:

- training and assessment strategies
- learning programs
- assessment tools
- learning and assessment resources
- a traineeship/apprenticeship learning program plan

As the basis for assessment validation

To support organisational change

As a project tool

To support human resource functions including recruitment, selection or performance management

To determine training/assessment pathways—in other words:

- how a learner might progress through a training package
- how a learner might progress from one qualification to another, across training packages
- the approach the learner takes to achieve a qualification: training and assessment or assessment-only
- an apprenticeship or traineeship arrangement

A client-focussed approach to using training packages

The importance of context

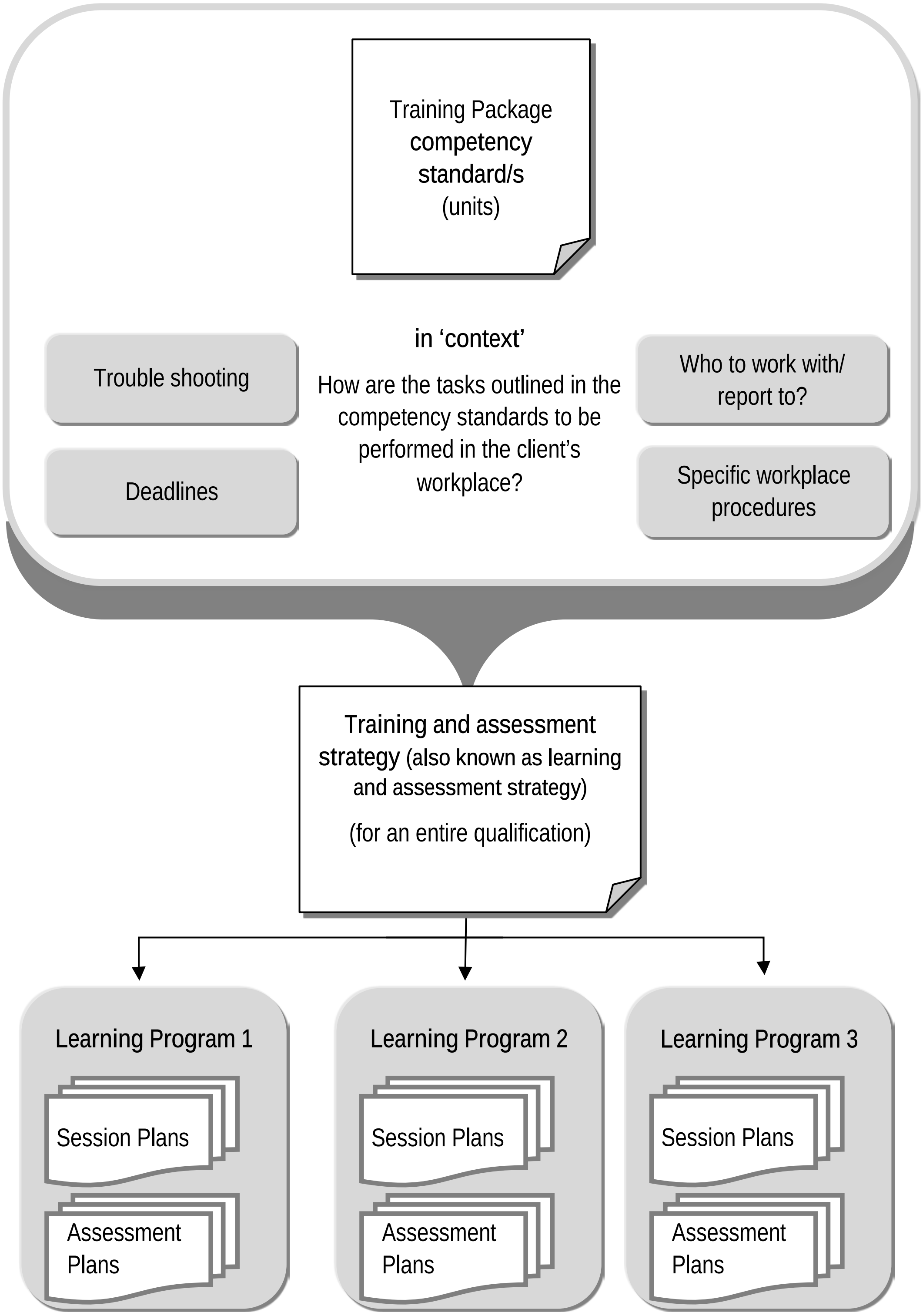
When planning, organising and/or developing a learning or assessment activity, trainers/assessors must consider:

1. the competency standards to be achieved and
2. how the competency standards are practiced/applied in the clients' workplace.

A competency-based learning or assessment plan must reflect the clients' context

The figure below illustrates the process of contextualising competency standards. Going through this process will help you plan, organise and develop learning and assessment activities that are relevant to the client.

Figure: A client-focussed approach to training and assessment



Guidelines for contextualisation

**Guidelines for contextualisation—
a 'plain-English' definition**

Guidelines for contextualisation specify how far we can go when tailoring competency standards to reflect the clients' context.

Contextualisation of qualifications

Contextualisation of qualifications allows substitution of some units of competency in qualifications where this is consistent with the described work outcome and outlined in the qualification's packaging rules. The substitution may be with units packaged in other qualifications in the same Training Package, or from other endorsed Training Packages; such contextualisation must not distort the qualification purpose or its alignment to the AQF.

Advice on allowable contextualisation of qualifications must be included in the Training Package. The advice must clearly set out the boundaries to contextualisation to ensure users can readily determine what is acceptable to industry. The advice could be developed around scenarios or examples of typical job roles, or could be a list of what is allowable and what is not ('do's and don'ts'), and could include the:

- codes and titles of units of competency that can be substituted for specified units in the Training Package
- relevant Training Packages from which the units can be drawn
- AQF qualifications in which any specified units are used in the source Training Package.

From *www.nssc.natese.gov.au/__data/assets/.../GuidelinesQualFrameworks.rtf* TRAINING PACKAGE DEVELOPMENT HANDBOOK GUIDELINES Qualifications Framework V3 June 2010 (accessed 4/02/14)

The TAE10 Training Package provides the following information and guidelines for **contextualisation of competency standards** in the TAE10 Training Package:

> ‘Registered Training Organisations (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However,

the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package [TAE10] must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes
- do not diminish the breadth of application of the competency and reduce its portability, and/or
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

TAE10 Training Package, version 1.0, Competency Standards

Reasonable adjustments

When contextualising competency standards for the purposes of assessment, a reasonable adjustment may be appropriate.

A 'reasonable adjustment' is a modification made
to an assessment process or materials
so that a candidate with particular needs has a fair opportunity
to undertake the assessment.

Adjustments must be 'reasonable'!
That is, they must not compromise the integrity of the assessment.

The TAE10 Training Package lists the following examples of reasonable adjustments:

- taking into account the candidate's language, literacy and numeracy requirements

- providing personal support services, such as arranging for:
  - member of the community to accompany the candidate
  - reader
  - interpreter
  - attendant carer
  - scribe
- using adaptive technology or special equipment
- providing flexible assessment sessions to allow for such things as fatigue or administering of medication
- format of assessment materials, such as:
  - in Braille
  - in first language
  - use of audiotape or videotape
- making adjustments to the physical environment
- revising proposed assessment methods and tools
- considering age and/or gender
- considering cultural beliefs, traditional practices and religious observances. ’

TAE10 Training Package, version 1.0, TAEASS301A

Unpacking unit/s of competency

‘Unpacking’ a unit of competency—
a ‘plain-English’ definition

‘Unpacking’ is the term given to the process of analysing and contextualising a unit of competency to determine relevant and suitable learning and/or assessment requirements for particular learners/candidates.

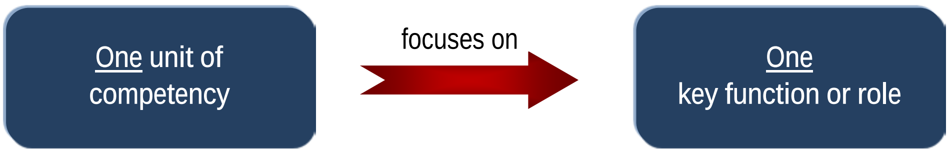
To be able to use training package competency standards as the basis for training or assessment, we need to understand the focus and structure of units.

Focus of a unit

One unit of competency focuses on <u>one</u> workplace task

Each unit of competency specifies the workplace requirements for performance of <u>one</u> task that someone may have to perform in a workplace as part of his/her job role (e.g. TAEDEL301A Provide work skill instruction). The figure below illustrates this.

Figure: Focus of a unit of competency



Structure of a unit

Units of competency from all industries follow the same basic structure, although there are some minor variances in units of competency produced by different industries.

The figure on the next pages shows a common structure for units of competency.

Figure: Structure of a unit of competency

Component	Summary of component	What information we can gain
Code	A unique code allocated to the unit of competency	Identifies the Training Package the unit comes from; competency field; AQF level; and version
Title	A succinct statement of the outcome of the unit of competency	Aids us in finding appropriate units to meet our client's needs
Descriptor	Broadly communicates the content of the unit of competency and the skill area it addresses	When selecting units this is a good indication of what will be achieved making it easier to explain to the clients and determining if the unit is suitable to client's needs.
Elements	Describe in terms of outcomes the significant functions and tasks that make up the competency	These provide a good overview of the tasks the candidate will need to address and help determine if the unit is appropriate to the client's workplace and/or needs.
Performance Criteria	Specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance	They provide the trainer and assessor the specific learning outcomes to be used when developing leaning programs, session plans and/or assessment.
Range Statement	Provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.	Aids in determining if client has a suitable workplace or work activities (or simulated environment) to assess competence across a range of activities. The range statement lists specific examples of ways the steps or components may be performed in different contexts.
Required Knowledge & Required Skills	Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.	This can inform the training and assessment activities as they specify skills needed to complete the task elements. These should be consulted by training/assessment designers so as to ensure these skills are developed in all training and assessment activities.
Evidence Guide	The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context.	The evidence guide provides clear direction to the developer of assessment activities and assessment tools as to what evidence is required to deem a candidate competent.

Employability skills (see next page for information)

Using information provided in a unit of competency

Information provided in a unit of competency will specify the **evidence** required to demonstrate competence.

How information provided in a unit of competency translates into learning and assessment activities

- **assessors** must decide how the required evidence will be gathered and design a competency-based assessment plan and related tools to measure whether or not competence has been achieved
- **learning designers** must design and develop a competency-based learning program that will help learners progress towards and ultimately achieve competence
- **trainers** must follow competency-based learning and session plans when delivering training, so that learners are able to demonstrate competence by the end of training.

Recap:
Use training packages and accredited courses to meet client needs—a ‘to-do’ list

Tick when complete

Using training packages to meet client needs

Step 1 Select the appropriate training package .... ❐

- Confirm the client’s needs
- Research and identify a training package that meets the client’s needs

Step 2 Analyse and interpret the qualifications framework (of the training package)............ ❐

- Identity a qualification, skill set or unit/s relevant to the client need
- (where applicable) Identify elective units relevant to the client need
- Identify required employability skills

Step 3 Analyse and interpret the units of competency... ❐

- Analyse and contextualise the units to determine the learning or assessment requirements, incorporating employability skill requirements as appropriate

Step 4 Analyse and interpret the assessment guidelines (of the training package)................ ❐

- Determine any special requirements for assessment or reasonable adjustment to suit the client’s needs.

Using accredited courses to meet client needs

Step 1 Select the appropriate accredited course .... ❐

- Confirm the client’s needs
- Research and identify the accredited course that meets the client’s needs

Step 2 Analyse and interpret the requirements of the accredited course module.................. ❐

- Analyse and contextualise the requirements of the accredited course module and ensure that training delivery addresses these requirements.

Summary of this section

Use training packages and accredited courses to meet client needs

This section of the manual and related training activities have focussed on the skills and knowledge required to use training package competency standards as the basis for learning and assessment.

With the skills and knowledge gained from having read this manual and participated in the related training activities, you should be able to use training package competency standards to:

- design and develop competency-based learning programs
- deliver competency-based training
- plan, organise and develop competency-based assessments
- conduct and validate competency-based assessments.

You should also be able to explain the difference between a training package and an accredited course.

Essential website

The National Register (TGA) is your gateway to the world of VET. Go to this website to access information and resources needed by VET practitioners.

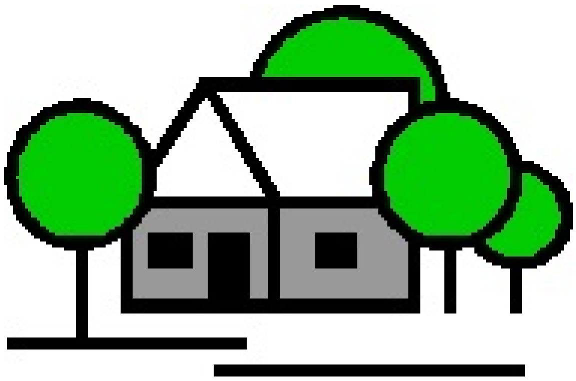
<training.gov.au> (accessed 12.08.2011).

Notes

Design and develop learning programs

Design can be art. Design can be aesthetics.
Design is so simple, that's why it is so complicated.

Paul Rand, 1997



Introduction to this section

What is a learning program?

> A learning program can be discrete, providing a planned learning approach that relates to specific learning and training needs, or it may form part of the learning design for a qualification.

From TAEDES401A Design and develop learning programs (accessed 05.05.2011)

A learning program is developed to meet a specific training need. It is a document that provides the following information to guide the structure of training and assessment to meet the training need:

- The competencies or other criteria to be achieved
- Program outcomes
- Delivery strategy
- Assessment strategy
- Learning agenda (learning program outline showing the sequence of program sessions and highlighting any pre-work required, if relevant)
- The following information about each session of the program:
  - Session outcome
  - Summary of delivery methods and learning activities and
  - Timing
- Identification of assessment points to measure learner progress
- Learning and assessment resources to be used
- WHS issues to be addressed in delivery
- Organisational requirements including learner support needs to be addressed
- Administrative requirements.

Design and develop learning programs

A skilled designer of competency-based learning programs has a sound understanding of competency standard structure and how these may guide learning program content. They also have strong instructional design skills.

Skilled instructional designers are able to:

- identify learning topics that will address an identified need
- use their knowledge of adult learning theories, styles and principles to do the following in a way that promotes effective acquisition and integration of learning:
  - sequence learning topics within a program
  - select varied and appropriate learning activities
  - allow sufficient time for learning
- devise assessment strategies that will effectively measure learning against identified program outcomes
- identify resources that are appropriate for the learning program and the target learners.

After reading this section of the manual and participating in the related training activities, you should be able to:

- define learning program parameters in consultation with client/s
- generate options for designing a learning program
- develop learning program content and structure
- review a learning program.

Designing and developing learning programs: the need for collaboration

Collaborate with your client

When designing and developing a learning program, it is essential to collaborate with your client throughout the entire process. This way, you:

- save time by not making unnecessary mistakes such selecting an on-line delivery approach when the learner group isn't accustomed to working with computers
- ensure that the final program content, structure and resources effectively meet the client's needs.

Who is your client?

Your 'client' will likely consist of a variety of people, depending on the circumstances. A few examples are listed below:

example #1	You work for a Registered Training Organisation (an RTO) and must design and develop a learning program aimed at members of the public who enrol in learning programs offered by your RTO. In this case, your 'clients' are the target learners.

example #2	You are a contract worker or work for a Registered Training Organisation and have been engaged to design and develop a learning program for a group of learners within a client organisation. In this case, your 'client' may include: ● the head of the organisation (e.g. the General Manager or owner) ● key contact people within that organisation (e.g. the Learning and Development manager, a Human Resources representative, financial officer, etc) ● the supervisor or manager of the target learner group ● the target learner group within that organisation.

example #3	The Registered Training Organisation you work for offers Australian Apprenticeship programs. You have been asked to design and develop an apprenticeship program. In this case, your 'client' may include: ● Australian Apprenticeships personnel (learning programs that you develop must comply with Australian Apprenticeship requirements) ● the apprentice learners' host organisation—key personnel ● the apprentice learners.

example #4	You are part of the learning and development department of an organisation and have been asked to design and develop a learning program for a particular group of people within your organisation. In this case, your 'client' may include: ● the supervisor/manager or the target group of learners ● the target learner group.

Collaborate with other stakeholders

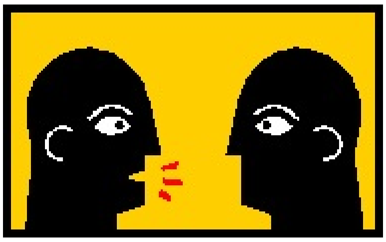
Your client is not the only stakeholder in a program that you design and develop. Other stakeholders must also be consulted and collaborated with as needed throughout the design and development process.

Some examples of other stakeholders may include:

- your own supervisor or employer
- colleagues
- regulatory authorities such as:
  - VET regulators
  - other industry-specific regulatory bodies such as the WHS authority in your state
- union or Industrial Relations personnel
- personnel responsible for training resources
- external training providers / guest speakers / content matter experts.

Discussion or personal reflection in your own time—Who should you collaborate with when designing and developing a learning program?

Consider the types of learning programs that you currently develop or hope to develop in the future. Who are your clients? Who might other stakeholders be? Use the space below to note your thoughts.



Planning for collaboration

It is often helpful to plan when and how you will collaborate with your client and other stakeholders throughout the development process.

Questions to consider include:

- At what stages of the development process will I collaborate with my client and/or other stakeholders?
- What is the purpose of the collaboration at each stage?
- With whom will I collaborate at each stage?
- How will collaboration be undertaken? What methods will be used?
- What is the desired outcome of each stage of collaboration?

Collaboration Plan

Following is an example of a collaboration plan. Consider this example. Would a similar type of plan be helpful in your workplace?

Example: Collaboration plan

In this example, the client is an external organisation and target learners are employees of that organisation.

	When	Purpose	With whom?	Method	Desired outcome
1	Initially	To determine program purpose / focus and competency requirements	● Manager of client organisation	Face to face meeting	Client confirms purpose / focus and gives approval to proceed with program development
2	Pre-development	To conduct a training and learning needs analysis	● Target learners ● Supervisor of learner group	Interviews Workplace observation	Identify training and learning needs
3	At start of development	To determine learning/ assessment approach and resources	● Client manager ● Supervisor or learner group	Meeting	Client approves learning/assessment approach and resources
4	Throughout development	To ensure development remains 'on track'	● Various stakeholders as needed	Emails / telephone	Draft one of program is completed and related resources developed/obtained.
5	Upon completion of draft 1 program content	To review draft 1 of program and related resources	● Manager of client organisation ● Supervisor of learner group ● My own employer	Email	Client and my own employer approve draft 1 of program and related resources or identify points for revision/ improvement
6	Further collaboration needed if changes are required to draft one.				

For your future use, a blank copy of the above collaboration plan can be found in *Appendix 1—Collaboration plan template*.

Design and develop a learning program: a step-by-step process

The flow chart on the next page illustrates a step-by-step process for designing and developing a learning program. Order of information presented in this manual reflects the step-by-step order noted in the flow chart.

It is important to remember that designing and developing a learning program is a creative process and may be approached in a number of different ways. The step-by-step process to be featured in this manual is a very effective approach to design, but it is not the only possible approach to take.

As you develop your expertise and confidence as a designer, you will undoubtedly develop your own unique approach when designing and developing learning programs.

Start with the end in mind

The document that results from the design and development process is a learning program.

An example of a completed learning program plan begins on page 170. We suggest that you start by having a look at this example—this way you know what you are working towards. Then return to this page to begin the step-by-step process of designing and developing a learning program.

Step 1:Determine parameters of the learning program

The flow chart below illustrates the ‘big picture’ of designing and developing a learning program. A shaded box is used to indicate the step covered in this part of the manual.

1. Determine parameters of the learning program
   - Clarify the purpose and type of learning program with key stakeholders
   - Access the program benchmarks and confirm other training specifications
   - Consider the target learner group—determine training and learning needs.

2. Design the learning program
   - (where applicable) Access and interpret the training and assessment strategy
   - Determine delivery mode
   - Clarify assessment requirements
   - Identify resources to be used.

3. Develop learning program content and structure
   - Develop content and structure of each session of the learning program:
     - Confirm program content
     - Organise content into ‘chunks’ (sessions)
     - Sequence the sessions (chunks)
     - Write learning outcomes for each session
     - Develop activities and allocate time frames for each session:
       - determine delivery methods and time frames
       - decide how material delivered will be reviewed/practiced/assessed and allocate time frames for this
   - Verify that all requirements for competency are addressed in the learning program sessions (create a competency map)
   - Complete the learning program agenda
   - Organise the learning, including addressing WHS requirements
   - Document the learning program.

4. Review the learning program
   - Develop a review strategy
   - Gather feedback on the learning program draft
   - Analyse the feedback and modify the learning program as appropriate.

Introducing this step

Find out everything you need to know before you 'jump in'

What do you need to find out about the requirements of a learning program before you start designing it?

This part of the manual aims to help you find out everything you need to know about the requirements (parameters) of a learning program before you start designing it. This way, you increase the likelihood that you will meet all program requirements on your first design attempt.

Clarify the purpose and type of learning program with key stakeholders

Purpose of the learning program

> Strong lives are motivated by dynamic purposes.
>
> *Kenneth Hildebrand*

The purpose of the program means…

The reason this training is needed; the goal of the training.

Before you can begin designing and developing a learning program, you must first understand why the program is needed.

Learning programs may be developed:

- to develop vocational competency or skills
- to develop language, literacy or numeracy skills
- to develop general education
- to meet legislation, licensing or registration requirements, or the requirements of a funding body.

Adaptation of TAE10, TAEDES401A

Type of learning program

A learning program may be:

- a short course or vocational program
- a professional development program
- a community education program
- a workplace learning program
- part of a VET in Schools program
- part of an apprenticeship or traineeship
- a short term development plan, developed by a coach
- an induction program

Access the program benchmarks and confirm other training specifications

1. Determine parameters of the learning program
   - Clarify the purpose and type of learning program with key stakeholders
   - Access the program benchmarks and confirm other training specifications
   - Consider the target learner group—determine training and learning needs.

What are program benchmarks?

Program benchmarks...

... form the basis for the objectives and content of the learning program. They define the desired performance outcomes to be achieved.

Program benchmarks may be any of the following:

- Training package unit/s of competency—this manual focuses on how to use units of competency as the benchmarks for a learning program
- Job description or duty statement
- Standard Operating Procedures (SOPs)
- Performance review criteria
- Curriculum
- Skills audit
- Task analysis (task breakdown)
- Policy and procedures manual
- Work instruction sheet
- Course outline
- Training record
- Your own checklist.

Adaptation of Workplace Trainer Category 2 module materials, Preparing Training Programs, 1995, p.12

Identifying relevant program benchmarks

The process for identifying relevant program benchmarks depends on the situation. For example:

- you may be told what the program benchmarks are (e.g. a client requires a particular qualification). In this case the competency standards that make up the qualification are the program benchmarks.

  or

- you may need to research relevant benchmarks to support an identified program purpose—e.g. if the purpose of the program is to provide effective customer service, the benchmark you may identify as the basis for the learning program may be a:
  - Standard Operating Procedure for customer service, or
  - Training package unit of competency for customer service (e.g. BSBCUS301A Deliver and monitor a service to customers).

Determine program outcomes

A program outcome is one type of learning outcome.

> Program outcomes are derived from the program benchmarks.

For example:

- when designing and developing competency-based learning, the program outcomes are derived from relevant unit/s of competency
- when designing and developing a learning program where a standard operating procedure (SOP) forms the benchmarks for the learning program, the program outcomes are derived from the SOP.

When designing learning programs, there are two levels of learning outcomes:

- Program outcomes
- Session outcomes.

Table: Program outcomes vs. session outcomes

Type of learning outcome	Description	When to develop
Program outcomes...	...are outcome statements that describe the tasks learners should be able to perform **back in the workplace**, as a result of having completed the learning program.	Identify now
Session outcomes...	...are outcome statements that describe the skills, knowledge and attitudes that learners should be able to demonstrate **by the end of each session** (topic) of the learning program.	Develop later, once you have organised program content into topic (session) chunks

Achievement of the session outcomes should lead to achievement of the program outcomes.

What if relevant program benchmarks don't exist?

If you are unable to identify relevant program benchmarks, you may do one of the following:

- Develop your own benchmark (e.g. write your own competency standard)

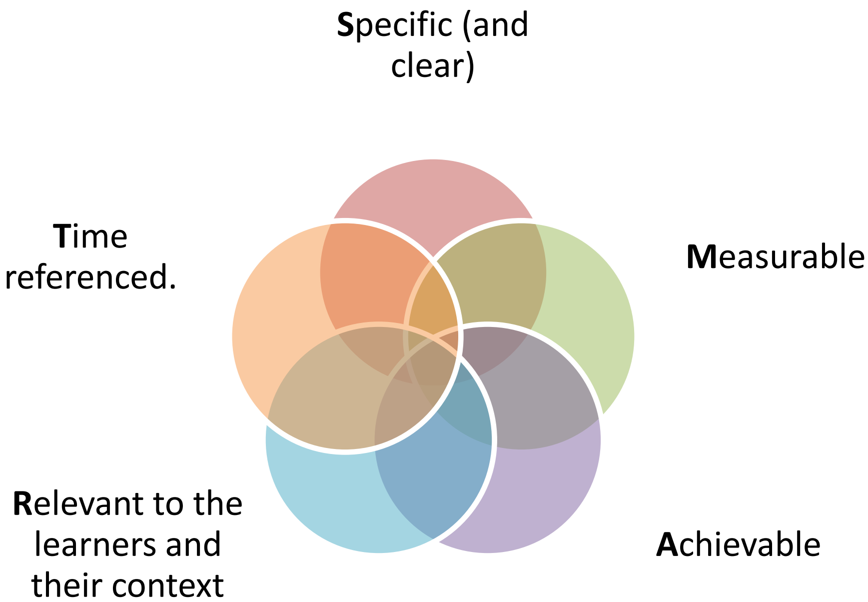
  or

- Develop program outcomes that reflect the purpose/focus of the learning program. These outcomes will act as your benchmarks. See the next page for information about program outcomes.

Characteristics of well-written learning outcomes

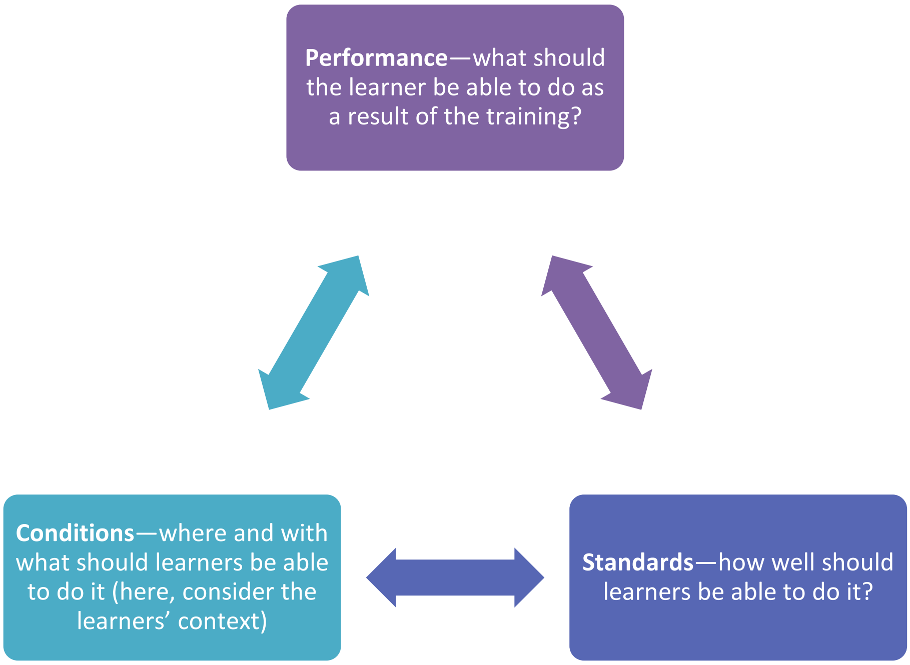
What are the characteristics of a well-written learning outcome?

High quality learning outcomes are SMART:



What are the three components of a learning outcome?

A SMART learning outcome clearly describes the following:



Examples

The following pages show two examples of how program outcomes may be developed:

1. **Example one**
   Program outcomes where competency standards are the program benchmarks.
2. **Example two**
   Program outcomes developed from scratch.

Example 1:

Determining program outcomes when competency standards are the program benchmarks

When developing competency-based program outcomes, the same formula of **performance + standards + conditions** applies, but in this case the unit/s of competency gives us the information needed. Here's how:

performance comes from → elements

standards come from → performance criteria

conditions come from → range statement

example

A learning program based on the unit of competency **TAEDEL301A Provide work skill instruction** would have the following program outcomes:

By the end of training, learners should be able to:

1. Organise instruction and demonstration
2. Conduct instruction and demonstration
3. Check training performance
4. Review personal training performance and finalise documentation

according to the standards specified in the performance criteria for the unit: TAEDEL301A, following workplace procedures as required and using training plans and resources available in the workplace.

Performance:

4 elements of the unit

Standards:

The performance criteria specify how well each element must be performed.

Conditions:

The range statement gives specific examples of conditions.

Example 2:

Developing program outcomes from scratch

Where relevant benchmarks don't already exist...

...you must determine the required performance, standards and conditions yourself, in collaboration with the client.

example

Developing program outcomes

A client has asked you to develop a learning program for employees of a construction company. The aim of the program is for learners to be able to use a forklift safely to complete required duties.

Step 1. Determine required performance, standards and conditions.

Performance *Do what?*	Drive a forklift
Standards *How well?*	● From the warehouse to the wharf and back again ● Within 20 minutes for each trip ● Maintaining safety of self and others ● Without damaging the load ● Delivering the load to the intended destination ● Observing speed limits and designed routes ● Within one week of completing training Standards must reflect realistic working requirements.
Conditions *Where and with what?*	● In the workplace, 'on the job' ● Carrying a 200-300-kilogram load. Conditions must reflect realistic working conditions.

Step 2. Develop outcome statement/s that incorporate the performance, standards and conditions identified

Within one week of completing training, learners should be able to drive a forklift on the job, carrying a 200-300-kilogram load from the warehouse to the intended destination on the wharf and back again within 20 minutes, observing speed limits and designated routes, without damaging the load and maintaining safety of self and others.

Analyse and interpret program benchmarks

At this stage of the design and development process, program benchmarks should be analysed and interpreted so that the learning program content may ultimately address all benchmark requirements.

Information provided in this manual focuses on how to analyse program benchmarks when these benchmarks are training package units of competency.

Analysing and interpreting competency standards

Information provided in a unit of competency will specify the **evidence** required to demonstrate competency. This is where you will 'unpack' the units of competency (refer to pages 60 – 63).

Your job as a designer of a competency-based learning program is to analyse the competency standard and interpret what must be trained if learners are to be able to demonstrate competence by the end of the learning program.

Dimensions of competence

Learning Programs must address realistic workplace requirements

Designers of learning programs must ensure that the learning program content and activities will effectively prepare learners to perform in realistic working conditions.

> Dimensions are part of the broad concept of competency, which includes all aspects of work performance as represented by task skills, task management skills, contingency management skills and job/role environment skills.

http://www.ncver.edu.au/resources/glossary *(accessed 27.06.2010)*

When considering what the specific expectations of the workplace may be, consider the **dimensions of competence**.

The dimensions of competence are a list of workplace-related issues that must be taken into account when considering whether or not someone is competent in performing a task as required in realistic working conditions.

The dimensions of competence include:

Task skills	• Encompass the ability to perform individual tasks
Task management skills	• Task management skills involve demonstrating the ability to manage a number of different tasks/operations/activities within the job role or work environment
Contingency management skills	• Involves the requirement to respond to irregularities and breakdowns in routine
Job/role environment skills	• Involves demonstrating the ability to deal with responsibilities and expectations of the workplace, including working with others.

Many people also consider the importance of **transfer skills,** defined as the ability to perform the task consistently in the workplace, given the variety of situations in which the task may need to be performed.

Table: Dimensions of competence applied

example		
	Operate a forklift Some examples of the dimensions of competence include:	
	Task skills	● Check forklift condition ● Drive the forklift—start, manoeuvre, steer, position, and stop ● Operate the forklift to handle loads ● Monitor site conditions ● Monitor and maintain forklift performance
	Task management skills	● Ability to perform the task by required deadlines; efficiently enough to be able to complete other job duties as required ● Ability to monitor the site layout and obstacles while operating the forklift
	Contingency management skills	● Ability to monitor and anticipate operational hazards and take appropriate action ● Ability to follow required procedures in the event of an operational emergency ● Prompt action is taken to report and/or rectify accidents, incidents and any identified faults or malfunctions.
	Job/role environment skills	● Work effectively with colleagues ● Forklift records are maintained/updated in accordance with workplace procedures and legislative requirements.
	Transfer skills	● Operate different models of forklifts (if different models used in the candidate's workplace) ● Load and unload loads of different types and weights.

By analysing and interpreting the program benchmarks, you identify the skills, knowledge, attitudes, and workplace requirements needed to perform the task/s to be trained as required in the workplace.

Confirm other training specifications

What else do you need to know?

It is best to find out everything you need to know about the training specifications before you waste valuable time designing and developing a program that does not fully meet the needs of clients and other stakeholders.

Additional learning training specifications may include the following:

- Organisational or work requirements—for example:
  - budget requirements
  - required program duration
  - deadlines for program completion
- Regulatory or licensing requirements (e.g. requirements to qualify for program funding)
- Existing resources or equipment that are available and/or must be used
- Any other conditions or issues that will impact on the program design and/or structure
- Number of learners within the learning group

Group discussion or personal reflection in your own time: What other training specifications might there be?

Use the space below to write note your ideas:

Consider the target learner group—Determine training and learning needs

1. Determine parameters of the learning program
    - Clarify the purpose and type of learning program with key stakeholders
    - Access the program benchmarks and confirm other training specifications
    - Consider the target learner group—determine training and learning needs.

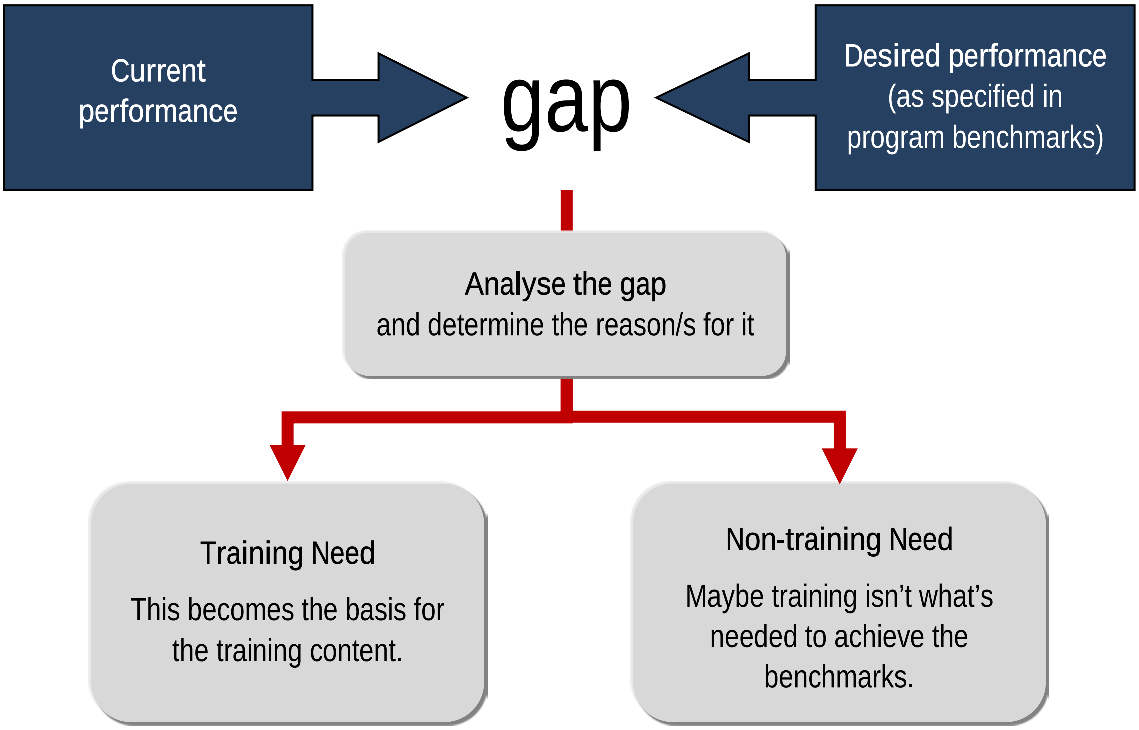
Determine training needs

This step of the development process is sometimes referred to as a 'training needs analysis'.

> The purpose of this step is to determine the content of the learning program—what needs to be trained
>
> The learning program only has to include the things that the target learner group doesn't know or can't do competently.

The flow chart below illustrates a simple model for how to conduct a training needs analysis. Each step in the model is discussed in more detail in the pages that follow.

Figure: Training Needs Analysis model



More detail about each part of this model follows.

Training Needs Analysis (TNA) step 1: Determine the desired performance

The desired performance is documented in the program benchmarks and outcomes.

TNA step 2: Determine current performance

The purpose of this step is to determine the target learners' current level of competence, compared with the desired performance.

Knowing the target learners' current performance helps you to design a program that is appropriate for the learner group. For example:

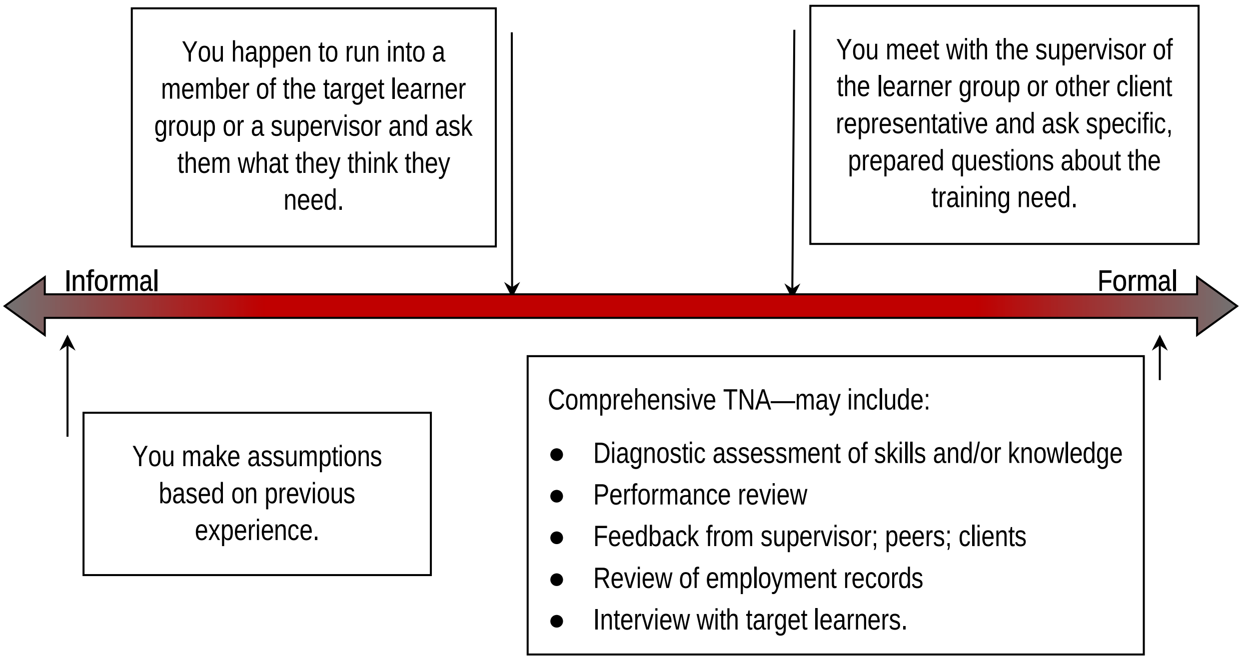
- you may not have to include all aspects of the benchmark requirements in the learning program
- some people may not have to attend all program sessions
- you could build peer training into the program
- you can depend on having knowledgeable group discussion leaders.

Adaptation of Workplace Trainer Category 2 module materials, Preparing Training Programs, 1995, p.13

How to perform this step

The illustration below lists some ways to determine the current performance of the learner group, ranging from very informal to very formal.

Figure: Determining the current performance of the target learner group



TNA step 3: Identify the gap

Performing this step is a bit like basic math. To complete this step, make a direct comparison between the desired performance and the current performance. The 'gap' is the difference between the two.

GAP = desired performance – current performance

The figure below shows an example of how current performance may be documented and the gap identified.

Figure: Training Needs Analysis—Current Performance

Learner name: Joe Bloggs

Training Needs Analysis—Analysis of current performance in the workplace

Benchmark used: Job description—sales representative

Job description: Sales representative	Data used to assess current performance	1	2	3
1. Create personal monthly schedule to ensure visits to at least 10 new clients and 15 existing clients per month.	Copy of personal schedules for 2 consecutive months.	✓		
2. Execute personal monthly schedule—achieve target number of client visits	Copy of personal schedules showing visits completed. Interview with Joe.	✓		
3. Demonstrate product knowledge	Training records: results of product knowledge tests.		✓	
4. Communicate effectively in the workplace	Client satisfaction surveys. Interviews with supervisor and colleagues. Evidence of having maintained sales records.	✓ ✓		✓
5. Achieve sales targets	Comparison of target and actual sales for 2 consecutive months.		✓	

Key:

1: Satisfactory performance in the workplace

2: Task performed in the workplace, but not to a satisfactory standard

3: Task not performed at all in the workplace.

TNA step 4: Analyse the gap

This step is crucial. The purpose of this step is to work out <u>why</u> there is a gap between desired and current performance.

It is a common misunderstanding to assume that any 'gap' between desired and current performance may be trained. In fact, training isn't always what is needed.

A person may not perform a task as expected in the workplace because:

- s/he doesn't know how to perform the task
- s/he didn't know s/he was supposed to
- s/he doesn't have the time
- s/he doesn't have the equipment s/he needs
- performing the task as required is unsafe
- it's 'not my job'
- expectations are excessive for the time frames given
- 'we don't do it that way here'
- s/he lacks confidence
- s/he lacks the background knowledge to effectively manage problems / challenges that may arise
- it's against my religion
- s/he lacks the literacy skills required
- s/he doesn't want to.

TNA step 5: Determine whether the gap represents a training or a non-training need

Once you know why there is a gap between the desired and current performance, you can determine whether or not training is the best way to ‘fill’ the gap.

Group discussion: training or non-training need?

Read through the list on the previous page, of reasons why someone may not be performing as required. Consider which of these may be addressed with training.

You may find that:

- **the gap reflects a training need**
  The learner lacks some or all of the required skills, knowledge, and/or attitudes needed to achieve the program benchmarks

  or

- **the gap does not reflect a training need**
  For example, the gap may be filled simply by purchasing new equipment such as faster computers

  or

- **the gap reflects both training and non-training needs**
  For example, the gap may be filled by a combination of training and purchasing faster computers.

If the gap reflects a training need…
You are ready to continue designing and developing your program.

OR

If the gap does not reflect a training need…
You must consider alternatives to training.

But what if I can't conduct a comprehensive training needs analysis?

There are a number of reasons why it may not be practical to conduct a comprehensive training needs analysis. For example:

- you don't have the time or the budget to do so
- you don't have direct access to the target learners—this may be because:
  - you are designing and developing this program for members of the public, hoping that they will choose to enrol in the program
  - you are designing and developing this program for different groups of people within your organisation; the program isn't targeted at a particular group of learners.

> Even if you can't conduct a comprehensive training needs analysis, remember...
>
> ...something is better than nothing!

Perhaps you could:

- *(if learners come from within your organisation)*
  go for coffee with a potential learner or supervisor of a group of potential learners and discuss training needs
- *(if learners come from outside your organisation—e.g. your organisation offers programs that members of the public may enrol in)*
  consider the broad profile of the current clients of your organisation, or consider the profile of the type of client to whom you intend to target your program. What assumptions can you make about these learners, their current level of relevant knowledge, skills and attitudes, and their training needs?

Determine learning needs

The purpose of this step...

...is to gather information that will help you select the best learning approach and delivery methods.

The objective of the training needs analysis was to determine the <u>content</u> of the learning program.

The objective of the learning needs analysis is to determine how the content should be trained. Here, we must consider the learners' key characteristics, learning preferences, special needs, and any other information about the learners that may influence the selection of the delivery mode and assessment approach.

How do I conduct a learning needs analysis?

Training and learning needs analyses may be conducted separately or simultaneously.

As was the case with a training needs analysis, learning needs analysis methods range from formal, objective research processes to assumptions.

The main point is to obtain whatever information you can about the learners so that you can ensure that the delivery mode and program resources reflect the learners' learning preferences.

Questions to ask

The next page lists a few questions to guide you when considering the learning needs of a target group of learners. Consider:

- which of these are particularly relevant for the types of programs that you design and develop?
- what questions would you add?

Determining learning needs

Below are some questions you may want to ask about learner group:

What is the relevant professional background of the learners?—e.g.:

- length of time in the workforce and in the industry?
- specific work experience that may be related?
- level of education?
- Do the learners have similar or divergent educational and/or competency backgrounds?

What generic skills do the learners have?—e.g.:

- language, literacy and numeracy levels?
- communication skills?
- computer skills?

What delivery modes are the learners accustomed to/comfortable with? Would the learners be comfortable if asked to:

- read program material before the start of training?
- participate in on-line learning?
- participate in face-to-face training in a training room?
- learn 'on the job'?
- complete some activities on their own time, between face-to-face sessions?

Why might the learners want this training? How will they benefit? What would motivate them?

What is the learners' preference for how learning is scheduled?

- Do they prefer short (e.g. 1 hour) or long (e.g. full day) sessions?
- Do they prefer to complete all training within a condensed time frame (e.g. consecutive days) or spaced out?
- What time of day or evening is best for the learners?
- Do they prefer training on weekends or weekdays?
- Are there specific dates when learners are not available or times of year when learners are typically very busy and therefore not able to focus fully on learning?

Does the target learner group have any other specific characteristics/ requirements that will influence the design of the learning program?

A bit more about language, literacy and numeracy

Language, literacy and numeracy (LLN) must be considered when identifying training and learning needs

What are language, literacy and numeracy?

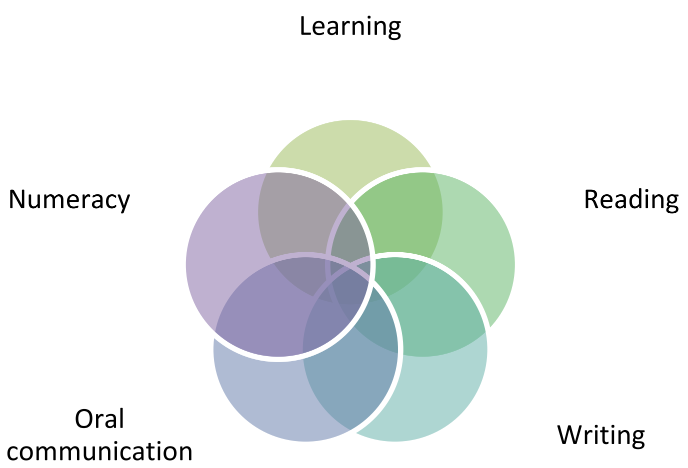
Language	The ability to communicate with others in a meaningful way. It includes the ability to speak, listen, read and write in the required language. Visual sign languages used by the deaf community also fall into the definition of 'language.'
Literacy	The ability to read and write in different life contexts—home, community and at work.
Numeracy	The ability to understand and use mathematical concepts needed to function effectively at home, in the community and at work.

Australian Core Skills Framework (ACSF)

The ACSF is a tool designed to help LLN practitioners address LLN issues. Trainers and assessors may use the ACSF to ensure that training design and delivery addresses LLN requirements.

Five Core Skills

The ACSF identifies five (5) core skills Australians need to function effectively in various work, social and family contexts. These are:



Five levels of ability

The ACSF describes five (5) levels of ability in each core skill.

- Level 1 skills are basic skills needed to function with support in highly familiar settings—e.g. reading skills needed to recognise names of family members.
- Level 5 skills are highly advanced skills needed to function independently at a very high level in each of the five core skill areas.

LLN and the ACSF—implications for learning program designers

Learning program designers may use information provided in the ACSF to answer the following questions:

- What ACSF skill levels are needed to demonstrate competence in the units of competency to be addressed in the learning program
- What ACSF skill levels does the target learner group currently have? Is this sufficient, or will some form of LLN support be needed throughout the training?
- How can I ensure that the design of the program will be effective given the current ACSF levels of the target learners?
  Hint: the LLN skills needed to participate in learning should be about the same as the LLN skills needed to perform the task/s being trained.

For more information about the ACSF or to download/order a copy of the ACSF

- **Department of Industry**

The Department of Industry website gives information about the ACSF. You can also download the ACSF or order a hard copy of the ACSF free of charge.

Summarising step one: Determine parameters of the learning program

1. Determine parameters of the learning program
   - Clarify the purpose and type of learning program with key stakeholders
   - Access the program benchmarks and confirm other training specifications
   - Consider the target learner group—determine training and learning needs.

Having completed this step, you now have essential information that will increase the likelihood that you ‘get it right the first time’ when you design and develop your learning program. This information will help you design and develop a program:

- with a clear and relevant purpose and focus
- whose content reflects the training needs
- whose delivery approach reflects the learning needs of the target learner group
- that addresses all other parameters of the learning program.

Now that you have determined the parameters of the learning program, you are ready to move to the next step in the process—designing the learning program.

Step 2: Design the learning program

The flow chart below illustrates the 'big picture' of designing and developing a learning program. A shaded box is used to indicate the step covered in this part of the manual.

1. Determine parameters of the learning program
   - Clarify the purpose and type of learning program with key stakeholders
   - Access the program benchmarks and confirm other training specifications
   - Consider the target learner group—determine training and learning needs.

2. Design the learning program
   - (where applicable) Access and interpret the training and assessment strategy
   - Determine delivery mode
   - Clarify assessment requirements
   - Identify resources to be used.

3. Develop learning program content and structure
   - Develop content and structure of each session of the learning program:
     - Confirm program content
     - Organise content into 'chunks' (sessions)
     - Sequence the sessions (chunks)
     - Write learning outcomes for each session
     - Develop activities and allocate time frames for each session:
       - determine delivery methods and time frames
       - decide how material delivered will be reviewed/practiced/assessed and allocate time frames for this
   - Verify that all requirements for competency are addressed in the learning program sessions (create a competency map)
   - Complete the learning program agenda
   - Organise the learning, including addressing WHS requirements
   - Document the learning program.

4. Review the learning program
   - Develop a review strategy
   - Gather feedback on the learning program draft
   - Analyse the feedback and modify the learning program as appropriate.

Introducing this step

The purpose of the 'design' step…

…is to develop a broad sense of the 'shape' of the program

Factors that influence the selection of a particular design approach

Your decision about which design approach/es to select will depend on a number of factors. Just a few of these include:

- competency requirements
- the training environment to be used / available
- resources
- deadlines for program completion
- imposed program timeframes
- the learners—
  - profile (similar or divergent?)
  - number of learners in the learner group
- company culture.

What else could you add to the above list?

Access and interpret the learning strategy

2. Design the learning program
    - (where applicable) Access and interpret the training and assessment strategy
    - Determine delivery mode
    - Clarify assessment requirements
    - Identify resources to be used.

The relationship between the training and assessment strategy and the learning program

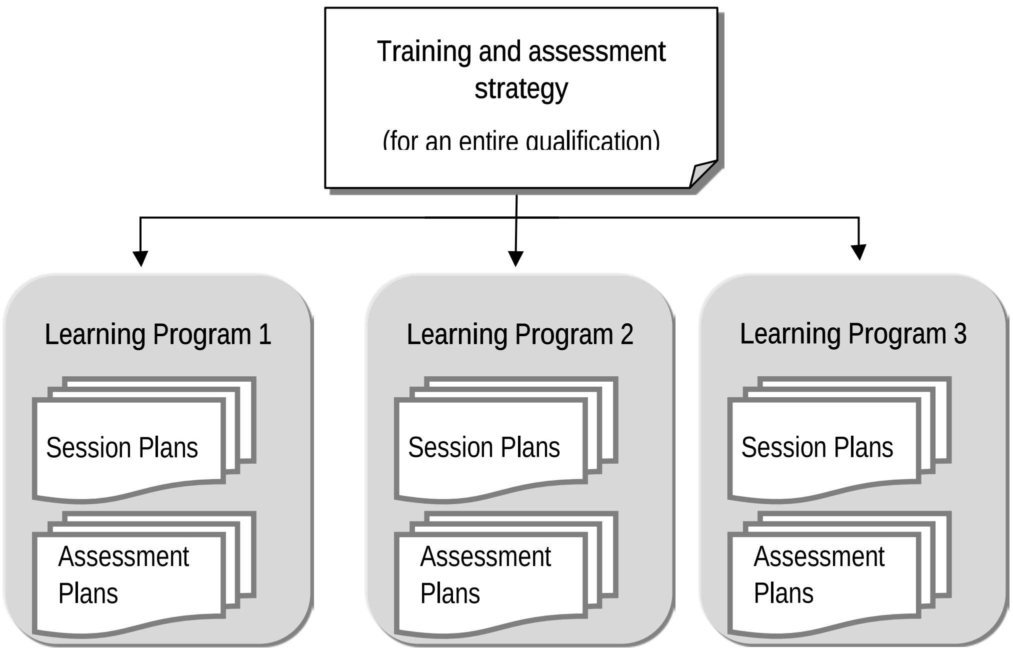
Sometimes a learning program is subset of a broader training and assessment strategy (may also be referred to as learning and assessment strategy, or learning strategy).

A training and assessment strategy is:

> … a framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process.

Standards for NVR Registered Training Organisations, SNR 3: Definitions

A number of learning programs may therefore fall out of a training and assessment strategy, as illustrated below:



Where a training and assessment strategy exists, options for the design of the learning program have already been considered, and the best option has been selected and documented in the strategy. With this information you may start designing and developing the program content and structure. The learning program that you develop must comply with the relevant learning strategy.

In the absence of a learning strategy, you must consider your options for delivery and assessment, and select the approach that best meets the client's needs.

Determine delivery mode

2. Design the learning program
   - (where applicable) Access and interpret the training and assessment strategy
   - Determine delivery mode
   - Clarify assessment requirements
   - Identify resources to be used.

Delivery mode

A learning program may include a variety of delivery modes or just one. The mode/s selected will determine the most suitable delivery environment/s. Some options you may consider include:

Delivery mode	Learning environment
Face to face training: ● Group or ● Individual learning	● On-the-job (in the workplace) ● In a simulated work environment ● In a classroom ● In a specialist environment—e.g. computer room or workshop ● In a community setting.
Self-paced learning	● In the workplace (on-the-job) ● In a location of the learners' choice—e.g. from home or office
On-line learning	● In a location of the learners' choice—e.g. from home or office
Blended learning	● Combination of any of the above.

When considering options for the delivery mode

Ask yourself,

- 'What delivery modes are available to me?'
- 'Which modes will the learners feel most comfortable with?'
- 'Which modes will promote the most effective learning?'
- 'Which environment/s is most conducive to safe and effective learning?'

Clarify assessment requirements

2. Design the learning program
   - (where applicable) Access and interpret the training and assessment strategy
   - Determine delivery mode
   - Clarify assessment requirements
   - Identify resources to be used.

Types of assessments that may be associated with a learning program

Learners may be assessed:

- before training—a diagnostic assessment
- throughout training—formative assessments
- at or after the conclusion of training—a summative assessment.

A **diagnostic assessment** is conducted before training. Diagnostic assessments are used to help identify educational or training needs by allowing people to demonstrate their current level of competence. The results are used as the basis for preparing relevant training to bridge performance gaps or extend workplace skills.

Formative assessments take place throughout training. The major purpose of formative assessments is to provide feedback about the learners' progress as they work towards achievement of competency. They are not usually formal, meaning that evidence gained from these formative assessments is not usually used to make a judgement about competence. Rather, it is used to help modify the training program for the benefit of the learner.

Adaptation of ANTA, Workplace Trainer, 1995, p.22

All learning programs should feature a series of formative assessments, introduced at regular intervals

Summative assessment is the assessment of performance at the end of training. When people speak of 'assessment', they often mean summative assessment, because this is the assessment that 'counts'—results are recorded and (where applicable) Statements of Attainment issued based on the results of summative assessments.

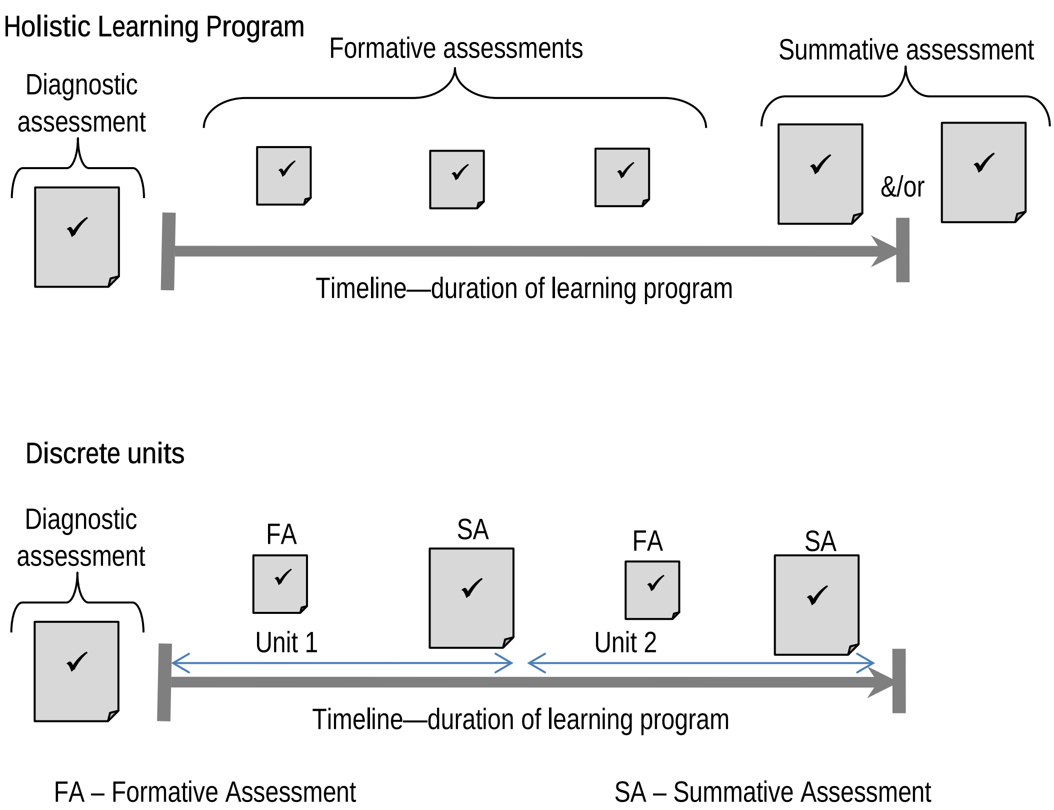
All learning programs should feature a summative assessment to measure achievement of the program outcomes.

A summative assessment should take place at the end of the learning program and/or after the program conclusion, whether or not assessment leads to a Qualification or Statement of Attainment.

Information above is an adaptation of ANTA, Workplace Trainer, 1995, p.22

The timeline below illustrates how the three different types of assessments that may be conducted as part of a training and assessment pathway.

Figure: Types of assessments in a training and assessment pathway



Considering your assessment options

When considering your assessment options, ask yourself the following questions:

1. Will the summative assessment component of the learning program be formal or informal?
2. What methods of assessment should be used?
3. When should assessment occur?

Each question is discussed in more detail below.

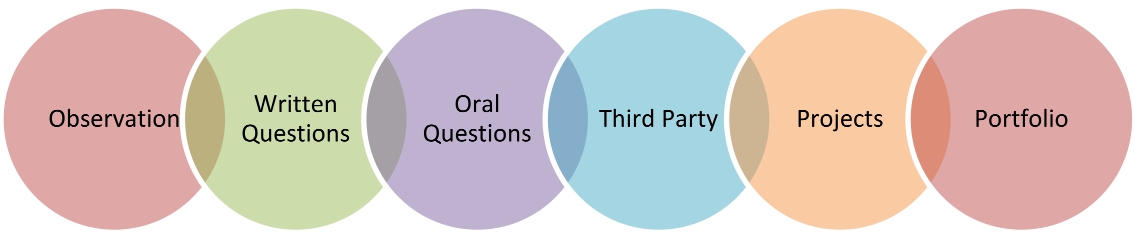
1. Will assessment be formal or informal?

Assessments in the context of a learning program may be:

Formal	Informal
the assessment leads to a statement of attainment, nationally recognised qualification or enterprise qualification	the assessment does not lead to any form of qualification or statement of attainment; assessment is for the purposes of measuring achievement of the learning outcomes

The focus given to assessment throughout the learning program may vary depending on whether or not the assessment is formal.

2. What methods of assessment should be used?



When considering options for assessment methods, it is important to remember the purpose of the assessment. For example, in competency-based training, the purpose of the assessment is to determine whether or not learners have achieved 'competence'.

Competence is defined as:

> … the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Standards for NVR Registered Training Organisations, SNR 3, Definitions

To demonstrate competence, learners should demonstrate the skills, knowledge and attitudes (behaviours) required to perform the task to the standard expected in employment.

The figure on the next page lists assessment methods you may consider.

Figure: Assessment methods

Knowledge

Does the learner have the knowledge required to perform the task being assessed consistently, according to workplace procedures?

Assessment methods:

- Questions
  - verbal questions (e.g. interview)
  - written questions (e.g. test)
- Role plays
- Discussion groups
- Work samples—product review
- Exercises
- Portfolio.

Skills

Does the learner have the physical capability to complete/perform the task being assessed?

Assessment methods:

- Observation:
  - in a simulated workplace (e.g. the training room)
  - in the workplace
- Projects
- Work samples—product review
- Role plays
- Exercises
- Portfolio.

Competent

Attitudes

Has the learner demonstrated the confidence and commitment required to perform the task consistently, as required in the workplace?

Assessment methods:

- Questions
  - verbal questions (e.g. interview)
  - written questions (e.g. test)
- Third party report from peers or supervisor
- Observation (during and/or after training)
- Work samples—product review

3. When should assessment occur?

When considering the assessment approach for the summative assessment, ask yourself, 'what should the assessment procedure be?'

Should the assessment occur:

- during training sessions
- between training sessions
- in the last session of training
- after the conclusion of the learning program
- a combination of the above?

When considering assessment options

Ask yourself:

- 'What options are relevant for the task/s being trained and assessed?'
- 'What options are effective, safe and cost-effective?'
- 'What assessment methods will learners feel the most comfortable with?'
- 'How will the option selected impact on the design of the program?'

Identify resources to be used

2. Design the learning program
   - (where applicable) Access and interpret the training and assessment strategy
   - Determine delivery mode
   - Clarify assessment requirements
   - Identify resources to be used.

Two categories of learning resources

Learning resources fall into two categories:

1. Learning materials—e.g. manual, workbook, software, etc
2. Operational resources (equipment)—e.g. whiteboard, computers, etc.

When considering options for learning resources

When considering what learning resources you need for the program, ask yourself:

1. What resources are most suitable for the type of learning and the learners?
2. What resources are available?

Each of these questions is discussed in detail below.

1. What resources are suitable for the type of learning and the learners?

The table below lists some common training delivery modes and suggests resources that may be appropriate.

Table: Matching resources to the delivery mode

Delivery mode	Operational resources	Learning materials
On-the-job in a manufacturing environment	● Workplace with opportunities to practice both on-the-job and off-the-job ● Specialised equipment ● Other workers (e.g.mentor or role model)	● Posters / charts ● Checklists
Distance-based learning	● Computer with internet access ● Printer ● Equipment needed for teleconference or videoconference	● Self-paced workbooks or activity books, manuals ● Podcasts ● Computer software for self-paced learning
Face-to-Face, Classroom (training room)-based learning	● Training room ● Whiteboard ● Flip chart paper ● Computer and data projector	● Learner Guide ● PowerPoints ● Workbooks or handouts ● DVD or video

Learning materials should suit the learners

When deciding what learning materials to use, ask yourself which will be most effective with the target learner group/s. Consider:

- the language, literacy and numeracy (LL&N) level of the target learners. Resources must not require a higher level of LL&N to work with than that possessed by the learners.
- what materials will make the learners feel most comfortable. For example:
  - some learners feel intimidated by a learning program whose materials include bulky manuals and PowerPoints; they would rather use whiteboards and practical activity handouts.
  - in other situations, the opposite is true—e.g. in some corporations it is expected that learning programs are delivered using PowerPoints.

2. What resources are available?

Operational resources

If the learning program is being developed for a particular learning environment, consider the operational resources (the equipment) available in that environment:

- Is it suitable for the type of learning?
- Do you need to obtain approval for additional equipment to be purchased?
- Is it possible to purchase additional equipment if needed, or do you need to ensure that the program delivery and assessment approach requires only equipment that is currently available?

Learning materials

Before you 'reinvent the wheel' and develop learning materials yourself, research existing materials that may be suitable. You may be able to source learning materials that:

- you can use as-is
- you can modify/customise to suit your particular learner group/s (modifying is better than starting from scratch!).

Researching learning materials: where to look

Below are just a few places you can go to find out about learning and assessment materials that are currently available:

- Publishers of training resources
- The Human Resources department of your organisation
- The Learning and Development department of your organisation
- Ask around your own network of professionals
- Research professional associations such as the Australian Institute of Training and Development (AITD)
- Other organisations with training aims similar to your own
- Search the internet

Purchasing learning materials

Many choose to purchase available learning materials, rather than 'reinventing the wheel' and developing their own.

The challenge is to find materials that are of an acceptable quality and are suitable for you and your clients. Remember that support materials must be good enough for an RTO auditor to approve.

If you want to buy learning materials—shop carefully!

The quality and format of available materials vary greatly.

Use the checklist below to evaluate the quality and suitability of learning materials you are considering buying.

Checklist: Evaluating learning materials – Questions to ask

	Questions to ask	Yes	No
1	Are the learning materials relevant to the learning needs?	❒	❒
2	Do the learning materials sufficiently cover competency requirements?	❒	❒
3	Is the format of the learning materials suitable for the type of learning program?	❒	❒
4	Are the learning materials well laid out and easy to use?	❒	❒
5	Are the learning materials written in plain English? Are they pitched at a language, literacy and numeracy (LLN) levels that are suitable for your learners?	❒	❒
6	Do the learning materials have a wide ranging application—i.e. holistic and appropriate for a variety of learner profiles, learner needs, and learning styles?	❒	❒
7	Can you seek clarification or get help if you have a problem?	❒	❒
8	What is included with your purchase? Will you need to develop supplementary materials?	❒	❒
9	Are the learning materials regularly updated, and can you obtain updates for a reasonable cost?	❒	❒
10	Are you able to customise the materials as needed for your different target learner groups?	❒	❒

What if suitable learning materials are not available?

In this case, you will need to either:

- ask someone to develop learning materials, or
- develop them yourself.

What is Plagiarism?

Plagiarism is a form of cheating and includes presenting another person or organisation's ideas or expressions as your own. This includes, however is not limited to: copying written works such as books or journals, data or images, tables, diagrams, designs, plans, photographs, film, music, formulae, web sites and computer programs.

How do I avoid Plagiarism?

Students are advised to note the following advice to avoid claims of plagiarism:

- **Always reference other people's work.** You may quote from someone else's work (for example from websites, textbooks, journals or other published materials) but you must always indicate the author and source of the material.
- **Always Reference your sources.** You should name sources for any graphs, tables or specific data, which you include in your assignment.
- **You must not copy someone else's work and present it as your own.**
- **You must not falsify assessment evidence.**

Copyright

When selecting learning program materials, be sure to comply with copyright regulations.

The Copyright Act 1968 is the legislation that exists to protect owners of copyright from using their copyrighted work inappropriately.

If you are responsible for learning resources in your organisation, it is worth finding out more about your rights and responsibilities relating to copyright.

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The Australian Copyright Council is a good starting point if you are looking for information about copyright and your rights/responsibilities when selecting learning program resources.

The Australian Copyright Council is an independent non-profit organisation. Staff provide information, advice and training about copyright in Australia. They also produce publications, do research, and make submissions on copyright policy issues.

Source: www.copyright.org.au (accessed 12.08.2011)

Contact details:

Postal address—	PO Box 1986 Strawberry Hills NSW 2012 Australia
Street address—	245 Chalmers Street Redfern NSW 2016 Australia
Phone—	(02) 8815 9777
Fax—	(02) 8815 9799

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When considering your options for learning resources

Ask yourself:

- What resources are most suitable for the type of learning?
- What resources are suitable for the learner group?
- Are the learning resources pitched at a LLN level that is suitable for the learners?
- What resources are currently available?
- What is the most cost effective resource option that addresses the needs of the learning and the learners?
- 'What are the copyright implications?'

Summarising step 2:
Generate options for designing the learning program

2. Design the learning program
   - (where applicable) Access and interpret the training and assessment strategy
   - Determine delivery mode
   - Clarify assessment requirements
   - Identify resources to be used.

Having completed this step, you have explored options and selected the most suitable:

- delivery approach
- assessment approach
- learning resources.

This information will guide the design of your program.

Once you have determined the overall design of the program it is time to develop the learning program content and structure.

Step 3:Develop learning program content and structure

The flow chart below illustrates the 'big picture' of designing and developing a learning program. A shaded box is used to indicate the step covered in this part of the manual.

1. Determine parameters of the learning program
   - Clarify the purpose and type of learning program with key stakeholders
   - Access the program benchmarks and confirm other training specifications
   - Consider the target learner group—determine training and learning needs.

2. Design the learning program
   - (where applicable) Access and interpret the training and assessment strategy
   - Determine delivery mode
   - Clarify assessment requirements
   - Identify resources to be used.

3. Develop learning program content and structure
   - Develop content and structure of each session of the learning program:
     - Confirm program content
     - Organise content into 'chunks' (sessions)
     - Sequence the sessions (chunks)
     - Write learning outcomes for each session
     - Develop activities and allocate time frames for each session:
       - determine delivery methods and time frames
       - decide how material delivered will be reviewed/practiced/assessed and allocate time frames for this
   - Verify that all requirements for competency are addressed in the learning program sessions (create a competency map)
   - Complete the learning program agenda
   - Organise the learning, including addressing WHS requirements
   - Document the learning program.

4. Review the learning program
   - Develop a review strategy
   - Gather feedback on the learning program draft
   - Analyse the feedback and modify the learning program as appropriate.

Introducing this step: Principles of instructional design

> Design is not just what it looks like and feels like.
> Design is how it works.

Steve Jobs (1955 -)

Before starting this stage of the learning program design and development process, it is assumed that you have already:

- determined the parameters of the learning program and
- designed the learning program—considered your options and decided upon the delivery approach, assessment approach and resources needed for the learning program.

Having completed the two above steps you are now ready to develop the learning program content and structure.

Anyone can develop a learning program. Not anyone can develop a learning program that—when delivered—will result in safe, effective learning.

For a learning program to 'work'

...the content must be structured and sequenced to promote effective learning.

Develop learning program content and structure: instructional design quality checklist

The quality checklist which follows is based on a variety of adult learning theories and principles.

This quality checklist features recommendations/guidelines for how sessions within a learning program should be developed and organised to promote effective learning.

These guidelines may be applied to any type of learning program—face-to-face, distance, blended, or e-learning.

How to use this quality checklist

- **Before**
  Before you organise your learning program sessions, read through the quality checklist below.
- **During**
  When organising the learning program sessions, follow the guidelines on the quality checklist.
- **After**
  After you have organised your learning program sessions, review this quality checklist and ensure that the learning program structure complies with these guidelines.

Instructional design quality checklist

Follow these simple principles of instructional design when developing the content and structure of your learning program.

Item	Tick if addressed
Starting Points	
1 **Clear outcomes** ● Program outcomes (what learners should be able to do in the workplace by the end of the program) and ● Session outcomes (what learners should be able to do by the end of each session of the program). Outcomes must include the required performance, standards and conditions and should be relevant, specific and measureable.	❐
Ensure a strong learning progression	
2 **Include all stages of the learning cycle** For effective learning to occur, learners should progress through the entire learning cycle. Ensure that your learning program design allows this progression. This means that learners should have the opportunity to: ● Buy In to in learning (allow time for learners to familiarise themselves with the learning objectives, other learners, and to being a part of this process) ● Take In new information or skills (e.g. lecture) ● Try It: Practice new information or skills in a safe, non-threatening environment (e.g. discussions, role plays, case studies, practice run) ● Use It: Use new information/skills in the workplace (e.g. time for personal reflection; hypothetical questions about how learning may be applied; troubleshooting activities; on-the-job training).	❐
3 **Address all three domains of learning: skills, knowledge and attitudes** For learning to be effective and for learners to ultimately be ‘competent’ at what they are learning to do, all three domains of learning must be addressed. These are: ● Knowledge (cognitive domain)—what the learners must know to be able to perform a task being learned, consistently in their workplace ● Skills (psychomotor domain)—physical aptitudes needed by the learners to be able to perform the task ● Attitudes (affective domain)—the feelings/perceptions of the task needed by the learners (e.g. confidence and commitment to completing the task as required). *Source: Benjamin Bloom*	❐

Item	Tick if addressed
General	
4 **Build rewards into the learning program** Learners will be motivated to learn if rewards are built into the learning program. Rewards may include: ● Informal acknowledgement of a job well done (e.g. verbal praise, participation certificates) ● Formal acknowledgement of a job well done (e.g. a pay rise, a statement of attainment).	❒
5 **Delivery mode and resources should cater to a variety sensory learning styles** Different learners rely on different senses to initially take in and process new information. Plan to cater to a variety of appropriate sensory styles in your learning program. For example: ● Visual (seeing): PowerPoints, photographs, posters, charts ● Auditory (hearing): Lecture or podcast, relevant sounds, relevant music ● Auditory digital (words): Lecture or podcast, reading material ● Kinaesthetic (touch): Props that people can touch and feel, some 'learn by doing' activities, interactive e-learning activities, etc. ● Taste and smell when appropriate: e.g. cooking class.	❒
6 **Small chunks of information at a time** Program content should be divided into small 'chunks' of information with opportunities to apply / consolidate each 'chunk' before new information is presented. When chunking sessions, remember general guidelines: adults can stay focussed on new information for 7 – 20 minutes[2] before needing some sort of state change or activity to consolidate or review.	❒
7 **Ensure relevant language, literacy and numeracy (LL&N) demands** Ensure that learning materials and activities are pitched at a LL&N level that is the same or lower than those required to perform the tasks being trained.	❒
Sequencing sessions (topics)	
8 **Start with the end in sight** Give learners an idea of where they are heading, then sequence content in a step-by-step manner to get them there.	❒
9 **Go from big picture to individual parts, and back to big picture again** Start by giving a big picture of what learners should be able to do by the end of training, then focus on individual aspects of the task/s being trained, then return to the big picture again.	❒
10 **Go from 'known' to 'unknown'** Start with a concept that learners can relate to (e.g. something that is known) then move to new material.	❒

[2] This figure is the author's estimate based on anecdotal evidence suggesting outcomes of various research projects focussing on the attention span of adults.

Item	Tick if addressed
Incorporate a variety of learning activities (reflective, active, passive)	
11 Ensure meaning and relevance Adult learners learn best when the learning is applied to real-life issues/problems. Incorporate learning activities, case studies and scenarios into the learning program that are meaningful and relevant to the learners. If your program is targeted at different learner groups, include a range of activities to choose from, where appropriate.	❐
12 Adults learn by 'doing'—experience leads to insight Incorporate a variety of social and individual learning activities into your learning program. Allow time for application and reflection.	❐
13 Incorporate activities that allow learning through 'discovery' Many theories of learning suggest that adult learners learn best when allowed to explore an issue and 'discover'	❐
14 Incorporate social learning activities Social learning activities expose learners to different perspectives which help learners develop new insights. Give learners opportunities to verbalise /share their perspectives and negotiate understanding with other learners.	❐
15 Build in opportunities for safe practice and feedback Learners need to apply skills and knowledge in safe environment where making mistakes doesn't pose huge risks. Learners need feedback to know if they are on track or not. Build into your learning program, time for both practice and feedback.	❐
'Top, tail and in-between': We remember best what we heard first and last	
16 Ensure that the learners' first introduction to the program is engaging and sets learners up for a positive experience Remember that the purpose of the program introduction is to engage the learners and warm them up to the learning experience. ● If your learning program is face-to-face, consider pre-program information the learners should receive, and/or pre-work to be completed before the first face-to-face session. Consider, also, the warm-up activities to be completed at the start of face-to-face training. Allow time for the learners to get warmed up to the program content, to each other, and to just 'being there'. ● For e-learning, blended or self-paced learning programs, consider carefully the preliminary information/activities the learner is exposed to. As in face-to-face learning, preliminary information/activities should engage the learners, not put them off.	❐
17 Ensure the program conclusion celebrates achievements and clarifies next steps Allow enough time at the end of the learning program for achievements to be celebrated, and next steps, clarified.	❐
18 Allow time for a brief introduction and conclusion for each program session The introduction should included a quick overview of the session and the conclusion should include a re-cap.	❐

Item	Tick if addressed ➾
19 **Build in review activities** Human brains are not computers. For learning to occur, content must be reviewed and consolidated at regular intervals throughout the learning program. Allow time for review activities throughout the learning program (e.g. at the start of each new training day; at the end of each session or topic).	❒

end of quality checklist for organising learning program sessions

Source:

The above checklist was developed by the author.

Information is founded on the basic principles of:
Behaviourist learning theory ●
Cognitive learning theory ●
Humanist learning theory ●
Constructivist learning theory ●
Right/left brain learning theory ●
Information processing theory ●
Action method learning ●
Sensory preferences (Neuro Linguistic Programming) ●
The learning cycle ●
Adult learning principles ●

You are now ready to apply the above principles when you develop the content and structure of each session of your learning program.

Develop content and structure of each session of the learning program

3. Develop learning program content and structure
   - Develop content and structure of each session of the learning program:
     - Confirm program content
     - Organise content into ‘chunks’ (sessions)
     - Sequence the sessions (chunks)
     - Write learning outcomes for each session
     - Develop activities and allocate time frames for each session:
       - determine delivery methods and time frames
       - decide how material delivered will be reviewed/practiced/assessed and allocate time frames for this
   - Verify that all requirements for competency are addressed in the learning program sessions (create a competency map)
   - Complete the learning program agenda
   - Organise the learning, including addressing WHS requirements
   - Document the learning program.

Remember that designing learning is a creative process!

This manual features the step-by-step process noted above for designing and developing learning program content and structure. It works! Nonetheless, you may prefer to approach the design and development process differently.

The case study example described in the section Step 4: Review the learning program will be used to show examples of how information given in this section of the manual is applied.

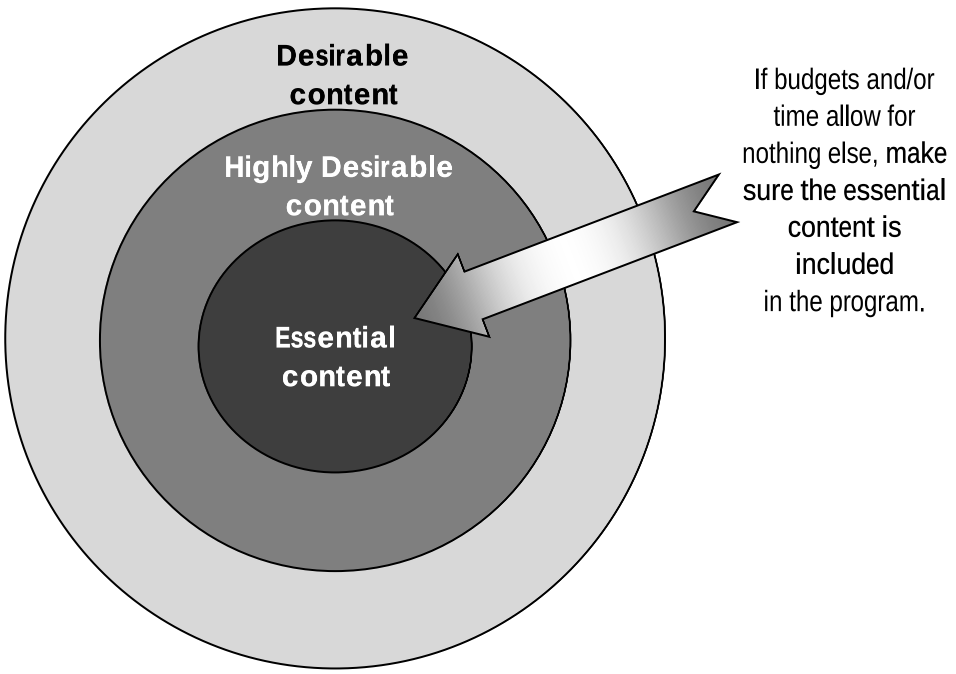
Confirm program content

In collaboration with others, try the following step-by-step approach to confirming the program content:

1. **Brainstorm**
   List all the ideas you can think of for program content—to aid this process:
   - Review the results of the training needs analysis if you conducted one
   - Review the program benchmarks (e.g. the unit/s of competency that make up the program
2. **Review and prioritise**
   Review the ideas listed and identify:
   - essential content
   - highly desirable content
   - desirable content

   Delete any ideas if you realise they are not relevant to the training need.

Figure: Prioritising program content



Organise program content into manageable segments (sessions)

Now that you have confirmed the content of the learning program, you are ready to organise the content into topics or categories.

When your learning program is based on units of competency, consider similar elements from the units that fall under the same 'topic'.

Once you have determined the broad topics for the learning program, you need to analyse the topics to further break the information down into sessions. To do this you need to consider how long it will take to present each piece of information and how long it will take to conduct activities for the candidates to consolidate the information.

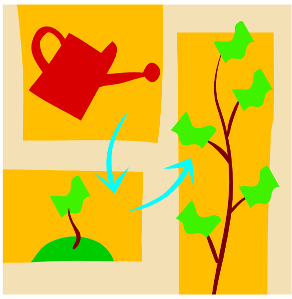
When considering the timeframes for each session you should take the following into account:

1. The content and how complex it is.
2. The characteristics of the candidates.
3. Whether it is a theory or practical session (generally candidates can remain focused for longer in a practical session).
4. If it is classroom based, simulated environment or an actual workplace (eg. an actual workplace may have customer/client interruptions that would not occur in a simulated environment).

When you are determining the sessions, you may need to collaborate with other Trainer and Assessors in the field that may have previously delivered this training, or industry experts to obtain input into how long it will take to cover the information you have included in each session.

Remember principles of instructional design…
Bite-sized chunks of information are needed. If too much information fits into one topic area, information presented within that session should be broken up into smaller chunks (ie. don't put too much information in each session).

Sequence the sessions



Now that you have determined the sessions that will make up your learning program you are ready to sequence the sessions.

Sequencing the sessions within a learning program is a two-part process:

1. Determine the sequence (the order) in which sessions will be delivered in the learning program
2. Determine the order of skills/information to be presented within each session.

Tips for sequencing sessions for effective learning

- **Go from known to unknown**
  Learning is usually most effective if content evolves from that which is ‘known’ or familiar to the learners to that which is ‘unknown’ (new information)

- **Start with the big picture**
  Learning is usually most effective if sessions that feature a global perspective on the learning take place before sessions with a specific perspective.

  For example: When designing and developing a program on operate a forklift, sessions covering the parts of the forklift and safety issues relevant to operating forklifts should take place before sessions that address how to load the forklift.

- (where applicable) **Progress in chronological order**
  For example, if training a skill such as how to plan, organise and conduct assessments, the program might begin with global (big picture) sessions such as, ‘What is a quality assessment?’ and then progress to sessions whose content follow the same chronological order as the tasks being trained are performed in the workplace (e.g. Step 1, plan assessment; Step 2, conduct assessment; Step 3, Give feedback to the person assessed).

- **Sessions should build upon each other**
  Does the content for any session/s act as prerequisite knowledge or skills for subsequent sessions? In this case, these sessions should take place first.

Write the learning outcomes for each session

A reminder...

Program outcomes were established in
Step 1 of the design and development process in which
program parameters were determined

At this stage of the development process
we are ready to develop <u>session</u> outcomes
(learning outcomes for each session of the program).

For more information about how to write learning outcomes, see section Step 1: Determine parameters of the learning program.

When defining the required performance, try to use specific, measureable verbs, rather than verbs that are vague and therefore difficult to measure. For example, instead of 'know' or 'understand', try 'recall' or 'list.' More examples of measureable 'performance verbs' are provided in the table below.

Table: Learning outcomes—examples of performance verbs

Domain	Examples	
Skills (psychomotor)	● demonstrate ● fold (e.g. fold a napkin) ● tie (e.g. tie a tie; a knot)	● perform ● pot (e.g. pot a plant) ● wrap (e.g. wrap a present)
Knowledge (cognitive)	● define ● list ● name ● identify ● select ● explain ● classify ● predict ● choose ● use ● compute ● perform	● construct ● analyse ● differentiate ● contrast ● justify ● resolve ● combine ● summarise ● organise ● generalise ● evaluate ● defend
Attitudes (affective)	● state ● develop ● list ● record ● accept ● recognise ● participate	● influence ● relate ● organise ● judge ● correlate ● change ● revise

Information above derived from
Bloom, Taxonomy of Educational Objectives, 1956

Develop activities and allocate time frames for each session

To complete this step, do the following:

1. **Confirm the delivery methods for the session**
   - Consider the amount of information to be presented or skill demonstrated
   - Decide how the information/skill will be presented (lecture, DVD, demonstration, etc) and
   - Determine how long it will take to do so.

2. **Confirm how learning will be 'applied'**
   - Decide what you will do to get learners to practice/apply the skills demonstrated or the information presented
   - Determine how long it will take to complete the activity—to do this, consider the time it will take to introduce the activity, complete it and debrief it.

3. **Consider how much additional time it will take to introduce and conclude each session**

4. **Determine the total time to be allocated for that session** by adding together the time it will take to:
   - introduce the session
   - deliver information
   - 'practice' learning
   - conclude the session.

   Add 5-10 minutes extra time to allow for contingencies (e.g. a late start to the session).

Verify that all requirements for competency are addressed in the learning program sessions (create a competency map)

3. Develop learning program content and structure
   - Develop content and structure of each session of the learning program:
   - Verify that all requirements for competency are addressed in the learning program sessions (create a competency map)
   - Complete the learning program agenda
   - Organise the learning, including addressing WHS requirements
   - Document the learning program.

What is a competency map for a learning program?

A competency map for a learning program is...

... matrix (a table) that shows at a glance, the link between the sessions of a learning program and the unit/s of competency that the program aims to address.

Competency maps are also known as competency matrices.

Why create a competency map?

A learning program competency map has two purposes:

1. It helps you check that your learning program addresses all parts of the relevant unit/s of competency
2. It demonstrates to a program reviewer or auditor that the content of your learning program addresses all requirements of the relevant unit/s of competency.

Complete the learning program agenda

3. Develop learning program content and structure
   - Develop content and structure of each session of the learning program:
   - Verify that all requirements for competency are addressed in the learning program sessions (create a competency map)
   - Complete the learning program agenda
   - Organise the learning, including addressing WHS requirements
   - Document the learning program.

What needs to be added to the learning program agenda?

The bulk of your learning agenda consists of the program sessions themselves.

To complete the learning program agenda, you need to add time for the following:

- program introduction
- program conclusion
- assessment activities
- breaks, energisers and 'catch up' time
- time for consolidation and review.

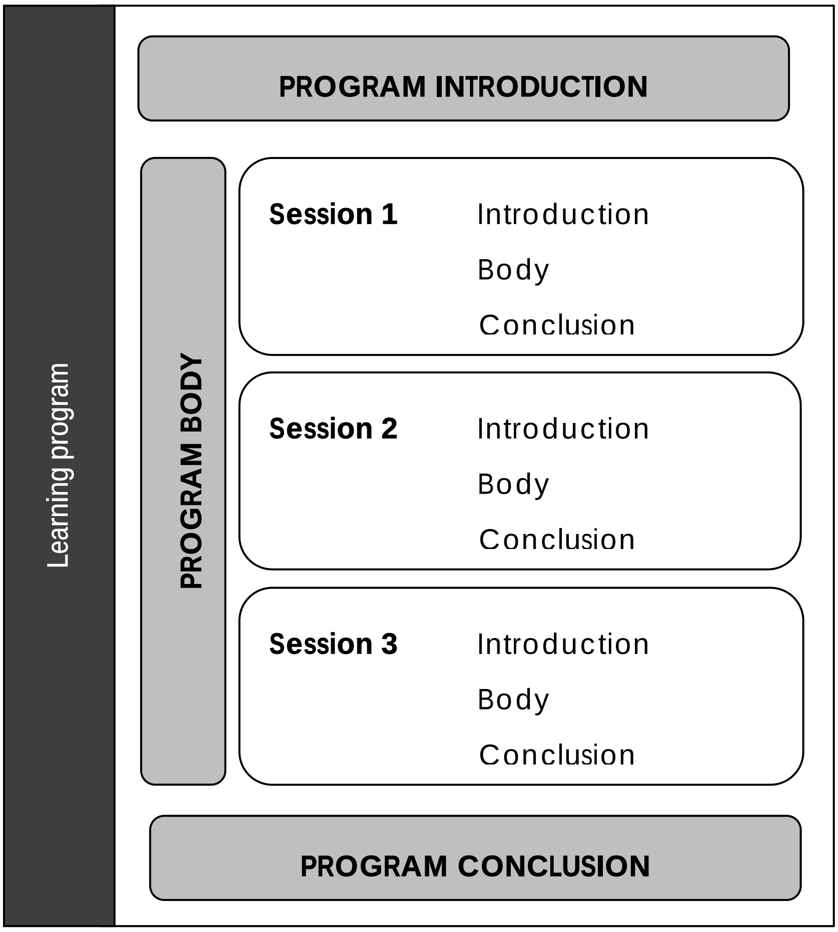
Program introduction and conclusion

All training should be structured as follows:

1. Introduction - *covers any WHS, admin and an overview of the program*
2. Body – *deliver of the learning content*
3. Conclusion – *a summary of what was covered*

The above model may apply when structuring a training program, a stand-alone training session, or a session within a program. The figure below shows how.

Figure: Structuring training



Program introduction

Enough time needs to be allocated to the program introduction to allow learners to get ‘warmed up’:

- to the learning content and delivery approach
- to the trainer
- to each other
- to the learning environment
- to the learning resources
- to the assessment requirements.

As a rough guide, about 10-15% of total learning time should be spent introducing the program. For example, for a one-day program (6.5 hours per day): about 45 minutes should be spent introducing the program.

Program conclusion

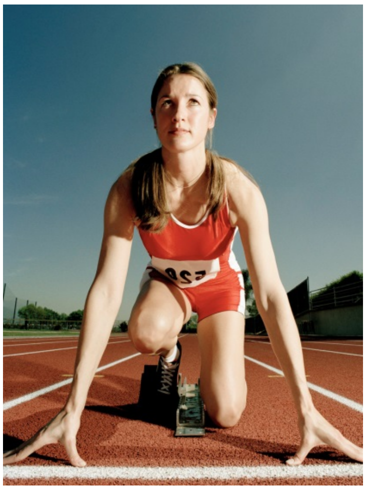
The program conclusion must allow time to:

- revisit the program outcomes
- consolidate, congratulate and celebrate learning
- discuss what happens next.

As a rough guide, about 5% of total learning time should be spent concluding the program. For example, for a one-day program (6.5 hours per day): about 20 minutes should be spent concluding the program.

Assessment activities

If a formal assessment is to be conducted as part of the learning program, time must be added to the program agenda to explain and—if applicable—conduct assessment.



If assessment is to occur during training:

- **at the start of training**
  learners should be fully briefed on the assessment process and requirements
- **throughout training**
  time should be allowed to prepare for the assessment (this includes time that may be needed between training sessions)
- **at the end of training or when appropriate**
  time must be allocated to conduct the assessment—this includes time for:
  - last minute questions and necessary set-up
  - time to gather evidence
  - time to review the evidence and give feedback.

If assessment is to occur after the conclusion of training:

- **at the start of training**
  learners should be fully briefed on the assessment process
- **throughout training**
  time should be allowed to discuss and prepare for the assessment
- **at the conclusion of training**
  assessment requirements should be reviewed at the conclusion of training.

Time for consolidation and review

For learning to be effective it must be practiced and reinforced, and feature regular, useful feedback. It is essential to build in time for consolidation and review.

Key points in the program when review or consolidation activities may be introduced include:

- when training resumes after a tea or meal break (e.g. energiser and review activity)

- when training resumes on another day (e.g. the start of day 2 of a 3-day learning program)
- when a lot of theoretical material has been learned.

Breaks, energisers and catch-up time

All adult learners need a break from time to time...
we need a mental vacation!

The learning program agenda must allow time for breaks, energisers and catch-up time.

Breaks to incorporate may include the following (as relevant to the situation):

- morning / afternoon tea breaks
- meal breaks (e.g. lunch)

Breaks of at least 15 minutes should occur at least every 1.5 hours throughout training.

Energisers should be introduced when learners return after a break (e.g. after lunch).

Catch-up time may include the following (as relevant to the situation):

- Changeover time—time to stop and shift focus between sessions
- Reflection time—time to stop and reflect on progress at particular intervals
- Short energiser activities to resume training following a break.

Organise the learning and address WHS requirements

3. Develop learning program content and structure
   - Develop content and structure of each session of the learning program:
   - Verify that all requirements for competency are addressed in the learning program sessions (create a competency map)
   - Complete the learning program agenda
   - Organise the learning, including addressing WHS requirements
   - Document the learning program.

What organisational arrangements must be made?

There are many organisational issues that must be considered when designing and developing a learning program. Exactly what organisational arrangements must be made will vary from situation to situation.

Some organisational issues to consider include:

- **Pre-program information or pre-work**
  - What information to learners need prior to the start of the program? How far in advance do they need this information?
  - Is there any pre-work required? If so, what? How long will learners need to complete pre-work?
- **Who needs to be advised that the program is taking place?** Consider:
  - Human Resources—e.g. to organise replacement staff for learners
  - Learning and Development department of your organisation
  - supervisors/managers of the learners
  - venue operations personnel
  - relevant unions or industry bodies.
- **What are the administrative requirements of this program?** For example:
  - what attendance or other forms must be completed?
  - what resources are to be developed, purchased, and/or photocopied? Whose job is it to do organise resources?
  - is the learning environment accessible to all learners?
- **Are there other organisational requirements for this program?**
- **What WHS issues relate to this program?** WHS is so important, we have dedicated the next few pages to discussing this.

WHS: Ensure healthy and safe learning

Designing a learning program: What safety issues must be considered?

Some of the safety issues that may be considered when designing learning include:

- Is the learning environment safe and accessible to all learners?
- What are the risks of participating in the training?

To ensure healthy and safe learning,
you must conduct a risk assessment and develop a risk control plan.

This process is called 'risk management'

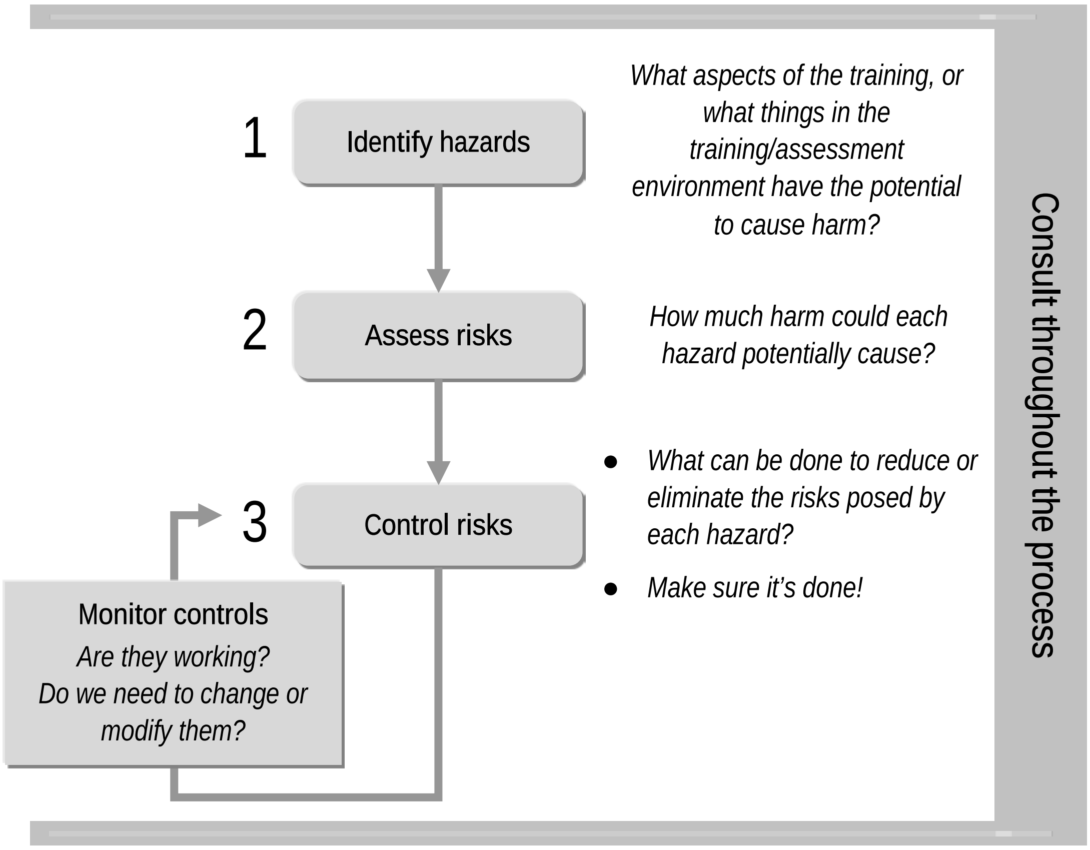
What is risk management?

> Risk management is the process of finding and fixing health and safety problems

Workcover NSW:
http://www.workcover.nsw.gov.au/healthsafety/makingyourworkplacesafer/Riskmanagement/Pages/default.aspx
(accessed 18.07.2010)

The risk management process

The risk management process includes the following steps:



Duty to consult

You have a duty to consult on WHS issues:

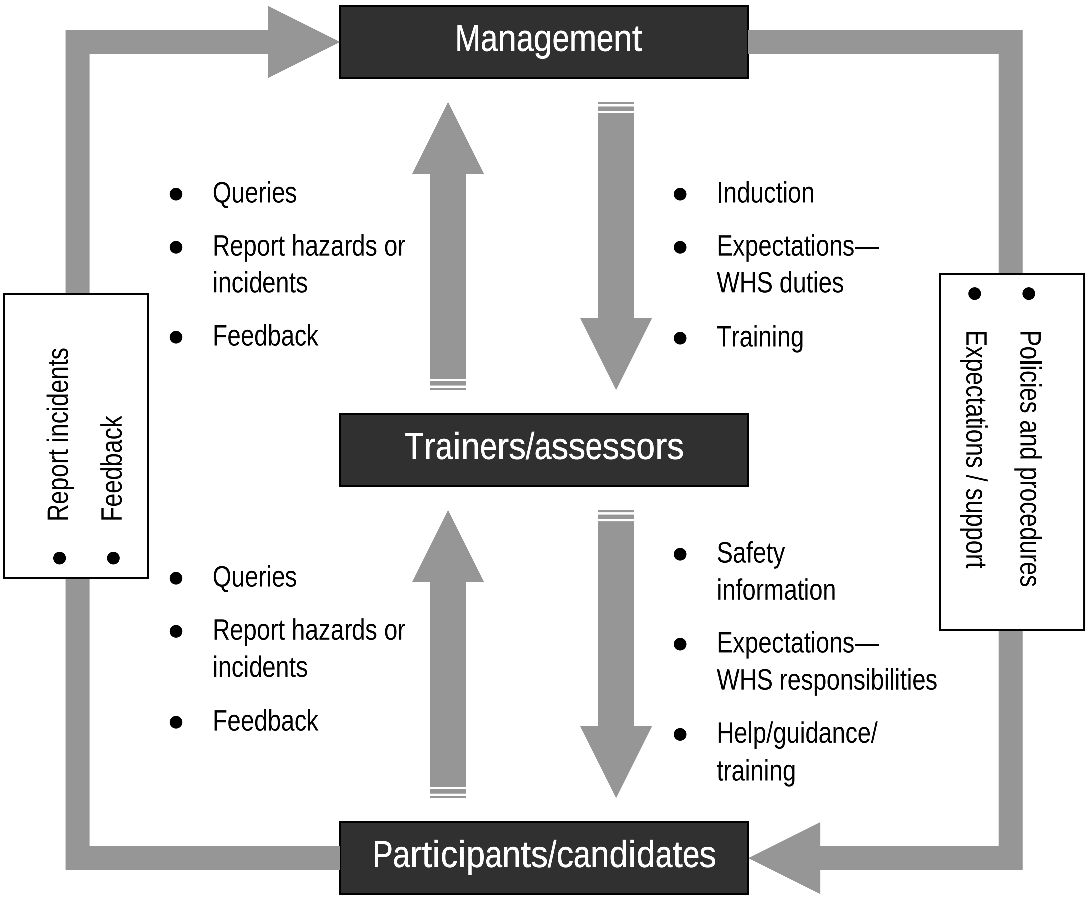
This means that to ensure healthy and safe learning,
you must communicate and collaborate with others.

You don't work alone!

This means that:

- everyone in a workplace must talk to each other (consult) about WHS issues
- people need to know who to consult with on WHS issues
- consultation must be multi-directional (not just one-way).

Figure: WHS Consultation



Summarising Risk Management: a process for trainers

1 Identify the hazard

- Physical hazards
- Chemical hazards
- Biological hazards
- Ergonomic hazards
- Psycho-social hazards

2 Assess the risk

How severely could the hazard hurt someone or how ill could it make someone?	How likely is it to be that bad? ++ very likely could happen any time	+ likely could happen some time	- unlikely could happen, but very rarely	-- very unlikely could happen but probably never will
✝ kill or cause permanent disability or ill health	1	1	2	3
!!! long term illness or serious injury	1	2	3	4
!! medical attention and several days off work	2	3	4	5
! first aid needed	3	4	5	6

3 Control the risk

Hierarchy of control—strategies (controls) to eliminate or reduce the hazard to an acceptable level:

most preferred

- Elimination
- Substitution
- Engineering
- Administration
- Personal Protective Equipment (PPE)

least preferred

4 Monitor and Review

Change controls as appropriate.

Consultation ■ with owner or controller of the premises ■ with your employer ■ with the client ■ with participants ■

How to manage risks associated with a learning program

Using the Risk Management: a process for trainers flowchart

Step	More info & What to do	Example
Step 1: Identify hazard/s	More info A hazard is anything that has the potential to cause harm. Types of hazards are listed in the flow chart. What to do Look around your training venue and consider the learning program delivery. Identify the things that have the potential to cause harm.	Example 1: A power cord is runs along the floor in an area where people will walk. Example 2: You are catering the training.
Step 2: Assess risks	More info The purpose of this step is to work out how big the issue is. This helps you priorities which hazards you must take steps to control before training may begin. What to do For each hazard identified, ask yourself: 1. (if the worst happened) How severely could the hazard hurt someone, or how ill could it make someone? Select the most appropriate answer from the left column of the table. 2. How likely is it that this will happen? Select the most appropriate answer from the top row of the table. Locate the square where your two answers meet up. The number in the square gives you a rough idea of how big a deal this is. Generally speaking: ● 1 – 2 = High priority You should do something to control the risk NOW, before training may begin. ● 3 – 4 = Medium priority You may start training and implement a short term control, but it's important to organise a more permanent (and more effective) control for future training. ● 5 – 6 = Low priority As per 3 – 4, but these are less 'urgent' than items with a 3 - 4 priority.	Example 1 - Power cord This is a category 1 (high) priority: 1. If someone trips on the cord, it could cause death 2. Since it is in a heavy traffic area, it is likely that someone could trip on it. Example 2 - Catering This is a category 2 (high) priority: 1. If someone eats something they are allergic to, they could die 2. It is unlikely that someone will do this, since most adults are aware of what they can and can't eat. However, if they don't know that something they're allergic to is in food they eat, they could have an allergic reaction (e.g. traces of nuts).

continued

How to manage risks associated with a learning program, cont'd

Step	More info & What to do	Example
Step 3: Control the risks	More info Controlling the risk simply means doing something to make sure the hazards identified won't cause illness or harm. What to do Use the hierarchy of controls on the flow chart to work out the more 'reasonable' (i.e. effective and cost effective) control to implement.	Example 1 - Power cord You place a cover over the cord (engineering control) and advise people to avoid the area (administrative control). You report the issue to the WHS team in your RTO and recommend installing a data projector that hangs from the ceiling, with power cords piped along the inside of walls and the ceiling (eliminates the hazard)
		Example 2 - Catering You ask the chef for a list of ingredients in all foods and ask anyone with allergies to read the list and avoid eating anything they are allergic to (administrative control) You report the issue to the WHS team in your RTO and recommend that information about allergies is obtained prior to training the chef can prepare food that everyone can eat (eliminates the hazard).
Step 4: Monitor	More info The purpose of this step is to check that the controls you selected are working and are keeping people safe. What to do Throughout training, keep an eye on things to make sure that the controls you implemented are working. After training, follow up with WHS personnel on recommended longer term (and more effective) controls.	Example 1 – Power cord You ensure the people walk around the area with the cord and that the cover stays off.
		Example 2 – Catering You remind people to check the ingredient lists and ensure that alternate food options are available to those who need it.

Remember to consult with WHS personnel plus other stakeholders throughout this process!

Develop a risk control plan for your learning program

WHS must be considered when designing a learning program

By considering WHS now, you can identify hazards associated with delivery of the learning program and take steps to eliminate or effectively control these hazards before training takes place.

To exercise your duty of care as a learning program designer, you should collaborate and communicate with others to:

- Identify potential hazards of the learning program
- Assess risks posed by these hazards
- Decide on controls that will be implemented to reduce or eliminate the likelihood of a safety incident once training begins.

Document your risk control plan!

Document the outcomes of your risk management analysis using a risk control plan.

An example of a risk control plan is on the next page.

This example is not complete, but it gives you an idea of how risk management plans may be implemented and documented.

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Example: Risk Control Plan (extract)

Name of learning program	Healthy eating for families on a budget		
Delivery mode	Face-to-face training	Training environment	Training room

Hazard	Assess risk and consult	Control and consult	Monitor and consult
Learners don't know emergency evacuation procedures of the training environment	*Risk assessment: High* Learners may not be able to escape the environment safely in the event of an emergency.	*Control to apply: Administrative* Trainer explains emergency evacuation procedures at the start of training and ensures learner understanding of these procedures.	Trainer reviews emergency evacuation procedures by: ● explaining again ● checking for understanding and compliance throughout training.
The training room sits beside a construction site. It can often be very loud.	*Risk assessment: Medium* This is a noise hazard that may damage the ears of learners permanently, if learners are exposed to the noisy equipment over a long period.	*Control to apply:* *Personal Protective Equipment* Trainer gives ear muffs to all learners and instructs learners to keep them on at all times while loud equipment is operating.	Trainer must ensure that learners put on the ear muffs properly and keep them on as instructed. Trainer reports noisy equipment to management, requesting replacement or other suitable control.
Learners will be sitting in chairs throughout most of the training, which is one full day.	*Risk assessment: Low* Learners—particularly those with back problems—may experience stiffness and discomfort sitting in the chairs all day.	*Controls to apply:* *Administrative & engineering* 1. Adjustable chairs are introduced to the training room. 2. At the start of training, the trainer explains how to adjust chairs.	Trainer should observe the comfort of learners throughout training and invite them to stand or move about at any time. Trainer should introduce activities throughout training.
Unforeseen hazards may be present in the learning venue—e.g. faulty equipment.	*Risk assessment: High* Someone could be seriously injured or killed if hazards are not identified and the risks posed by the hazards are not controlled.	*Controls to apply:* *Venue Inspection Checklist* 1. Venue inspection checklist to be developed. 2. Program trainers to inspect the training venue at the start of the training day and complete the venue inspection checklist as proof of having done this.	Trainers to: ● submit completed venue inspection checklist to supervisor at the conclusion of each training day, unless… ● if a hazard is identified that poses a significant safety risk the trainer is to report this immediately to the WHS Supervisor and discontinue training.

Group discussion or personal reflection on your own time: Organising learning

What other organisational issues might you need to consider when designing and developing a learning program?

In particular, discuss safety issues to consider and how you would manage these.

Use the space below to note your thoughts.

Document the learning program

3. Develop learning program content and structure
    - Develop content and structure of each session of the learning program:
    - Verify that all requirements for competency are addressed in the learning program sessions
    - Complete the learning program agenda
    - Organise the learning, including addressing WHS requirements
    - Document the learning program.

Once all of the detail for the learning program, including the program agenda, has been determined, the learning program needs to be documented. The specific format that the learning program will be presented in will be guided by your organisation's policies and procedures. The case study in section Step 4: Review the learning program, provides one example of how a learning program can be documented.

Summarising step 3: Develop the learning program content and structure

3. Develop learning program content and structure
    - Develop content and structure of each session of the learning program:
    - Verify that all requirements for competency are addressed in the learning program sessions (create a competency map)
    - Complete the learning program agenda
    - Organise the learning, including addressing WHS requirements
    - Document the learning program.

Having completed this step, you have now designed and developed draft one of your learning program.

Now that you have a completed draft of your learning program, you are ready to move to the next step in the process—reviewing the learning program.

Step 4: Review the learning program

The flow chart below illustrates the 'big picture' of designing and developing a learning program. A shaded box is used to indicate the step covered in this part of the manual.

1. Determine parameters of the learning program
   - Clarify the purpose and type of learning program with key stakeholders
   - Access the program benchmarks and confirm other training specifications
   - Consider the target learner group—determine training and learning needs.

2. Design the learning program
   - (where applicable) Access and interpret the training and assessment strategy
   - Determine delivery mode
   - Clarify assessment requirements
   - Identify resources to be used.

3. Develop learning program content and structure
   - Develop content and structure of each session of the learning program:
     - Confirm program content
     - Organise content into 'chunks' (sessions)
     - Sequence the sessions (chunks)
     - Write learning outcomes for each session
     - Develop activities and allocate time frames for each session:
       - determine delivery methods and time frames
       - decide how material delivered will be reviewed/practiced/assessed and allocate time frames for this
   - Verify that all requirements for competency are addressed in the learning program sessions (create a competency map)
   - Complete the learning program agenda
   - Organise the learning, including addressing WHS requirements
   - Document the learning program.

4. Review the learning program
   - Develop a review strategy
   - Gather feedback on the learning program draft
   - Analyse the feedback and modify the learning program as appropriate.

Introducing this step

Why review a learning program?

The aim of the review is to make sure the program works!

We review a learning program to ensure that the learning program fulfils all requirements and meets the needs of all stakeholders.

Who should be involved in the review?

All major stakeholders in the learning program should be involved in its review. These may include:

- team leaders / supervisors / managers / employers
- members of the target learner group
- technical and subject experts including language, literacy and numeracy specialists and WHS specialists
- government regulatory bodies
- industry, union, employee representatives
- employer bodies
- training providers
- human resource departments
- assessment and/or training partners
- trainers / assessors

Develop a review strategy

4. Review the learning program
   - Develop a review strategy
   - Gather feedback on the learning program draft
   - Analyse the feedback and modify the learning program as appropriate.

When developing a review strategy, ask yourself the following questions:

1. **What is the focus of the review?** For example, is the focus to review:
   - the learning and assessment approach?
   - the resources selected?
   - session content and structure?
   - cost vs. benefit?
2. **What data** must be gathered? What is the review criteria?
3. **How will feedback be gathered and documented?** Some options to consider include:
   - face to face meeting attended by all program reviewers
   - feedback via email
   - feedback by completing a questionnaire (which may be emailed, faxed or mailed to the person coordinating the review)
   - feedback via a teleconference.
4. **From whom will feedback be sought?**
5. **How and by whom will feedback be reviewed**, collated, and recommendations for improvement summarised and documented?
6. **Who must approve recommended changes** to the learning program plan? Options include:
   - program manager
   - head of a department
   - senior teacher
   - apprenticeship / traineeship supervisor
   - training coordinator / manager
   - Human Resources manager.
7. How will **version control** be ensured throughout the review process?
8. What **ongoing review strategy** will be implemented?

The example below shows how the questions noted on the previous page may be answered to form the basis of a review strategy.

Example: Review strategy for a learning program draft

Name of learning program	Healthy Eating for Families on a Budget
Principal developer/s	Jane Designer
Focus of the review	● Learning design ● Learning content ● Learning resources
Data to be collected	See attachment 1—Learning Program Evaluation Tool
Method for gathering feedback	1. Developer to email Learning Program Evaluation Tool to stakeholders one week before review meeting 2. Before review meeting, stakeholders to complete Learning Program Evaluation tool and print two copies to bring along to review meeting 3. Review meeting—face-to-face (3 hours) on <date>.
Stakeholders who will provide feedback	● Clients: 2 single parents; eligible for the program ● Subject matter expert: 1 nutritionist from the University of Brilliance ● Staff from Helping-the-World Community Services: – 2 case workers – 2 learning consultants – Learning program manager.
Method for reviewing, collating and summarising feedback	Feedback to be reviewed, collated and summarised at face-to-face meeting on <date>. Meeting to be chaired by program developer.
Recommended improvements to be approved by	Helping-the-World Community Services learning program manager.
Version control considerations	● Draft program—version 1 draft 1 ● Final, approved program—version 1.
Ongoing review strategy	● Above process to be followed again after first two pilot programs. Additional feedback to be gathered from program participants (feedback forms) ● Subsequent reviews to be conducted annually.

Gather feedback on the learning program draft

4. Review the learning program
   - Develop a review strategy
   - Gather feedback on the learning program draft
   - Analyse the feedback and modify the learning program as appropriate.

How do I capture feedback? Use an evaluation tool

An evaluation tool
should be developed for use by stakeholders when reviewing the first draft of the learning program.

Evaluation tools may include:

- an open or closed-ended questionnaire
- a mapping tool (such as the example shown on page 182)
- a checklist
- a focus group
- a structured interview.

An example of an evaluation tool for a learning program is on the next page.

Example:
Evaluation tool for the draft of a learning program plan

Name of program reviewed	
Name of reviewer	
Date completed	

Instructions for the reviewer

Thank-you for helping to review this learning program!

1. Please use the space provided to answer all questions listed below.
2. Email your completed evaluation to someone@somewhere.com.au by <date>.

1. Focus: Is the focus and purpose of the learning program clear and appropriate?	
Strengths	
Weaknesses	
Recommendations	

2. Competency requirements: Are all requirements of the unit/s of competency addressed in the content and structure of the program?	
Strengths	
Weaknesses	
Recommendations	

3. Chunking & sequencing: Does the learning sequence provide effective & manageable blocks of learning?	
Strengths	
Weaknesses	
Recommendations	

continued

Example: Evaluation tool for a learning program draft, cont'd

4. Activities: Are they interesting, relevant and appropriate to outcomes and learner characteristics?	
Strengths	
Weaknesses	
Recommendations	

5. Assessment: Are assessment points, methods and tools appropriate and effective?	
Strengths	
Weaknesses	
Recommendations	

6. Equity: Are equity needs effectively addressed?	
Strengths	
Weaknesses	
Recommendations	

7. WHS: Are risk areas and contingencies identified? Is the program safe and effective?	
Strengths	
Weaknesses	
Recommendations	

Any other comments?

Thank-you!

Analyse the feedback and modify the learning program as appropriate

4. Review the learning program
   - Develop a review strategy
   - Gather feedback on the learning program draft
   - Analyse the feedback and modify the learning program as appropriate.

Once you have captured feedback, you must analyse that feedback and—with other program reviewers and stakeholders—decide on the changes to be made to the draft of the learning program plan.

Keeping track of improvements made: version control

It is essential to plan how to keep track of improvements made to the learning program plan, and devise a system to ensure that only the most recent versions of learning program plans are used. This is known as a version control system.

Version control means...

...keeping track of improvements made to learning programs and related documentation to ensure that the most recent versions are used.

A version control system means doing two things:

1. Noting the version of the document in a visible location on the document—e.g.
   – in the headers or footers of all pages of the document
   – on the inside cover of the document.
2. Maintaining a master record of version control, noting the most recent versions of learning and assessment documents in use.

examples

Version control may be noted on the document using any or all of the following strategies:

- Version number—e.g. version 1, version 2, etc.
- Version letter—e.g. version A, version B, etc.
- Date of release—e.g. version dated 15/05/2012.

Summarising step 4:
Review the learning program

4. Review the learning program
   - Develop a review strategy
   - Gather feedback on the learning program draft
   - Analyse the feedback and modify the learning program as appropriate.

Having completed this step, your learning program is complete and has been approved for use.

Your next step is to develop detailed session plans for each session of your learning program. This skill is covered in the Delivering Training module of your TAE40110 program training.

Case study example:
Design and develop a learning program

Jonny Guru is a qualified Hospitality Trainer for My Training Pty Ltd. He has been tasked with developing a learning program for XYZ Job Network. Jonny has had a number of consultations with the relevant stakeholders (representative from XYZ Job Network, his Training Manager and the Manager of The Old Burly Hotel) and has conducted some of his own research and determined the following:

Background

The client requires a short course designed for long term unemployed candidates who have already completed the 'Basic Hospitality Program' conducted by My Training Pty Ltd but have still not gained employment. The focus of the program is on operating a bar including preparing and serving alcoholic and non-alcoholic drinks as this has been identified as an industry need. The client also requires that candidates be provided the opportunity to conduct job search activities throughout the program.

Program benchmarks

Jonny has identified the following units of competency from SIT20207 Certificate II in Hospitality that will address the client's needs:

- SITHFAB002C Operate a bar
- SITHFAB010C Prepare and serve non-alcoholic drinks

Program outcomes

By the end of the program learners should be able to:

- Prepare the bar for service
- Take drink orders
- Prepare and serve drinks (both alcoholic and non-alcoholic)
- Close down bar operations
- Use, clean and maintain equipment and machinery

With the aim of entering the workforce in various hospitality settings, such as: hotels, clubs and pubs where alcoholic drinks are served. Individuals may work with some autonomy or in a team but usually under close supervision. They may undertake further training under an Australian apprenticeship to obtain the qualification SIR20207 Certificate II in Hospitality. Students that are deemed competent on completion of the learning program will be awarded a Statement of Attainment.

Target learners

Learners are long-term unemployed and as such may have the following needs:

- Language, literacy and numeracy (LLN) needs
- They will be from diverse backgrounds
- They may be from diverse cultures
- They may have learning needs or face barriers in learning

They have successfully completed the 'Basic hospitality skills' program so are familiar with the bar environment, hygiene procedures in the workplace and processing financial transactions as well has having obtained their RSA (Responsible Service of Alcohol licence).

Training and Assessment Strategy

My Training Pty Ltd does not currently have a training and assessment strategy for SIT20207 Certificate II in Hospitality as they only deliver short courses.

Delivery mode

Face-to-face plus vocational work placement of 44 hours over a 9 week period

Assessment

Assessment process is as follows:

- During training—learners complete summative written assessments to confirm knowledge and undertake a formative assessment performing the tasks of operating a bar
- After the conclusion of face-to-face training—learners to undertake on-the-job training in the workplace (vocational work placement) over an 8 week period during which time summative assessment will be conducted comprising of observation performing tasks during work placement, third party report from workplace supervisor and completion of a record book.

Resources

The Old Burly Tavern has been approached and has available the following:

- function room with a fully functional bar that can be used as a learning environment
- operational Sports Bar that they are willing to allow for the use of candidate's formative assessment
- drink ingredients can be purchased through Old Burly Tavern
- daily newspaper (for job search activities)

My Training Pty Ltd will provide:

- Learner Guide – Preparing alcoholic and non-alcoholic drinks
- Learner Guide – Operation features of bar equipment
- Handout – Safe storage of drinks and perishable garnishes
- Handout – Waste minimisation techniques
- laptop with internet access (for job search activities)
- insurance for vocational placement

XYZ Job Network will organise:

- workplaces for vocational placement

Confirming program content

Jonny 'unpacks' (analyses) the two units of competency that form the benchmark for this program (following the procedure as described on pages 58-60). As one of the outcomes of the learning program is to issue a Statement of Attainment for the two units of competency, it is important that he considers all aspects of each unit are addressed. This includes incorporating the following in the learning program:

- elements of competency,
- performance criteria,
- required skills and knowledge,
- range statement, and
- critical aspects of evidence.

In addition to the requirements of the units of competency, it is also important to include any additional training that the client has requested. In this instance, the client has requested that the candidates be provided with time to conduct job searching activities.

From the information he has analysed he determines broad topics that need to be covered and can now organise the content into logical topics to be covered over the program and further break down the topics down to create each session.

The topics that Jonny has identified are as follows:

Alcoholic and non-alcoholic drink ingredients

Build knowledge base of a range of alcoholic and non-alcoholic drinks and the ingredients to make them

Using bar equipment

Build knowledge base of a range of bar equipment.

Develop skills on using, maintaining and cleaning bar equipment and identifying and reporting problems

Hygiene and safety

Review of knowledge of hygiene and safety issues (this is only a review as candidates have completed SITXWHS002A Follow workplace hygiene procedures and SITHFAB001C Clean and tidy bars)

Customer Service and taking drink orders

Build knowledge base of customer service techniques and taking and

Opening procedures for a bar

Develop skills in setting up a bar for service including:

- setting up the bar display and work area
- check and restock bar products and materials
- store all items in correct place and at correct temperature
- prepare suitable decorations, coasters, edible and non-edible garnishes and stock as required

Close down bar operations

Shut down the bar including:

- shut down and clean equipment
- clear, clean or dismantle bar areas
- store any leftover garnishes hygienically and at correct temp
- check and reorder stock
- set up bar for next service
- where applicable, conduct handover to incoming bar staff

Operating a bar

Develop skills in operating a bar including:

- taking drink orders
- checking product and brand preference with customer
- making recommendations and suggestions to customer
- identifying specific customer preferences
- receiving and processing customer payments
- serving drinks promptly and courteously
- prepare drinks using correct ingredients and methods
- present drinks attractively
- using correct equipment safely
- minimise wastage and spillage
- check beverage quality during service and take corrective action where required
- report beverage quality issues
- provide tray service where appropriate
- attend to any mishaps promptly and safely

Reducing negative environmental impacts

Build knowledge base of how to use energy and water resources efficiently,

Preparing alcoholic and non-alcoholic drinks

Develop skills in preparing drinks including:

- identifying correct ingredients
- using correct equipment safely, maintaining cleanliness
- using correct glassware
- preparing garnishes
- using appropriate garnishes

Job search activities

Improve on skills to:

- access the internet to find advertised jobs
- find advertised jobs in the daily newspaper
- identifying suitable positions to

Jonny now analyses his topics and starts breaking them down into sessions. He starts to put this into a program agenda template that he can continue to work on and change as he determines the content of each session.

Session no. & title		Time	Content (topics)	Delivery/Assessment method	Resources
	Reducing negative environmental impacts		• efficient energy use • efficient water use • minimise wastage and spillage • recycling • safe waste disposal		
	Preparing alcoholic and non-alcoholic drinks		• identifying correct ingredients • using correct equipment safely, maintaining cleanliness • using correct glassware • prepare drinks using correct ingredients and methods • preparing garnishes • using appropriate garnishes • present drinks attractively		
	Alcoholic and non-alcoholic drink ingredients		• identifying non-alcoholic ingredients • identifying alcoholic ingredients • some common alcoholic and non-alcoholic drinks		
	Using bar equipment		• identifying a range of bar equipment and use • using correct equipment safely • identifying problems • reporting problems		
	Job search activities		• access the internet to find advertised jobs • find advertised jobs in the daily newspaper • identifying suitable positions to apply for		
	Hygiene and safety		• check beverage quality during service and take corrective action where required • report beverage quality issues • attend to any mishaps promptly and safely		
	Customer Service and taking drink orders		• taking drink orders • checking product and brand preference with customer • making recommendations and suggestions to customer • identifying specific customer preferences		

Session no. & title		Time	Content (topics)	Delivery/Assessment method	Resources
			• receiving and processing customer payments • serving drinks promptly and courteously • provide tray service where appropriate		
	Opening procedures for a bar		• setting up the bar display and work area • check and restock bar products and materials • store all items in correct place and at correct temperature • prepare suitable decorations, coasters, edible and non-edible garnishes and stock as required		
	Close down bar operations		• shut down and clean equipment • clear, clean or dismantle bar areas • store any leftover garnishes hygienically and at correct temp • check and reorder stock • set up bar for next service • where applicable, conduct handover to incoming bar staff		

Jonny consults with other trainers and starts considering the sequencing of the sessions, the learning outcomes and resources required.

Program overview/agenda

Session no. & title		Time	Content (learning objectives)	Delivery/Assessment method	Resources
Day 1 – Old Burly Tavern Function Room					
1	**Introduction**	9.00 – 9.25	Admin: • Toilets • Tea/coffee facilities • Induction paperwork WHS: • Evacuation procedures • First Aid • Venue specific WHS o Function Room o Main Bar Expectations/Code of Conduct • Dress standards • Student Code of Conduct Program overview • Timings	Lecture	Powerpoint Laptop Data projector Evacuation map Induction paperwork Student Code of Conduct
2	**Icebreaker**	9.25 – 9.45	Communications/customer service skills related	Group activity	
3	**Revision Session**	9.45 – 10.15	• Follow workplace hygiene procedures • Clean and tidy bars • RSA (including key legislation) • Processing financial transactions	Group discussion Activity workbook	Activity workbook
Morning Tea (15 mins)					
4	**Drink ingredients**	10.30 – 11.20	• guide to using the self-study workbook • identifying non-alcoholic ingredients • some common non-alcoholic drinks • identifying alcoholic ingredients • some common alcoholic drinks	Lecture Self-study workbook (to be completed throughout the program)	Powerpoint Laptop Data projector Range of drink ingredients Self-study workbook

Session no. & title		Time	Content (learning objectives)	Delivery/Assessment method	Resources
5	**Using bar equipment**	11.25 – 11.50	• identifying a range of bar equipment and use • using correct equipment safely • identifying problems • reporting problems	Practical walk through/talk through Activity workbook	Bar in the function room of Old Bury Tavern and associated equipment Activity workbook
6	**Presenting drinks**	11.55 – 12.15	• preparing garnishes • using appropriate garnishes • present drinks attractively	Group discussion Activity workbook Practical Activity preparing garnishes	Activity workbook Garnishes Bar in the function room of Old Bury Tavern and associated equipment
Lunch (30 mins)					
7	**Preparing alcoholic and non-alcoholic drinks**	12.45 – 2.30	• identifying correct ingredients • using correct equipment safely, maintaining cleanliness • using correct glassware • prepare drinks using correct ingredients and methods	Practical Activity - preparing drinks, using correct glassware and garnishes	Bar in the function room of Old Bury Tavern and associated equipment • Drink ingredients • Garnishes • Glassware
Afternoon Tea (15 mins)					
8	**Hygiene and safety**	2.45 – 3.00	• check beverage quality during service and take corrective action where required • report beverage quality issues • attend to any mishaps promptly and safely	Group discussion Activity workbook	Activity workbook
9	**Close down bar operations**	3.00 – 3.45	• shut down and clean equipment • clear, clean or dismantle bar areas • store any leftover garnishes hygienically and at correct temp • check and reorder stock • set up bar for next service • where applicable, conduct handover to incoming bar staff	Group discussion Practical walk through/talk through Activity workbook	Garnishes Drink ingredients Bar in the function room of Old Bury Tavern and associated equipment Activity workbook

Session no. & title		Time	Content (learning objectives)	Delivery/Assessment method	Resources
10	**Debrief of day's activities**	3.45 – 4.00	Summary of learning objectives covered during the day Clarification of any points covered	Group discussion	Powerpoint Laptop Data projector
Day 2 – Old Burly Tavern Function Room					
11	**Job search activities**	9.00 – 9.30	• access the internet to find advertised jobs • find advertised jobs in the daily newspaper • identifying suitable positions to apply for	Small group activity Group discussion	Internet access Daily newspaper
12	**Customer Service and taking drink orders**	9.30 – 10.15	• taking drink orders • checking product and brand preference with customer • making recommendations and suggestions to customer • identifying specific customer preferences • receiving and processing customer payments • serving drinks promptly and courteously • provide tray service where appropriate	Group discussion Role plays Activity workbook	Scripted role plays Activity workbook
Morning Tea (15 mins)					
13	**Reducing negative environmental impacts**	10.30 – 10.50	• efficient energy use • efficient water use • minimise wastage and spillage • recycling • safe waste disposal	Group discussion Practical walk through/talk through Activity workbook	Bar in the function room of Old Burly Tavern and associated equipment Activity workbook
14	**Opening procedures for a bar**	10.50 – 11.20	• setting up the bar display and work area • check and restock bar products and materials • store all items in correct place and at correct temperature • prepare suitable decorations, coasters, edible and non-edible garnishes and stock as required	Group discussion Practical walk through/talk through Activity workbook	Garnishes Drink ingredients Bar in the function room of Old Burly Tavern and associated equipment Activity workbook
15	**Opening procedures for a bar**	11.25 -12.15	Practical application of opening the bar • setting up the bar display and work area • check and restock bar products and materials • store all items in correct place and at correct	Role play	Garnishes Drink ingredients Bar in the function room of Old Burly

Session no. & title		Time	Content (learning objectives)	Delivery/Assessment method	Resources
			temperature • prepare suitable decorations, coasters, edible and non-edible garnishes and stock as required		Tavern and associated equipment
Lunch (30 mins)					
16	**Operating a bar**	12.45 – 2.45	Practical application of operating the bar • serving customers (taking drink orders) • preparing and serving drinks • reducing negative environmental impacts • attend to any hygiene and safety issues	Role play	Garnishes Drink ingredients Bar in the function room of Old Burly Tavern and associated equipment
Afternoon Tea (15 mins)					
17	**Closing the bar**	3.00 – 3.45	Practical application of closing the bar • shut down and clean equipment • clear, clean or dismantle bar areas • store any leftover garnishes hygienically and at correct temp • check and reorder stock • set up bar for next service • where applicable, conduct handover to incoming bar staff	Role play Activity workbook	Garnishes Drink ingredients Bar in the function room of Old Burly Tavern and associated equipment Activity workbook
18	**Debrief of day's activities**	3.45 – 4.00	Summary of learning objectives covered during the day Clarification of any points covered	Group discussion	
Day 3 – Old Burly Tavern Function Room					
19	**Job search activities**	9.00 – 9.30	• access the internet to find advertised jobs • find advertised jobs in the daily newspaper • identifying suitable positions to apply for	Small group activity Group discussion	Internet access Daily newspaper
20	**Identifying alcoholic and non-alcoholic drinks**	9.30 – 10.15	• identifying correct drink ingredients • identify appropriate glassware • identify appropriate garnishes	Formative written assessment	Assessment instrument
Morning Tea (15 mins)					
21	**Operating a**	10.30	Practical application of opening, operating and	Formative assessment	Assessment instrument

Session no. & title		Time	Content (learning objectives)	Delivery/Assessment method	Resources
	bar	– 12.15	closing a bar	(Observation)	Garnishes Drink ingredients Bar in the function room of Old Burly Tavern and associated equipment
Lunch (30 mins)					
22	**Operating a bar**	12.45 – 2.30	Practical application of opening, operating and closing a bar	Formative assessment (Observation)	Assessment instrument Garnishes Drink ingredients Bar in the function room of Old Burly Tavern and associated equipment
Afternoon Tea (15 mins)					
23	**Operating a bar**	2.45 – 3.00	Practical application of opening, operating and closing a bar	Formative assessment (Observation)	Assessment instrument Garnishes Drink ingredients Bar in the function room of Old Burly Tavern and associated equipment
24	**Debrief of day's activities**	3.05 – 4.00	Debrief on Formative assessments Briefing on vocational placements	Group discussion	
Vocational placement –over 8 weeks					
25	**On the job training / assessment**	24 hrs	Application of skills and knowledge pertaining to operating a bar including preparation of alcoholic and non-alcoholic drinks in the workplace	On the job training Third Party Report (to be completed by Supervisor) Summative assessment (Observation)	Fully functional bar including appropriate equipment and stock Workplace Supervisor

Session no. & title		Time	Content (learning objectives)	Delivery/Assessment method	Resources
26	**Written Assessment**	1 hr	Written assessment to assess knowledge of drink recipes, legislation and WHS practices	Written Assessment completed in own time	Learner Guide Assessment instrument

Jonny now develops a competency map to ensure he has covered the units.

Competency mapping		Session 4	Session 5	Session 6	Session 7	Session 8	Session 9	Session 12	Session 13	Session 14	Session 15	Session 16	Session 17	Sessions 21-23	Session 25
SITHFAB002C Operate a Bar															
1.	Prepare bar for service									x	x			x	x
2.	Take drink orders							x				x		x	x
3.	Prepare and serve drinks	x	x	x	x	x						x		x	x
4.	Close down bar operations						x						x	x	x
5.	Reduce negative environmental impacts								x			x		x	x
SITHFAB010C Prepare and serve non-alcoholic beverages															
6.	Prepare and serve a range of non-alcoholic drinks	x	x	x	x	x						x		x	x
7.	Use, clean and maintain equipment and machinery for non-alcoholic drinks		x	x	x	x						x		x	x

Finally, Jonny documents his program and meets again with the stakeholders to review his program. Following is his final learning program after making amendments that resulted from the review.

Program Name		
Bar Operations		
Client		
XYZ Job Network		
Purpose of the learning program		
This learning program has been designed to follow on from the 'Basic hospitality skills' program for long term unemployed. It will provide more basic hospitality skills in order to further develop the candidate's confidence and develop the candidate's job seeking skills. *Candidates will have to have completed our 'Basic hospitality skills' program which covers the following units:* • *SITXWHS002A Follow workplace hygiene procedures* • *SITHFAB001C Clean and tidy bar areas* • *SITHFAB009A Provide responsible service of alcohol* • *SITXFIN001A Process financial transactions* *On successful completion of the program, candidates may enter the workforce in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Individuals may work with some autonomy or in a team but usually under close supervision.* *Candidates will be issued a Statement of Attainment on successful completion. They may undertake further training (particularly as a traineeship) to obtain the qualification SIR20207 Certificate II in Hospitality.*		
Learning Outcomes		
This program is based on the following two units of competency from SIR20207 Certificate II in Hospitality.		
SITHFAB002C	*Operate a bar*	*30 hours*
SITHFAB010C	*Prepare and serve non-alcoholic beverages*	*15 Hours*

Target Learner Group
The target group of learners are long-term unemployed and as such may have the following needs; • *Language, literacy and numeracy (LLN) needs* • *They will be from diverse backgrounds* • *They may be from diverse cultures* • *They may have learning needs or face barriers in learning* *Learner group numbers should be between 8 and 12.*
Delivery Strategy
Delivery and assessment strategies have been developed to assist the participants with a diverse range of learning styles and settings. Principles of adult learning are employed as part of the learning strategy. Understanding that adults have different learning preferences a range of visual, auditory and kinaesthetic learning strategies will be used. *Visual presentation, practical demonstrations of equipment will be important, Verbal explanation and discussions will be employed and there will be opportunity for learning through active participation.* *Learning will be undertaken over three days in a simulated environment followed by consolidation of skills in the workplace (25 hours of vocational placement over eight weeks). There is also a self-study (students own time) component. Total course duration 44 hours over nine weeks.* *Vocational placement will need to be arranged with employers at the time of student enrolment.*
Venue / logistics
The three day face to face training will be conducted in the function room of the Old Burly Tavern, 23 Bar St which has a fully operational bar with all of the necessary equipment. *Venues for vocational placement will need to be inspected prior to the conduct of the program to ensure they meet the requirements.* *Learners are required to make their own way to and from the venues.*

Assessment Strategy					
Formative assessment is to be conducted during the three day face to face training. Candidates must achieve a satisfactory result in the formative assessment prior to undertaking their vocational placement. Summative assessment will be conducted during their vocational placement.					
	Qualification *Certificate II in Hospitality*	Written Assessment	Formative Practical	Observation	3rd Party Report
Unit 1	*SITHFAB002C* *Operate a Bar*	✓	✓	✓	✓
Unit 2	*SITHFAB010C* *Prepare and serve non-alcoholic beverages*	✓	✓	✓	✓

Resources

- *Access to a fully equipped bar, including industry-current equipment and actual products and ingredients including:*
  - *bar/drinks service area*
  - *beer reticulation system*
  - *ice machine*
  - *post-mix system or bottled mixes*
  - *glass washer*
  - *refrigeration*
  - *tea and coffee-making equipment*
  - *cold drink equipment, such as juicers and blenders*
  - *cocktail shaker*
  - *nip measures and pourers*
  - *hot and cold drink crockery or glassware (variety for spirits, wine, cocktails and non-alcoholic beverages)*
  - *kettles and heating equipment*
  - *cutting board to HACCP specifications*
  - *small knives and tongs*
  - *straws, swizzle sticks and coasters that comply with food safety requirements*
  - *service trays and liners*
  - *ice bucket*
  - *garnishes and garnish containers*
  - *cleaning equipment – wet and dry cloths, disinfectants, mops and buckets*
  - *order pads/dockets*
  - *cashiering facilities, such as electric cash register, credit card and EFTPOS facilities*

• *Workplace for vocational placement that will provide access to the above two points and a workplace supervisor* • *A range of ingredients for the preparation of alcoholic and non-alcoholic drinks* • *Revision Activity Workbook* • *Drinks Ingredients and Recipes Workbook* • *Activity Workbook* • *Scripted role plays* • *A computer with access to the internet for the conduct of job search* • *Daily newspaper for job search*
Budget
The budget for the training program is to be prepared by the finance section
WHS Considerations
Training at The Old Burly Tavern is to be conducted in accordance with the venue's WHS policies and procedures. In addition, the trainer is responsible for: • *conducting an WHS inspection of the venue prior to training* • *ensuring that the learners are briefed on the WHS procedures* • *ensuring that the learners follow the WHS procedures* • *monitoring WHS throughout the training* *On the job training is to be conducted in accordance with the venue's WHS policies and procedures. In addition, the trainer is responsible for:* • *conducting an WHS inspection of the venue prior to training*
Recording and Reporting Strategy

Recording
The following records are to be maintained throughout the program:
• *attendance sheets during face to face training*
• *student contact record book during on the job training*
• *student's results to be recorded on:*
  o *individual assessment instruments*
  o *student's result matrix*
  o *student management system*
 	
Reporting
Results are to be reported to XYZ Job Network on completion of the training.
AVETMISS reporting will be completed via the student management system.

Program Evaluation and Review Strategy
Evaluation • *Feedback from learners will be obtained. This will be verbal feedback gathered on a reasonably informal basis, throughout the program (allowing for minor modification to the training as appropriate.*

- *At the end of the training program a more formal and written evaluation tool will be used.*
- *This tool will be used to gather feedback from learners on:*
    - *The venue/s selected – how suitable, did the chosen venue assist learning?*
    - *The trainer/s – how well did they deliver the program content, answer questions, engage interest?*
    - *Materials and resources used*
    - *Was the program content well-chosen and structured in order to develop knowledge and skills?*
- *The data collected via this formal feedback form will be compiled and a record kept.*
- *Assessment of the feedback will be used to guide future course improvement.*

Review

Review of the program will be conducted, as mentioned above, using learner feedback.

Feedback will also be sought from trainers, assessors and host employers to ascertain if the program (content, delivery and learning strategies used) assisted the development of the competencies outlined in the training package i.e. were the learning outcomes achieved?

The Training Manager will appoint a staff member to conduct a review of the learning program on completion of each program. On completion of the review, the reviewer will provide a report to the Training Manager who will direct any corrective action to be taken.

Feedback may be acquired through:

- *Written questionnaire*
- *Telephone interview*
- *Personal interview*
- *Client satisfaction and employer satisfaction questionnaire*
- *Based on the feedback, adjustments may be made within the program.*

Version Control

Version control will take place through ongoing moderation of the document with other members of the organisation.

- *Minor revision of the document will result in an incremental adjustment. For example, modification to Version 1.0 will become Version 1.1.*
- *Major revision of the document will result in a complete new numbered version. For example, modification to Version 1.3 will become Version 2.0.*

Training and Assessment Staff details		
Name:	Role:	Qualification/s:
Jonny Guru	Trainer ☑ Assessor☑ Support Staff ❑	Certificate IV TAE10

Document Created by				
Name:	Position:	Organisation:	Date	Version
Jonny Guru	Trainer	My Training Pty Ltd	01.02.2011	1.0

Approving Authority				
Approved by:	Position:	Organisation:	Signature:	Date:
I.M. Boss	Training Manager	My Training Pty Ltd	IMBoss	01.02.2011

Program overview/agenda

Session no. & title		Time	Content (learning objectives)	Delivery/Assessment method	Resources
Day 1 – Old Burly Tavern Function Room					
1	**Introduction**	9.00 – 9.25	Admin: • Toilets • Tea/coffee facilities • Induction paperwork WHS: • Evacuation procedures • First Aid • Venue specific WHS o Function Room o Main Bar Expectations/Code of Conduct • Dress standards • Student Code of Conduct Program overview • Timings	Lecture	Powerpoint Laptop Data projector Evacuation map Induction paperwork Student Code of Conduct
2	**Icebreaker**	9.25 – 9.45	Communications/customer service skills related	Group activity	
3	**Revision Session**	9.45 – 10.15	• Follow workplace hygiene procedures • Clean and tidy bars • RSA (including key legislation) • Processing financial transactions	Group discussion Activity workbook	Activity workbook
Morning Tea (15 mins)					
4	**Drink ingredients**	10.30 – 11.20	• guide to using the self-study workbook • identifying non-alcoholic ingredients • some common non-alcoholic drinks • identifying alcoholic ingredients • some common alcoholic drinks	Lecture Self-study workbook (to be completed throughout the program)	Powerpoint Laptop Data projector Range of drink ingredients

Session no. & title		Time	Content (learning objectives)	Delivery/Assessment method	Resources
					Self-study workbook
5	**Using bar equipment**	11.25 – 11.50	• identifying a range of bar equipment and use • using correct equipment safely • identifying problems • reporting problems	Practical walk through/talk through Activity workbook	Bar in the function room of Old Burly Tavern and associated equipment Activity workbook
6	**Presenting drinks**	11.55 – 12.15	• preparing garnishes • using appropriate garnishes • present drinks attractively	Group discussion Activity workbook Practical Activity preparing garnishes	Activity workbook Garnishes Bar in the function room of Old Burly Tavern and associated equipment
Lunch (30 mins)					
7	**Preparing alcoholic and non-alcoholic drinks**	12.45 – 2.30	• identifying correct ingredients • using correct equipment safely, maintaining cleanliness • using correct glassware • prepare drinks using correct ingredients and methods	Practical Activity - preparing drinks, using correct glassware and garnishes	Bar in the function room of Old Burly Tavern and associated equipment • Drink ingredients • Garnishes • Glassware
Afternoon Tea (15 mins)					
8	**Hygiene and safety**	2.45 – 3.00	• check beverage quality during service and take corrective action where required • report beverage quality issues • attend to any mishaps promptly and safely	Group discussion Activity workbook	Activity workbook
9	**Close down bar operations**	3.00 – 3.45	• shut down and clean equipment • clear, clean or dismantle bar areas • store any leftover garnishes hygienically and at	Group discussion Practical walk through/talk through	Garnishes Drink ingredients Bar in the function

Session no. & title		Time	Content (learning objectives)	Delivery/Assessment method	Resources
			correct temp • check and reorder stock • set up bar for next service • where applicable, conduct handover to incoming bar staff	Activity workbook	room of Old Burly Tavern and associated equipment Activity workbook
10	**Debrief of day's activities**	3.45 – 4.00	Summary of learning objectives covered during the day Clarification of any points covered	Group discussion	Powerpoint Laptop Data projector
Day 2 – Old Burly Tavern Function Room					
11	**Job search activities**	9.00 – 9.30	• access the internet to find advertised jobs • find advertised jobs in the daily newspaper • identifying suitable positions to apply for	Small group activity Group discussion	Internet access Daily newspaper
12	**Customer Service and taking drink orders**	9.30 – 10.15	• taking drink orders • checking product and brand preference with customer • making recommendations and suggestions to customer • identifying specific customer preferences • receiving and processing customer payments • serving drinks promptly and courteously • provide tray service where appropriate	Group discussion Role plays Activity workbook	Scripted role plays Activity workbook
Morning Tea (15 mins)					
13	**Reducing negative environmental impacts**	10.30 – 10.50	• efficient energy use • efficient water use • minimise wastage and spillage • recycling • safe waste disposal	Group discussion Practical walk through/talk through Activity workbook	Bar in the function room of Old Burly Tavern and associated equipment Activity workbook
14	**Opening procedures**	10.50 –	• setting up the bar display and work area • check and restock bar products and materials	Group discussion Practical walk	Garnishes Drink ingredients

Session no. & title		Time	Content (learning objectives)	Delivery/Assessment method	Resources
	for a bar	11.20	• store all items in correct place and at correct temperature • prepare suitable decorations, coasters, edible and non-edible garnishes and stock as required	through/talk through Activity workbook	Bar in the function room of Old Bury Tavern and associated equipment Activity workbook
15	**Opening procedures for a bar**	11.25 -12.15	Practical application of opening the bar • setting up the bar display and work area • check and restock bar products and materials • store all items in correct place and at correct temperature • prepare suitable decorations, coasters, edible and non-edible garnishes and stock as required	Role play	Garnishes Drink ingredients Bar in the function room of Old Bury Tavern and associated equipment
Lunch (30 mins)					
16	**Operating a bar**	12.45 – 2.45	Practical application of operating the bar • serving customers (taking drink orders) • preparing and serving drinks • reducing negative environmental impacts • attend to any hygiene and safety issues	Role play	Garnishes Drink ingredients Bar in the function room of Old Bury Tavern and associated equipment
Afternoon Tea (15 mins)					
17	**Closing the bar**	3.00 – 3.45	Practical application of closing the bar • shut down and clean equipment • clear, clean or dismantle bar areas • store any leftover garnishes hygienically and at correct temp • check and reorder stock • set up bar for next service • where applicable, conduct handover to incoming bar staff	Role play Activity workbook	Garnishes Drink ingredients Bar in the function room of Old Bury Tavern and associated equipment Activity workbook

Session no. & title		Time	Content (learning objectives)	Delivery/Assessment method	Resources
18	**Debrief of day's activities**	3.45 – 4.00	Summary of learning objectives covered during the day Clarification of any points covered	Group discussion	
Day 3 – Old Burly Tavern Function Room					
19	**Job search activities**	9.00 – 9.30	• access the internet to find advertised jobs • find advertised jobs in the daily newspaper • identifying suitable positions to apply for	Small group activity Group discussion	Internet access Daily newspaper
20	**Identifying alcoholic and non-alcoholic drinks**	9.30 – 10.15	• identifying correct drink ingredients • identify appropriate glassware • identify appropriate garnishes	Formative written assessment	Assessment instrument
Morning Tea (15 mins)					
21	**Operating a bar**	10.30 – 12.15	Practical application of opening, operating and closing a bar	Formative assessment (Observation)	Assessment instrument Garnishes Drink ingredients Bar in the function room of Old Burly Tavern and associated equipment
Lunch (30 mins)					
22	**Operating a bar**	12.45 – 2.30	Practical application of opening, operating and closing a bar	Formative assessment (Observation)	Assessment instrument Garnishes Drink ingredients Bar in the function room of Old Burly Tavern and associated equipment
Afternoon Tea (15 mins)					
23	**Operating a**	2.45 –	Practical application of opening, operating and	Formative assessment	Assessment instrument

Session no. & title		Time	Content (learning objectives)	Delivery/Assessment method	Resources
	bar	3.00	closing a bar	(Observation)	Garnishes Drink ingredients Bar in the function room of Old Burly Tavern and associated equipment
24	**Debrief of day's activities**	3.05 – 4.00	Debrief on Formative assessments Briefing on vocational placements	Group discussion	
Vocational placement –over 8 weeks					
25	**On the job training / assessment**	24 hrs	Application of skills and knowledge pertaining to operating a bar including preparation of alcoholic and non-alcoholic drinks in the workplace	On the job training Third Party Report (to be completed by Supervisor) Summative assessment (Observation)	Fully functional bar including appropriate equipment and stock Workplace Supervisor
26	**Written Assessment**	1 hr	Written assessment to assess knowledge of drink recipes, legislation and WHS practices	Written Assessment completed in own time	Learner Guide Assessment instrument

Competency mapping

		Session 4	Session 5	Session 6	Session 7	Session 8	Session 9	Session 12	Session 13	Session 14	Session 15	Session 16	Session 17	Sessions 21 - 23	Session 25
SITHFAB002C Operate a Bar															
1.	Prepare bar for service									x	x			x	x
2.	Take drink orders							x				x		x	x
3.	Prepare and serve drinks	x	x	x	x	x						x		x	x
4.	Close down bar operations						x						x	x	x
5.	Reduce negative environmental impacts								x			x		x	x
SITHFAB010C Prepare and serve non-alcoholic beverages															
6.	Prepare and serve a range of non-alcoholic drinks	x	x	x	x	x						x		x	x
7.	Use, clean and maintain equipment and machinery for non-alcoholic drinks		x	x	x	x						x		x	x

Recap: Design and develop learning programs—a ‘to-do’ list

Tick when complete

Design and develop learning programs

Step 1 Determine parameters of the learning program .... ❒

- Clarify the purpose and type of learning program with key stakeholders
- Access the program benchmarks and confirm other training specifications
- Consider the target learner group—determine training and learning needs.

Step 2 Design the learning program.. ❒

- (where applicable) Access and interpret the training and assessment strategy
- Determine delivery mode
- Clarify assessment requirements
- Identify resources to be used.

Step 3 Develop learning program content and structure .... ❒

- Develop content and structure of each session of the learning program:
  - Confirm program content
  - Organise content into ‘chunks’ (sessions)
  - Sequence the sessions (chunks)
  - Write learning outcomes for each session
  - Develop activities and allocate time frames for each session:
    - determine delivery methods and time frames
    - decide how material delivered will be reviewed/practiced/assessed and allocate time frames for this
- Verify that all requirements for competency are addressed in the learning program sessions
- Complete the learning program agenda
- Organise the learning, including addressing WHS requirements
- Document the learning program.

Step 4 Review the learning program .... ❒

- Develop a review strategy
- Gather feedback on the learning program draft
- Analyse the feedback and modify the learning program as appropriate.

Summary of this section

Design and develop learning programs

This section of the manual and related training activities have focussed on the skills and knowledge required to design and develop learning programs.

While emphasis was placed on designing and developing learning programs based on training package competency standards, the skills and knowledge gained from having read this manual and participated in the related training activities should enable you to design and develop learning programs based on any type of program benchmark.

Notes

Program Summary

Having read this manual and participated in related learning activities, you should now have the skills and knowledge needed to:

- Design and develop learning programs
- Use training packages and accredited courses to meet client needs

Summary of key learning

This activity may be completed at the conclusion of training, or as an individual reflective activity immediately following the conclusion of training

Use the space below to note at least three (3) key points you will take away from this program:

Notes

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Notes

Appendices

Appendix 1—Collaboration plan template

	When	Purpose	With whom?	Method	Desired outcome
1					
2					
3					
4					
5					
6					

End of collaboration plan template

Appendix 2—Learning program competency map

Competency mapping															
	Sessions														
Elements															
8.															
9.															
10.															
11.															
12.															
13.															

End of learning program competency map template

Appendix 3—Risk control plan template for a learning program

Name of learning program			
Delivery mode		Training environment	

Hazard	Risk	Control	Monitor

End of risk control plan template for a learning program

Appendix 4—Learning program plan template

Learning Program

Program Name
Client
Purpose of the learning program
Guidance: • *Here you should write around one paragraph on the need for this training and some brief background information.* • *Also, detail pathways that may lead into and out of this program.* • *Provide details of any award to be gained upon successful completion of the program (eg. Statement of Attainment to be awarded)*
Learning Outcomes
Guidance: *List the Learning outcomes or unit(s) of competency. If the program is based on unit(s) of competency, include the nominal hours.*
Target Learner Group
Guidance: *Here you need to discuss the characteristics of the learners.* *For example; are all learners from the same organisation or different organisations?* • *key characteristics of the learners, such as:* o *job positions and key duties* o *current level of skills and knowledge as relevant to the program content* o *language literacy and numeracy (LL&N) levels* o *any other characteristics that may affect the design of the learning program.*

Include any details of access and equity issues in this section.
Also make note of the ideal number of learners for the program.

Delivery Strategy

Guidance:

- *Here, you are required to outline the strategy, or the way in the program is going to be delivered.*
- *Specifically, what adult learning principles are employed as part of the learning strategy? Visual presentation, practical demos, oral instruction etc…*
- *How are your delivery strategies relevant and engaging to your learners?*

Venue / logistics

Guidance:

- *In this section, provide details of the venue and any logistical considerations that need to be made.*

Assessment Strategy

Guidance:

- *Here, you are required to outline the strategy, that is, the methodology of the assessment of the learning outcomes (insert more rows if required).*

		Assessment Strategy				
Qualification (if applicable)						
1						
2						
3						
4						
5						

6						
7						

Resources

Guidance:

- *Investigate if there are any **existing learning resources or materials** in your workplace that you can utilize for content relevance and quality.*
- *Here you need to list all of the resources that will be required to deliver the learning program.*
- *This may include items such as specific technology equipment, work books, learner guides or any resource that you require to deliver and assess students undertaking these units of competency.*

Budget

Guidance:

- *Include any costing details relating to the learning program if this responsibility has been included in the development of the program.*

OH&S Considerations

Guidance:

- *This specifically relates to the training environment where the training will be conducted.*
- *Are there any safety considerations that may impact on the training or the learners?*
- *If so, discuss them here and detail how you will address these issues.*
- *Alternatively you may attach a completed risk assessment (matrix) of the environment.*

Recording and Reporting Strategy

Guidance:

- *Discuss what records need to be maintained as part of the program. This should include how the results are to be recorded.*
- *Provide details of any reporting that needs to occur on completion of the program. This may include reporting back to the client and may include reporting to any government body.*

Recording

Reporting

Program Evaluation and Review Strategy

Guidance:

- *Discuss how you will evaluate, review, amend and improve this learning program.*
- *When, where and how often will this learning program be reviewed.*
- *How will you gather and act on student feedback to analyse and improve your learning program?*

Evaluation

Review

Training and Assessment Staff details

Guidance: List here the details and qualifications of the staff who will be delivering this learning program within your organisation.

Name:	**Role:**	**Qualification/s:**
	Trainer ☐ Assessor ☐ Support Staff ☐	
	Trainer ☐ Assessor ☐ Support Staff ☐	

Document Created by

Name:	**Position:**	**Organisation:**	**Date**	**Version**

Approving Authority				
Approved by:	**Position:**	**Organisation:**	**Signature:**	**Date:**

Program overview/agenda

Guidance:

- *Here, you need to detail how the various elements, performance criteria etc… of the two units are to be delivered.*
- *You should be guided by the nominal hours discovered earlier.*
- *It is important to nominate when and how each topic (element, learning outcome etc…) will be delivered and assessed.*

Session no. & title		Time	Content (learning objectives)	Delivery/Assessment method	Resources

End of learning program plan template

Appendix 5—Review strategy for a learning program draft (template)

Name of learning program	
Principal developer/s	
Focus of the review	
Data to be collected	
Method for gathering feedback	
Stakeholders who will provide feedback	
Method for reviewing, collating and summarising feedback	
Recommended improvements to be approved by	
Version control considerations	
Ongoing review strategy	

end of review strategy for a learning program draft (template)

Appendix 6—Evaluation tool for a learning program draft

Name of program reviewed	
Name of reviewer	
Date completed	

Instructions for the reviewer

Thank-you for helping to review this learning program!

1. Please use the space provided to answer <u>all</u> questions listed below.
2. Email your completed evaluation to <u>someone@somewhere.com.au</u> by <date>.

1. **Focus**: Is the focus and purpose of the learning program clear and appropriate?	
Strengths	
Weaknesses	
Recommendations	

2. **Competency requirements:** Are all requirements of the unit/s of competency addressed in the content and structure of the program?	
Strengths	
Weaknesses	
Recommendations	

3. **Chunking & sequencing:** Does the learning sequence provide effective & manageable blocks of learning?	
Strengths	
Weaknesses	
Recommendations	

continued

Appendix 6—Evaluation tool for a learning program draft, cont'd

4. **Activities:** Are they interesting, relevant and appropriate to outcomes and learner characteristics?	
Strengths	
Weaknesses	
Recommendations	

5. **Assessment:** Are assessment points, methods and tools appropriate and effective?	
Strengths	
Weaknesses	
Recommendations	

6. **Equity:** Are equity needs effectively addressed?	
Strengths	
Weaknesses	
Recommendations	

7. **WHS:** Are risk areas and contingencies identified? Is the program safe and effective?	
Strengths	
Weaknesses	
Recommendations	

Any other comments?

Thank-you!

End of evaluation tool for a learning program draft

End of document