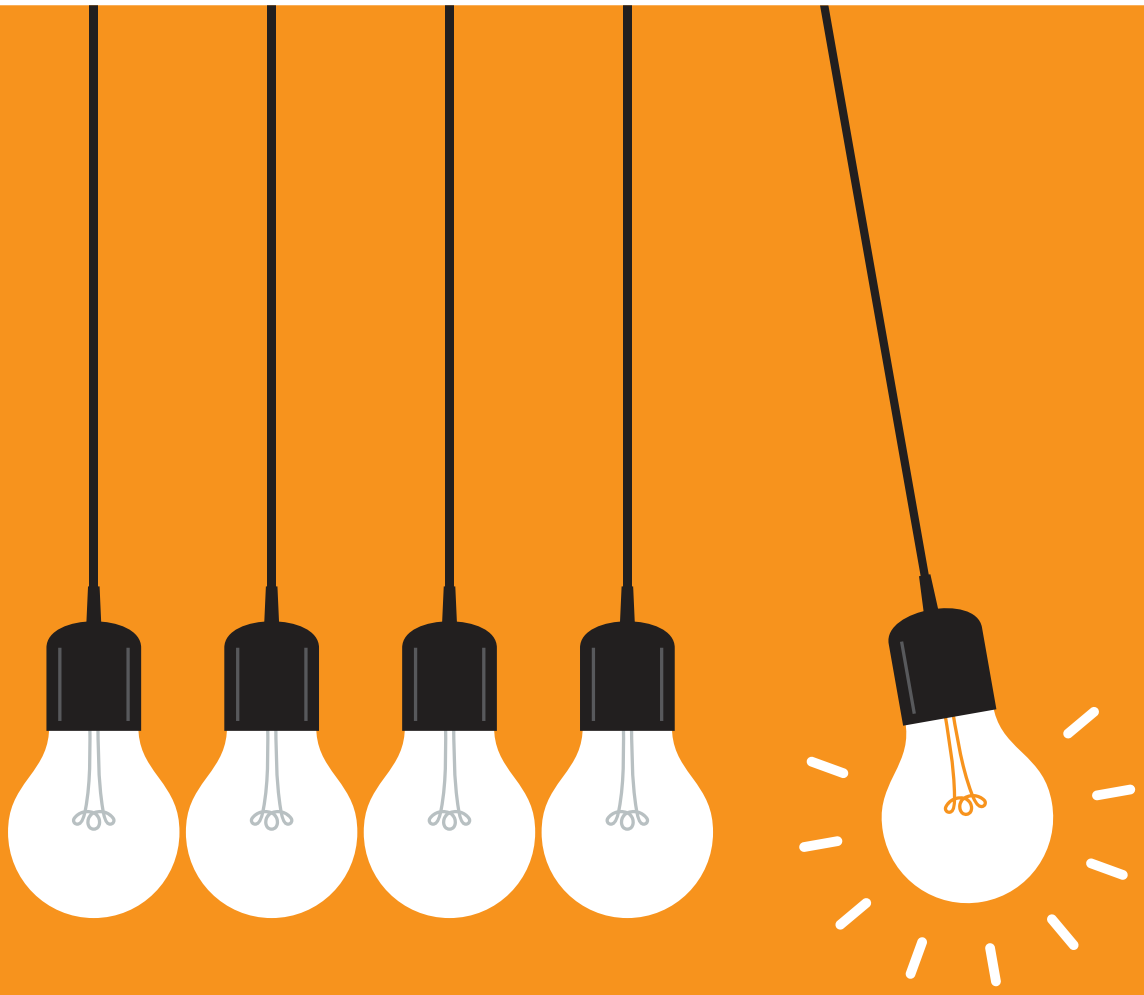
TAEDES401 Design and develop learning programs

Release 2



Learner guide

Aspire learning resources

TAEDES401

Design and develop learning programs

Release 2

Learner guide

Aspire Version 1.2

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TAEDES401 Design and develop learning programs Release 2

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Before you begin

This learner guide is based on the unit of competency *TAEDES401 Design and develop learning programs*, Release 2. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: www.training.gov.au.

How to work through this learner guide

This learner guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the learner guide you need to read, and which activities you need to complete. The features of this learner guide are detailed in the following table.

Feature of the learner guide	How you can use each feature
Overview	This section provides general information about the vocational education and training sector and its essential components (such as training packages), which will underpin your learning.
Introduction	The introduction covers the key concepts relevant to this particular unit of competency, including the terminology that will be used throughout this learner guide.
Learning content	Read each topic in this learner guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Templates	Templates are referred to throughout the guide. These are samples of working documents similar to those found in a training organisation. Completed templates may be useful as evidence for portfolio assessments. Ask your trainer for sample templates provided with the *Trainer's and assessor's guide* for this unit.
Examples	Examples of completed documents that may be used in a workplace are included in this learner guide. Examples highlight learning points and provide realistic examples of workplace situations using current training package information.
Activities	Activities give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which activities to complete.
Summary	Key learning points are provided at the end of each topic.

Foundation skills

As you complete learning using this guide, you will be developing the foundation skills relevant for this unit. Foundation skills are the language, literacy and numeracy (LLN) skills and the employability skills required for participation in modern workplaces and contemporary life.

The following table outlines specific foundation skills noted for your learning in this learner guide.

Foundation skill area	Foundation skill description
Reading	▶ Interprets specific information and instructions from a range of sources, to identify relevance to requirements
Writing	▶ Develops documents and content using the required format, accurate spelling, and grammar and terminology specific to the purpose and audience
Oral communication	▶ Uses appropriate language, questioning and listening techniques to provide and elicit information, confirm understanding and explore others' views.
Numeracy	▶ Interprets familiar measurements relating to timeframes and compares against requirements
Navigate the world of work	▶ Follows organisational protocols, policies and procedures regarding program documentation
Interact with others	▶ Recognises the importance of consultation and negotiation while collaborating to confirm strategy and achieve required outcomes
Get the work done	▶ Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes ▶ Identifies and responds to potential risks, considering options for different approaches ▶ Uses information and communications technology (ICT) based tools to conduct research, design work processes, and to complete work tasks

What do you already know?

Use the following table to identify what you may already know. This may assist you to work out what to focus on in your learning.

Topic	Key outcomes	Rate your confidence in each section
Topic 1: Define the parameters of the learning program	1.1 Clarify the purpose and type of learning program with key stakeholders	☐ Confident ☐ Basic understanding ☐ Not confident
	1.2 Access and confirm the competency standards, and other training specifications, on which to base the learning program	☐ Confident ☐ Basic understanding ☐ Not confident
	1.3 Identify language, literacy and numeracy requirements of the program	☐ Confident ☐ Basic understanding ☐ Not confident
	1.4 Identify and consider characteristics of the target learner group	☐ Confident ☐ Basic understanding ☐ Not confident
Topic 2: Work within the VET policy framework	2.1 Access relevant vocational education and training (VET) policies and frameworks, and apply to work practices	☐ Confident ☐ Basic understanding ☐ Not confident
	2.2 Identify changes to training packages and accredited courses, and apply these to program development	☐ Confident ☐ Basic understanding ☐ Not confident
	2.3 Conduct work according to organisational quality assurance policies and procedures	☐ Confident ☐ Basic understanding ☐ Not confident
Topic 3: Develop program content	3.1 Research, develop and document specific subject matter content, according to agreed design options	☐ Confident ☐ Basic understanding ☐ Not confident
	3.2 Evaluate existing learning resources for content relevance and quality	☐ Confident ☐ Basic understanding ☐ Not confident
	3.3 Specify assessment requirements of the learning program	☐ Confident ☐ Basic understanding ☐ Not confident

Topic	Key outcomes	Rate your confidence in each section
Topic 4: Design the structure of the learning program	4.1 Break the learning content into manageable segments, and document the time frame for each segment	☐ Confident ☐ Basic understanding ☐ Not confident
	4.2 Determine and confirm delivery strategies, required assessment methods and tools	☐ Confident ☐ Basic understanding ☐ Not confident
	4.3 Document the complete the learning program in line with the organisational requirements	☐ Confident ☐ Basic understanding ☐ Not confident
	4.4 Review the complete program with key stakeholders, and adjust as required	☐ Confident ☐ Basic understanding ☐ Not confident
	4.5 Ensure a safe learning progression by analysing risks in the learning environment, and including a risk control plan	☐ Confident ☐ Basic understanding ☐ Not confident

Assessment

When you have completed your learning, you will be asked to complete an assessment. You need to understand what will be required of you regarding assessment as you work your way through this learner guide: your trainer/assessor will provide you with the relevant details. This learner guide does not include a final assessment. Your training organisation may be using Aspire's Assessment and RPL resource for this unit.

For this unit you will need to show evidence of:

- designing, developing and reviewing learning programs within the vocational education and training (VET) context
- preparing and developing a minimum of two learning programs:
  - that contain differentiated learning program designs to reflect particular needs, contexts and time lines
  - at least one of which must be based on competency standards or accredited courses, and must cover at least one entire unit of competency or accredited course module.

You will also show knowledge of:

- information about training package developers and course accreditation agencies responsible for specific learning program parameters
- training packages and relevant competency standards to be used as the basis of the learning program
- other performance standards and criteria to be used as the basis of the learning program, where relevant
- the distinction and relationship between a training package/accredited course, learning strategy and learning program
- the different purposes and focus of learning programs
- instructional design principles relating to different design options for learning program design and structure
- availability and types of different relevant learning resources, learning materials, and pre-developed learning activities
- methodologies relating to developing and documenting new learning activities, and related learning materials
- different delivery modes and methods
- relevant policies, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation, that may affect training and assessment in the VET sector
- describe relevant workplace health and safety (WHS) knowledge relating to the work role, and WHS considerations that need to be included in the learning program.

Always refer to your assessor for information about the number, type and detail required in the assessment materials you will be required to complete.

Developing an evidence portfolio

An evidence portfolio is a useful way to demonstrate to your assessor how you have developed the skills, knowledge, attitudes and abilities that contribute to competence. Samples of your work that are developed as a part of the activities can be used as evidence for assessment.

Your trainer/assessor may also ask you to provide samples of documents or completed templates to demonstrate your progress in this unit. Some of these could be submitted as part of an evidence portfolio. Always follow the specific directions and guidance of your trainer/assessor to determine what documents your portfolio should include and how they should be presented.

Here are some examples of what your portfolio might contain:

- Your responses to specific activities as indicated in each section of the learner guide
- Personal reflections on your progress via an ongoing learning journal
- Recorded comments from your supervisor, peers or clients about how you have applied skills and knowledge
- Documents or completed templates* you have developed such as assessment plans, assessment tools, training session plans or checklists
- Samples and an analysis of relevant forms, documents and other material used in a training and assessment environment

*Throughout this learner guide, reference is made to specific templates that you can use for activities or for your portfolio. Ask your trainer for template samples; Aspire has included relevant templates in its *Trainer's and assessor's guide* for this unit.

Overview
Understand vocational education and training

There is a great deal more to the VET system and the delivery of training and assessment than the information provided in this Overview. Each learner guide for the units offered in the Certificate IV in Training and Assessment provides activities and examples to demonstrate the application of your VET knowledge.

To work effectively in the vocational education and training (VET) system, you need to understand its essential components, particularly training packages and how to use them in a training delivery and assessment role.

VET develops skills and knowledge for work through a national training system that seeks to provide consistent training across Australia. The primary purpose of VET is to equip people with the skills, knowledge and attributes they require to be 'work ready' and to operate effectively in employment. The Australian VET system comprises two fundamental elements that help ensure quality and consistency in training: training packages and the VET Quality Framework (VQF), which includes the Australian Qualifications Framework (AQF).

Training packages

Training packages are the foundation of Australia's VET system. A training package is a set of nationally endorsed qualifications, units of competency and assessment requirements developed for a specific industry, sector or workplace. Copies of individual training packages can be viewed at: http://training.gov.au.

Training packages also provide the structure for competency-based training. A competency-based approach judges outcomes against specific standards established in the endorsed components of a training package. Endorsed components are the various units of competency, the qualifications within which they sit and assessment guidelines that describe the industry's desired approach to assessment and qualifications.

Training packages are developed by Service Skills Organisations (formerly by Industry Skills Councils) to meet the training needs of an industry or group of industries. Training packages are maintained in line with the National Skills Standards Council's Standards for Training Packages to ensure training packages are of high quality and meet the workforce development needs of industry, enterprises and individuals. These standards apply to the design and development of training packages for endorsement by the Australian Industry and Skills Committee (formerly the role of the now dissolved National Skills Standards Council (NSSC)).

Units of competency

Units of competency are the nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function. In other words, a unit of competency is a set of skills and knowledge that form part of a person's job role, and represents a discrete workplace outcome.

Units of competency are packaged as groups into qualifications and qualification levels in each training package. Each qualification has a descriptor that provides guidelines on how the unit is practically applied, who would use it and the unit's relationship to any applicable licensing, legislative or certification requirements.

Training packages do not prescribe how training is to be delivered. They provide guidance on assessment and the methods of assessment that may be appropriate for each unit of competency. Registered training organisations (RTOs) are responsible for how training and assessment occur.

An RTO can also issue qualifications derived from training packages or accredited courses, or statements of attainment to recognise the completion of a unit of competency from a qualification or accredited course.

The VET Quality Framework

The VET Quality Framework (VQF) is a set of standards and conditions used by the Australian Skills Quality Authority to assess whether an RTO meets the requirements for registration. The *National Vocational Education and Training Regulator Act 2011* (Cth) established the National VET Regulator (NVR) and underpins the VQF.

The VQF comprises:

- the Standards for Registered Training Organisations (RTOs) 2015
- the Australian Qualifications Framework
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements.

Training that leads to the award of an accredited qualification must be delivered and assessed by an RTO that satisfies the Standards for Registered Training Organisations (RTOs) 2015. The Standards include the Essential Standards for Initial Registration and the Essential Standards for Continuing Registration. There are eight standards to which RTOs must comply.

You should familiarise yourself with the VQF and the compliance requirements it places on RTOs; this compliance directly affects the work you do as a trainer and an assessor.

Australian Skills Quality Authority

Course accreditation agencies such as the Australian Skills Quality Authority (ASQA) set regulations and standards for the VET sector to ensure course quality is maintained through the effective regulation of training providers and accredited courses. It does this mainly through the VQF. (Note: Victoria and Western Australia have not referred their powers of regulation to ASQA and continue to be subject to their respective state regulators if they operate solely within their state.)

ASQA works with other regulatory, funding and policy bodies to ensure the training provided is of high quality and meets the requirements of industry-developed training packages, so VET graduates have the required skills and competencies for employment.

Any RTO operating solely in Victoria and/or Western Australia is regulated by those states' regulators (not ASQA), and must comply with the Australian Quality Training Framework (AQTF) Essential Conditions and Standards for Registration. The VQF Standards for NVR Registered Training Organisations derive from the AQTF standards.

Throughout this learner guide, reference is made to both sets of Standards, presented as VQF/AQTF.

The Australian Qualifications Framework

The Australian Qualifications Framework (AQF), a component of the VQF, is a policy framework that defines the standards for regulated qualifications in Australian education and training. It specifies the learning outcomes for 16 nationally recognised qualifications. The following diagram represents the 10 levels of the AQF.

Reproduced with permission of the AQF council, from AQF Second Edition, January 2013, p. 19.

An RTO must issue qualifications and statements of attainment that align to the AQF and meet the requirements of the AQF Qualifications Issuance Policy and the endorsed training packages within that RTO's scope of registration.

Training and assessment

The primary role of RTOs in the VET system is to deliver accredited training and assessment-based units of competency and qualifications. You may be employed by an RTO to facilitate classroom, online or blended learning; to deliver workplace-based training and assessment on-site to enterprise staff; or to coordinate and support enterprise trainers, coaches and mentors in their roles.

Alternatively, you may be an enterprise trainer whose role is to facilitate learning and carry out assessment in the workplace, perhaps based on national units of competency or internal enterprise standards. The work you do may or may not lead to a recognised qualification.

When working with training packages and before providing training or assessment services, there are two aspects of competency and units of competency that you need to understand:

- How to identify and 'unpack' the key features of a unit of competency
- The dimensions of competency and their role in ensuring that competency incorporates all aspects of work performance

Explore a unit of competency

You should unpack a unit of competency and consider each part of the unit to form a picture of what a competent person looks like, how assessment should occur and what evidence is required.

The following table summarises the components of a unit of competency, as defined in the TAE Training and Education Training Package Implementation Guide.

Component feature	What it relates to
Unit of competency	
Title	The title describes the unit outcome.
Unit application	This field describes how the unit is practically applied, who would typically use it and the unit of competency's relationship to licensing, legislative or certification requirements.
Prerequisite units	This is an optional field that specifies any unit/s in which the learner must already be competent prior to achieving competency in this unit.
Unit sector	This field is used to categorise units of competency in relation to industry sectors or types of work.
Elements of competency	Elements of competency describe the outcomes of the significant functions and tasks that make up the competency. Elements describe actions or outcomes that are demonstrable and assessable.
Performance criteria	Performance criteria specify the required performance in relevant tasks, roles, skills (including foundation skills) and the applied knowledge that enables competent performance.
Foundation skills	This field describes the language, literacy, numeracy and employment skills that are essential to performance.
Range of conditions	This is an optional field that specifies different work environments and conditions that may affect performance. Range is restricted to essential operating conditions and any other variables essential to the work environment, so it is quite different from the previous range statement.
Unit mapping information	This field specifies the code and title of any equivalent unit of competency.
Links	This field provides a link to the Companion Volume Implementation Guide.
Assessment requirements	
Performance evidence	Performance evidence, as the name implies, specifies what individuals must do to show that they satisfy the performance standards in the unit of competency.

Component feature	What it relates to
Knowledge evidence	Knowledge evidence, as the name implies, specifies what individuals must know in order to carry out the work tasks described in the unit of competency safely and effectively.
Assessment conditions	This field describes mandatory conditions for assessment; for example, details of equipment and materials; contingencies; physical conditions; relationships with other people; and time frames. It also specifies assessor requirements.
Links	This field provides a link to the Companion Volume Implementation Guide.

Explore dimensions of competency

Reviewing the dimensions of competency is an important part of unpacking a unit of competency. The dimensions of competency relate to all aspects of work performance in both routine and non-routine work situations. A competent person can successfully apply their skills and knowledge to work activities in a range of contexts.

The following table explores the four dimensions of competency in more detail.

Dimensions of competency	Meaning
Task skills	The candidate must perform the individual skills required to complete a work activity to the required standard.
Task management skills	The candidate must manage a number of different tasks to complete a whole work activity, such as working to meet deadlines.
Contingency management skills	The candidate must use problem-solving skills to resolve issues that arise when performing a work activity.
Job/role environment skills	The candidate must perform effectively in the workplace when undertaking a work activity by working well with all stakeholders and following workplace policies and procedures.

Incorporate foundation skills

Foundation skills are the non-technical skills that support an individual's participation in the workplace, the community and in education and training. In training packages, the foundation skills can incorporate the language, literacy and numeracy (LLN) skills described in the Australian Core Skills Framework (ACSF), and the employability skills described in the Core Skills for Work Developmental Framework (CSfW).

Foundation skills underpin competent performance and are identified in each unit of competency in a foundation skills table. The foundation skills should be considered an integrated part of the unit for delivery and assessment purposes.

FSK Foundation Skills Training Package

The FSK Foundation Skills Training Package was developed to work in combination with other training packages to support the development of learners' core skills, so they can achieve their vocational training goals. Trainers have an opportunity to use material developed, such as those developed by Aspire Learning Resources, to deliver foundation skills to learners. RTOs have an opportunity to deliver training and qualifications in foundation skills units to support their students.

IBSA's Building Strong Foundations resource provides information about using the Foundation Skills Training Package. You can access Building Strong Foundations at this website:

- www.ibsa.org.au

The Foundation Skills Training Package Implementation Guide also contains an explanation of the use of this training package. You can access it at this website:

- https://vetnet.education.gov.au

Assessment methods

The competency-based assessment system relies on an assessor making a judgment about a person's competence against performance benchmarks in a unit of competency, using methods such as criterion-referenced assessment, standards-based assessment or evidence-based assessment. An assessment candidate should be judged as either competent or not yet competent according to whether they demonstrate that they can meet the specified standards.

The recognition process

The recognition process allows candidates to provide evidence that their previous training, work or life experience aligns to the skills and knowledge described in a qualification or unit of competency.

Recognition of prior learning (RPL) is one form of this process. Recognition can also include recognition of current competency and credit transfer.

Evidence of competency may include work samples, journals, certificates of achievement and third-party testimonials. In addition, candidates may be asked questions, observed undertaking set tasks or asked to demonstrate the authenticity of their work.

RTO staff must be able to provide clear, accurate information on assessment and recognition processes to candidates. Your obligations could therefore include:

- advising and assisting a candidate/learner to apply for recognition
- determining the type of recognition for which the candidate/learner should apply
- assisting the candidate/learner to complete relevant documents
- processing recognition applications in a timely manner.

Candidates may apply for recognition before the learning program commences. In other cases it may become apparent as a learner progresses through training delivery that they have the skills, knowledge and competence to satisfy the assessment requirements for a unit of competency or a cluster of units.

Introduction

Design and develop learning programs

The aim of any learning program is typically to provide a planned learning approach to meet a particular learning or training need. In the vocational education and training (VET) sector, as elsewhere, it is also to support learners to develop the skills and knowledge that lead to competency in task or job role performance.

When designing and developing a learning program, there are many variables to be considered. A brief list includes the purpose of the program, the particular skills and knowledge to be developed, the setting or context of the training and the characteristics and needs of the learners themselves. Learner characteristics are important; they influence the delivery strategy and support systems that need to be provided so learners have every opportunity to develop competence.

Working in the VET sector requires you to comply with policies and frameworks such as training package requirements, key policy and legal obligations related to WHS and access and equity. Those working in industry who are responsible for training may have a focus that relies more on meeting enterprise standards, but that can also link to training package units of competency.

The way learning program content is developed and structured relies on developers having an awareness of different delivery strategies, resources and assessment requirements. Again, for those working in the VET sector, quality requirements ask that stakeholders are part of the development process.

What this unit of competency covers

This learner guide is based on the unit of competency *TAEDES401 Design and develop learning programs*, which describes the skills and knowledge you need to be able to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners.

Your job role

This learner guide is appropriate for a trainer or facilitator who designs or develops learning programs. The learning program may provide a discrete learning approach to specific learning/training needs, or be based on a training package qualification.

You may be employed by a registered training organisation (RTO), such as a TAFE institute, which provides training and assessment to learners who wish to gain nationally recognised qualifications. Your role may be to design and develop learning programs based on training package qualifications, accredited courses or units of competency.

You may be employed by an RTO and asked to design and develop a learning program for a workplace that is not registered to provide national qualifications, which is

working in a partnership arrangement with your organisation. Alternatively, the training program may be based on some other industry standard or specification that does not lead to a recognised qualification.

You may be employed as trainer/assessor in a workplace that is also registered as an RTO so it can provide national qualifications to its workers. Your job role may be in the organisation's learning and development team where you design and develop learning programs and train and assess workers in various sections of the organisation.

In your role, you will design and develop a product to meet client needs.

What you will learn

In this learner guide you will learn how to:

- define the parameters of the learning program
- work within the VET policy framework
- develop program content
- design the structure of the learning program.

Essential learning points

The information in this learner guide is based on an understanding of the following concepts and issues.

Purpose

When designing and developing the learning program you need to clarify its purpose and establish whether it is related to vocational competency or skills; language, literacy or numeracy (LLN) needs; general education; or if the program is for licensing or regulatory requirements, including for WHS.

Training specifications

While a key focus for many training providers, particularly RTOs, is on learning programs with a strong VET orientation, other training specifications may apply to the program. The learning program may also be based on product specifications, organisational requirements and standards (for example, standard operating procedures). You must understand what the training specifications are and how they contribute to shaping the learning program.

Vocational education and training policies

A fundamental requirement of working in the VET sector is that you understand the policy structure of the national training system, particularly the Australian Qualifications Framework (AQF), the Australian Quality Training Framework (AQTF) and the VET Quality Framework (VQF) that includes the national regulator (ASQA's) enforcement and monitoring of the Standards for Registered Training Organisations (RTOs) 2015

You need to know how the VQF/AQTF requirements apply to RTOs and the responsibilities you have as a worker employed by a training and/or assessment organisation. Of equal importance are your organisation's internal quality policies and procedures. Make sure you are familiar with the standards you have to meet when carrying out your role.

Delivery strategies

Once you have established the content of the learning program, you need to determine the delivery strategies required to effectively implement it. In addition to identifying the learner group and its needs and characteristics, there are also considerations related to the context, mode and method of delivery. Deciding on appropriate delivery strategies is integral to the design and development of an effective learning program.

Access and equity issues

Access and equity issues are important in a learning situation. Learners must have access to an environment that does not discriminate on any basis or cause offence through cultural or language misunderstandings. You need the skills and knowledge necessary to ensure the learning process accommodates the needs of particular target groups, such as people with disabilities, Aboriginal and Torres Strait Islander people, women and people who speak a language other than English.

There are a number of considerations when responding to diversity; for example:

- developing a profile for each candidate and identifying where they need support
- making reasonable adjustments to assessment; for example, allowing for an oral assessment, rather than a written assessment if there are language or cultural issues, as long as the integrity of the assessment was maintained
- taking into account a candidate's cultural background; for example:
  - not using colloquial Australian words or phrases that may cause confusion
  - contextualising learning to show there is cultural understanding
  - understanding cultural dress, but explaining exceptions such as the requirement for a learner to wear personal protective equipment and clothing when operating machinery rather than a traditional scarf or skirt they may usually wear
- recognising disability issues and making adjustments such as giving extra time for a demonstration or using an interpreter.

Topic 1

In this topic you will learn how to:

1A Clarify the purpose and type of learning program with key stakeholders

1B Access and confirm the competency standards and other training specifications on which to base the learning program

1C Identify language, literacy and numeracy requirements of the program

1D Identify and consider characteristics of the target learner group

Define the parameters of the learning program

A structured learning program provides a planned learning approach to meet a particular learning or training need. A successful learning program is one that meets the needs of all stakeholders, as well as any legislative or other related requirements. To ensure this is achieved, you need to be clear about what a learning program is, understand the purpose of the learning program, the requirements of stakeholders – including those people/organisations paying for or endorsing the learning program – and, of course, who the learners are so you can address their particular needs. Even though the content of learning programs may be similar, the learning program itself can change according to the purpose and target audience of the program.

Most training providers develop some kind of training and assessment strategy for the services they provide. RTOs have a training and assessment strategy that explains the overall plan for training and assessment for each qualification on its scope of registration. The strategy may then form the basis of one or more learning programs designed to implement the strategy.

As you go about defining learning program parameters, you need to access, read and understand a range of documents, reference materials and other information to establish the program purpose, its requirements and the characteristics of the target learner group.

1A Clarify the purpose and type of learning program with key stakeholders

Learning programs are designed and developed to provide a learning experience to achieve competence. This may be to achieve a specific purpose, perhaps as a discrete program to meet an identified need; for example, learners in a particular workplace require WHS training to meet legislative, licensing or organisational requirements. Alternatively, a learning program may form part of a broader strategy to deliver a nationally recognised qualification.

A learning program provides a trainer/assessor with details about the objectives of training and assessment; the vocational knowledge, skills or competencies that learners are supported to achieve; a profile of the learners and their needs; and suggestions for assessment methods. There should also be information allowing a trainer/assessor to identify the content, sequence and structure of learning so they can develop a delivery plan and session plan/s.

You must understand what the purpose of the learning program is so you can ensure the desired goals are addressed in its design and development. The purpose includes the desired outcomes for the learners who are undertaking the program and the outcomes expected by other key stakeholders.

Identify stakeholders

Stakeholders are those people or organisations who have an interest in the learning program. Engaging the relevant stakeholders and understanding what they want to gain from the learning program ensures that the program achieves its intended aims.

Some stakeholders are important because they can help you ensure the learning program is relevant to a learner or other client; other stakeholders are important because they can influence funding or approval for a learning program.

Critically, stakeholders advise you of what they expect from the learning program and how they measure the success of the program. They should be asked to communicate regularly about what is relevant to them in the most appropriate way, including information about the progress and outcomes. For example, a senior manager may be more interested in the outcome than in details.

If there is no specific employer, one of the stakeholders is likely to be in the industry. RTOs are obliged to engage with industry to ensure the relevance and responsiveness of the training.

Possible stakeholder	Example of interest	Consequences of lack of consultation/ consideration
Learners	Once enrolled, learners want the program to be relevant to them, to meet their particular learning and support needs and to help them achieve their personal or vocational goals.	The learning program does not meet the learner's needs; for example, the learning program may be at too high or too low a level.
Employers	A learning program may be developed to meet the specific skills development needs of an employer. These needs and the training could relate to productivity, quality or staff professional development.	The learning program may be too generic and not directly relevant to the learner's job role; or it may not contribute to improved productivity or quality.
Federal or state government	Government bodies funding a learning program may be interested in program quality and the outcomes the program is required to deliver.	Government may withhold payment of funds to the RTO, the learner and/or the employer, or may require repayment of funds.
RTO	RTO scope outlines the learning and assessment strategy on which a learning program is developed. These documents outline how the RTO delivers quality training in the qualification and meets VQF/AQTF standards. RTO learning programs are aligned to nationally recognised qualifications; for example, Certificate III in Business. Nationally recognised training is subject to quality audits. Learning programs can also be aligned to other specifications such as industry standards.	Audit of an RTO's learning program may determine that the program does not meet the required standard, possibly affecting the RTO's registration. There may be learners who don't complete the program or there could be complaints from dissatisfied learners, which need to be acted on.
Coaches/ mentors/ workplace supervisors	Anyone supporting the learner to apply and further develop their learning during and after training may need to know the content of the learning program and how to use it to support the learner.	Inadequate consideration of these stakeholders could result in them not understanding how they are supposed to assist the learner.
Trainer/ facilitator	Learning programs are usually delivered by a trainer or facilitator with skills in a particular field and who need to know what the outcomes are.	The quality of delivery may be affected if insufficient background information is provided to the trainer.

Possible stakeholder	Example of interest	Consequences of lack of consultation/ consideration
Assessor	Assessors may need to have access to program content to ensure that assessment tasks, instruments and tools are designed to gather sufficient evidence to determine competence.	The assessor may not be able to determine whether the learner has met the required standard. The assessment may not have been designed to reflect what was taught and this could be perceived as being insufficient or an unfair assessment.

Stakeholder communication

A simple way of ensuring that you don't inadvertently forget a stakeholder is to develop a matrix similar to the following. It is worth remembering that the stakeholder you do not identify, engage or keep informed may be the one who can derail the implementation of the learning program.

Use a stakeholder identification and communication plan as a scheduling tool to provide information and support in a timely, well-organised way.

Stakeholder name	Interest in the design/ development of the learning program	Support needed from the stakeholder	Risk of not engaging or communicating	Type and frequency of communication required
Employer	▶ Costing of planned program	▶ Review draft learning program from a cost perspective and provide feedback ▶ Provide formal approval for program implementation	▶ Program may run at a loss or not be approved to run at all	▶ Meeting: ASAP – inform that learning program is being developed ▶ Meeting: schedule review meeting two weeks before learning program is due for completion ▶ Email: request written sign-off minimum one week before learning program is due for completion

Identify the purpose

Identifying and profiling the key stakeholders and consulting with them helps identify and clarify the purpose of the learning program. If you work for an RTO, you need to comply with VQF/AQTF requirements in relation to industry stakeholder consultation. This may mean consulting internally with a department head or directly with an industry client and involving the latter in program development. If you are a training officer in an industry enterprise you may need to discuss the findings of a training needs analysis with a team leader or manager. Clearly aligning stakeholders to purpose ensures that the learning program is relevant and appropriate to needs.

A clear understanding of the purpose of the learning program is essential, as described here.

Your understanding can impact on:

- the content of the learning program
- the length of the learning program
- the structure of the learning program
- how the learning program is to be delivered (such as face to face in a group, one on one, on the job, classroom based, self-paced or via e-learning)
- the resources required.

Purpose of a learning program

Generally the purpose of most learning programs falls into one of the following categories:

Developing vocational competency or vocational skills

Vocational learning develops skills and knowledge related to employment. Training and learning specific to an employer or group of employees should be set in the context of that organisation. If the training is in a TAFE institute where learners are preparing for future employment, the training may be generic with skill and knowledge development activities applicable to different industries or organisations.

Training and learning to develop vocational skills or competence may be based on nationally recognised qualifications or units of competency, or on a range of other specifications.

Developing LLN skills

Language, literacy and numeracy skills are always embedded to some degree in learning programs.

Your learning program may be specifically required to support the development of LLN for those people who need to develop these skills to enter the workforce or improve their prospects in the community or the workforce.

Rapid technological change and the subsequent need for up-skilling are significant drivers behind developing LLN requirements in qualifications.

There are also specific LLN programs, such as accredited LLN courses and certificate programs that fit within the general education category.

LLN is examined more closely in the next section.

Developing general education

General education is learning that does not relate to a particular industry or organisation; that is, it is not vocationally orientated.

General education is designed for adults who have not completed primary/secondary schooling and has the aim of facilitating the development of reading and writing, numeracy, oral communication, critical thinking and problem-solving skills.

Meeting legislative, licensing and registration requirements

In some occupations or community situations a specific learning program may be compulsory. WHS legislation requires that employers provide appropriate training to all workers to ensure their health and safety. For example, anyone wishing to drive a forklift must obtain a forklift licence by completing the appropriate learning program; those wishing to work in child care are required by law to undertake certain minimum qualifications.

Type of learning program

There are different learning programs for different purposes. A learning program may form the basis of the learning design for a qualification or it may be a single, discrete program. The learning program itself may be based on training package units of competency or on other specifications. These specifications may be employment-related, required by industry or have a life-skills orientation.

Stakeholders may have preferred delivery modes and locations for the learning program. Some examples of delivery modes, methods and contexts for possible learning programs are listed here.

Face to face

- This could be one on one or in a group.
- It could be in a traditional classroom, in a community centre, or the setting may be on the job at the learner's workstation.

Online/e-learning

- Online/e-learning is learning that can be accessed either via the internet, using a specific software application or on social media.
- Often it is self-contained so learning content, learning activities and assessment activities are accessible without the need to refer to a trainer. In some circumstances, learners complete the learning in a classroom situation and a trainer is available to support them as required. Alternatively, support can be provided to learners via email or a learning management system (LMS), and so on.

Self-paced (e-learning or paper-based)

- Self-paced learning allows a learner to progress at their own pace; learners doing the same training may start and finish the learning at different times.
- Self-paced learning may occur in a classroom or in a workplace with a trainer available to provide support.
- Learning can also be collaborative, interactive and participative, as learners work together, choose options and shape the way they achieve learning outcomes.

Facilitator-led, lock-step learning

- Some learning programs may require that all learners progress through various stages at the same time. Programs of this type may be required where there are significant team, safety or security imperatives; for example, military settings or the emergency services.

Blended

- A blended learning program is one that uses a mixture of delivery modes.

Work placement or on-the-job program

- Work placement is a planned opportunity in a quality host workplace that enables learners to practise and develop their industry competencies and their employability skills in a real-world context.
- Placements can be accredited and may be a requirement of the course, or can be arranged by the RTO as a way of providing students with work experience as part of their training.

Establish the purpose

You need to be able to answer some fundamental questions to establish the purpose of the learning program: Who is it for? When? Where? And why? Your consultation with the key stakeholders needs to be structured in a way that gathers the detail you need.

Once you have agreement on the purpose of the learning program, continue to keep stakeholders informed of progress to ensure you get final sign-off on the learning program.

When gathering information to clarify the purpose and type of learning program:

- Prepare stakeholders in advance by outlining the purpose of the discussions you will have.
- Ensure that meetings are structured and focus on gathering the information you need.
- Plan questions that gather comprehensive information; for example, if the key stakeholder is an employer you may want to ask:
  - What do you want the learning program to accomplish? What outcomes do you want?
  - When is the best time to run the program? Are there specific times of the day, month or year when the implementation of the learning program may impact business operations?
  - Where is the learning to occur?
  - What is the preferred delivery method?
  - Who are the potential learners and what can you tell me about them?
  - Can they show you examples of the types of case studies, forms and typical tasks they would use with learners?
- Summarise regularly throughout the discussions to give stakeholders an opportunity to confirm your understanding or to clarify and provide additional information.
- Document discussion outcomes and send all stakeholders a copy of the notes asking for their validation.

Example

Clarify the purpose and type of learning program with key stakeholders

Vincent's employer, an RTO with a strong customer service focus, is approached by a business seeking a learning program for its contact centre customer service representatives. Vincent is asked to work with the business to ensure that the company's needs are met.

Prior to meeting with the Customer Service Manager and Call Centre Supervisor to discuss the business's needs, Vincent undertakes some preliminary research to get a general picture of the company. He then customises his list of questions to elicit the information he needs about the purpose and expected outcome of the learning program, a broad profile of the learner group and whether there is a preferred delivery mode.

During the meeting Vincent establishes that the client has staff retention and absenteeism problems, and is seeking to better equip call centre operators to deal with their job and also to give them more ownership of their roles. Part of the purpose of the learning program is also to provide a career pathway for customer service representatives, so learning is to be structured to give learners the option of completing assessment leading to the issue of a qualification or statement of attainment.

The preferred delivery style is self-paced learning using paper-based and e-learning materials (so learning can be undertaken during any quiet times at work) supported by instructor-led sessions to reinforce key concepts.

Once agreement is reached about customising the learning program to the organisation's needs, Vincent confirms the date when the learning program is to commence so he can determine whether the time lines are feasible. Vincent is advised that details of the learning program are to be worked out with the Call Centre Supervisor, who will act as subject matter expert for developing content, learning activities and assessment activities.

Activity 1

Obtain copies of three different learning programs available at a workplace, or provided to you by your trainer. Answer the following questions about each of the learning programs.

1. Who are the key stakeholders of each learning program?

2. Identify the purpose of each learning program.

3. Who is the audience for each learning program?

4. Outline the delivery method/s for each learning program.

5. Develop a stakeholder identification and communication plan for one of the learning programs.

Click to complete Activity 1

1B Access and confirm the competency standards and other training specifications on which to base the learning program

A learning program is generally aligned to a standard or some other specification so there are specific parameters for content, and learning and assessment activities.

Once the purpose of the learning program is established, you need to determine what content is to be included, how the program and its content should be structured and the standard that needs to be achieved. To do this, you need to identify and confirm the unit/s of competency or other training specifications on which the learning program content is based.

Standards and specifications

A learning program may form the basis of the learning design for a qualification or it may be a single, discrete program. The learning program itself may be based on training package units of competency or on other specifications. These specifications may be employment-related, required by industry or have a life-skills orientation. The following information reviews common standards and specifications on which learning programs may be based.

Nationally recognised qualifications

A learning program may be aligned to qualifications from the Australian Qualifications Framework (AQF), which gives structure and consistency to nationally recognised qualifications. A learning program aligned to an AQF qualification needs to be designed and developed taking into consideration the requirements of the relevant national training package, specific units of competency and any VET policy requirements such as those derived from the VET Quality Framework (VQF) and the Australian Quality Training Framework (AQTF).

VET qualifications are made up of a number of required units of competency, some of which may be core or compulsory units as well as a selection of elective units. The latter can be chosen according to the learner or organisation's objectives for the learning program. If your learning program is based on an AQF qualification, you need to access the relevant training package and review the qualification rules that define the use of core units and elective units from the national register at:

- www.training.gov.au/Home/Tga

In particular, you need to identify and/or confirm the most appropriate qualification level on which to base the learning program.

This can be achieved by reviewing the:

- training package requirements, in particular those relating to prerequisites
- characteristics and distinguishing features of each level qualification and its learning outcomes; these are documented in the AQF handbook.

Training package developers

Training packages are designed and developed by Skills Service Organisations (SSOs) to meet the training needs of an industry or group of industries.

Training packages are maintained in line with the VQF Standards for Accredited Courses and AQTF Standards for Accredited Courses. This ensures that training packages and accredited courses are of high quality and meet the workforce development needs of industry, enterprises and individuals. The standards require that the qualification meets industry needs, provides appropriate competency outcomes, meets national quality assurance requirements, and is aligned with the AQF (where it leads to a qualification).

Accredited courses must be recognised by the Australian Skills Quality Authority (ASQA) or, where regulation has not been transferred to ASQA, their state regulator. For example, in Victoria that is the Victorian Registration and Qualifications Authority (VRQA); the agency regulating in Western Australia is the Training Accreditation Council (TAC).

Training package support materials are produced by a range of stakeholders such as RTOs, SSOs, individual trainers and assessors, private and commercial developers and government agencies. These include the creation of support materials such as companion volumes implementation guides. Accessing the latest information on training components, including units of competency, is important to ensure you are using the most up-to-date and recognised version of a training package or accredited course. The implementation guides offer further support and guidelines.

You can access the companion volumes implementation guides at:

- www.vetnet.education.gov.au/Pages/default.aspx

Skills Service Organisations

Skills Service Organisations (SSOs) are independent organisations contracted to support Industry Reference Committees (IRCs). IRCs ensure that training policy is industry-relevant and oversee the development of training packages, supported by SSOs. SSOs review and develop training packages for different industry sectors.

You can access information about SSOs at:

- www.aisc.net.au/content/skills-service-organisations

These are the SSOs as of January 2017.

Skills IQ	Responsible for the following training packages (among others): ▶ Community services (CHC) ▶ Health (HLT) ▶ Retail services (SIR) ▶ Tourism, travel and hospitality (SIT)
Artibus Innovation	Responsible for the following training packages: ▶ Construction, plumbing and services (CPC) ▶ Property services (CPP)
Skills for Australia	Responsible for the following training packages: ▶ Business services (BSB) ▶ Financial services (FNS) ▶ Training and education (TAE)
Australian Industry Standards	Responsible for the following training package: ▶ Transport and logistics (TLI)
Skills Impact	Responsible for the following training packages (among others): ▶ Animal care and management (ACM) ▶ Agriculture, horticulture and conservation (AHC) ▶ Food processing (FDF) ▶ Racing industry (RGR)

Units of competency

Learning programs based on training package qualifications and/or units of competency have the advantage of having been developed as industry standards. Each unit of competency describes the skills and knowledge a competent person in the workplace should have in relation to a particular function or task. For example, the unit that you are undertaking, *TAEDES401 Design and develop learning programs*, is a training package unit of competency that describes the skills and knowledge that you must demonstrate in order to be 'competent' to 'design and develop learning programs'.

Broadly, a unit of competency provides guidelines about the specification of the standards of performance required in the workplace as defined in a training package. This includes the skills and knowledge a learner must develop and demonstrate and the contexts or different work environments to which the unit may apply. It also outlines the assessment requirements.

Details of units of competency can be found at training.gov.au, the national register for all training. You also need to review information relating to qualifications and units of competency to ensure that the learning program and its content are at the appropriate level. For example, if the learning program is based on a unit of competency at Certificate III level, you need to ensure that delivery is pitched at this benchmark so competence can be achieved according to evidence requirements.

To identify the differences between each qualification level, the AQF describes the characteristics and distinguishing features of learning outcomes. A detailed matrix outlines the skills and knowledge required at various levels and what is required for the application of skills and knowledge.

You can access AQF information at:

- www.aqf.edu.au/resources/aqf

Accredited courses

Accredited courses are developed when there is no applicable industry training package or when a particular training need cannot be met by a training package or by contextualising a training package. Accredited courses are generally a course accredited by the national VET regulator or by a delegated body of the national VET regulator, and a course that has been assessed by ASQA as compliant with the Standards for VET Accredited Courses 2012 and the AQF. In most respects, accredited courses are structured and sequenced in a similar way to qualifications or units of competency, have similar performance requirements and lead to similar outcomes.

Skill sets

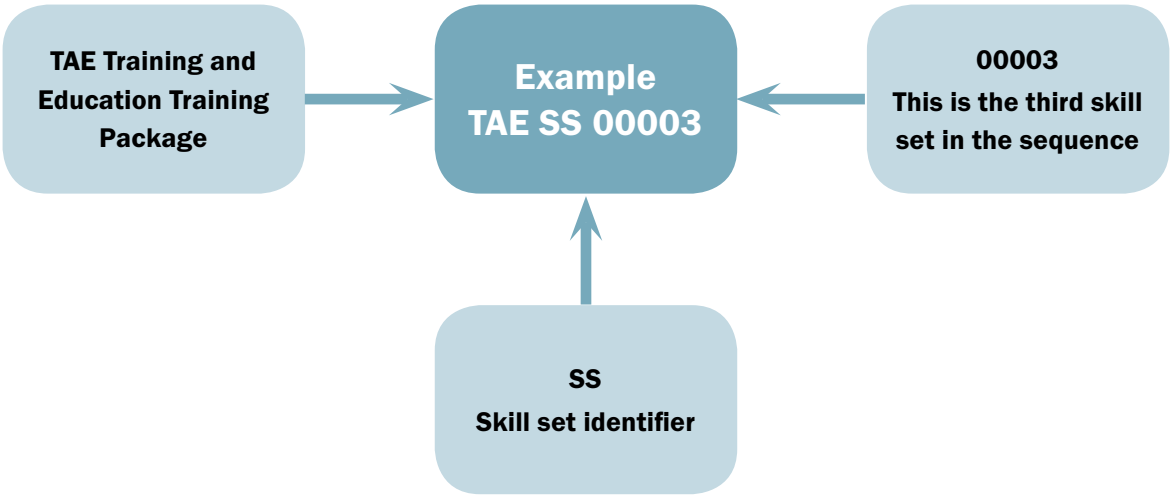
Skill sets are not qualifications but consist of one or more endorsed units of competency that have been packaged together to address a defined industry need or specific licensing or regulatory requirement. Skill sets themselves are non-endorsed components of training packages that consist of endorsed units of competency.

Each skill set has a unique code and uses a standard format. Information on skills sets can be accessed via the training.gov.au website.

They are usually designed for a specific purpose, and to meet the additional skills and knowledge needs of particular job roles. They can also be used to extend existing practitioners' skills and knowledge in a specific area, such as sustainability, advanced assessment or addressing foundation skills.

This is a unique code in the format: <Training package code> < SS> <five-digit code>

For example, TAESS00003.



Curriculum specifications

While training packages are a feature of the VET system, there are still some areas of the education and training system that rely on curriculum documents. The schools sector (Prep to Year 12) and higher education sector (university) use curriculum documents to frame what teachers are expected to teach and what students are expected to learn. The key difference between a training package and curriculum is that training packages focus on outcomes not content.

Some organisations, particularly large corporate entities, have detailed curriculum documents, internal training standards or job descriptions aligned to company standards. In addition, there may be a formal staff development matrix that aligns organisational or training package competencies with each role in the organisation and also to organisational career paths.

You need to access and review relevant curriculum and work closely with the relevant person/s to ensure that any learning program is designed and developed in alignment with the organisation's requirements. For example, some organisations in the schools sector map curriculum requirements to training package qualifications or units of competency so learners who complete the learning program meet the requirements of both the curriculum and the unit/s of competency.

Other performance standards

Learning programs can be based on specifications other than training for qualifications. These may be specifications for employment, required by industry or have a life-skills orientation. The following information reviews some common standards and specifications for learning programs.

Product specifications

- In some industries, employees must have specific training in order to use or make particular products or perform certain activities. Product specifications can also document how a particular product is developed, the processes involved, the material and equipment needed and so on. The learning program needs to document the characteristics of the particular products.
- To design and develop a learning program based on one or more product specifications, the outcomes of the learning program must align with the skills and knowledge to be demonstrated by those using the product specifications.

Organisational work requirements and training needs

- Learning programs may be developed as a response to an organisational need for employees to have the skills and knowledge required to perform their work duties safely and productively. While these learning programs can be strongly skill- and task-orientated, they may or may not be aligned to a nationally recognised qualification. In addition, there are several common organisational specifications that may form the basis of a learning program.

Standard operating procedures (SOPs)

- A learning program may be developed to address learning needs relating to the organisation's standard operating procedures. SOPs may apply to routine tasks, such as the procedure for ordering stationery, or they may relate to production processes and particular production-related tasks. It is common for SOPs to have significant health, safety and quality implications; some may be structured in a similar way to a unit of competency.

Systems training

- The learning program may be required because of the introduction of a new or modified organisational system. This could be production process related or administrative; for example, a new machine on a production line or new computer software program that employees need to learn. In developing a suitable learning program you may need to determine:
  - the difference between what the employees are currently doing and what they will be doing
  - what different users need to know and which users the learning program is for.

WHS and induction training

- All new employees must receive an induction into the organisation and their job role, particularly in relation to WHS. In certain environments where there is a significant technical, process, quality or safety imperative, a formal training program may be required. Again, parts (or all) of this training may be aligned to a qualification or unit/s of competency.
- Similarly, every organisation is required to ensure that employees receive adequate training to allow them to work safely. Often this leads to learning programs specifically orientated towards meeting WHS compliance.

Australian and international standards (AS/ISO)

- Standards that provide Australian and international consistency have been developed by Standards Australia and by the International Organization for Standardization (ISO). If the learning program is aligned to an Australian or ISO standard, you need to make sure you understand the requirements of the standard and ensure that the learning program addresses these requirements.

Language, literacy and numeracy development needs

Each learning program has language, literacy and numeracy boundaries. The design of all learning programs must take into account the LLN demands of the training and assessment. The design process must also identify and acknowledge the starting point of the learners.

All learners attempting to learn new skills and knowledge need to learn the vocabulary, reporting and recording processes involved in the training and assessment. Learners also need to understand the language and procedures that are relevant to the organisation's requirements.

An organisation that uses specialist terminology may require that a learning program for employee induction be developed based on the acronyms, jargon, technical terms and the like used in the workplace. LLN development may also be necessary for safety and quality purposes or so that employees have the opportunity for progression within the organisation. In these circumstances you need to identify and understand the current LLN level of each employee and use this knowledge in learning program development. To develop a program that adequately meets client needs you should

refer to the Australian Core Skills Framework (ACSF); you may also require the support of an experienced LLN practitioner. Language, literacy and numeracy are discussed in more detail in the next section of this learner guide.

You can access a copy of the ASCF at:

- www.education.gov.au/download-acsf

Legislation, regulations and licensing

A learning program may be required to ensure that an organisation or individuals are compliant with licensing, legislative or regulatory requirements. This could include legislative and regulatory requirements in relation to WHS, chemical handling, occupational licensing or even an industry code of practice.

In developing a program based on regulatory or licensing requirements you need to access and understand the legislation as it relates to the organisation and its employees. The program may also need to be contextualised to particular stakeholders as not all employees in the same organisation or across organisations necessarily require the same training.

In addition to referring to the organisation's policies, which should identify any regulatory and licensing requirements, you should also contact the relevant state or territory licensing and regulatory bodies to ensure the learning program addresses key requirements.

Some tasks and industry sectors with regulatory and licensing requirements include:

- asbestos removal
- body piercing/tattooing
- working with children
- dangerous goods handling and transport
- food safety
- liquor and gaming
- hairdressing
- security.

Example

Access and confirm the competency standards and other training specifications on which to base the learning program

The organisation for which Caterina works asks her to investigate developing a learning program for employees whose role involves implementing and monitoring work health and safety (WHS) policy. The intent is that anyone who has a specific role relating to WHS is required to participate in the learning program.

Caterina reviews the previous training of learners and the level at which this training was pitched and decides to investigate the following pathway from the BSB Business Services Training Package:

- BSB30715 Certificate III in Work Health and Safety
- BSB41415 Certificate IV in Work Health and Safety
- BSB51315 Diploma of Work Health and Safety

She looks at the job descriptions for the various employees involved in specific WHS roles and aligns them with the relevant qualification. Caterina then looks at the rules for each qualification and in particular the options for electives. She identifies the electives that will provide the most benefit to the individual and the organisation.

As part of this process Caterina also reviews the AQF descriptors to ensure that the program aligns learners to the right AQF level.

Caterina uses the information she has gathered as the basis for recommending a learning program. Once initial approval is obtained, she will work with a local RTO to design and develop the learning program.

Activity 2

Assume that your organisation has employed a receptionist whose duties are general reception (answering the phone, taking messages and greeting visitors) as well as general business word processing for Kelly, the HR Manager. Kelly has advised that the company would like the receptionist to complete a BSB20115 Certificate II in Business and you have been asked to design and develop the learning program. You need to access and confirm with the Kelly suitable units of competency. How would you undertake this activity?

Here are some suggestions for how you may approach this task.

Access the National Register at http://training.gov.au and download the BSB Business Services Training Package.

Access the implementation guide, which provides background information relating to the training package qualifications.

Use this training package information to answer the following questions.

1. What are the qualification rules for the Certificate II in Business? This will determine how many units of competency (core and elective) form the learning program.

2. Make a list of the list of units of competency that you would recommend form the qualification.

3. What other relevant training specifications might you refer to?

4. After you have completed your research, develop a proposal that identifies the aim of the learning program, the documentation you have reviewed and your recommendations, so the HR manager can confirm with you that your recommendations meet the requirements.

Click to complete Activity 2

1C Identify language, literacy and numeracy requirements of the program

When designing and developing a learning program, you need to identify the speaking, listening, reading, writing and numeracy skills that learners must develop to achieve the level of competency required of the learning program. Based on that information, you are then able to develop strategies to support learners to achieve those requirements.

What is LLN?

Language, literacy and numeracy or LLN is the term used in training documents to describe the core skills of speaking, listening and signing or oral communication (language); reading, viewing and writing (literacy) in Standard Australian English; and mathematical concepts (numeracy) that underpin the concept of core LLN skills.

Language is the sound/symbol system and is referred to as Standard Australian English. Together, language, literacy and numeracy are the sub-skills for communicating in English in training and assessment.

Establishing and understanding the LLN requirements of a learning program helps you:

- design the learning program so the LLN skills are consistent with what is required for learners at that level
- design the learning program to utilise strategies that will support the learner's progress and achieve learning outcomes.

Depending on the characteristics and needs of your group, it may be more appropriate to use a specific learning program designed for LLN learners. Ask your trainer for a sample 'LLN learning plan' template. Aspire has included relevant templates in the *Trainer's and assessor's guide* for this unit.

Australian Core Skills Framework

The previous section introduced the Australian Core Skills Framework (ACSF), which describes each of the core LLN skills at different levels of performance. The ACSF is the tool used in the VET system to identify and articulate the level of LLN required in the learning program. The ACSF also provides examples of the activities a person may perform at each level that may also be useful to you in identifying the activities and level of LLN in a learning program.

The following table illustrates five levels of performance relating to reading. An adult's reading performance is described against two 'performance indicators'. The first Reading Indicator addresses audience, purpose and meaning-making. The second Reading Indicator addresses reading strategies. Specific indicator statements describe exit performance at each level.

Reading Indicators by level		
Level	Indicator	
1	1.03	Identifies personally relevant information and ideas from texts on highly familiar topics
	1.04	Uses a limited range of strategies to locate specific information and construct meaning from explicit and highly familiar texts
2	2.03	Identifies and interprets relevant information and ideas from texts on familiar topics
	2.04	Uses a number of reading strategies to identify and interpret relevant information within familiar text types
3	3.03	Evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar, texts and text types
	3.04	Selects and applies a range of reading strategies as appropriate to purpose and text type
4	4.03	Interprets and critically analyses complex texts
	4.04	Applies appropriate strategies to construct meaning from complex texts
5	5.03	Organises, evaluates and critiques ideas and information from a range of complex texts
	5.04	Draws on a broad range of strategies to build and maintain understanding throughout complex texts

(Source: https://docs.education.gov.au/system/files/doc/other/acsf_document.pdf, p. 46. Commonwealth Copyright, reproduced with permission.)

LLN requirements of the learning program

The LLN requirements of a learning program may be explicitly documented or can be embedded in the program. If your learning program is based on one or more training package units of competency, the LLN requirements of a learning program could be embedded in:

- the entire unit of competency
- one or more elements of a unit of competency
- in one or more performance criteria relating to an element
- in the foundation skills
- in the performance evidence assessment requirements.

The core skills of learning, reading, writing, oral communication and numeracy are not often directly referred to in training package components or in non-training package-related learning programs. As a result you need to 'unpack' the language of each component of the learning program to recognise the LLN skills required.

To do this, ask yourself the following questions in relation to the workplace and/or industry context.

Consider the industry or workplace context for LLN:

- Who will the learner need to speak to?
- What will the learner need to say?
- What documents will the learner need to read?
- What documents might the learner need to complete; for example, will they need to check a tick box or write a report?
- What calculations will the learner need to perform/understand?
- What information will the learner need to receive and in what format (verbal or written)?

LLN key words

You can also analyse the learning program units of competency and any other training specifications for words that may help you identify LLN requirements. For example, the following is a list of trigger words that are useful to flag an LLN requirement that may indicate reading, writing, numeracy or speaking and listening requirements in a unit, such as in the elements or performance criteria.

Reading

Key words:

- Interpret
- Check
- Understand
- Recognise
- Review
- Comprehend

Example of when these skills are used:

- Review the diversity policy.

Writing

Key words:

- Record
- Report
- Advise

Example of when these skills are used:

- Report on WHS risk assessment.

Oral communication

Key words:

- Report
- Negotiate
- Advise
- Present
- Consult

Example of when these skills are used:

- Consult and advise team members on the project review.

Numeracy

Key words:

- Calculate
- Measure
- Analyse
- Maintain
- Estimate

Example of when these skills are used:

- Quantity requirements are calculated in accordance with specifications.

Learning

Key words:

- Plan
- Set goals
- Evaluate
- Review

Example of when these skills are used:

- Review project outcomes and processes against project scope and plan.

Example

Identify language, literacy and numeracy requirements of the program

In designing and developing a learning program based on the unit *BSBADM101 Use business equipment and resources*, Andrew reviews the unit of competency for LLN requirements. Here is a part of his analysis:

Performance criteria	LLN implication
1.2 Estimate quantities and resources correctly to complete the task	**Estimate** Numeracy skills required to estimate the quantities of business equipment and the resources required to complete a task
2.3 Report repairs outside area of own responsibility to appropriate persons	**Report** Prepare a written report on the repairs required for the operation of equipment and direct the report to the appropriate person

Activity 3

Choose any unit of competency document and identify the core LLN skills in the elements and performance criteria or other components of the unit. You may like to use this table to complete your response.

Performance criteria or other unit component	LLN implication

Click to complete Activity 3

1D Identify and consider characteristics of the target learner group

One of the key aims of a learning program is to support the development of learner skills and knowledge. To successfully achieve this, program development should consider the specific needs of the target learner group. If the learning program is aligned to a training package qualification, the VQF/AQTF requires that learners have equitable access to quality training and assessment services tailored to their needs and the learning outcomes they seek.

The task of identifying individual needs is obviously made easier when you know who the learners will be. However, in some instances you may be asked to develop a generic learning program in isolation of the learners; you may in turn have to build an element of flexibility into the program so that individual needs can be accommodated at a later stage. In these circumstances you must develop a program that is sufficiently flexible to be tailored to meet a range of different situations.

Individual characteristics and needs

You should try to find out as much as you can about the group and the individual learners a program is aimed at. Addressing individual characteristics and needs during the program planning stage allows you to provide a better learning experience at the individual and group level. Learner characteristics and needs can shape how you design, structure and deliver the learning program and subsequent session plans, the length of the training session/s, resources required and even the environment in which training is to occur.

For example, to establish what skills and knowledge learners already have, a program may require that the learner has already attained a Certificate III qualification before they can undertake a Certificate IV qualification; or perhaps the requirement may be that the learner has worked in a particular industry and/or role for a prescribed number of years.

Learner characteristics may relate to:

- LLN requirements
- specific needs – physical or psychological
- preferred learning styles
- employment status and/or the person's occupation, type of work or skill base
- past learning experiences
- skills and knowledge already obtained
- level of maturity
- cultural background and needs
- level of formal schooling in Australia or overseas
- length of time a resident in Australia.

Identify learner needs

Certain documentation may help you uncover learner characteristics and needs. When handling and reviewing personal information about learners, be mindful that you have ethical obligations in relation to what you do with the information and how you use it. You must also adhere to your organisation's privacy and confidentiality policy; generally this policy mirrors the requirements of privacy legislation.

Learner enrolment documentation

Enrolment documentation, particularly for a nationally recognised qualification via an RTO, may provide a valuable insight into learner background and characteristics that assist you when defining the parameters of a learning program.

Enrolment details may include an indication of:

- age details
- ethnicity, language and cultural diversity
- disability
- schooling
- previous qualifications achieved
- employment
- reason for enrolment.

The information on the learner's enrolment form may help you gauge the level of support the learners are likely to need, indications of their possible motivation for learning, as well as determining how homogeneous the group is. In certain circumstances, such as a learner with a disability or language barrier, you or your employer may need to make special support arrangements for that person.

Learner profiles

As a part of the enrolment procedure some RTOs collect information that can be useful from an LLN perspective. They collect research to find out whether the learner has the following factors in their background. None of these factors necessarily mean that the learner has poor LLN skills. Factors include:

- speaking a first language other than English
- being in an English speaking environment for a relatively short period of time and has not previously attending English instruction
- experiencing interrupted schooling
- starting other training but not completing it
- having long periods of unemployment
- being out of the education and training system for a long time and being older than other learners
- not completing formal secondary education to Year 11 or 12
- having a disability that may have impacted ability to learn in the past.

Ask your trainer for a sample 'Learner profile' template.

Individual learner needs

The RTO standards now require specific consideration of individual needs. For example, Standard 1.1 and 1.2 state: The RTO's training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirements of the training packages and VET accredited courses. This will enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.

The RTO determines the amount of training they provide to each learner with regard to:

- the existing skills, knowledge and the experience of the learner
- the mode of delivery
- where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.

The length of the program (duration/amount of training) is an important consideration.

Employment records

If you are preparing to develop a learning program for a group based in their workplace, employment records and reports can provide a profile of learners, revealing information such as:

- length of employment service, classification or training undertaken, all of which can be useful in establishing existing skills and knowledge
- their current role within the organisation; this, too, may tell you much about existing skills and knowledge.

Training needs or gap needs analysis

This identifies skills/competency gaps by isolating the difference in and between current and future skills/competency of learners. Often used in a workplace delivery.

Reports from supervisors, case workers and others

When a learning program is being developed for a particular workplace, discussions with the referring person are useful in obtaining information regarding the characteristics and needs of learners. Once you have collated this information you can design and develop the learning program to ensure that, where possible, the program supports the learners' individual needs.

Pre-training questionnaire or assessment

A pre-training questionnaire can give learners the opportunity to identify any special needs they have as well as the level and extent of their existing skills and knowledge.

Where possible you should attempt to determine the learner's preferred learning style so this too can be addressed. If you are unable to do this at the design and development stage, the learning program should use a range of learning and assessment strategies to accommodate a variety of learning styles and needs.

Cultural differences in learning

Make sure you note that differences in learning style preferences often occur even within cultural groupings; therefore, it is important to consider the cultural background as well as understanding the individual learner's preferences.

Different cultures often have different learning styles and preferences.

Learners from an Aboriginal and Torres Strait Islander background may:

- learn better in groups than individually
- learn better in the surroundings of their community than in an institutional environment
- prefer oral communications to written forms
- learn on the basis of trial and error in the presence of an experienced person in preference to concept building approaches
- have a highly developed sense of spatial relations by which they learn; hence stories, maps and pictures would be preferable to oral explanations.

(Source: BSB07 Business Services Training Package [Version 6.0] Volume 1, p. 137.)

Example

Identify and consider characteristics of the target learner group

To tackle the high level of unemployment in its feeder area, particularly among the many single mothers who left school early and are now disenfranchised, a private community support organisation partners with a local RTO to deliver a learning program based on the Certificate II in Business.

The objective is to provide participants with the skills and knowledge to obtain entry-level employment. The community organisation funds the program and provides access to child care services, for learners to be able to attend training.

Dianne has been asked to design and develop this learning program. Unless she takes into consideration the characteristics of the learners when designing and developing the learning program, it is unlikely to achieve its objectives. She discusses the cohort with her manager and other experienced trainers in her organisation and puts together a list of potential characteristics. Because exact details of the learners are not yet known, Dianne uses the listed generalisations as considerations for the design and development of the learning program.

Characteristics and needs of proposed Certificate II in Business cohort

Age	16–27	▶ Of the age group who may prefer to use technology
Financial status	Receiving government support	▶ Cost of materials, travel may be a concern
Commitment/ motivation	Range	▶ May start enthusiastically; however, commitments relating to children may result in high drop-out rates

Example

Language background	Includes some women from African backgrounds who are learning English as an additional language	▶ Women from language backgrounds other than English may not have the LLN skills needed ▶ Those from oral language backgrounds will most likely have difficulties specifically with reading and writing
Education background	Most have not completed formal schooling	▶ International research indicates this group is likely to have low levels of reading and writing
LLN	Possibly require support	▶ Research indicates most will have left school at the end of Year 10
Employment background	Unstable	▶ Given the early age at which learners left school and their subsequent pregnancy, it is unlikely that they have had any stable paid employment
Family support	Poor except potentially for child care	▶ Discussions with community agency representatives indicates that the learner cohort are likely to be from families where generational unemployment and poor educational backgrounds are common

Activity 4

You have been asked to design and develop a learning program relating to the unit of competency *SITXCCS002 Provide visitor information* (an elective unit from SIT20116 Certificate II in Tourism) to a group of Indigenous learners in the Northern Territory, who live in a remote, rural location. You have been advised as follows:

- the age group are approximately 15–24 years
- the learner group may have some work experience but have been identified as long-term unemployed
- the learner group are both male and female.

1. In the absence of any other information, research and document the likely generic characteristics that may apply to this learner group and that may need to be considered for program development. Use this table.

Factor	Training considerations

2. Reflect on your own learning style and characteristics. How do you think knowing your own learning style and characteristics could help you if you were to proceed to design and develop a learning program for someone like yourself? You may like to use this table.

Characteristic and learning style	**Learner**	**Impact on learning program**

Click to complete Activity 4

Summary

1. The success of a program may depend on finding out who the stakeholders are and their interest in the learning program.
2. The purpose and type of learning program varies widely; therefore, it is important to clarify these matters before designing and developing the course.
3. Learning programs based on national training package qualifications or accredited courses should unpack the units of competency to define the parameters of the program.
4. Other specifications that could be used to inform and guide the design and development of learning programs include organisational standards/policies and procedures, SOPs licensing or regulatory requirements or Australian Standards.
5. The design and development of learning programs should acknowledge learner needs and preferences, including LLN needs and learning styles, cultural requirements and current skills among a range of other considerations.
6. Addressing individual learner needs and preferences provides learners with the greatest opportunity to achieve the outcomes of the learning program.

Topic 2

In this topic you will learn how to:

2A **Access relevant VET policies and frameworks, and apply to work practices**

2B **Identify changes to training packages and accredited courses, and apply these to program development**

2C **Conduct work according to organisational quality assurance policies and procedures**

Work within the VET policy framework

Vocational education and training (VET) describes training that is designed to support people wishing to enter the workforce, develop skills relevant to the workforce or, if they are already in the workforce, improve their skills and knowledge. The Australian VET system comprises two fundamental elements that help ensure quality and consistency in training: training packages and the VET Quality Framework (VQF), which includes the Australian Qualifications Framework (AQF).

Training packages are maintained in line with the Standards for Training Packages to ensure they are high quality and meet the workforce development needs of industry, enterprises and individuals. These Standards apply to the design and development of training packages for endorsement by the Australian Industry and Skills Committee (AISC).

The Australian Skills Quality Authority (ASQA) accredits courses and is responsible for registering training providers. The role of these bodies is to ensure that VET is consistent nationally, is of a high standard and meets industry expectations. The system is regularly reviewed to ensure it continues to meet government policy and industry requirements.

You must know where to access the components of the VET policy framework as well as how to maintain currency with changes in it so you can apply changes to your learning programs. This ensures your learning program supports the aims of Australia's VET system.

2A Access relevant VET policies and frameworks, and apply to work practices

The Australian VET system provides a national policy framework to ensure that nationally consistent training addresses the needs of industry.

If you are designing and developing learning programs that are aligned to a nationally recognised qualification, you need to have a clear understanding of the VET system and ensure your learning programs comply with the relevant policies and frameworks.

Two key components of the VET system you must be familiar with are:

- Training packages
- The VET Quality Framework/Australian Quality Training Framework

Training packages

Training packages are the cornerstone of a consistent and relevant VET system. A training package describes the skills and knowledge a person needs for effective workplace performance. Each training package contains nationally endorsed standards and qualifications for recognising and assessing people's skills in an industry or enterprise.

If you are developing a learning program based on a training package qualification, you must understand the packaging rules for that qualification. Make sure you download and read the relevant training package and the units of competency that make up the qualification from training.gov.au

For example, if you are designing and developing a learning program based on the qualification BSB30115 Certificate III in Business, the qualification details on training.gov.au reveals the following qualification rules:

Packaging rules

Total number of units = 12

1 core unit plus

11 elective units, of which:

- 7 must be selected from the elective units listed below
- 4 may be selected from the elective units listed below, from this Training Package or from any current accredited course or endorsed Training Package at the same qualification level
- if not listed below, 1 elective unit may be selected from a Certificate II qualification and 2 elective units may be taken from a Certificate IV qualification.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

These rules confirm that for a learner to be issued a Certificate III in Business they must complete 12 units of competency within the guidelines outlined in the qualification rules.

Accredited courses

In most respects, accredited courses are structured and sequenced in a similar way to qualifications or units of competency, have similar performance requirements and lead to similar outcomes. Accredited courses, similar to training packages, are listed on the National Register of courses. However, it is important to note that they are 'owned' by the developer and only those who have approval from the developer are able to implement the course. If you are involved in designing and developing a learning program based on an accredited course, you need to confirm that approval has been received from the copyright owner as well as complying with the VQF, which is also applicable to accredited courses.

VET Quality Framework (VQF)

The VQF is a set of standards and conditions that all organisations registered to provide training must adhere to in order to provide consistent and high-quality training services.

The VET Quality Framework comprises of the following.

Standards for Registered Training Organisations (RTOs) 2015

- RTOs must comply with these Standards to ensure the quality of learning and assessment programs.

Australian Qualifications Framework (AQF)

- The AQF defines the standards for qualifications in Australian education and training.

Fit and Proper Person Requirements

- These requirements describe the characteristics and principles that RTO personnel should have to ensure the delivery of high-quality services and outcomes for VET graduates.

Financial Viability Risk Assessment Requirements

- These requirements provide guidance to RTOs on financial risk assessment to ensure they have the necessary financial resources to operate as an ongoing concern and deliver quality training and/or assessment services.

Data Provision Requirements

- These outline the requirements for RTOs to capture and provide data to ASQA including quality indicator data.

The VQF Standards

The Council of Australian Governments (COAG) Industry and Skills Council is responsible for endorsing VET standards. The Council consists of the Australian, state and territory government ministers with the responsibility for industry and/or skills.

As a condition of their registration, RTOs must comply with the Standards at all times. All RTOs are audited for compliance with these standards; non-compliance may lead to deregistration.

ASQA is the body responsible for confirming compliance for RTOs. The Standards are a legislative instrument enabled by the *National Vocational Education and Training Regulator Act 2011* (Cth), which aims to provide national consistency in regulation of the VET sector, using a standards-based quality framework and a risk-based approach.

The Standards for RTOs 2015

Here is an outline of each standard as it appears in ASQA's *User's guide to the standards for registered training organisations 2015.*

For each Standard descriptor there are several clauses and links to appendices that provide further details and explanation.

1 **Standard one**
The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

2 **Standard two**
The operations of the RTO are quality assured.

3 **Standard three**
The RTO issues, maintains and accepts AQF certification documentation in accordance with these Standards and provides access to learner records.

4 **Standard four**
Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients.

5 **Standard five**
Each learner is properly informed and protected.

6 **Standard six**
Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively.

7 **Standard seven**
The RTO has effective governance and administration arrangements in place.

8 **Standard eight**
The RTO cooperates with the VET Regulator and is legally compliant at all times.

You can read more detail on the Standards for RTOs 2015 at: www.asqa.gov.au/users-guide-to-the-standards-for-registered-training-organisations-2015/users-guide-to-the-standards-for-registered-training-organisations-2015.html

Standards for VET Accredited Courses

Accredited courses are also required to ensure the quality of learning and assessment programs by adhering to the Standards for VET Accredited Courses 2012. These Standards apply to courses accredited by ASQA from commencement of its operations on 1 July 2011. The purpose of standards is to formally identify the standards that apply to course design.

The Standards also apply to courses that were accredited by state and territory bodies prior to the referral of their VET regulation powers to the Commonwealth, and the state or territory's transition to the national arrangements.

You can access the Standards at:

- www.legislation.gov.au/Series/F2013L00177

Australian Qualifications Framework (AQF)

The AQF provides the framework for qualifications in Australia for secondary schooling, VET and the higher education sectors. The AQF also clarifies the differences between each qualification level, through the AQF levels summaries and learning outcomes criteria.

A learning program based on an AQF qualification or unit of competency must be aligned to that level; that is, the program should not expect more or less from a learner than what is required by the qualification level.

Additional information regarding the AQF, the structure of nationally recognised qualifications and general requirements for compliance with the AQF can be found at the Australian Qualifications Framework website.

You can access the AQF framework document at:

- www.aqf.edu.au

While the AQF provides the framework for qualifications, the Standards detailed in the VQF or the AQTF provide the quality framework for the delivery of qualifications and the quality of the training and assessment operations of RTOs.

The Australian Quality Training Framework (AQTF)

All vocational education and training in Australia is regulated under the AQTF, which is a set of quality assurance standards.

In addition, RTOs must register and annually report on quality indicators, including:

- Learner engagement and employer satisfaction – RTOs must administer questionnaires in both of these areas.

- Competency completion – Competency completion data is collected as part of AVETMISS reporting.

Failure to submit quality indicator data, or the submission of incomplete data, may affect an RTO's risk rating and impact on the their registration. Quality indicator data is used by RTOs to undertake continuous improvement and by national, state and territory registering bodies to inform each RTO's risk assessment.

RTOs are required to comply with the AQF in applying the volume of learning to programs. They must develop and implement strategies for training and assessment that are consistent with the AQF. This applies to all teaching and learning activities, including:

- guided learning (classes, lectures, tutorials, online or self-paced study)
- individual study
- research
- learning activities in the workplace
- assessment activities.

RTOs must also identify and explain any significant variations from the time periods described in the AQF.

Align learning programs

When designing and developing learning programs, follow your organisation's policies and procedures to ensure each program aligns with the VQF/AQTF.

Here is an example.

Standard	VQF	Implementation of the Standard
The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.	Standard 1 Clause 1.7	Identify any support individual learners need prior to their enrolment and provide access to support throughout training; for example LLN support or additional tutorials.
Each learner is properly informed and protected.	Standard 5	Before enrolment or the commencement of a course of training and/or assessment, the RTO should provide advice to the prospective student / learner about the training product appropriate to them. They should ask questions about their particular learner's needs, taking into account the individual's existing skills and competencies including information on RPL.

Funding arrangements

Training providers may receive funding from government sources or from clients on a fee-for-service basis. Often government funding has attached policy and procedural requirements that may need to be considered in designing a learning program. Fee-for-service clients, such as individual enterprises or industry associations, may also provide parameters you need to follow; for example, by defining the learner group or eligible participants.

Government funding may be available to eligible training providers to deliver training that addresses the government reforms and policies; for example, to address a labour or skills shortage in a particular industry, sector or region; or support programs targeted at disadvantaged groups or people with special needs.

Industry funding initiatives focus on different learners and different industry sectors; they may also carry different contractual obligations. Contractual requirements may differ but usually provide clearly defined obligations in relation to the target audience and for the type of learning program to be offered.

If you are designing and developing a training program you should clarify the purpose and particular requirements of any funding agreements. Obtain a copy of the contract or agreement to ensure all relevant requirements are included in your learning program.

Education Services for Overseas Students (ESOS)

Training providers wishing to deliver training to overseas students must be registered with the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) and maintain compliance with the ESOS legislative framework.

If you are designing and developing a learning program that is to be delivered to overseas students for a training provider registered with CRICOS, be aware of the constraints the ESOS legislative framework places on providers. ASQA is the National Regulatory body for international students studying in Australia.

To find out more about registering to offer courses to overseas students go to:

- www.asqa.gov.au/cricos-registration/cricos-registration-overview/cricos-registration-overview.html

Example

Access relevant vocational education and training (VET) policies and frameworks, and apply to work practices

The manager of a chain of coffee shops would like to provide training opportunities to customer service staff and has approached a private RTO with a request for a program proposal and costings. The company wishes to skill its workers and provide them with a career pathway.

The RTO's business development unit prepares a profile of the client and its business needs. Jenny, whose training role also includes designing and developing learning programs, receives this profile; she is asked to prepare a learning program outline and a draft presentation.

Using her knowledge of training packages and the VET system, Jenny undertakes the following process to prepare an outline of possible learning programs.

- She investigates the funding frameworks for this program to see if learners are eligible for and able to access government funding.
- She reviews the SIR07 Retail Services Training Package and the SIT Tourism, Travel and Hospitality Training Package and identifies the most relevant qualifications the program could draw on; these are SIT20316 Certificate II in Hospitality and SIT30616 Certificate III in Hospitality for workers who have more experience. The characteristics and distinguishing features of these two qualifications are described so the client can see the difference between the two levels and the pathways from them.
- Jenny then checks that their RTO is registered to deliver these two qualifications.
- She then puts together a detailed presentation for the business unit that explains the:
  - two qualifications and the pathway between them
  - qualification packaging rules for each qualification and the range of elective choices available to the client so the qualification is relevant to business needs.

Jenny also allows room for the business development unit to provide information about possible funding pathways through Australian Apprenticeships.

Activity 5

Review and analyse a learning program to which you have access, to determine whether the:

- contents align with the AQF level it purports to be; for example, if the learning program is at AQF level 3, use the AQF document to establish whether the contents of the learning program align with these guidelines
- learning program complies with VQF/AQTF conditions relating to access and equity
- learning program is based on a current training package qualification.

Click to complete Activity 5

2B Identify changes to training packages and accredited courses, and apply these to program development

Training packages, including qualifications and units of competency, are subject to periodic review and change, often in response to the changing needs of industry. Accredited courses are subject to similar review; most also have an expiry date. Program developers should consult the National Register at training.gov.au or the relevant Skills Service Organisation (SSO) prior to developing a learning program.

Learning programs that are aligned to a training package qualification or based on a unit of competency should be reviewed prior to delivery to confirm if any changes have occurred; any updates of changes to accreditation status need to be reflected in the learning program. Identifying and applying any changes to training packages or accredited courses ensures that the program being developed and delivered complies with all VET policy requirements.

Training maintenance and updates

To ensure the VET system continues to meet the needs of industry training packages, they are maintained and updated through regular reviews and continuous improvement processes. Monitoring and review of each training package is the responsibility of the relevant SSO. Accredited courses may be maintained by the developer or by a relevant state training body.

Check that you are using the most current version of a training package or accredited course before designing and developing a learning program. The best way to confirm the latest training package and unit of competency versions is to search the training.gov.au website and follow the usage recommendation that will provide information on the status such as being 'Superseded' (in red) or 'Current' (in green).

Review of training packages

When a training package is reviewed, this can mean that quite significant changes are made to qualifications. For example, new units may be introduced; redundant or superseded units may be dropped; or packaging rules/requirements may be changed. In 2013–2015, significant reviews were undertaken of the structure of training packages to make them more streamlined and strengthen the assessment requirements.

Continuous improvement generally involves relatively minor modification to training packages or existing units of competency. However, even comparatively minor changes to a unit of competency can have a significant effect on the content delivered where a

skill, knowledge or safety component changes. For example, improvement or change in a cutting technique may result in a new performance criteria being added to a chainsaw unit.

Training providers registered to deliver training package qualifications have 12 months (sometimes 18 months) to transition to updated qualifications or units of competency. If a learning program is based on a training package qualification, you need to develop some strategies for keeping informed of impending or actual changes. Strategies could include subscribing to SSO newsletters or alerts, and participating in relevant trainer or provider networks.

Review of accredited courses

If a learning program is based on an accredited course, you need to check the currency of the course's accreditation. Control of accredited courses is the responsibility of ASQA. The owner of the course is required to monitor the course during its accreditation period to ensure it remains relevant and current; notify the accreditation body of any changes; and review the course and apply for re-accreditation.

To ensure the currency of your own learning program, maintain links with the course developer or accrediting body so you are kept informed of changes to the course and also of any potential for the course not being re-accredited. If the course is no longer accredited, your RTO is no longer able to deliver and issue qualifications based on that course.

Training package changes

When training package changes are made, a mapping process is generally undertaken by the training package developer (or accredited course developer) that shows what has changed and to what extent. Changes to a training package could involve units of competency being deleted; units of competency being merged; additions/deletions to elements, performance criteria, knowledge evidence or performance evidence.

Changes from previous versions are usually contained in the Implementation Guide. Often an appendix section provides details on the mapping of different versions of training packages skill sets and units of competency.

Another way to identify the differences in versions and new releases of training components is to use the training.gov.au tool called the 'compare content tool'.

You can watch a video about how to use this tool at:

- www.youtube.com/user/TrainingGovAu

The following table shows the mapping of training packages in the TAE Training and Education Training Package from TAE10 to TAE16. Equivalent (E) means the new version is equal to the older version. Not equivalent (N) means some changes have been made to the training package and it is not the same as the older version.

TAE10 Training and Education Training Package version 3.4	TAE Training and Education Training Package version 2.0	Comments	E/N
TAE40110 Certificate IV in Training and Assessment	TAE40116 Certificate IV in Training and Assessment	▶ Inclusion of TAEASS502 and TAELLN411 into core. Now 9 core and 1 elective, previously 7 core and 3 electives	N
TAE50111 Diploma of Vocational Education and Training	TAE50116 Diploma of Vocational Education and Training	▶ Units revised to meet Standards for Training Packages ▶ TAELLN401A has been replaced in the core units with TAELLN501	N
TAE50211 Diploma of Training Design and Development	TAE50216 Diploma of Training Design and Development	▶ Units revised to meet Standards for Training Packages	E
TAE50310 Diploma of International Education Services	N/A	▶ Moved to the BSB Business Services Training Package	N/A
TAE70311 Vocational Graduate Certificate in International Education Services	N/A	▶ Moved to the BSB Business Services Training Package	N/A
TAE80312 Vocational Graduate Certificate in Digital Education	TAE80316 Graduate Certificate in Digital Education	▶ Units revised to meet Standards for Training Packages	E

Key: E = equivalent, N = not equivalent, N/A = not applicable

(Source: https://vetnet.education.gov.au/Public Documents/TAE_v2_ ImplementationGuide 20160407.pdf, p. 33)

Update to the latest training

When a change is made to a training package, you may need to establish whether the change can and should be implemented immediately in the program you are developing or reviewing. RTOs must have any new qualification on the scope of registration before updating them if they are not equivalent. To do this, they must apply to ASQA with accompanying documentation. This process can take some time and needs to be accounted for before a new program can be implemented by the RTO.

Be aware of and address any changes in your learning program so that its continued relevance and suitability is assured. Be guided by organisational policy and procedures. If you are designing and developing a program from scratch, under

most circumstances you should use the most recent course, qualification or unit of competency. If you are reviewing an existing program, consult your manager to confirm organisational policy.

If it is a customised program for a client or particular group of stakeholders, you may need to discuss with them whether it is best to apply the changes or to persist with the existing course/qualification – provided its accreditation has not expired. In most instances, your preference would be to design and develop a program based on the most up-to-date training package or course.

Consequences of delivering a learning program based on outdated training information:

- The learner receives an out dated qualification.
- The RTO has failed to meet a duty of care by providing outdated skill or knowledge instruction.
- The RTO is non-compliant with VQF/AQTF requirements.
- The RTO has failed to meet contractual or funding requirements.

Example

Identify changes to training packages and accredited courses, and apply these to program development

Allira is a specialist retail trainer who is asked to review a learning program designed and developed for a client organisation in the retail industry. The program is based on SIR40207 Certificate IV in Retail Management (Release 1) from the SIR07 Retail Services Training Package.

Allira establishes that the learning program and associated learning material has been contextualised to ensure its relevance to the client. The program has been delivered to all store managers across the organisation, and while there has not been a need to deliver it recently, the client has indicated that another group of managers will soon commence training. Allira notes that the code of the qualification indicates that it is from a 2007 training package and surmises that the package has most likely been reviewed since then. A check of the National Register indicates that the training package has been superseded several times and is now the SIR Retail Services Training Package and that the qualification is now SIR40316 Certificate IV in Retail Management.

At this point Allira realises she needs to undertake a detailed analysis of the qualification and the packaged units on which the learning program is based.

Allira also checks the RTO's registration on the register and notes that her RTO is not registered to deliver the updated qualification from SIR. She meets with her manager to discuss the procedure she is to follow from this point, including whether the updated qualification will be added to the RTO's scope of registration and if not, how the client's training requirements are to be serviced.

Activity 6

Review the previous example.

1. Using the training.gov.au website and the Companion Volume Implementation Guide for the SIR Retail Services Training Package, show the version changes that have occurred for this training package over time. Use this table to record your findings.

Training package	**Version changes:** **Codes and dates**	**Units of competency**	**Reason for changes**

2. Choose any three units of competency from any other training package and look at version changes over time. Record the particular changes and updates that were made to these units of competency using the summary mapping in the Implementation guide for the Training Package. You can use this table to record your response.

Training package	**Version changes: Codes and dates**	**Units of competency**	**Reason for changes**

Click to complete Activity 6

2C Conduct work according to organisational quality assurance policies and procedures

The VQF/AQTF is the foundation that provides an assurance to learners and industry that the learning programs they participate in are consistent, current, relevant to industry needs and recognised in all states and territories. Individual organisations and RTOs also have their own policies and procedures that further contribute to quality learning and assessment outcomes.

For those employed by an RTO, it is essential to work within the boundaries of all quality assurance policies and procedures to maintain the integrity of the VET system. In other instances, your organisation may be required to meet internal quality standards, commercial standards, or AS/ISO standards.

Quality policies and procedures

Quality assurance policies and procedures vary depending on the type of organisation that delivers the learning program.

If you work for an RTO and the learning program you are designing and developing results in the issue of a recognised qualification, you need to comply with VQF/AQTF requirements. You also need to work within the RTO's own policies and procedures.

By meeting the requirements of the VQF/AQTF and following RTO policy and procedure you should address any obligations such as access and equity considerations; language, literacy and numeracy requirements; and the engagement of industry in the learning program.

In addition, if you are designing and developing a learning program for a particular client, you may also be asked to follow this organisation's policies and procedures. These may reflect or parallel legislation, regulations or industry codes that must be followed; or perhaps the client organisation subscribes to benchmarks such as an Australian Standard or ISO Standard. Likewise, the client organisation may have specific templates and terminology it wishes you to use to develop the learning program.

Finally, not every training organisation is registered to deliver AQF qualifications. Even if you work for a private training company or an organisation that delivers its own training to an internal standard, you are still required to follow and meet quality benchmarks. You need to know what these standards are and how they apply to your role.

RTO policies and procedures

If you are working for or on behalf of an RTO, you should familiarise yourself with its internal quality policies and procedures. Generally the policies and procedures are structured in such a way that addresses VQF/AQTF requirements; some may follow in detail the structure of the Standards. Procedures may also provide you with a step-by- step 'how to' that you can use as a checklist. Some RTOs have a compliance manager/officer whose role it is to monitor and report all compliance requirements. This person can provide information and answer questions regarding procedures and requirements.

An RTO may hold ISO certification that sits parallel to the VQF/AQTF and state VET legislation or policy requirements. In developing learning programs you may also need to take into account these additional ISO standards; following proper procedure should ensure you comply with these external requirements.

Other policies and procedures

Induction in an organisation's policies and procedures usually occurs on initial employment, and the implementation comes with practice. Many policies and procedures form part of the organisation's overall quality process. All employees should be away of and refer to and comply with them.

There may also be industry standards, codes of practice, and Commonwealth, state or territory legislation, including licensing requirements and industrial relations requirements that are relevant to your organisation. Program design and development should take these into account.

Participating in the ongoing continuous improvement processes in your organisation and maintaining your own currency with the world of VET ensures you are an active participant in maintaining the quality of the learning programs you design and develop.

Organisational policies and procedures may include:

- copyright
- records management; for example, filing procedures, document maintenance or managing superseded documents
- instructional design policies and procedures that may outline the format of documents or templates to be used
- work health and safety considerations.

Example

Conduct work according to organisational quality assurance policies and procedures

Greg is in the process of developing a learning program based on AHC21010 Certificate II in Conservation and Land Management for a client organisation.

The procedure in his own organisation is that before a learning program is presented to the client organisation, the RTO's compliance officer must review the program.

However, even before that happens, Greg is required to complete all actions on a checklist and attach this checklist to the front of the printed learning program before passing it to the compliance officer. Some of the items on the checklist are shown here.

Quality assurance check	Yes/no	Action to be taken/ notes
Has the currency of the Training Package been confirmed?		
Have the qualification rules been confirmed?		
Does the learning content address the requirements of each unit of competency?		
Have access and equity considerations been addressed?		
Have work health and safety issues been considered?		

Greg completes this form and follows the required procedure.

Like other trainers and assessors, Greg is required to maintain currency with the VET system; he regularly receives email updates with organisations such as ACPET (Australian Council for Private Education and Training). Greg also attends and participates in the weekly staff meetings where the compliance officer discusses quality issues that have arisen in the previous week.

Activity 7

Review the clauses from the Standards for RTOs 2015 and AQTF Standards in this table.

Standards for RTOs 2015 clauses	**AQTF Standards**
Standard 1 Clause 1.5 and 1.6	Standard 1: 1.2 Strategies for training and assessment meet the requirements of the relevant Training Package or accredited course and have been developed in consultation with industry.
Standard 1 Clause 1.5 and 1.6	Standard 1: 1.3 Staff, facilities, equipment, and training and assessment materials to be used by the applicant are consistent with the requirements of the Training Package or accredited course and the applicant's own training and assessment strategies.
Standard 1 Clause 1.13– 1.16	Standard 1: 1.4: The applicant has a defined strategy, procedures and measures to ensure training and assessment services are conducted by trainers and assessors who: (a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and (b) have the relevant vocational competencies at least to the level being delivered or assessed, and (c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken and (d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence

1. Explain how your own organisation's policies and procedures (or an RTO you can research) have been aligned to these standards. Use this table to complete your response.

Standard/s	**How the RTO's policies and procedures align to the standard**
Standards for RTOs 2015: Standard 1, Clause 1.5 and 1.6 AQTF Standard 1.2 Strategies for training and assessment meet the requirements of the relevant Training Package or accredited course and have been developed in consultation with industry.	

Standards for RTOs 2015: Standard 1, Clause 1.5 and 1.6 AQTF Standard 1.3 Staff, facilities, equipment, and training and assessment materials to be used by the applicant are consistent with the requirements of the Training Package or accredited course and the applicant's own training and assessment strategies.	
Standards for RTOs 2015: Standard 1, Clause 1.13–1.16 AQTF Standard 1.4 The applicant has a defined strategy, procedures and measures to ensure training and assessment services are conducted by trainers and assessors who: (a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors (b) have the relevant vocational competencies at least to the level being delivered or assessed (c) can demonstrate current industry skills directly relevant to the training/ assessment being undertaken (d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.	

2. Describe how these standards, policies and procedures apply to your work in designing and developing learning programs.

Click to complete Activity 7

Summary

1. Training packages and the VQF/AQTF underpin the VET system in Australia to ensure that VET is consistent nationally, is of a high standard and meets industry expectations.
2. Policy documents for both the VQF and AQTF contain quality assurance standards and arrangements for training and assessment delivered by RTOs. Non-compliance may lead to sanctions and deregistration.
3. The AQF defines the standards for qualifications in Australian education and training.
4. When designing and developing learning programs you must have a clear understanding of VET policies and frameworks as well as regulatory and funding frameworks.
5. You need to keep up to date with any changes to training packages and accredited courses to ensure the quality and currency of learning programs.
6. When designing and developing learning programs you should also comply with your own organisation's quality assurance policies and procedures as well as those of a client organisation (if relevant). These quality assurance policies and procedures may align to the VQF/AQTF or an external standard, such as an Australian Standard or ISO accreditation.

Topic 3

In this topic you will learn how to:

3A **Research, develop and document specific subject matter content according to agreed design options**

3B **Evaluate existing learning resources for content relevance and quality**

3C **Specify assessment requirements of the learning program**

Develop program content

Program content is what provides the learners with the knowledge they need and the opportunity to apply that knowledge in order to achieve the learning outcomes; that is, to develop the required skills.

Program content may already be available in some form in existing learning programs and can be revised and customised to your needs. However, you also need to be able to research and develop content yourself. In either case, you need to have a clear framework and parameters within which you can develop the program content.

At the same time as developing the program content, you need to understand what the assessment requirements are and ensure that these are clearly documented so the trainer/assessor is able to implement them.

3A Research, develop and document specific subject matter content according to agreed design options

Having identified and profiled the target learner group and established the parameters of the learning program you are designing and developing, you should have a good understanding of the purpose of the learning program and a clear picture of its framework. You should also have taken into account relevant policies and procedures to be followed and also considered LLN requirements.

To develop program content, you need to research and document the subject matter, to ensure its relevance to program purpose and the unit/s of competency or other specifications.

Research and develop content

Successfully researching and developing content requires you to know what the content is that you're looking for, and that you have some ideas about where to find it. Referring to the purpose of the learning program, the training specifications being used and the learning objectives helps you identify what the content should be.

When researching and developing content for a unit of competency from a national training package, use the unit of competency itself to determine what content is required. Analyse the elements, performance criteria, knowledge evidence and assessment requirements as these sections of the unit of competency help confirm the skills and knowledge a learner must demonstrate. This in turn provides guidance as to what content needs to be included to ensure learners achieve the required outcomes.

Once required content is identified, you can then start researching different sources of information so content can be developed.

Sources of information

There is a range of resources that cater for trainers in VET; some are quite specific to VET while others are more general. The following table lists some information sources you may find helpful.

Commercial publishers
Commercial publishers such as Aspire Learning Resources may have already developed learning and/ or assessment materials that may be suitable for all or part of your learning program.
Federal Register of Legislation: www.legislation.gov.au
The Legislation Register provides access to Commonwealth legislation.
National Register: http://training.gov.au
The training.gov.au website provides access to national training packages and accredited courses.
Industry bodies and some SSOs
Information packages are funded by the organisation and sold for specific units of competency. They will often include content information and assessment resources.
Government-funded resources
Some state education governments produce resources for sale on specific VET training packages. These are sometimes free and can include online toolboxes, curriculum and RPL resources.

Contextualising content

If the learning program is to support a particular organisation or learner group you should consider contextualising the program content to make the learning more relevant to the learners. Contextualising content involves taking a generic training specification and/or generic training/learning content and tailoring it to meet the needs of a learner or a workplace.

Contextualising a unit of competency means making it relevant to the learner while maintaining the integrity of the unit of competency. The Companion Volume Implementation Guides for training packages contain standard text that provides advice about contextualisation. For example:

‘RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained.

‘Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency.’

(Source: TAE Training and Education Training Package Implementation Guide, p. 26)

Contextualise a unit of competency

The following table provides two examples of how a unit of competency has been contextualised to align it with a specific organisation's policies and procedures as well as the learner's current and/or future needs within their workplace.

Unit of competency	Element	Performance criteria	Contextualisation
PPMNUM430 Calculate and analyse production and financial performance (Release 1)	Calculate and compare actual and budget performance	1.2. Calculate and compare costs with standards or budgets to identify variance from planned performance	▶ The unit applies to senior those persons who calculate and analyse production and financial performance in the pulp and paper industry. ▶ Senior employees may have already have completed their own documents and examples of when they compared the cost with standards or budgets to identify variance.
CUADIG302 Author interactive sequences (Release 1)	Produce interactive sequences	3.2 Create interactive media components as required	▶ In a marketing organisation: create background and logos for a client website that reflects the client's desired image. ▶ In a children's educational media organisation: create backgrounds, interactive buttons, controls, icons and user interfaces that are engaging to children and their parents.

Industry-specific documents

Many units of competency often include the wording 'in accordance with organisation's policies and procedures' or similar. This ensures learning and assessment is contextualised to make it relevant to the learner and also addresses employer needs. This type of contextualisation could include using enterprise-specific documentation and resources.

Documents or resources may include:

- product specifications
- process maps

- system guides
- policies and procedures
- sales material
- existing organisational training materials
- staff, workers and technical experts
- enterprise-specific language and acronyms.

Learning programs

Similar considerations apply when designing and developing a learning program to address a specific need. For example, if the program is based on learning how to use spreadsheet software, it makes sense to base learning and assessment activities on the documents and information that learners encounter and are required to produce in the course of their work.

Where resources are not available, or if resources need to be adapted or revised, you may need to undertake the development (or re-development) of the content yourself. As you undertake content development remember that the content must be relevant to learning outcomes – there's a difference between 'nice to know' and 'need to know'. Also remember to comply with copyright legislation.

Subject matter content

Before you start documenting, think about the structure of the material – if your organisation (or the client organisation) has a template for the documents you have agreed to develop, use that template. Otherwise, develop a template yourself before you start documenting learning content.

The form and shape of how the content is presented should be agreed on with stakeholders or clients early in the process of analysing and establishing their requirements. Moreover, the characteristics of the learner group and their LLN requirements may have a significant bearing on how the content is presented.

Diversity of learning characteristics

- You can show consideration for the diversity of learning characteristics when documenting content by:
  - contextualising content by using names, locations and scenarios that are familiar to learners or to which they can easily relate
  - if relevant, contextualising terminology to that used in the learner's workplace
  - including a quick-reference guide that explains specialised terminology and common acronyms
  - using pictures or diagrams (where possible) to complement or replace written explanations
  - contextualising examples to demonstrate the application of theory to the learner's workplace; for example, the way customer service is applied in hospitality is different from good customer service in the funeral industry.

Documents to produce

- The documents you may have agreed to produce may include:
  - a learner guide containing learning content, learning activities (possibly with solutions) and assessment tasks so the structure is ready for you to populate with content; sometimes learners are provided with a learner guide containing theory and explanation as well as a learner guide with separate learning activities
  - a trainer guide giving background information about the purpose of the training and suggested approaches
  - handouts for projects, activities or assessment tasks.

Design considerations

- Your aim should be to develop materials that:
  - meet the organisation's style requirements and are consistent in formatting and design, across all materials developed for that learning program
  - use appropriate language style and level
  - provide a variety of activities to address different learner styles and needs
  - address cultural, diversity and access and equity requirements.

Keep to time lines

It is easy to become over-enthusiastic about researching, developing and documenting program content, so be sure to apply good time management skills to keep yourself on track. You may already have time lines provided by your manager or client; generally there is a deadline for when the learning program is to be implemented and you need to develop your own structure to ensure the learning program is ready by that deadline.

A simple project plan listing a breakdown of all the tasks you need to do and when they need to be completed can be sufficient to keep yourself on track.

Example

Research, develop and document specific subject matter content, according to agreed design options

Zine is asked to design and develop a learning program for a manufacturing client.

The employees of the client organisation are concerned that many of its team leaders have little experience in managing others; staff morale is waning and absenteeism is on the increase. To address this, the client believes that team leaders will benefit from management training. The qualification is BSB42015 Certificate IV in Leadership and Management.

The client indicates that at this stage the learning program should comprise only the core units. These are:

- *BSBLDR401 Communicate effectively as a workplace leader*
- *BSBLDR402 Lead effective workplace relationships*
- *BSBLDR403 Lead team effectiveness*
- *BSBMGT402 Implement operational plan*

Each unit is to be delivered in 6 x 3-hour sessions, one session per week, with on-the-job mentoring and support. The proposed format of the learning program is as follows.

Week	Session	Session details
Week 1	Session 1	▶ Introductory concepts and activities
Week 2	On-the-job application of introductory concepts	
Week 3	Session 2	▶ Review of Session 1 theory ▶ Debrief of how Session 1 theory was applied on the job ▶ Advanced concepts and activities
Week 4	On-the-job application of advanced concepts	
Week 5	Session 3	▶ Review of Session 1 and 2 theory ▶ Debrief of how Session 2 theory was applied on the job
Weeks 6–10	On-the-job project assessment activities	

Zine confirms the parameters of the learning program and reviews the requirements of the relevant training package, specific qualification and units of competency. She also establishes learner characteristics, discovering that all members of the group are production workers promoted because of their technical skills and knowledge. Social, cultural and educational backgrounds are quite varied.

It is clear to Zine that once she is ready to document the subject matter, she needs to present it in a way that takes into consideration these learner characteristics, particularly the likelihood that the group does not have a strong preference for dense written materials.

Zine reviews and unpacks the units of competency, seeking to identify any points of commonality and to establish competency requirements so she can identify the content required to address the skill and knowledge components of the units.

Once this is done, Zine begins sourcing subject matter based on the learning objectives and key learning points. Part of her challenge is to ensure the knowledge requirements of the units are supported by content that is familiar and relevant to the learners. Her research also takes her to key contacts from the client organisation, who provide her with background information, case studies and scenarios, and samples of templates, forms and documents.

Activity 8

Refer to the previous example. You can access it again here. Assume that the client organisation is the one you are working in, or familiar with, and that Zine has asked for your assistance.

Develop a list of items that need to be considered in the research, development and documentation process for subject matter content. Identify the particular factors that need to be considered for this specific project/learner group.

Click to complete Activity 8

3B Evaluate existing learning resources for content relevance and quality

Many resources already exist that may be relevant to the learning program you are designing and developing. The relevance and appropriateness to the context and mode of delivery is important. For example, resources may rely on learners having access to a workplace; when this is not possible, the assessment questions may not be meaningful.

Resources that appear relevant at first glance may not be suitable for the learning program for a number of reasons: they may not be appropriate to the learner group or perhaps may have been developed for a superseded unit of competency; or resources that have been developed some time ago may no longer be current.

Using resources that lack relevance, currency or are of inferior quality, may compromise the integrity of the learning program being developed, the assessment and subsequent assessment outcome. Reviewing existing content should occur once a unit of competency has been unpacked and its requirements have been determined.

Locate existing resources

Existing learning resources come in many different forms and can be found in different locations. The content area determines what these resources are, their effective life span and where and how you can access them.

Consider the range of resources that may be available in a training organisation or industry workplace. They could be:

- paper-based materials such as learner guides, facilitator guides, assessment kits, textbooks, activity workbooks, logbooks and checklists
- electronic, interactive or web-based resources; with technological advancements there is now an array of non-paper-based resources available on apps and from a learning management system (LMS) that include interactive e-learning, websites, video, pod-casts and mobile phone applications.

Similarly, there is a huge range of sources of learning resources. The following table lists some potential resources and their sources.

Specialised publishers such as Aspire Learning Resources Generic materials for learning programs based on national training packages.
Academic or general publishers Content on topics related to the learning program you are designing and developing. Resources may not necessarily directly align to a unit of competency; for example, texts on sales and marketing or leadership and management.

Internally developed learning materials An RTO may have existing generic or contextualised learning materials that you could use, provided currency, relevance and quality is confirmed and that examples are relevant to the client learner group.
Workplace documents Examples include induction manuals, procedural documents, standard operating procedures, technical manuals, product manuals, and training documents/manuals.
Manufacturer's manuals General instruction manuals or operating instructions.
Legislation and industry bodies Legislation, regulations, codes of practice, workplace standards.
YouTube videos There are many educational clips on YouTube; for example, if you are delivering a program on 'Basic car maintenance', clips are available on how to change a tyre, how to change motor oil, removing car batteries and many other relevant topics.
Online sites with access to free or paid tutorials Online resources are available at sites like www.gcflearnfree.org or any number of other sites.
iPhone apps and podcasts Podcasts are often available on topical matters. iPhone apps include language translators that can be used instead of language dictionaries.

Determine the relevance of learning materials

Materials and resources used in the learning program must support learners in the best way possible to develop the skills and knowledge necessary to demonstrate competence. Materials that are not relevant to learner needs or that are of poor quality detract from this objective. Evaluate the suitability of learning resources before purchasing new resources or re-using existing materials.

Suitability to the learner

There are different ways of viewing and addressing relevance and suitability. One aspect relates to how appropriate the material is to the content requirements of the learning program. On another level, suitability must take into account individual factors such as learner needs and learning styles.

The following table provides some examples of how some learning materials may be more relevant and suitable for some learner groups than others.

Learner group characteristic	Subject example	Focus of content	Type of learning resource
Mature-aged (60+) women and men	Hair washing	▶ Demonstration ▶ Illustrations of the process step by step	▶ Video ▶ YouTube clip ▶ Hard copy document to take home and study/practice
Generation Y (born in the 1980s and 1990s)	Computer programming skills	▶ Explanation/ demonstration ▶ Independent learning	▶ Guide book with instructions accessed online
Learners from an Indigenous background located in Darwin	Provide service to local government customers	▶ Examples and activities using names and places that are unknown to learners	▶ Paper-based learner guide containing key concepts, examples and activities ▶ Visual images used widely

Content suitability

Some key factors to consider when determining relevance and suitability include the following.

Suitability

- Consider whether the material is suitable for the intended delivery strategy; for example, a self-paced CD learning resource may have suitable content but may not be appropriate to the chosen delivery mode.

Relevance

- Consider whether resources developed for a specific industry may be relevant to someone who is not working in that industry; the resource may need to be customised and suitable scenarios/case studies included to ensure its relevance to the target audience.

Access and equity

- Ensure the material acknowledges access and equity principles and acknowledges and respects diversity within our community and among the learners undertaking the learning program; resources should be relevant to the age, experience and background of the target audience.

LLN

- Ensure the language, literacy and numeracy levels of the resource/s are suitable for the learners undertaking the learning program.

Content quality

The learning materials you may be considering also need to be evaluated in terms of quality. The notion of quality can be quite broad, but may include considerations such as the ones listed here.

Consider whether:

- the learning resource is complete or if it requires additional content or subject matter
- the extent to which any theoretical information is supplemented by sufficient and varied learning activities or assessment tasks
- the currency and accuracy of the information and content; for example, establish whether policies, procedures or legislation have changed since the material was first developed or published
- the content adequately covers all requirements of the unit/s of competency or other training specifications
- the learning material addresses learner needs or characteristics, including:
  - adult learning principles, such as learners needing self-directed resources that refer to a range of life experiences
  - sufficient graphics, diagrams or examples to help explain the theory
  - appropriate font and size for written material
  - appropriate medium, whether audiovisual or print-based
- the design, formatting, layout and physical quality of the learning resource is fit for purpose.

Example

Evaluate existing learning resources for content relevance and quality

You may find that an evaluation tool such as a simple checklist, like the following, can help you evaluate material in a consistent and structured manner.

Learning material evaluation checklist			
Name of material: Location/source of material: Evaluation based on: Target audience: Name of learning program:			
Evaluation criteria	**Yes**	**No**	**Not appropriate for target audience**
Relevance			
Criteria 1			
Criteria 2			
Quality			
Criteria 1			
Criteria 2			
Recommendations/comments			

If you find that an existing resource is suitable in its entirety, you may also want to confirm the availability of the resource/s and any ordering or printing requirements.

Using existing learning resources is not always an easy option or the best one. Learning resources need to be evaluated to ensure they meet the quality and relevance requirements of the learning program.

Example

Evaluate existing learning resources for content relevance and quality

This example continues from section 3A.

While researching subject matter content for the unit of competency *BSBLDR403 Lead team effectiveness* (Release 1), Zine comes across a learner guide called *BSBWOR402A Promote team effectiveness* (Release 1). The title and codes are slightly different on the learner guide so Zine checks for the release and history of the unit from training.gov.au to determine the changes that have been made to the unit of competency when it was reviewed and updated.

Zine checks the mapping document in the latest BSB Business Services Training Package and notes the following.

Unit mapping information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLDR403 Lead team effectiveness (Release 1)	*BSBWOR402A Promote team effectiveness* (Release 1)	▶ Updated to meet Standards for Training Packages ▶ Title change ▶ Minor edits to clarify intent of performance criteria	Equivalent unit

Based on this information and her own review of the learner guide content, Zine confirms that the learner guide *BSBWOR402A Promote team effectiveness* is suitable for use.

To overcome any confusion the different unit codes may cause, an insert is prepared and inserted into each learner guide clarifying the unit equivalence; the trainer should also draw learner attention to this in the first session. There is also a version control file path used in the footer of the learner guide document.

Activity 9

Assume you need to select a resource for a learning program that you have delivered before. For this delivery and assessment, the learning program needs to be different because the learner group includes people for whom English is a second language. This group has basic computer skills and has been out of the workforce for at least one year. The unit will be delivered face to face in a classroom.

1. Develop a checklist or other system for determining the relevance, suitability and quality of the resource.

2. Use the checklist or other system you have developed to assess the relevance, suitability and quality of the resource you have selected.

3. Provide a brief report to management giving your assessment as to the relevance, suitability and quality of the resource. Qualify your assessment of the resource and justify the decisions you have made.

Click to complete Activity 9

3C Specify assessment requirements of the learning program

In order to determine whether a learner has achieved the learning outcomes for which the learning program was designed, some type of assessment of competence needs to occur. For example, if a learning outcome requires the learner to use a computer software package to develop business documentation, what criteria is used to confirm that the learner has achieved that learning outcome?

In some cases the assessment criteria are predetermined, such as occurs in learning programs aligned with a national training package. Where assessment criteria are not already defined, you need to determine the criteria or benchmarks to be achieved with the client or relevant stakeholders. Once the assessment benchmarks are clarified, you are in a position to suggest the kind of assessment activities that may be appropriate.

Training package assessment requirements

When a learning program is based on an accredited course or a national training package, assessment requirements can be found in the unit/s of competency with the list of performance criteria, and the assessment requirements document that outlines the performance evidence, knowledge evidence and the assessment conditions.

You have reviewed the performance criteria and foundation skills when determining the requirements of the learning program, researching and documenting relevant contents. Together with that information, the assessment requirements guide you to formulate specific assessments. You need to unpack the performance evidence and establish what the requirements are and how they can be met.

In some training packages, the evidence requirements are quite extensive. Assessment requirements will include if there are additional licensing/registration requirements that must be complied with. Implementation guides for each training package only provide guidelines on assessment, but it is the specific unit of competency that stipulates the specific rules for the assessment for the unit itself.

Unit of competency components

- Refer to the elements, performance criteria and foundation skills.

Performance evidence

- Performance evidence specifies the mandatory types of product and process evidence required. It outlines the volume and/or frequency of product or process evidence.
- The requirements for assessment are clear, measurable, auditable and standardised.

Knowledge evidence

- Knowledge evidence specifies what the individual must know in order to effectively complete the work task described in the unit of competency. It details the breadth, depth and amount of evidence that must be collected.
- This relates directly to the performance criteria.

Assessment conditions

- Assessment conditions are mandatory conditions for the assessment. It lists all the things the RTO must provide such as:
  - where the assessment take place
  - the equipment to be used
  - types of consumables or stock
  - workplace documentation
  - other people who must be present (if applicable)
  - any timing requirements
  - the competency of the assessors including industry experience and vocational qualifications.

VQF/AQTF assessment requirements

When a learning program is based on an accredited course or a national training package with the intention of issuing an AQF qualification or statement of attainment, assessment must also comply with VQF/AQTF requirements. Here is a sample of the Standards for RTOs 2015 that relate to assessment.

The specific requirements for Standard 1: The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses, are listed in the following table.

Standard 1: The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.	**What you can do to comply with this requirement**
Engage with industry/employers Clause 1.5: The RTO's training and assessment practices are relevant to the needs of industry and informed by industry engagement.	The RTO will have developed strategies for the training and assessment of each qualification it is registered to deliver. These strategies will have been developed in consultation with industry and there is ongoing feedback and monitoring of practices to ensure your RTOs training continues to meet industry needs.
Support learners Clause 1.7: The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.	Ensure you understand who your learners are and address access and equity considerations when designing and developing the learning program. There needs to be some flexibility to allow for different learner needs; for example, provide options for assessment activities by requiring learners to complete a self-assessment as part of the enrolment process.
Conduct effective assessment Clause 1.8: The RTO implements an assessment system that ensures that assessment (including recognition of prior learning) complies with the assessment requirements of the relevant training package or VET accredited course, etc.	Review the strategies to ensure they are relevant to the particular client group and learning program you are designing and developing. If necessary discuss amending the documented strategies with your manager. Refer to the principles and rules throughout the process and development of assessment resources in accordance with the principles of assessment and the rules of evidence.

Licensing/registration

There are some occupations that require formal licensing/registration with a controlling body. This means that not only should your assessment requirements meet the needs of the training package and units of competency, but the learning program and assessment may also need to address the requirements of the licensing body.

As noted previously, licensing requirements may sit parallel with or be an integral part of a qualification.

Occupations with licensing requirements include:

- plumbers and electricians
- nurses
- dental technicians
- riggers and scaffolders
- travel agents
- truck drivers
- financial advisors
- marriage celebrants.

Industry/enterprise standards

If the learning program is based on an industry or enterprise standard, but not aligned to a national training package, you may need to develop and confirm the assessment standards or benchmarks with the client. For example, the learning program may be developed to train or up-skill employees in a new procedure or technique and require assessment at the end of the program to confirm achievement of learning outcomes.

The assessment benchmarks you need to document in your learning program may include:

- what needs to be demonstrated
- in what time frame
- using what equipment/resources
- under what conditions.

In addition to designing and developing program content and specifying the assessment criteria for the learning program, your role may also extend to outlining proposed assessment methods or activities.

Principles of assessment

Regardless of whether the learning program is based on a training package or an industry/enterprise standard or some other specification, the assessment should consider the principles of assessment. In addition, assessment requirements should ensure the quantity and quality of evidence collected.

Assessment may follow a formative process, gathering ongoing evidence throughout the learning program; or it may be summative, gathering evidence of achievement of benchmarks at the end of the program; or a combination of both.

When the learning program is aligned to a national training package and leads to the issuing of a qualification or statement of attainment, the VQF/AQTF indicates that assessment must be as follows.

Principles of assessment
▶ Valid – the judgments made about a person's performance based on the evidence gathered are justified.
▶ Reliable – evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment. The assessment activities must be an accurate measurement of performance.
▶ Flexible – the assessment requirements and methods should reflect each candidate's needs, characteristics and context; and provide for recognition of existing competency.
▶ Fair – the individual learner's needs are considered in the assessment process. The assessment requirements and methods must not disadvantage the learner, and must allow for reasonable adjustment in response to particular needs.

Learner characteristics

To comply with the principles of assessment, you also need to consider learner characteristics when developing assessment tools or choosing from existing assessment tools. There are many possible considerations you may need to account for; some examples are presented in the following table.

Assessment strategy	Characteristic	Consider (where possible)
Oral questioning	Non-English-speaking background	The use of an interpreter if standards allow. A documented record or a video clip could be used to confirm reliability and authenticity.
Report	Not computer literate	Offer choice of a handwritten report or an oral presentation.
Written test	Indigenous background	Offer to read the questions and/or record the answers for the person if this is permissible.
Role-play	Learners from different cultural backgrounds	Consider cultural factors – offer a choice of demonstration, role-play or group presentation; role-play activities need cards and descriptor for each character.
Case study	Learners from diverse industries	Offer a choice of written/oral questioning, case study or portfolio.

Assessment activities

The purpose of assessment is to determine whether the learning outcomes have been achieved. There can be a number of different strategies, approaches and activities to determine this. The assessment activities can vary depending on the characteristics of the learner group, the learning outcomes and stakeholder expectations and requirements.

Assessment activities may include:

- observation of a learner performing the task being assessed
- questions (written or oral), to assess knowledge or understanding
- third-party validation; for example, a team leader in a customer contact centre responsible for a customer service officer can validate the person's competency relating to customer service
- documents that provide evidence of competence; for example, documents developed by the learner
- activities completed during learning sessions
- case studies and scenarios based on a workplace activity
- participation in group work, projects or discussions
- products or samples of work produced showing the use of a technique.

Example

Specify assessment requirements of the learning program

Zine is in the process of determining the assessment requirements for *BSBLDR403 Lead team effectiveness*.

She follows these steps:

- Reviews the assessment requirements.
- Reviews the training package implementation guide for any additional relevant requirements.
- Checks for and confirms that there are no industry licensing/registration impacts in the client's workplace.
- Develops a matrix to ensure that all requirements are addressed.

This is Zine's matrix in which she specifies the assessment requirements.

Assessment requirements	How this will be assessed
Knowledge evidence	
To complete the unit requirements safely and effectively, the individual must explain principles and techniques associated with: ▶ delegation and work allocation ▶ goal setting ▶ group dynamics and processes ▶ individual behaviour and difference ▶ leadership styles ▶ motivation ▶ negotiation ▶ problem-solving ▶ planning ▶ workplace innovation ▶ workplace productivity.	▶ Written or oral question/ answer ▶ Portfolio with additional questions as required for explanation ▶ Case study scenario with questions to answer
Performance evidence	
Evidence of the ability to: ▶ apply knowledge of organisational goals, objectives and plans ▶ develop a team work plan including documentation of how it was generated and how it will be monitored ▶ identify and incorporate innovation and productivity measures into a team work plan ▶ communicate with team members and management to identify and establish the team purpose, roles, responsibilities, goals plans and objectives and resolve problems ▶ use techniques to consult, encourage, support and provide feedback to team members ▶ model team leadership behaviours and approaches ▶ liaise with management to develop the teamwork plan, resolve issues and ensure follow-up action is taken.	▶ Third-party report; for example, from supervisor on how the learner's apply the skills in the workplace ▶ An observation checklist supplied to the supervisor with the work practices they are looking for

Assessment requirements	How this will be assessed
Assessment conditions	
Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to: ▶ information about the organisation, including organisational structure, goals, objectives and plans ▶ case studies, and where possible, real situations ▶ workplace equipment and resources ▶ interaction with others. Assessors must satisfy NVR/AQTF assessor requirements.	▶ A list of workplace equipment and resources, as well as organisational documentation, needs to be provided to the supervisor (for a third party) to make sure they are supplied to the learner.

Activity 10

Select a unit of competency that could be applied to your work situation.

Specify the assessment requirements for the unit so they apply in a meaningful way to employees in your workplace. Use this table to complete your response.

Assessment requirement	How this will be assessed
Knowledge evidence	
Performance evidence	

Click to complete Activity 10

Summary

1. When researching and developing program content, ensure the subject matter is relevant to the program purpose and the specifications being used in program design.
2. It can be useful to follow an instructional design model that provides a structured approach to program development.
3. Existing learning resources can include published material as well as industry/enterprise documents or other specifications. You need to ensure that these resources are current and accurate.
4. Evaluate existing learning resources carefully to ensure they are relevant to the learning program and of appropriate quality.
5. The target group characteristics need to be considered in the development of the program.
6. The assessment requirements of the learning program need to comply with those specified in the relevant training package/unit of competency.
7. When the learning program is not aligned to a training package industry/enterprise benchmarks, licensing standards or other criteria may apply.

Topic 4

In this topic you will learn how to:

4A **Break the learning content into manageable segments, and document the time frame for each segment**

4B **Determine and confirm delivery strategies, required assessment methods and tools**

4C **Document the complete learning program in line with organisational requirements**

4D **Review the complete program with key stakeholders, and adjust as required**

4E **Ensure a safe learning progression by analysing risks in the learning environment, and including a risk control plan**

Design the structure of the learning program

The learning program structure is the culmination of all the preparatory work you have completed. It describes in detail for stakeholders to follow the who, what, where, when, how and why of the learning program.

In designing the structure of the learning program, you need to break the learning content into structured segments and apply timings to each. Once this is done you are in a position to determine the delivery strategies to be used and confirm these with stakeholders. Your responsibilities may also extend to ensuring that the program provides for a safe learning environment and is documented with a risk control plan.

You then need to document the program structure according to any organisational or external requirements and in such a way that trainers/assessors are able to implement the program as intended.

4A Break the learning content into manageable segments, and document the time frame for each segment

After you have developed subject matter content and determined the design of program content, this content then needs to be organised into structured, manageable segments or chunks, and sequenced to make it easier for the learner to understand and apply new knowledge and/or develop new skills.

Qualifications are usually about job functions. Starting with an overall look at the job itself is a good introduction and useful way to segment the program. Clustering units around a job function is often the most convenient and logical way to deliver content.

Cluster content

If your learning program consists of more than one unit of competency, you should review all the units to identify similar content that can be delivered together. For example, there is often a similar WHS-related performance criterion in most units of competency – so it would be quite logical to deliver all the WHS components of a learning program together.

Clustering units around a job function is often the most convenient and logical way to deliver content. In this circumstance, you need to take the key skills, knowledge and learning requirements from each unit of competency and sequence them in a way that is consistent with the usual flow of the work function. It is often the case in practical job roles that the way a unit of competency is sequenced matches the flow of work in the job. Core units are usually a good foundation and starting point.

Make sure the learning mapping clearly indicates the location in the learner guide for each component of the unit of competency such as the performance criteria, knowledge evidence and foundation skills.

Criteria for segmenting

The elements in a unit of competency are broad skill areas and help define learning outcomes; each element could be a segment or topic area of the learning program. Remember to consider the level of familiarity the learners have with the content. The learning activities that are developed should address foundation skills as well as knowledge and performance criteria.

The topic area approach may include:

- an introduction to the content or a review of the previous content with a link to the next element
- an introductory activity to set the scene
- learning content that includes the applicable knowledge evidence and foundation skills
- a real-life example at the end to reinforce learning
- a learning activity for each performance criteria and/or an integrated learning activity that ties together all performance criteria covered in that segment
- performance activities, which can be used as a summative assessment activity to confirm understanding before moving on to the next element.

When an element is complex or content-heavy, you may wish to break it into further segments, providing it is logical to do so.

Segment learning content

Segmenting learning content involves breaking up the content into chunks so learning that may be difficult or complex can be presented to learners in a way that fosters sequential development of skills and knowledge. The amount of learning needs to be considered for the AQF level, as well as any self-study required by adult learners.

How content is chunked depends in part on its complexity as well as the learner characteristics and their existing skills and knowledge. The more unfamiliar the learners are with learning content, the more important it is to introduce the content in small segments and to allow time for learners to understand and apply the content before building on the skills and knowledge with the next chunk.

Segmenting also provides opportunities for formative assessment to ensure that the learners understand what has been presented before moving to the next topic. Formative assessment checks reduce the potential for learners to become 'lost' or left behind because they have not understood or been able to perform a skill or demonstrate knowledge before moving on to the next learning task.

Consider how you might chunk learning to instruct learners to use a photocopier capable of multiple functions such as duplexing, collating and stapling, as described below.

If learners have had previous experience with photocopying, you may merge steps 1 and 2, which would leave only two additional segments of increasing complexity. The steps would also change if there was more than one brand or model of photocopier being used.

Learning program: How to use a photocopier
Step 1: Basic photocopying (single-sided one page only)
Step 2: Double-sided photocopying
Step 3: Using the collating and stapling functions
Step 4: Maintaining the photocopier (adding more paper to trays, clearing paper jams, accessing support, if needed)

Sequence learning

Often the unit of competency or other specification on which the learning program is based provides you with a suitable design framework. In other cases a specification may be quite broad or generalised, and you have to determine for yourself how the learning content is to be broken up into manageable segments.

If the learning program is based on a unit of competency, you can often use the knowledge evidence and skills so people understand the wider context that the task or job is situated in. For example, the content for a learning program based on *BSBWHS201 Contribute to health and safety of self and others* could be structured as follows:

- Why is safety important?
- Who is responsible for what?
- What are the basic rules that apply to particular jobs or tasks?
- What can happen if the rules aren't followed (for example, injuries, damage or dismissal)?

Some case studies or a video could also be provided before learners start to tackle Element 1.

Effective training is about learner engagement and relevance, not working through units as they are printed. Units form the basis for designing a program, but not necessarily in sequential format.

Sequence training specifications

For learning programs not based on units of competency, you may need to develop your own structure for presenting the content. If you are not an expert in the field, you may need to seek the assistance of a subject matter expert to help you sequence the content in a logical way.

Like units of competency, there are some specifications that already provide a logical framework for sequencing content. As a general rule, standard operating procedures (SOPs) describe a particular job or task in the sequence it is performed, so often you can segment learning according to task breakdown.

Other specifications, however, may not provide you with sufficient detail. There may also be learning areas for which there are knowledge requirements only, not how the knowledge should be presented.

Sequence learning content

There are a number of ways to sequence learning content; you need to determine which is the most suitable for your learning program. For example, hospitality students need to learn about nutrition and food allergies, then carry out tasks in a simulated setting before work placement.

Some ideas for ways to sequence content are explained in the following points.

Ideas for sequencing the content:

- Re-order the elements and performance criteria to place the major knowledge evidence and concepts first.
- Use standard operating procedures (SOPs), which arrange content according to how a task is to be done, as in a recipe or low-risk work procedure.

- Use the chronological order in which tasks are usually completed; for example, an induction process may be structured based on the duties to complete each day.
- Follow simple to complex sequencing; language or unfamiliar concepts are often learnt this way.
- Learning can proceed from the known to the unknown; computer software packages are often learnt this way.
- Teach all the parts first, then put the parts together to form the whole; some trade skills are delivered in this way.
- Scaffold learning so it begins with basic underpinning knowledge and builds in complexity.
- Consider the importance; for example, a learning program on safe work practices would put the procedure for activating emergency procedures ahead of reporting an incident.

Establish time frames

When segmenting learning content, you need to consider the time allocation for each learning segment to ensure consistency with the overall learning program time frame. As you allocate time to each segment, you need to assign priority and allocate time accordingly or revise learning content as required.

A key feature affecting your estimations of time will be the needs and characteristics of learners. You may need to take into account factors such as their level of experience in the workforce; their experience in formal education; existing skills and knowledge; LLN requirements; their age, gender, cultural background; any special needs (for example, physical or psychological); motivation for attending the learning program and any language or literacy needs that impact on their ability to participate in the learning program.

Some consideration needs to be given to:

- acknowledging the relative importance of topics
- pacing delivery according to the depth or complexity of skill and knowledge content
- timing the delivery so learners' interest and focus is maintained
- equipment available; for example, if only one computer is available for a group of students, this will blow out the time frame
- building an amount of flexibility into time lines to allow for contingencies
- allowing time for assessment activities.

Segment timings

As you assign priority and allocate time, your focus needs to be on striking a balance between learner needs and characteristics with providing for critical content, particularly for the performance criteria and knowledge components. Assigning priority also means isolating the ‘nice to know’ from the ‘need to know’.

Other considerations for determining segment timings are allocating time to preliminaries, including ‘get to know you’ activities and housekeeping such as introductions, ground rules and attendance.

Experience in training means that you learn about the time taken to deliver aspects of a program. Checking with a supervisor or other experienced trainers and assessors is useful in that they can offer advice and make recommendations.

Consider estimating the time it takes to:

- introduce a segment and/or link the segment to previously completed segments
- deliver the content and complete learning activities, including debriefing and responding to questions
- undertake formative assessment and address any learning needs before moving to the next segment
- provide time for breaks
- allocate time to the conclusion and learning program evaluation.

Nominal hours

The various state, territory and federal governments provide funding to eligible training providers to deliver training. Each state differs in how funding is allocated; in some jurisdictions the funding is based on 'nominal hours' or similar.

In Victoria, nominal hours are defined as, 'The anticipated hours of supervised learning or training deemed necessary in order to adequately present the educational material'. These hours may vary within a qualification depending on the units of competency selected.

Nominal hours are a guide to the number of hours that may be funded; but they are also a useful indication of the time the learner needs to become competent in the established learning outcome/s. You'll still need to evaluate the characteristics of the learners and weigh these against the content requirements to determine whether they may require more or less time and what additional support may be required. The time frame and type of activities included will need to be described in line with the volume of learning requirements outlined in the Standards for RTOs 2015.

For training conducted in Victoria, you can look up the maximum hour allocations for particular units of competency at:

- www.education.vic.gov.au/training/providers/rto/Pages/purchasingguides.aspx#link98

For national agreed hours, you can look up maximum hour allocations for particular units of competency at:

- www.ncver.edu.au/publications/publications/all-publications/statistical-standard-software/nationally-agreed-nominal-hours

Example

Break the learning content into manageable segments, and document the time frame for each segment

Fahid is designing and developing a learning program based on the unit of competency, *SIRXWHS002 Contribute to workplace health and safety* (a core unit of SIR20216 Certificate II in Retail Services). He has been working with an industry client to establish clear parameters for the learning program, and ensuring that the proposed program meets all relevant VET policies and procedures. The program is for existing workers and will be delivered in the workplace.

Having identified the content requirements of the learning program, Fahid segments and structures the program. He works with a subject matter expert to contextualise learning and to allocate sufficient time to each segment so that content can be delivered within the two-day time frame requested by the client. He plans to have some of the staff be guest speakers and to bring some samples of their workplace documents with them to show the others. This will help contextualise the unit information to the workplace and the specific industry.

Fahid knows that this unit is 'entry level' and has been allocated 20 nominal hours. Fahid also knows the learners are adults with workforce experience and needs to take this into account. (Some learners may seek recognition of their existing skills and knowledge.) Fahid plans to supplement the two days face-to-face delivery with on-the-job activities and then a final assessment activity based upon their job role, conducted on the job. His next task is to determine how the two days of face-to-face training can be broken up.

To assist in developing the final plan, Fahid puts together a rough working document that helps him to confirm his timings.

Fahid knows that there are a lot of things that can cut into the delivery time. To determine how much of the 2 x 8-hour days is really available for learning, Fahid lists all the non-learning activity time that is utilised. This table shows his calculations.

Day	Structure	Duration (hours)
Day 1	Introduction to the day's program including WHS induction	0.50
	Lunch	1.00
	Morning/afternoon tea – 15 mins each	0.50
	Summary at the end of the day	0.20
	Total time utilised outside of learning activities	2.20 hours
Actual time available for learning activities for day 1		5.80
Day 2	Review of the concepts from the previous day	0.25
	Introduction to the day's program	0.10
	Lunch	1.00
	Morning/afternoon tea – 15 mins each	0.50
	Summary at the end of the day	0.20
	Assessment requirements	0.50
	Evaluation	0.25
	Total time utilised outside of learning activities	2.80
Actual time available for learning activities for day 2		5.20 hours

On Day 1 Fahid only has 5.8 hours and on Day 2, 5.2 hours in which the learning content can be fitted; that is, 11 hours across the two days. Fahid decides that it would be better not to deliver the unit in sequential days, but to separate them with a break. In the week between training, he will give the learners some case studies and exercises to complete to reinforce the work covered in Day 1.

A logical place to end training on Day 1 is after Element 1. At this point, the theory and practice activities related to 'Act safely in the workplace' would be all done in one day and learners would have a holistic picture of what this element is about. Fahid will get the students to inspect the workplace to identify emergency equipment and do a hazard checklist.

Fahid decides that the day should end after Performance criterion 1.3. The face-to-face session continues on Day 2 when the remainder of the elements 1 and 2 from the unit of competency is completed.

Here is Fahid's rough timing plan.

Element	Performance criteria	Day 1	Day 2
1: Act safely in the workplace	1.1 Follow workplace procedures for safe work practice.	3	
	1.2 Follow safety instructions from supervisors, managers and workplace safety signage, and observe other risk control measures.	1.5	
	1.3 Use personal protective equipment and safe manual handling techniques to protect self as required.	1.3	
	Total:	**5.8 hours**	
	1.4 Work safely around dangerous goods and substances.		1.20
	1.5 Identify and remove safety hazards, and report all workplace hazards as they arise		1.0
	1.6 Promptly report unsafe work practices, incidents and accidents		1.0
2: Follow emergency procedures	2.1 Recognise emergency and potential emergency situations, and follow procedures.		1.20
	2.2 Follow procedures for reporting of emergency incidents.		0.80
	Total:		**5.2 hours**

Activity 11

Select a unit of competency you are familiar with.

Document how you would segment, sequence and allocate time to the learning content. Provide justifications for your choices, where appropriate.

Consult a subject matter expert or experienced trainer if you need further information or assistance relating to what would be a reasonable size segment, the sequencing and/or reasonable time allocation.

Use this session plan to record your response.

Session plan	
Learning program	
Session name	
Aim	
Learning outcomes (objectives)	Session 1:
	Session 2:
Assessment criteria	
Name of facilitator	
Duration of session	
Resources required	

Time	Content	Resources required/notes
Introductions		
[Insert time]		
Topic:		
[Insert time]		
Topic:		
Review		
[Insert time]		
Summary and conclusion		
[Insert time]		
End of session		

Click to complete Activity 11

4B Determine and confirm delivery strategies, required assessment methods and tools

The learning or delivery strategy document provides a framework for the learning requirements and the teaching/delivery and assessment arrangements. Detailed guidance is fleshed out through the content of specific learning programs. Each learning strategy may require development of a number of learning programs, depending on the design approach of the learning strategy.

A learning program documents where and how training is to occur and has a significant impact on preparations for delivering the learning.

Once the content, sequence and timing of each segment of a learning program are established, the next task is to determine how the learning program is to be delivered to learners. You also need to consider the most appropriate assessment methods and instruments to assess the learner's skills and knowledge.

Documenting this information as part of your learning program provides a guide for the trainer and assessor on the delivery and assessment requirements to ensure consistent delivery to all learners. Clarity and consistency can be particularly important when the learning program is to be delivered to multiple groups of learners and/or by different trainers and assessors. There must always be flexibility for reasonable adjustments to meet the needs and characteristics of individual learners and learner groups.

Delivery location

The learning program, contractual obligations, learner needs and stakeholder preferences influence where the learning is to take place. By itself, or when combined with other factors, location can affect learner outcomes. For example, a delivery strategy requiring learners to complete all or part of the learning at home may not be suitable for learners who are not self-directed. Learner characteristics may also determine the potential success of delivery location; for example, Aboriginal and Torres Strait Islander learners may not feel comfortable in a formal training environment such as a lecture theatre and may prefer an actual or simulated work environment.

The delivery of the learning program can be in:

- the workplace as part of on-the-job training where learners develop competency while they are performing workplace tasks
- a simulated workplace set up to have all the functionality of an actual workplace; for example, a training kitchen or warehouse
- a formal training room such as a seminar room or general classroom
- a location with access to a computer and the internet; for example, at the learner's home and accessing the RTO's learning management system (LMS) or in a computer lab located on campus
- a community setting such as a community house, local library or public facility.

Delivery style

The mode of delivery for the learning program should be carefully considered in light of what you know about the learners and their characteristics, as it can impact learner outcomes. While learners may have different preferences for the way learning is presented, delivery may have been predetermined by contractual obligations, business requirements or financial considerations.

The structure of a learning program helps shape and be shaped by the delivery style and location; for example, a learning program to be delivered on the job is structured very differently from one being delivered online.

There are five commonly used styles for the delivery of learning programs.

Face-to-face learning
Face–to-face delivery remains the most common way to facilitate learning. Learners and the trainer/facilitator meet in a designated training venue where the trainer delivers the training and there is face-to-face interaction with the trainer and other learners. This method can be useful for learners who require additional support based on their LLN needs.
Distance learning
Distance learning is self-paced, as it allows learners to work through their learning without the trainer being present, but nevertheless available for support. Learners can be provided with access to e-learning via a LMS or print-based resources.
Online/e-learning
Learners logon to a controlled website to access e-learning activities. Online learning can be self-paced and/or offer structured learning with immediate feedback on activities, and the learners work and assessments are kept online as a record.
On-the-job learning
On-the-job learning is for learners who learn and practise new skills and knowledge while they are performing their usual work duties. This method may also include shadowing of, and mentoring and coaching by more-experienced employees.
Blended learning
Blended learning refers to learning situations that use more than one style of delivery. For example, learners may be required to complete an online course or distance learning to learn basic concepts and then attend face-to-face sessions where more-advanced concepts are covered.

Delivery methods and techniques

Once you have determined where the training is to be delivered and the appropriate delivery style/s, you need to think about the mechanics of the delivery itself. For example, will you recommend that all learners follow exactly the same program at the same time or will the learners be encouraged to learn at their own pace?

Some programs will use a variety of delivery strategies. An example for unit *BSBSMB407 Manage a small team* may include:

- a one-day overview (face to face, lock-step)
- a self-paced learner guide that includes learning activities at a time and place suitable to the learner
- a three-hour face-to-face debrief session where learners have a discussion regarding their learning and how this may be (or has been) applied on the job (for example, face to face, participatory, interactive and collaborative).

Here is a summary of several training delivery methods.

Lock-step method

- In the lock-step method all learners progress through the learning at the same pace; this method is commonly used in face-to-face training/learning. The objective of this method is to have a group of learners complete the learning program in the same time frame. This can cause frustration for learners who are of different abilities and who have different needs/characteristics.

Learner-paced/self-paced

- Learners determine the pace at which they progress during the learner-paced/self-paced program. This could mean that learners can start and finish the learning program within an agreed time frame. Self-paced learning includes when:
  - learners work through a self-paced learner guide, e-learning module or similar at their own pace
  - a trainer is available in the room to assist if needed with explanations, clarifications, equipment and so on; learners may have a start/end date for the program, or start/end dates can be open-ended.
- Learners are provided with learning materials and they complete the learning when and where it suits them best.

Participatory, interactive and collaborative

- Participatory, interactive and collaborative learning methods relate to a learner-centred approach where learners are active participants in their own and each other's learning; for example:
  - question and answer/quizzes
  - a discussion
  - brainstorming
  - role-play
  - games
  - case studies
  - field trips
  - a debate.
- There are different forms of participation in these methods; the most effective involve learners constructing their own understanding or solution to a problem rather than being led towards a single known solution. Interactive learning by itself may involve 'choosing and using' from predetermined content.

Mixed

- A mixed delivery method combines lock-step and self-paced learning. For example, learners may be required to attend a lock-step session following which they are required to complete learning activities/projects at their own pace.
- It is also possible for lock-step and self-paced methods to include activities that are participatory, interactive and collaborative. For example, a learning program may be based on the lock-step method with learning activities and formative evaluation activities using participatory, interactive and collaborative activities.

Limitations and constraints

In designing the structure of the learning program and determining the delivery strategy you need to consider a number of factors. Factors can include logistical issues, particular client needs, specialised client or workplace requirements, organisational constraints, the complexity of the content, learner characteristics and the learning environment itself.

The size of the learning group makes some delivery strategies more feasible than others. For example, in a learning program to support the rollout of a new computer program to all employees in a bank (which could have 10,000 plus employees), e-learning would be preferable to a face-to-face, lock-step strategy.

In some circumstances the learning program may be limited by client constraints, particularly if there are productivity issues and staffing constraints. For example, a leadership program that requires team leaders to attend training one day a week for six weeks most likely involves a disruption to work routines and some staff may miss sessions due to work commitments. Another example is where an e-learning strategy won't succeed if the learners do not have access to computer facilities or the required software. Some ways to alleviate these constraints include providing online support, good instructional design, catch-up sessions or extended time frames for delivery and/or assessment

Determine assessment methods

In addition to basing the learning program on agreed delivery strategies, your learning program should also include information on the assessment methods to be used in the assessment process.

Assessment methods are the particular techniques that can be used to gather evidence of competence. There are a variety of methods that can be used to assess competence.

Assessment methods:

- Direct observation of work in the workplace assessed in real time in the workplace or assessed in a simulated off-the-job situation that reflects the workplace.
- Questioning, which could be oral, written or computer-based and includes interviews and questionnaires. Generally more applicable to the assessment of knowledge evidence.

- Third-party review; for example, a learner's direct supervisor or co-worker can confirm that the learner is competent in completing the required task to the required standard.
- Product-based methods: these are structured assessment activities such as reports, displays, work samples, role-plays, and presentations.
- A portfolio of evidence: a purposeful collection of annotated and validated work samples, compiled by the learner. They contribute to evidence of a learner's competence and could include written documents, photographs, videos or logbooks.

Adapted from: www.asqa.gov.au/verve/_resources/Guide_to_developing_assessment_tools.pdf

RPL assessment methods

When determining the assessment method, you also need to offer recognition of prior learning (RPL) to learners who already have the skills and knowledge that form the basis of the learning program. The RPL assessment process involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual's application for credit.

Examples of learners who should apply for RPL may be a florist who has been running her own business for some time, and is very likely to have most, if not all, the skills and knowledge relevant to create floristry designs. Another example may be users of a specialised computer software program who are being asked to attend a learning program on advanced use of that software and who may already have the required skills and knowledge.

Often a portfolio is used as the assessment method to determine a person's skills and knowledge acquired through previous training, work or life experience. In addition, a set of knowledge questions may be used in an interview to determine the knowledge that underpins the evidence provided in their portfolio.

Assessment considerations

The assessment method/s you select may depend on a variety of external and internal considerations. Assessment method/s must adhere to the principles of assessment (fair, valid, reliable and flexible). Always refer to a qualified assessor for advice on the most appropriate methods.

Here are considerations regarding the choice of assessment methods.

Characteristics of the learners

- For example, oral or written questioning may not be a suitable assessment method for learners from a non-English-speaking background unless it is an essential requirement of the learning program.

Logistical implications

- For example, if learners are geographically dispersed, it may be necessary to subcontract observation assessments to suitably located assessors.

Parameters for the assessment

- For example, the performance evidence may indicate direct observation of tasks. Training package or unit of competency evidence requirements outline the details of resources that must be supplied for the assessment to take place, such as the location, or documents. This may lead to one method being more appropriate than others.

Dimensions of competency

- Assessments must relate to all aspects of work performance. These include:
  - Task skills – the candidate must perform the individual skills required to complete a work activity to the required standard.
  - Task management skills – the candidate must manage a number of different tasks to complete a whole work activity such as working to meet deadlines.
  - Contingency management skills – the candidate must use their problem-solving skills to resolve issues that arise when performing a work activity.
  - Job/role environment skills – the candidate must perform effectively in the workplace when undertaking a work activity by working well with all stakeholders and following policies and procedures.

Applicable legislation or other standards

- For example, competency associated with licensing standards may require the completion of a minimum number of logbook hours.

Limitations or requirements of the workplace

- For example, the workplace may have prescriptions in relation to access to a secure or dangerous area.

Assessment tools

Assessment tools are described as having a number of components that support the assessment process and are used to conduct an assessment. Ask your trainer for an 'Evaluating assessment tools to assessment methods checklist' template to evaluate the quality of your assessment tools.

Assessment tools include the following:

Context and conditions of assessment

- The context may include:
  - physical and operational factors
  - the assessment system within which assessment is carried out
  - opportunities for gathering evidence in a number of situations
  - the purpose of the assessment
  - who carries out the assessment
  - the period of time during which it takes place.
- Assessment conditions provide details of equipment and materials; contingencies; physical conditions; relationships with other people; time frames. It also specifies assessor requirements.

Assessment instruments

- Instruments are the tools used to collect the evidence. They must make allowances for the assessment candidate's background and capabilities, the assessment context and resources available. In some instances, you may need to make a reasonable adjustment to an assessment instrument.
- Instruments can be:
  - profiles of acceptable performance measures
  - specific questions or activities
  - evidence and observation checklists
  - portfolios of examples including for RPL
  - checklists for the evaluation of work samples
  - candidate self-assessment materials.

Outline of the evidence

- An outline of the evidence confirms what is required for a candidate to be judged as competent. This is described in the assessment requirements document for the unit of competency. The requirements need to be interpreted to determine what evidence is required by the candidate, and to make sure it meets the rules of evidence of valid, current, sufficient and authentic.

Decision-making rules

- This requires that the assessor interprets the various components of units of competency to identify the benchmarks that are used to judge competence.

Administration and reporting

- Organisational and regulatory rules for formatting, filing, storing, security and reporting requirements need to be determined and followed. Continuous improvement is important and is gathered through trial and validation.

Confirm delivery and assessment

Your learning program may need the approval of key stakeholders before it is implemented. To ensure that client or stakeholder requirements are met, it may require regular contact with them during the development cycle, so their ongoing feedback is incorporated into the learning program.

Stakeholders may be internal to your own organisation or to a client organisation such as learners, managers, trainers and assessors or specialists. They may be external stakeholders. External stakeholders may include:

- regulatory bodies responsible for standards or policies
- industry representatives
- specialists such as subject matter experts, LLN/WHS specialists, local Indigenous leaders or community leaders.

Before finalising delivery strategies, follow your organisational procedures and seek confirmation from relevant stakeholders that the delivery and assessment strategies are appropriate for the learner cohort and AQF level of the qualification. This includes that it meets WHS and access and equity policies of the training organisation.

Delivery strategies and assessment methods/tools/instruments should be reviewed every time the program is to be delivered to ensure they still meet the needs of all stakeholders.

Consultation with stakeholders is important and must reflect Standard 1.6, which states:

'The RTO implements a range of strategies for the industry engagement and systematically uses the outcome of that industry engagement to ensure the industry relevance of:

a) its training and assessment strategies, practices and resources; and

b) the current industry skills of its trainers and assessors.'

Example

Determine and confirm delivery strategies, required assessment methods and tools

Fahid has been asked to deliver WHS training to existing workers in the automotive manufacturing industry. The learning program is based on the unit of competency *AUMASM001 Monitor and maintain a safe automotive work environment*. With program content identified, Fahid commences designing the structure of the learning program by breaking up the content into manageable chunks.

He plans to use face-to–face, facilitator-led delivery using a blended lock-step and collaborative learning approach over a two-day period. Fahid thinks that this strategy is the most suitable for a learner group of adults with comprehensive industry experience who have received internal WHS training as part of their work roles. He creates a contingency plan in case one of the workers misses a day.

Fahid's proposal is that learners work in three groups of five to resolve WHS-related scenarios based on their own workplace. The facilitator introduces each scenario, guides discussion and summarises group findings; this helps keep the program on schedule. The group size provides sufficient diversity of experience and knowledge in each group so learners learn from each other as well as from the materials and references provided.

Fahid also reviews the unit of competency and summarises assessment information in this table.

Fahid then meets with the client to obtain feedback and confirmation of the suitability of the learning program he has planned.

Example

Evidence guide element	Explanation
Application, context of assessment and specific resources required from assessment conditions	This unit describes the performance outcomes required to monitor and maintain a safe automotive manufacturing environment. It involves the application of skills and knowledge at a supervisory level to ensure a safe work environment for co-workers in the work area. Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting. Where assessment of competency includes third-party evidence, individuals must provide evidence that demonstrates they have monitored and maintained a safe automotive work environment; for example, risk analysis sheets, or incident reports. The following resources must be made available as outlined in the range of conditions. Instructions: ▶ job sheets, work plans, specifications, drawings and designs ▶ manufacturers' instructions for the use of equipment and materials ▶ production planning figures ▶ reporting and communications. Workplace procedures: ▶ continuous improvement processes and standards ▶ quality guidelines ▶ recording and reporting guidelines ▶ safe use of tools, equipment and machinery ▶ WHS requirements.
Methods of assessment based on the unit of competency	▶ Direct observation of the learner by an assessor while performing their work duties ▶ Oral and/or written questions to check knowledge evidence ▶ A report from each learner's manager or supervisor relating to on-the-job performance and demonstration of skills and knowledge

Activity 12

Develop a checklist you could use to assist in determining and confirming the delivery strategies and assessment methods and tools.

You may wish to discuss this with an experienced VET trainer or VQF/AQTF compliance officer. Prepare a sample checklist based on this advice.

Click to complete Activity 12

4C Document the complete learning program in line with organisational requirements

At the point of documenting the learning program you should have defined and addressed the parameters of the program; established any policy and procedural frameworks set by the organisation; and developed content to address the purpose and requirements of the program.

When documenting the learning program you must follow organisational policy and procedure and ensure that any external requirements are met. Each organisation has procedures and templates you need to follow and use. As a general rule, RTO procedures for documenting a program based on a training package qualification should also align to the VQF/AQTF and the training package. Depending on the program, you may need to ensure that documentation addresses any other relevant standards or specifications.

Document a learning program

The learning program document needs to clearly communicate the essential details of the learning program to all stakeholders involved. Learning programs should be developed in consultation with industry and that industry continues to be involved in the continuous improvement of the strategies.

There is no standardised format or right or wrong way to document a learning program; but there are some essential considerations to be met. Ask your trainer for the 'Learning program' template.

When documenting the learning program you should consider incorporating the following information (always refer to your organisation's guidelines or samples before developing your own).

To document a learning program, consider:

- Target group characteristics
- Support staff or resources to meet learner needs
- The purpose of training including RPL
- Dates and duration/time frame
- Code and title of qualification
- AQF level
- Volume of learning considerations such as self-study or time spent with a supervisor on the job
- Details on the units of competency or other specification
- Pre/co-requisites
- Delivery and assessment information, including:
  - location details

  - names of people responsible for delivery and assessment
  - delivery modes; for example, online, classroom, on-the-job or mixed mode
  - evidence-gathering techniques
  - a schedule of sessions showing segmenting of content and for delivery and assessment; this includes the workplace or simulated workplace information
- Staff competencies including qualifications and key contact details
- Assessment validation dates
- Program resources and materials
- Facilities and equipment required
- WHS risk assessment details
- VET sector/ RTO policies and procedures
- Other program considerations/costs or logistics
- Pathways available
- Sign off from managers and clients
- Dates for review and evaluation of the learning program

Example

Document the complete learning program in line with organisational requirements

Here is an example of a completed learning program aligned to a training package. Note that the format is specific to one particular RTO and may not be the preferred format in your organisation. There may also be variation according to state-based audit requirements that ask for more or different detail to that included in this sample.

Name of training organisation	Training Inc.
Trainer/ assessor name and contact	Peter Farnelli 0412 312 312
Client name and contact details	InFinity Marketing: Call centre staff 0411 222 333
Target group characteristics	▶ Call centre staff as identified in the training needs analysis conducted for the client. ▶ Range of learning needs from LLN issues to university-qualified students working part time.
Support staff or resources to meet learner needs	▶ Advice from training RTO learning support officer has been incorporated into development of assessment tools.
Purpose of training	▶ To address the training requirements of staff to update skills in customer service. ▶ The program is organised to provide participants with background information and skills in providing quality customer service and handling customer complaints effectively, with the opportunity to apply these skills in the workplace between training sessions.

Dates and duration/time frame	▶ The program is delivered over a period of nine sessions. ▶ Each training session is two hours duration.
Code and title of qualification	These units form part of the BSB20215 Certificate II in Customer Engagement
AQF level	Certificate II
Volume of learning considerations	There is flexibility to deliver over a longer period of time if required to accommodate clients' staffing and rostering schedules. Allow time for the supervisor to mentor the learner and for the self-study component.
Units of competency or other specification	

Code	Title	Core/elective
BSBCUE203	Conduct customer contact	Core
BSBCUE205	Prepare for work in a customer contact environment	Core
BSBCUS201	Deliver a service to customers	Elective
BSBCMM301	Process customer complaints	Elective

Pre/co-requisites	None
Delivery and assessment	Location details (including work placement): Training Inc. 6 Spoton street, Spotonsville InFinity Marketing: Call centre staff 1346 Nipporn Hwy, Smart Town

Responsibility for deliver and assessment

Unit/s of competency	Program area and contact details	Delivery and/or assessment
BSBCUE203	School of Business Peter Farnelli	Both
BSBCUE205	As above	Both
BSBCUS201	As above	Both
BSBCMM301	Human Resources Debbie Dowly	Delivery only

Delivery and assessment

Delivery modes:

This program is delivered partially off the job at the training centre, with additional components being completed on the job. It combines face-to-face trainer-led theory classes and practical sessions involving small groups and individual activities. The skills and knowledge gained are utilised and put into practice, under supervision, in the workplace, including the final practical assessment, which will be conducted on the job.

For each unit, the candidate is provided with a learner guide, which includes all material used in the training (other than tests) and reference materials.

Evidence-gathering techniques

Key

A = Demonstration
B = Questioning – written or oral
C = Workplace observation
D = Scenario/problem-solving
E = Role-play
F = Case study
G = Interview
H = Third party

A	B	C	D	E	F	G	H

Schedule

Session	Delivery content	Assessment tasks			Evidence-gathering technique
1	Provide quality customer service			Workplace observation/ third-party report	C
2	Provide quality customer service	Role-play	Written test	As above	E, B
3	Resolve complaints			As above	C
4	Resolve complaints	Scenario	Written questions	As above	C, D, B

Schedule

Workplace or simulated workplace					
5	Receive and action customer complaints			As above	C
6	Receive and action customer complaints	Case study	Questions	As above	F, B, C
7	Fulfil customer requests			As above	C
8	Fulfil customer requests		Role-play	As above	C, E
9	Summative assessment for all units	Case study to be submitted	Observed monitored phone call	Third-party report	H, D

As the assessment of practical skills must take place only after a period of supervised practise and repetitive experience, this is conducted on the ninth week after completing the rest of the program.

Opportunity to practise the skills acquired mid-way are provided for after session 4 and identified as on-the-job practical in the above chart.

Delivery and assessment staff competencies

Program area	Staff details	Delivery and/or assessment	Competencies of staff	
			Technical qualifications	Assessment qualifications
School of Business	Peter Farnelli	Delivery and assessment	Advanced Diploma of Business BSB60215	Certificate IV in Training and Assessment TAE40116
Human Resources Department Training Inc.	Debbie Dowly	Delivery	BSB60915 Advanced Diploma of Management (Human Resources)	

Assessment validation dates	▶ The processes used to validate assessment activities in this program are: – The program manager meets with representatives from enterprise clients on an annual basis to check the performance standards required in the program are consistent with industry practice. Consultation occurs first via email and then through meetings. – The program manager convenes an annual meeting of an assessment panel comprising subject specialists in WHS, communications and one representative from the call centre industry, to review evidence-gathering tools. – An external facilitator conducts two moderation meetings attended by all assessors; the first meeting, held in week two of the program, confirms the evidence-gathering techniques and the required standard of performance; the second meeting, held one week after the program, focuses on reviewing assessment tools and decisions. – Validation schedule year 2, semester 2, 2017.
Program resources and materials	▶ All staff involved in the delivery and assessment of this qualification have direct access to the current version of the relevant training package, including the appropriate units of competency, assessment guidelines and qualification. ▶ All staff involved in delivering the program have access to trainer, assessor and candidate support materials relevant to their areas of delivery and assessment. ▶ All assessors have access to staff and training/assessment resources to meet the requirements of candidates with special needs and have an assessment process that incorporates reasonable adjustment procedures. ▶ All assessors have access to print and electronic copies of the assessment tools used in this program.
Facilities and equipment required	▶ The RTO has reviewed the equipment and facility requirements for each unit of competency in the qualification and guarantees it has access to the plant and equipment needed to implement the program.
WHS risk-assessment details	▶ A hazard inspection checklist needs to be completed prior to commencement of training.
Vet sector/ RTO policies and procedures	▶ RTO policies cover access and equity, WHS, privacy, complaints, training and assessment strategy. ▶ The Standards for Registered Training Organisations (RTOs) 2015
Other program considerations/ costs or logistics	None

Pathways available	▶ The four units of competency covered in this program BSB20215 Certificate II in Customer Engagement offer an excellent pathway for the participant to complete a qualification in this industry field. ▶ Depending on the qualification and stream the participant wishes to attain, additional units of competency need to be completed.
Confirmation of manager:	
Date:	
Client/industry representative:	
Date:	
Review date:	

Activity 13

Document a learning program you have been or are involved in that is aligned to a training package qualification.

You can use the Aspire learning program template or a format that is approved in your own organisation.

Name of training organisation	
Trainer/assessor name and contact	
Client name and contact details	
Target group characteristics	
Support staff or resources to meet learner needs	
Purpose of training	
Dates and duration/time frame	
Code and title of qualification	
AQF level	
Volume of learning considerations	
Units of competency or other specification	

Code	Title	Core/elective

Pre/co-requisites	
Delivery and assessment	**Location details (including work placement):**
	Responsibility for delivery and assessment

Unit/s of competency	**Program area and contact details**	**Delivery and/or assessment**

Delivery modes:

Evidence-gathering techniques

Key

A = Demonstration
B = Questioning – written or oral
C = Workplace observation
D = Scenario/problem-solving
E = Role-play
F = Case study
G = Interview
H = Third party

A	B	C	D	E	F	G	H

Schedule

Session	Delivery content	Assessment tasks			Evidence-gathering techniques
1					
2					
3					
4					
Workplace or simulated workplace					
5					
6					
7					
8					
9					

Delivery and assessment staff competencies

Program area	Staff details	Delivery and/or assessment	Competencies of staff	
			Technical qualifications	Assessment qualifications

Assessment validation dates

Program resources and materials

Facilities and equipment required

WHS risk assessment details

- A hazard inspection checklist needs to be completed prior to commencement of training.

Vet sector/ RTO policies and procedures	▶ RTO policies cover access and equity, WHS, privacy, complaints, training and assessment strategy. ▶ The Standards for Registered Training Organisations (RTOs) 2015.
Other program considerations/ costs or logistics	
Pathways available	
Confirmation of manager:	
Date:	
Client/industry representative:	
Date:	
Review date:	

Click to complete Activity 13

4D Review the complete program with key stakeholders, and adjust as required

To ensure the learning program satisfies stakeholder requirements it should be reviewed and adjusted where necessary both before initial delivery and on an ongoing basis, where applicable.

Consulting with clients and stakeholders ensures that the learning program is tailored to their specific needs. The critical points need to be highlighted and industry stakeholders should be encouraged to offer advice on new procedures or equipment, etc.

The process you use for the review may be determined by organisational policy and procedure. When there is no existing procedure, you should devise a plan of action and develop the checklists and forms you may need to document processes followed and to demonstrate you have addressed and incorporated any additional client requirements.

Who should be involved in reviewing the program?

Throughout the development of the initial learning program, you should have consulted with the client and any other stakeholders and addressed their interests in the learning program. Before finalising the learning program these same stakeholders should be given the opportunity to confirm that the finished product meets their needs. Similarly, at the end of the program you need to conduct a review, gather feedback and evaluate the program's effectiveness.

Once again these stakeholders may be from inside or outside your organisation, including regulatory and licensing bodies, industry bodies, specialists, trainers and assessors and perhaps learners themselves.

Document and respond to the program review

Different stakeholders have specific interests in the learning program, so you may need to consider alternative strategies for involving each stakeholder in the review process. Some stakeholders may want to see a proposed outline of the program before it is delivered, to satisfy themselves that program objectives and outcomes are met.

You need to establish a system for providing stakeholders with a review copy of the program and provide a mechanism for managing the flow of feedback about the program.

When confirming the suitability of the program with clients and stakeholders, consider that individual stakeholders may only be concerned that their specific interests have been taken into consideration and may find receiving a copy of the entire learning program documents complex or confusing.

You may need to supplement the learning program with supporting documents or provide some other means of explaining to stakeholders how their particular demands have been met. If you have worked closely with clients and stakeholders, you should already be aware of the most suitable method of keeping them informed.

Program review

There are many options for consulting and informing stakeholders when conducting a pre- or post-delivery review of the program. In most instances training organisations have particular templates or procedures to follow. One method is to gather feedback and prepare a matrix listing each requirement and confirming that those requirements have been addressed. Another method for reviewing a program and/or gathering feedback is to conduct client/stakeholder workshops where you walk stakeholders through the learning program and document discussions and feedback.

You can identify where the requirements have been addressed in the learning program using a template similar to the following.

Stakeholder review:

Stakeholder name:

Review context:

Name of learning program:
Name of unit of competency (if applicable):

Requirement	Addressed		Where/how addressed
	Yes	No	
	Yes	No	
	Yes	No	

Feedback from stakeholder:

Action from feedback required: ☐ Yes ☐ No

Who is responsible for addressing feedback:

Action due:

Action completed: ☐ Yes ☐ No

Notes/comments:

Next review due:

To be actioned by (name):

Evaluate learning programs

Learning programs should be re-evaluated after each delivery and updated or amended when necessary. All review activities should be documented and archived according to organisational policy and procedure.

Evaluations can be used to:

- ensure that all stakeholders are engaged and have input into ensuring that the learning program meets their needs
- provide the basis for continuous improvement; that is, a starting point for the next review
- provide evidence that the RTO is addressing requirements relating to stakeholder or industry engagement and continuous improvement.

Example

Review the complete program with key stakeholders, and adjust as required

Fahid has documented the complete learning program. During the program development he worked closely with the stakeholders and kept them involved and informed. This means the stakeholders are confident that the learning outcomes will be achieved.

Nevertheless, Fahid knows the importance of making a final review of the complete learning program so the client and other stakeholders can confirm its quality and suitability.

Fahid follows his organisation's policies and procedures for undertaking program reviews:

- Self-review to ensure it fully covers requirements including those confirmed by the client, his own organisation's policies and procedures
- Outcomes of self-review to be endorsed by the relevant RTO program manager
- Meet with client organisation to walk through the complete program, address any feedback and edit learning program as required
- Discuss any changes with the RTO program manager
- Confirm with client that all feedback has been addressed and obtain sign-off

Fahid uses the RTO's learning program review form to undertake the self-review. The form requires confirmation that AQTF requirements have been satisfied; a check against any training package and unit of competency requirements; and confirmation that client and stakeholder demands have been met.

In a meeting with the client Fahid learns that the client wants a second group of staff from another branch to undertake the training. Fahid discusses the characteristics of the learners and establishes that there is no need to adjust the learning program other than to confirm that the program runs twice. Fahid can use the same trainer/assessor and the same resources.

Activity 14

Think back to a learning program in which you have been involved or one that you can research.

Suggest how a pre-implementation review could have improved the program.

Alternatively, work with another person who has experience in the delivery and assessment of a learning program and ask them to reflect on the benefits of a pre-implementation review. Record their thoughts.

Click to complete Activity 14

4E Ensure a safe learning progression by analysing risks in the learning environment, and including a risk control plan

Before the learning program is implemented, a final and important step is ensuring that the learning program itself is assessed for risks that may affect its delivery and the safety of the learners involved in the program.

When designing and developing a learning program you need to understand your responsibilities and/or your employer's responsibilities in relation to safety and risk identification and management.

Responsibilities

Work health and safety (WHS) legislation prescribes various conditions on workplaces to provide for the safety of workers, contractors and visitors. Similarly, the Standards for RTOs 2015, Standard 8, Clauses 8.5–8.6 require that RTOs comply with all relevant legislative and regulatory requirements. This includes WHS legislation and regulations.

If you are designing and developing a learning program, you should confirm with your employer your duty-of-care responsibilities in relation to safety and risk/hazard identification and management. These responsibilities may include ensuring that staff and clients are informed of relevant requirements; you may also have responsibilities in relation to mandatory reporting of child abuse.

Failure to meet WHS, duty-of-care and mandatory reporting responsibilities may have legal consequences or have an impact on the RTO's registration.

WHS legislation

Workplaces, including training organisations, must comply with their relevant state or territory WHS legislation and have policies and procedures that address this requirement. You need to be familiar with and follow these policies and procedures when designing and developing a learning program. In some instances you may be responsible for confirming safety requirements and providing for hazard identification and risk management.

When training occurs at a client's worksite or in hired premises, you may need to know and be able to apply your own organisation's policies and procedures and also to be aware of any additional requirements under the client's policies and their impact.

In addition to the statutory requirements that accompany WHS legislation, trainers and assessors have a duty of care to learners and others in the learning environment. Effectively this means a legal responsibility to ensure that whatever you do or don't do does not cause harm to any person. For example, before learners use sharp knives in a commercial kitchen environment their trainer has a duty of care to ensure they are adequately trained in the use of knives.

Identify hazards and assess risks

Sometimes learning programs are delivered in settings outside your immediate control; for example, in a client's workplace or in training rooms/facilities belonging to another organisation. In this case, you also need to access and comply with these organisations' policies and procedures.

A hazard is anything that may harm or affect the safety of learners or others in the learning environment. This could be a physical thing or a work practice or procedure.

Hazards may relate to:

- the physical environment
- the tools and equipment that are used in the learning session
- learners, trainers, assessors, visitors and guests
- lack of policies/procedures; either those of your organisation or the organisation that is accessed during the learning program.

Hazard identification

There are many possible hazards that may vary according to the specific learning program. All learning programs should undergo hazard identification to identify hazards that may affect anyone involved with the learning or who comes into contact with the learning environment. For example, there may be additional hazards if a program is to be delivered at night or after hours and participants need to access late-night public transport. You must follow organisational policy and procedure for identifying and dealing with real and potential hazards.

Hazard identification may involve you asking questions such as:

- What could possibly happen?
- How could that happen?
- Why might it happen?
- What are the consequences if that happens?

Hazard identification can be more complicated if learning programs are being delivered on client sites or other external sites. Nevertheless, you should follow organisational policy and remember your duty of care. You should visit the site and carry out your own hazard and risk assessment; also be prepared to meet with the client organisation's Health and Safety Officer to discuss potential hazards and how these can be dealt with.

Risk assessment

Once hazards have been identified, a risk assessment may be required. A risk is the chance, high or low, that a hazard causes harm, injury or ill health. Once again, follow your organisation's risk assessment and risk management procedures. As part of procedure you may be asked to carry out a formal risk assessment.

Risk assessment involves:

- identifying hazards
- working out the chance of injury or damage occurring as a result of the hazard
- working out the likely degree of seriousness of the injury or damage
- finding the most appropriate method for managing that risk.

Control risks

Once hazards have been identified and risks assessed, you should take steps to implement measures that reduce or eliminate the risk associated with each hazard. These measures should follow the hierarchy of risk control, as described in the following table.

1. Eliminate or remove the hazard entirely

- Either move the hazard or move the learners away from the hazard. For example, remove knife blocks from kitchen benches when learning theory.

2. Substitute

- Replace the hazard with something that is not hazardous (or less hazardous). For example, if a cleaning agent is identified as hazardous because it produces harmful fumes, replace it with another that does not produce such fumes.

3. Isolate the hazard

- Move it (or the learners) as far away as possible from the hazard. Store chemicals in a lockable space.

4. Engineering controls

- Place a guard or lock etc. around or on the hazard; for example, have the correct machine guard installed on a band saw.

5. Administrative controls

- Ensure everyone receives adequate training or that users are supervised carefully. For example, ensure all trainers can use fire extinguishers and know emergency processes.

6. Personal protective equipment (PPE)

- Use PPE such as gloves, aprons or goggles to help reduce exposure to a hazard.

Risk-control plan

Once you have identified the hazards, assessed the risks and decided on the most suitable risk-control measures, you may be required to document them in a risk-control plan that lists the following.

A risk control plan includes information about:

- each hazard that has been identified (that has not been immediately eliminated)
- what risk control is already in place
- short-term actions that must be taken to control the risk
- long-term actions that must be taken to control the risk
- who is responsible for what action relating to each hazard identified
- when the action is due to be completed.

Once the risk-control plan has been documented, it may be your responsibility to ensure it is kept up to date and reviews of the plan are regularly undertaken.

If you are in any doubt about the safety of a learning facility or resource, you should consult with the relevant health and safety officer (HSO). This person should be a stakeholder in the learning program. You should follow all relevant policies and procedures and require that all others involved in the learning program do the same. Finally, you may want to ensure that each learning program provides for a session on safety up front.

Example

Ensure a safe learning progression by analysing risks in the learning environment, and including a risk control plan

Fahid has finished documenting his learning program. It has been reviewed by stakeholders and is ready for implementation. Fahid's final step is to ensure that he meets his responsibilities for ensuring the safety of those involved in the learning program.

The organisation's HSO has been involved throughout the design and development of Fahid's learning program. They discuss the requirements of *BSBWHS201 Contribute to health and safety of self and others* and how it is planned to deliver it, as well as the characteristics of the particular learner group involved.

Potential hazards and risks are identified and assessed and controls identified.

Fahid is now required to document that information in a risk-control plan that forms part of the learning program documentation and is used to systematically ensure all controls are implemented as planned, and reviews are conducted on a regular basis.

Fahid uses the risk-control plan template that is the standard in his organisation:

Risk			
Category (catastrophic, extreme, moderate, slight)			
Actions to be taken to control the risk			
Is this a short- or long-term solution?			
Who is responsible?			
Due date			
Date actually completed			
Review date			

Activity 15

Think about a learning program that you have been or are involved in, (even as a learner). Develop a brief risk-control plan that outlines the risk for a particular identified hazard.

Use this table to record your response.

Risk			
Category (catastrophic, extreme, moderate, slight)			
Actions to be taken to control the risk			
Is this a short- or long-term solution?			
Who is responsible?			
Due date			
Date actually completed			
Review date			

Click to complete Activity 15

Summary

1. Delivery strategies and assessment methods/tools should be contextualised to meet the needs of client organisations.
2. Assessment methods and tools are only important if the learning program is aligned to an AQF qualification or the client organisation specifically wants it.
3. A learning program needs to be accurate and identify the who, what, when, where, how and why of the program so trainers/assessors can develop comprehensive session plans and assessment activities that address the needs of learners.
4. To ensure the learning program satisfies stakeholder requirements it should be reviewed and adjusted, where necessary, both before initial delivery and on an ongoing basis where applicable.
5. Before the learning program is implemented, a final and important step is ensuring that the learning program itself is assessed for risks that may affect its delivery and the safety of the learners involved in the program.
6. When designing and developing a learning program, you need to understand your responsibilities and/or your employer's responsibilities in relation to safety and risk identification and management.