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Introduction

This Learner Guide supports two core units from TAE40110 Certificate IV in Training and Assessment:

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

Both units have been clustered together to improve your learning and assessment experience.

Part 1: Overview of Training Packages

Part 2: Using Training Packages to meet client needs

Nationally endorsed Training Packages provide the principal benchmarks for training and assessment in the vocational education and training (VET) system. Trainers and assessors must be able to interpret and use Training Packages to meet the needs of their clients; this is also a key skill for personnel with associated roles such as those who design and develop Training Package support materials.

As its title suggests the unit of competency TAEDES402A: Use training packages and accredited courses to meet client needs covers the skills and knowledge required to use Training Packages including:

- Identifying and sourcing endorsed Training Packages to meet particular client needs
- Interpreting the endorsed component of Training Packages—their units of competency, qualification packaging rules and assessment guidelines
- Selecting and contextualising units of competency to meet client needs
- Identifying applications of Training Packages for workplace or educational needs.

The following Learning Topics relating to Training Packages are covered in this learner guide:

- Knowing your Training Package
- Using the Training Package to meet client needs
- Training Packages deconstructed
- Review and improvement.

Part 3: Designing and developing learning programs

The learning program provides the basis for creating a cohesive and integrated learning process for the learner. You will find that it can be very satisfying to design and develop successful learning programs.

TAEDES401A: Design and develop learning programs, is a core unit in from TAE40110 Certificate IV in Training and Assessment, and specifies the skills and knowledge required to conceptualise, design, develop and evaluate a learning program to meet an identified need for a group of learners using appropriate benchmarks. The focus of the unit is nationally recognised training with units of competency from endorsed Training Packages as the benchmarks. However, the benchmarks could include other specifications such as curricula, organisational work requirements, workplace performance standards, product equipment specifications or features and workplace procedures.
Specifically, this unit will help you develop skills and knowledge to enable you to:
- Identify the parameters of the learning program with clients
- Generate options and determine the learning program design
- Outline the content and structure of the learning program
- Review its effectiveness.

The following Learning Topics relating to Learning Programs are covered in this learner guide:
1. Overview of the learning program design process
2. Defining the parameters of the learning program with the client
3. Generating options for designing the learning program
4. Developing the learning program content
5. Designing the learning program structure
6. Reviewing the learning program
7. Reflection.

Before you begin
To help you work through this guide, make sure you read the units of competency:
- TAEDES401A: Design and develop learning programs
- TAEDES402A: Use training packages and accredited courses to meet client needs

Additional Support and Resources
You will find additional learning resources (including video and audio guides) in your e-Learning Area at http://www.livtraining.edu.au/learners. To access your e-Learning Area you will need the username and password issued along with your enrolment confirmation.

When you log into your e-Learning Area you will notice a link to the Training and Assessment Discussion Forum where you can post any questions you would like answered by a trainer.

Glossary
A glossary of terms is included in the Learner Guide 1: Introduction to VET. Use the Glossary to clarify the meaning of any terms used in this Learner Guide.
PART 1: Overview of Training Packages

In this Learning Topic you will find out what endorsed Training Packages are, how they are developed, reviewed and maintained; get to know about pathways through and across Training; and examine one or more Training Packages.

What is a Training Package?

Training Packages are integrated sets of components providing specifications for training and assessment in the VET sector. They, along with accredited courses, include the benchmarks for nationally recognised training.

Training Packages are developed for an industry, industry sector or enterprise by the Industry Skills Council (ISC) with coverage of the particular industry or sector (or sometimes by individual enterprises) and endorsed by the National Quality Council (NQC). The ISC also reviews and maintains the Training Package and provides associated products and services.

Each Training Package is developed through a comprehensive national research and consultation process involving diverse stakeholders and it is validated by the industry or industry sector prior to endorsement. Endorsed Training Packages cover most Australian industries and industry sectors; as at January 2010 there were 72 endorsed Training Packages.

Training Packages provide background information.

Each endorsed Training Package has three main components:

- **Competency standards**—containing the units of competency relevant to workplace performance in the industry, sector or enterprise
- **Assessment guidelines**—setting out the rules for assessment
- **Qualifications framework**—providing the titles and codes of the nationally recognised qualifications contained within the Training Package and the packaging rules for qualifications.

The Training Package endorsed components must be used in training and assessment that leads to Australian Qualifications Framework (AQF) qualifications and Statements of Attainment (nationally recognised training).

However, you can choose how you deliver and assess using Training Packages as long as you follow the rules in the endorsed component.

Training Packages come with a range of supporting resources which are not endorsed and can be selected to provide the most effective delivery and assessment strategies.

The Training Package Support Materials are developed by the ISC with responsibility for the Training Package, or by any other organisations or individuals. You will need supporting materials to deliver the Training Package but you are free to choose the most suitable resources to meet client needs.
Different types of Training Packages

Training Packages contain competency standards which reflect the needs of the relevant industry, so the types of standards will vary from industry to industry.

**Industry standards**

Industry standards are those competencies set out in specific industry Training Packages, for example the AUR99 Automotive Retail, Service and Repair Sector Training Package.

**Cross-industry standards**

Cross-industry standards are competencies that are common to a range of industries, for example, the Training and Assessment competency standards could cover local government, business, information technology, retail and many other industries.

**Enterprise standards**

Enterprise standards are those developed by organisations which require specific standards that relate specifically to their operations, for example McDonalds, Kodak and Qantas.

**Having a closer look**

You need to know and be able to explain the overall intent and scope of the Training Package you are using. The Training Package description is an excellent starting point before you go into the detail of the qualifications framework and pathways, the packaging rules for that Training Package, and the assessment guidelines.

**Implementation Guides**

National Implementation Guides have been developed for some Training Packages. Implementation Guides are support resources designed to help facilitators implement Training Packages. They provide information on the various components and requirements of a Training Package, such as:

- Qualifications
- Registration processes for training organisations
- How to correlate information from earlier versions of the Training Package with the latest endorsed qualifications
- Sample training programs
- Contacts and resources

Unfortunately, to date, there isn’t an Implementation Guide for every endorsed Training Package.

The relevant ISC and State or Territory training authorities provide guides which include nominal hours. In Victoria, these are called Purchasing Guides.
What is the difference between a Training Package and an accredited course?

**Training packages**

Training Package means an integrated set of nationally endorsed competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.

Training Packages progressively replaced accredited courses as the key VET product and benchmarks. However, there are still accredited courses in areas without Training Package coverage (such as some niche and general education areas).

**Accredited courses**

Accredited course means a structured sequence of VET that has been accredited by a state or territory course accrediting body and leads to an AQF qualification or statement of attainment.

Accredited course do not necessarily lead to Nationally Recognised Qualifications (i.e.: 30215QLD - QLD only)

*All parts of the accredited courses must include:*

- Descriptor
- Learning outcomes
- Assessment criteria
- Context and resource implications for assessment

**Training Packages under development or review**

Training Packages are subject to continuous improvement; you could find that the Training Package you want to use is going through a review or, less commonly now, that it is still under development.

Under the continuous improvement model, Training Packages are generally reviewed and resubmitted for endorsement every three years, but this time-frame could be longer depending on the Training Package. The Training Package is still endorsed and usable while it is being reviewed and the process usually starts 18 months after initial endorsement.

**Applications of Training Packages**

You need to be very clear on how Training Packages work to be able to meet your client’s needs. In summary, the endorsed components of the Training Package provide the mandatory benchmark for training and assessment in your vocational area and you, as the training and assessment professional, are free to choose existing resources or develop your own and to determine the most effective delivery and assessment strategies to meet your clients' needs.

Provided you follow the Training Package rules, you can apply the Training Package in:
• Undertaking delivery and conducting assessment including developing learning and assessment strategies, learning resources, and assessment tools and resources for a nationally recognised AQF qualification

• Developing a training program based on a combination of units from different Training Packages (with the outcome of a Statement of Attainment)

• Developing a traineeship/New Apprenticeships program
• Supporting organisational change, for example, for Human Resource functions including recruitment, selection and performance management.

Contextualisation
As the designer, and in collaboration with your client and within the Training Package rules, you can contextualise a Training Package to build an appropriate training program. But in order to do this properly, you need a sound understanding of the Training Package’s endorsed components.

Remember that…

• Units of competency in endorsed Training Packages define the skills and knowledge required for competent performance within a particular industry. For example, the competency standard TAEDES402A: Use training packages and accredited courses to meet client needs, on which this Learner Guide is based, is part of the endorsed component of the TAE10 Training and Education Training Package
• Units of competency are packaged together to create nationally recognised AQF qualifications. The Training Package qualification framework sets out which and how many units must be undertaken for the award of a qualification (and for fewer units than make up a qualification, a Statement of Attainment is awarded)
• The assessment guidelines provide mandatory advice about assessment in the Training Package industry or industry sector which must be followed.

How are Training Packages developed?
Training Packages are developed through a process of broad national industry and stakeholder consultation and research.

The responsibility for this process rests with the relevant Industry Skills Council (ISC). This work is conducted by ISCs and Recognised Bodies and has a broad role including responsibility for the continuous improvement of Training Packages.

Training Packages are endorsed for a particular period and, as part of a continuous improvement process, are reviewed usually once every three years. This enables them to be updated and improved if necessary so they continue to meet the training and assessment needs of industry.
**What do Industry Skills Councils (ISCs) do?**

Industry Skills Councils (ISCs) have a sophisticated industry advisory role for selected industries and industry sectors in the VET system.

This includes assisting industries, enterprises and their workplaces to integrate skills development with their business goals; gathering and sharing industry market intelligence to support training and skills development; and developing, reviewing, maintaining and publishing VET-related training and assessment products including Training Packages and supporting resources.

As such, ISCs are conduits of advice and information between stakeholders in the VET sector and those in commerce, business and industry. The ISC that covers your industry will be a valuable source of information; it is the key reference point for your Training Package.

ISC personnel might also be able to give advice about other industry issues that may affect you as you work with Training Packages and clients. For example, they may be able to help you with relevant legislation, regulations or licensing issues affecting your sector, where to find further information, and how to contact other expert personnel in the industry.

**About State and Territory training authorities**

Your State and Territory training authority is another organisation that will be very useful for providing resources and information about implementing the Training Packages you wish to work with.

In each State or Territory the relevant authority implements vocational education and training in its jurisdiction under relevant legislation and regulations. Its role includes the registration of training organisations, the accreditation of training courses, and planning and reporting on VET strategies. (In this resource the various bodies are collectively called ‘State and Territory training authorities’ but they might not have this title individually.)

**Training Package pathways**

You now have insight into how a Training Package is constructed and developed, and how to access information about Training Packages, so let’s have a look at how Training Packages provide pathways.

**What are pathways?**

The term Training Packages ‘pathways’ are used to describe a range of scenarios. Pathways can be about movement within and from a Training Package, across Training Packages, through learning and assessment or only assessment, and through structured training via traineeships and New Apprenticeships.

Pathways can describe the progression a learner might take through a Training Package—how the learner might progress from one qualification to another, often called the ‘qualification pathway’. This could involve progression from one AQF qualification to a higher one, or sideways progression through related industry sectors (such as from an AQF qualification in Children’s Services to the corresponding AQF qualification in Aged Care). Training Packages are
designed to promote clear movement through qualifications. They usually contain a one-page qualification pathways summary sheet that clarifies the potential qualification pathways.

Qualification pathways can also be about the potential for learners to move from one qualification to another across Training Packages. The use of the same units of competency in different Training Packages and qualifications promotes this—sometimes the same competencies are required in different industry contexts.

Pathways can be also being about the learning and assessment processes associated with Training Packages. Learners can follow a learning and assessment pathway (with the assessment sometimes preceding learning to identify what training is needed), an assessment-only pathway (where the assessment verifies that no training is required and recognises prior learning and current competency) or a combination of the two. These are fully described in the Training Package assessment guidelines under the subheading 'Pathways'.

Pathways can also be via structured training as in traineeships and New Apprenticeships. Some qualifications within the Training Package will be available through structured training, others will not.

**Qualification**

A Qualification is defined as formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs.

In the vocational education and training sector qualifications are awarded for the achievement of competencies.

*From Australian Qualifications Framework, Implementation Handbook, 2002*
PART 2: Using the Training Package to meet client needs

Be creative—but stick to the rules...

Endorsed Training Packages have been developed with flexibility in mind. There are rules to follow but once you learn how Training Packages work and how they can be used to meet the requirements of your client, you will be able to make those choices designed to meet individual needs.

A thorough understanding of Training Packages will give you the confidence to be creative as you search for the best outcomes for your client.

Choosing the right Training Package

Does your training and/or assessment organisation have policies and procedures relating to how the Training Package is approached or used?

If your client works in a clearly defined area, then the ‘right’ Training Package will be the one that offers qualifications in their vocational area. However, the choice is not always so clear.

Language and style

Training Packages use some technical language, which can be difficult to decipher at first. Still, the more you read them, the more you’ll get the hang of them!

They need to use the language of the industry, so terms particular to an industry, such as ‘furnishing technology’ and ‘soft furnishing’ may not be familiar to you if you do not work in the furniture manufacturing industry.

Sentences or phrases found in the competency standards can be couched in the passive voice and use words particular to the vocational education and training environment. For example:

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element.

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates integrated assessment.
Who is your client?

Now that you have a grasp of the Training Package environment, you need to focus on your client. Your client could be any variety of persons or organisations, including:

- A target learner group
- An individual learner
- A candidate for assessment
- An enterprise or business
- A group training company
- A government department or agency
- Internal clients, such as other personnel in your training and/or assessment organisation
- Other organisations

You must identify your client before you can begin to identify and analyse their needs. Consider as your client anyone who asks you to look at the Training Package for a specific purpose.

Your client’s needs

If your client is a learner or candidate for assessment, or group of learners or candidates, you need to know something about the learner or learner group. For example:

- Are they workers, school leavers, graduates, or special target groups?
- Do existing workers have highly specialised skills and knowledge?
- Do they have special needs? (For example, they might have physical or intellectual disabilities, or English might not be their first language.) In these cases, you need to be aware of the access and equity principles that must be followed by organisations conducting nationally accredited training and/or assessment programs in the VET environment.

The more you know about potential learner groups in your area, the easier it will be to source training and assessment applications for them.

Confirming your client’s needs

From the discussions with your client, you can begin to ascertain their learning needs. Some questions that can help you work this out are:

- Why does the client need your help?
- What are the client’s requirements and priorities?
- What are the client’s constraints? (For example, budget, timelines or location.)
- Are there any other stakeholders? If so, who are they?
- What is the target learner group for the training and/or assessment?
- Where is the target learner group located?
- What is the skill or knowledge that needs to be learnt and/or assessed?
Before you can begin researching the appropriate Training Package/s, you need to know your client and determine their learning needs. In order to develop an action plan for dissecting and reconstructing the Training Package/s, you need to know the answers to the above questions.

**Why does the client need your help?**

If you thoroughly understand your vocational area, its main issues and personnel, you may already have some idea of the main needs of your industry clients. Look at the following examples and discuss:

- The variety of client needs
- Any similarities to your vocational area.

There are many and varied ways in which Training Packages can be used to meet a client’s particular purpose. Here are some of them:

- An Australian Qualifications Framework (AQF) qualification or part of a qualification
- Professional development
- Career preparation
- Career change
- Compliance with regulations and legislative requirements
- A learning program to meet a competency gap or need
- An apprenticeship/traineeship
- Development or modification of learning materials
- Assessment
- Generic skill development
- Maintenance of currency
- Recognition of prior learning/current competency
- Organisational skill development needs.
Client priorities and constraints

Client needs may include a range of other issues for you to consider. While you need to understand the client’s purpose and priorities, you should also consider any constraints that may influence the nature of the application you create for the client.

Client expectations may be limited by a range of factors including:

- Timeframes
- Available resources
- Location
- Costs
- Legislative requirements
- Organisational constraints
- Interests of other stakeholders.

You will need to make sure that you keep all of these issues in mind as you begin the process of selecting qualifications and/or units of competency.

How will the Training Package be applied?

You should now be able to:

- Confirm exactly what your client’s needs are
- Source a Training Package.

You also need to consider how the application you develop will be used. Will it be used for:

- Training
- Training and assessment
- Assessment only
- Recognition
- Other?
Training Packages deconstructed

Now that you have examined the various components of your Training Package, you are ready to deconstruct and redesign them to meet your clients’ needs.

In this Learning Topic, you will learn to deconstruct the package, including the:

- Qualifications framework
- Assessment guidelines
- Units of competency.

Qualifications framework

What does the qualifications framework say?

The qualifications framework describes what a person has to do to achieve a specific Australian Qualification Framework (AQF) qualification.

It can contain:
- The range of AQF qualifications that can be achieved
- Potential career pathways
- Details of the core, elective and stream-specific units of competency
- For each qualification
- Information about units of competency from other Training Packages
- Used in the qualification, where relevant.

Qualifications framework checklist

Here are some questions that you might ask yourself as you deconstruct the qualifications framework:

How many of the qualifications in the Training Package would be:

- Relevant to my client?
- Which best suit my client’s needs?
- What level/s does the client want? Entry level or something else?
- Can I import units from other qualifications? How many can I import?
- Which qualifications can I use?
- What are the rules to use the qualification?
- How many units are required to achieve the qualification?
- What units must be achieved? Which are mandatory or core?
- What units are included for choice as electives?
Australian Qualifications Framework

The Australian Qualifications Framework (AQF) provides a national framework for all education and training qualifications. The aim of the AQF is to:

- Provide consistent qualifications across Australia
- Encourage easier access to qualifications
- Provide flexible pathways for achieving qualifications.

Under the AQF, qualifications issued in the VET sector must lead to the achievement of a package of competencies.

For more information about the AQF visit the website at <http://www.aqf.edu.au>.

Qualifications

Most Training Packages offer a number of national qualifications. These Australian Qualifications Framework (AQF) qualifications will vary, in some cases ranging from Certificate I to Advanced Diploma, while others provide only a small range of qualifications, depending on the current needs of the industry.

Note the titles of the qualifications prescribed by the AQF. They are:

Certificate I in ...
Certificate II in ...
Certificate III in ...
Certificate IV in ...
Diploma of ...
Advanced Diploma of ...

What does a qualification look like?

Information about individual qualifications may include:

- Name and number of the qualification
- The number of units to be achieved
- A statement about the functional roles carried out by employees at this level
- Industry core units
- The name and number of core units to be achieved at this level
- How many elective units may be selected
- Rules governing the selection of electives at this level
- Suggested Training Packages for importation of electives
- Information about potential pathways.

Version numbers

Training Packages are not static documents. They are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is used. Always check the version number before commencing training or assessment. You can check the latest version by going to the NTIS website, or through the relevant ISC.
Packaging Rules (previously referred to as Packaging Notes)

Each Training Package has packaging rules, which set out the allowable combinations of units of competency for the purpose of creating an AQF qualification. Information about the packaging rules will be found in the introduction to the qualifications framework or in the qualification statements/information.

Packaging rules are meant to be simple and flexible enough to give you maximum choice but they also need to ensure that the integrity of the qualifications is retained.

You need to follow the rules carefully if you are to create an application that meets all of the Training Package requirements and ensures that your client can be issued with the relevant qualification.

**NOTE:** For further information about the Training Package you are using, in addition to information available on the NTIS website, check with the relevant ISC.

Combinations of units

Packaging rules can lead to a combination of units, which may include a:

- Core/compulsory only model
- Core/compulsory and elective model
- Core/compulsory and specialisation model
- Core/compulsory, specialisation and/or electives model
- Electives only model.

What do you think are the differences between core, elective and specialist units of competency?

**Core and elective units**

You will notice that most qualifications contain a mixture of core and elective units.

**Core units**

Core units are those units which must be completed in order to achieve a qualification. The number of core units will vary from package to package but they always represent the mandatory component of the qualification.

**Elective units**

There is often a range of elective units from which you may select a certain number to accompany the core units in making up the required number of units for a qualification. This allows freedom of choice when developing an application but sometimes there are also accompanying rules for the use of electives.

For example, there may be restrictions on how many units may be used from a particular functional area.
Industry core units

Industry core units are those basic competency standards which apply across the entire industry represented by the Training Package. They are usually related to the common work practices in the industry and often have names like:

- Work within a [insert the industry] context
- Work as part of a team
- Use technology in the workplace
- Apply health and safety practices in the workplace.

Generic and specialist qualifications

If there are a number of sectors within the industry, the qualifications can be divided into two areas: generic and specialist qualifications.

Generic qualifications generally include a wide range of competencies and are usually flexible enough to allow for a variety of applications within the industry.

Specialist qualifications have been designed and agreed on by the industry as the best combination of units of competency for a specific job role. They may allow for some choice of units or they may represent a specified pathway which may not be altered.

Using the packaging rules to meet client needs

Using the packaging rules to meet client needs is sometimes referred to as customising the qualifications. Customisation may be undertaken for various reasons, such as:

- Client needs
- Enterprise requirements
- Particular region based requirements
- Specific work roles.

Some qualifications provide a range of units which you select in consultation with your client. For example, the qualification may require 10 units, but provides a list of 20 or more which you select from to determine a relevant combination.

In other Training Packages, the packaging rules may have a specialist or other focus which requires more core units to ensure the breadth and depth required.

Using the packaging rules to build the qualification can involve using units from other packages to supplement the units from your Training Package to create an appropriate mix for your clients’ purpose.

In relation to importing elective units, the main rule is that imported units of competency should be selected that are directly relevant to the candidate’s current or intended floristry job role/function.
Deconstructing competency standards

You will now be building on what you found out about competency standards in the first Learning Topic.

As you would have discovered earlier, a unit of competency defines outcomes required for competent performance within a particular area of work or work function. It is the benchmark used for assessment.

All units of competency are developed in a similar format for clarity and ease of use. Their components are:

Example of the parts of a Unit Of Competency:

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>TAEDES401A</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT TITLE</td>
<td>Design and develop learning programs</td>
</tr>
<tr>
<td>UNIT DESCRIPTOR</td>
<td>Broad definition of intent</td>
</tr>
<tr>
<td>PRE-REQUISITES</td>
<td>What is needed to be able to undertake the unit</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Defines the application within the workplace</td>
</tr>
<tr>
<td>ELEMENTS</td>
<td>Describes the essential outcomes</td>
</tr>
<tr>
<td>PERFORMANCE CRITERIA</td>
<td>Describe the required performance</td>
</tr>
<tr>
<td>EMPLOYABILITY SKILLS</td>
<td>Integration of Generic Skills and at what level</td>
</tr>
<tr>
<td>RANGE STATEMENT</td>
<td>Application boundaries and variables</td>
</tr>
<tr>
<td>EVIDENCE GUIDE</td>
<td>Defines what evidence and context may be used</td>
</tr>
</tbody>
</table>

You will notice some variation between units in different Training Packages, depending on the date of endorsement. More recent Training Packages, including the TAE10 Training and Education Training Package, include some slight variations to try to improve usability and readability.

All parts of the competency standard format and structure must include:

- Unit Descriptor
- Elements
- Performance Criteria
- Employability Skills
- Range Statement
- the Evidence Guide including:
  - Required knowledge and skills
  - Critical aspects of assessment (in the TAE10 Training and Assessment Training Package called requirements for the collection of quality evidence and specific evidence requirements)
  - Context and resource implications for assessment
Unit code

The unit code is the method of identification used to place the unit within the Training Package and the vocational education and training (VET) sector. Each unit of competency has a unique code.

For example, the unit code for the unit of competency TAEDES402A: Use training packages and accredited courses to meet client needs, which this Learner Guide is based on, consists of the following:

- TAE signifies the Training and Education Training Package
- DES signifies that this unit is part of the design field of the package
- The number four (4) signifies that this unit is at Certificate IV level
- 01 indicates that this is the first in the design series of units
- A indicates that it is the first version.

Unit title

The unit title is a succinct statement of the outcome of the unit of competency. For example:

- Use Training Packages to meet client needs
- Provide service to floristry customers
- Conduct a community meeting

Unit descriptor

The unit descriptor broadly communicates the intent of the unit of competency and the skill area it addresses. It provides further clarification of the unit title. For example:

Application of the unit

This component describes the unit’s application within the workplace. It indicates the environments in which the skills and knowledge may be applied and sets out the parameters of the unit, its potential audience and its relationship to other units in the Training Package. This part of the unit structure is particularly useful as a brief explanation of the unit’s scope for both teaching/learning and assessment purposes.

Elements

Elements describe the essential outcomes which must be met to achieve competency. Most units comprise 3 - 5 elements which together reflect the unit’s focus and scope. In some units the elements will follow a functional or life cycle approach, for example: plan → do → evaluate. Or, the emphasis may be on skills as the outcomes. Or, in other units, each element may represent a discrete activity which, together with other elements, creates a whole unit of competency.

Look at some units of competency you will be using in your practice environment. How are the elements organised?
**Performance Criteria**

Performance criteria describe the required performance needed to demonstrate achievement of that element; that is, they set out the way in which people can show how they meet the outcome defined in the element.

**Required Skills and Knowledge**

This section describes the essential skills and knowledge required for the unit and may define the parameters of the skills and knowledge by setting an upper and lower limit.

**Range statement/range of variables**

The range statement defines the boundaries within which a given unit of competency and its associated performance criteria apply. By suggesting the range of contexts and conditions, it also provides a focus.

The range statement can also be used to provide additional guidance and information to interpret the performance criteria. Many performance criteria use words, terms or phrases that may mean different things in different contexts. The performance criteria can't list all these, but the words, terms or phrases used in the performance criteria can be further defined or explained in the range statement.

More recent Training Packages are clearly linking these parts of the performance criteria and the range statement by also italicising or using bold italics for the key words, terms or phrases that are further defined in the range statement.

**Evidence guide**

The evidence guide helps you to interpret the assessment requirements of the elements and performance criteria. It provides information about what evidence can be used to demonstrate the defined competency. The evidence guide includes any variables related to the assessment context such as:

- Conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- Relationships with the assessment of any other units of competency
- Suitable methodologies for conducting assessment including the potential for workplace simulation
- Resource implications, for example access to particular equipment, infrastructure or situations
- How consistency in performance can be assessed over time, various contexts and with a range of evidence
- Critical aspects for assessment and evidence.
Employability Skills (replaced key competencies/generic skills)

All Training Packages require the integration of the Employability Skills, either in each unit of competency or across a qualification, depending on industry needs and preferences. Employability Skills are generic competencies that relate to all competency standards and are essential for effective performance in any job or role. They relate to the tasks that are common to workplace activities, such as using mathematical ideas and techniques, solving problems and using technology.

Analysing a unit of competency

Now that we have deconstructed a unit of competency, let’s move on to analysis. We need to do this so that we can select the right units of competency to meet our specific client needs.

Dimensions of competency

When analysing a unit of competency, you need to identify the dimensions of competency. The concept of competency includes all aspects of work performance, not only task skills. The dimensions of competency are:

- Task skills
- Task management skills
- Contingency management skills
- Job/role environment skills
- Transferability.

Task skills

Task skills involve being able to perform the task at an acceptable level to the organisation or industry. This may include carrying out individual tasks such as operating equipment, serving customers, processing an invoice or using a presentation software application.

Task management skills

Task management skills refer to the ability to manage a number of different tasks that form part of the job. This involves being able to integrate a number of different tasks to achieve a complete work outcome. This may include:

- Following OHS procedures while operating machinery
- Completing documentation for an order while serving a customer
- Responding to an audience while making a presentation using a software application.
Contingency management skills

Contingency management skills refer to the ability to respond appropriately when things go wrong or if there are irregularities and breakdowns in routine. If the equipment breaks down, alternative strategies need to be employed. Responding to difficult customers and responding to emergency evacuation situations are further examples of situations requiring contingency management skills.

Job role/environment skills

Job role/environment skills refer to the need to fulfil the requirements and expectations of the organisation. Each workplace is unique and requires the individual to be able to adjust to the environment they are working in and fulfil the needs of the organisation. This may include working in different teams, following workplace procedures, communicating effectively with colleagues, interacting with clients and complying with organisational policies and procedures.

Transferability

Another dimension of competency is the ability to transfer skills and knowledge to a variety of settings and new situations. This requires the ability to adapt to different work situations and demands. For example, a human resources officer should be able to work in the mining industry and transfer the skills and knowledge to an education, hospitality or transport industry environment.

Language, literacy and numeracy requirements

Part of your analysis of a unit of competency needs to take into account the unit's language, literacy and numeracy requirements.

Clustering units of competency for a specific need

Units of competency can be clustered to provide training and/or assessment solutions for particular needs. A cluster can be defined as a grouping of units which together represent a particular work focus, area of competency development or other need that is relevant to the client.

The cluster may form the basis of a specific training or learning program. It is different from the qualification outcome but may contribute to the outcome where the unit cluster is drawn from the package of units in the qualification.

Some clusters may be drawn from different qualifications in a Training Package or represent units drawn from two or more Training Packages.

Where you are looking at solutions that cross different Training Packages, ensure your training/assessment solutions meet the requirements set out in each of these Training Packages.
When you want to cluster units, there are several factors to keep in mind. Here are some of them:

**Selecting combinations of units**

What mix of units will you use? To help you to decide, consider the breakup of units into functional areas in a Training Package. That is, what sets of units of competency already exist in the Training Package you are deconstructing which can be used for a particular purpose?

**NOTE:** Sometimes the unit code could assist you to work out the functional area of particular units. For instance, DEL in the unit code for the TAE10 Training and Education Training Package indicates that the unit is ‘delivery’ orientated.

**Importing units from other packages**

You may not have to consider importing units from other Training Packages if the Training Package you are using already contains units from other packages and these are appropriate for your purpose. However, you may find it necessary to use units, or combinations of units, when the units in your package do not suit your current needs.

If you do this, you will need to consider firstly the rules of your own Training Package regarding importation and then the implications of the requirements of the other package, including the assessment guidelines and evidence requirements.

**Co-assessment or co-delivery**

Co-assessment or co-delivery of units occurs where two or more units are closely linked and can be assessed concurrently. Integration of units can be helpful to the learner in allowing them to see the links between various aspects of a job role. This practice can also be more cost effective for your client, as it reduces any potential duplication in delivery or assessment activities. You need to find out the opportunities for assessment of this nature.

**Prerequisite units**

Occasionally there are units you are required to complete before attempting another unit. These units are referred to as prerequisite units.

**Contextualising units of competence**

Units of competency can be contextualised to suit the needs of a particular workplace or job role by:

- Including extra information to explain how to apply an element or performance criteria to a specific workplace, delivery method, learner profile or job role
- Giving guidance on how a unit can be used in the specific workplace or job role
- Identifying features of the range statement and evidence guide in the context of the particular workplace and the outcomes to be achieved.
Contextualisation involves making the units more relevant to the user, but in doing this it is imperative that the standard is not changed or undermined. All Training Packages have rules about what can and can’t be done to contextualise the units.

Changes to the number and content of elements and performance criteria are not acceptable. However, RTOs can contextualise units of competency by:

- Adding specific industry terminology to the performance criteria as long as this does not distort or narrow the competency outcomes
- Amending or adding to the range statement as long as the breadth of application of the competency is not diminished
- Adding detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required, where the competency is expanded and not limited by the changes.

**Assessment guidelines**

The assessment guidelines contain an overview of the assessment system and an overall framework for carrying out all activities relating to assessment in relation to the Training Package. This needs to be distinguished from the evidence guide, which provides the specific details about assessment for that particular unit of competence.

Assessment guidelines—relate to the total Training Package.

Evidence guide—relates to an individual unit of competency.

**What is contained in the assessment guidelines?**

Most Training Packages will include the following information in the assessment guidelines:

- Assessment system overview
- Benchmarks for assessment
- Role of the RTO
- AQTF requirements
- Assessment pathways, including recognition
- How the assessment process should be conducted
- Qualifications of assessors
- Role of other workplace personnel in assessment
- Guidelines for designing assessment resources
- Guidelines for conducting assessments
- Industry sources of information on assessment
- Specific licensing or registration requirements for the industry
- Other sources of assessment information.

**Understanding the assessment requirements**

Now that you have familiarised yourself with the main assessment requirements of the Training Package you are using, you need to consider some important assessment related questions if you are to effectively apply the Training Package.
What are the opportunities for integrated delivery and assessment?

Integrated, or holistic, delivery and/or assessment enables you to deliver and/or assess a group of related competencies together. By combining the knowledge, skills and workplace application of each unit, you can streamline the delivery and/or assessment process. As previously referred to, TAEDES402A: Use training packages and accredited courses to meet client needs is part of an integrated assessment stream of units.

Do imported units bring different assessment requirements with them?

If you decide that you need to use units of competency from other Training Packages, you also have to investigate the assessment guidelines of those Training Packages in the same way as you have investigated your own to determine compatibility.

Just as importantly, you will also need to review the evidence guide of each imported unit to ensure that it will fit the pattern that you are trying to create.
Review and improvement

You need to go back to your client, confirm their needs and take on board their feedback, then redevelop your application (contextualisation) accordingly, which involves reviewing your application against the Training Package’s requirements and guidelines.

Why review?

As you have worked through this Learner Guide you have been encouraged to keep records of all of your activities. One purpose of this is to provide evidence for assessment. Another purpose of keeping such records is that they provide a basis for a review of your process. Constant review encourages consideration of improvements that you might make to the process in order to make it more effective and efficient and to provide your clients with the most up-to-date knowledge and skills.

A review of your process will enable you to consider:

- Whether the process is easy to follow
- Whether the outcomes meet your initial purpose
- Any difficulties that have arisen
- Your knowledge of how to use the Training Package
- How you have applied your skills.

The outcomes of your review will enable you to:

- Make improvements to your process
- Improve your knowledge of the Training Package
- Improve your skills
- Provide a better service to your client.

How do you review?

How can you confirm that the Training Package application that you have created is the right one?

Once you have determined which qualification/s and competency standards you will use in your application, you need to review it against the:

- Needs and expectations of your client
- Training Package requirements.

A review checklist is a useful tool to help you confirm your application.

Review checklist

What do you need to confirm?

Continuous improvement

An effect of your review will be to inform the regular review of:
Your organisation’s policies and procedures in this area
The industry Training Package, when it is required.

Do you know if the Training Package is up for review or being reviewed?

If the Training Package you used was undergoing further development or review, what recommendations would you make to improve its application and delivery?

How would you inform the developers of your views?

Reflect on what you have learned through working through this guide. To help you do this, refer to the questions and concerns you listed at the very beginning, before the Learning Topics commenced.
Part 3: Overview of the learning program design process

This Learning Topic gives a broad overview of learning program design, including:

- The definition of a learning program
- How learning programs relate to learning bigger learning strategies
- The design skills you need to develop a learning program
- The steps in the design and development process.

Learning program defined

A learning program provides the basis for a cohesive and integrated learning process by outlining the processes of learning and assessment (and it can be part of a bigger delivery and assessment strategy).

Endorsed Training Packages don’t come with prescribed delivery and assessment programs or strategies. They provide the mandatory benchmarks for workplace outcomes (in their units of competency and assessment guidelines) but leave decisions about the processes of delivery and assessment up to you—the facilitator and assessor.

So, as the facilitator or trainer, you will need to design (or source) the learning program, but you have the freedom to design whatever is required to deliver the Training Package outcomes while meeting the needs of enterprises and learners.

Learning programs in this context relate to a vocational training program based around a unit, or units, of competency from an endorsed Training Package (or the modules in an accredited course). These can be delivered in the workplace, in a training environment, as part of a schools-based VET program or a New Apprenticeships or Traineeships program.

However, you could also design and develop learning programs for a range of other training purposes such as delivering short courses, providing workplace learning that is not nationally recognised and for induction training or other professional development.

A learning program should identify:

- Its purpose
- The target group, their needs and characteristics
- The outcomes to be achieved, such as the units of competency or other benchmarks
- The learning and assessment activities including any flexibilities with this
- Any required resources.

It should also include:

- Learning objectives
- A plan of how the learners will achieve the objectives
- A structure and sequence for learning
- Content of the learning
- Delivery and assessment methods
- Assessment requirements.
The components of a learning program can be seen diagrammatically below.

![Diagram of a learning program](image)

**Figure 1: Visual representation of a learning program**

**Contextualisation**

Throughout this guide, you will find references to contextualisation. Contextualisation is the process of taking a learning program or resource and making it meaningful (or customising it) for individual learners. It could mean that the learning program is modified for:

- A particular workplace
- Individual learning styles
- Groups of learners who are unable to access the planned environment
- Learners with special language, literacy and numeracy requirements
- Learners with disabilities
- Particular age groups and levels of previous experience.

Even the best learning programs will need to be contextualised for the learners.
Learning programs and learning strategies

A learning program could be a subset of a bigger learning strategy. The learning strategy can provide an organising framework for the delivery and assessment of a full Australian Qualifications Framework (AQF) qualification.

Figure 2 shows the relationship between learning programs and learning strategies in the bigger picture of the learning design process.

![Figure 2: The bigger picture](image)
**Skills of a designer**

Let’s look at the types of competencies a designer needs, whether they are designing learning or any other product or service.

![Diagram showing the skills of a designer](image)

**Figure 3: A designer’s skills**

You need all these skills in designing learning programs.

For example, you must be able to perform analytical and research tasks such as defining the parameters of the learning program in consultation with your client, and designing the program’s structure. You need effective interpersonal and communication skills to gather information from clients and determine their needs. In some instances you will need to use negotiation skills, for example when negotiating the program with the client and to articulating its benefits. In addition, as the designer of effective learning programs that meet individual needs, you need to be innovative and creative and be able to reflect upon and review your designs. A good designer will ensure their work is not becoming stale and that it suits the requirements of the client’s brief.

As you work through this Learner Guide consider where you are using these skills and how to improve them.

For example, reflect on how you would respond to the following situations. What skills would help you to find a solution?

- The client is having difficulty articulating the benchmarks for the learning program.
- You have identified some ideal resources but they have copyright restrictions.
- You have structured the learning program into ten sessions, but now your client tells you the target learners are only available for five sessions.
A new client wants a learning program designed quickly so training can begin in four weeks. You have other work commitments in the coming month and fitting in this additional request will be difficult, but must be done. What will be your approach?

Steps in designing and developing learning programs

You need to develop learning programs that meet the identified benchmarks, are logical yet innovative, and engage the learners. To do this you need to:

- Define the parameters of the learning program in consultation with the client
- Generate and select appropriate options for designing the learning program
- Develop the learning program content
- Design the structure of the learning program
- Review the learning program
- Gain approval from appropriate personnel

Look at Figure 4 below; the diagram maps stages in developing and designing a learning program and provides an overview of the process that might be involved.

![Diagram of Development stages of a learning program]

Influences

In thinking about the design stages reflected in the diagram above, consider the influences on learning program design—what it is that directs the design of the learning program. From the following list consider what is critical:

- Training Packages
- Units of competency
- Existing learning strategies
- Organisational needs provided by the client
- Learner target group, attributes, current skills and knowledge.

**Useful forms, questionnaires and other material for the design process**

You may find it useful in this unit to design forms that can be used every time you design a new learning program, and to add these to your resource file.

For example, you could design a questionnaire to be used with clients when defining the parameters of the learning program. This may have standard questions to ask the client to help you determine the purpose of the learning program. You can modify the standard form each time you use it in order to contextualise it for each specific learning program.

Here are examples of some useful standard forms you could design:

- Parameters of the learning program questionnaire
- Characteristics of target group learners checklist
- Research summary—listing websites, books, and customisation requirements
- Learner Profile—listing the learner characteristics, preferred learning styles, learning environment, attributes, prior knowledge, concerns
- Program Plan—outlining each component part of the program
- Learning program questionnaire for reviewers
- Standard letter to ask for reviewers’ assistance
- Collation or summary sheet of review feedback and recommendations
- Client Status Report.

It is critical to keep your learners' needs in the forefront of your thoughts during design.

- What is most useful to them?
- What would be a logical flow of information for them?
- What delivery mode is best suited to their needs?
- How can the learning program be flexible for them?
- What resources do they have access to already?

The task of designing learning programs requires both structured and systematic work processes as well as innovative thinking to ensure you engage the learner group. So, the design task is quite a challenge. You need the design process to structure your ideas so that the learning program you design meets the required benchmarks.
Step 1: Defining the parameters of the learning program with the client

By this stage you should know what a learning program is and, in broad terms, the process you work through to develop one. This Learning Topic will cover the skills you need to define the parameters of a learning program. By the end of this topic you should be able to define the ‘why, who and what’ of your learning program.

The purpose of a learning program

When designing a learning program, be sure you are clear on its purpose. That is, why does it need to be designed? In broad terms, what outcomes will it achieve, how will it be used, and who will be involved?

It’s vital to have a clear picture of exactly why you are developing the learning program. You might be working in a job role where it is easy to identify the purpose of the learning program. For example, if you are working in a Registered Training Organisation (RTO), there will be policies and procedures in place in relation to program delivery and assessment. Learning programs will usually be required for Training Package implementation and could be part of the RTO’s delivery and assessment strategies required under the AQTF 2010 Essential Standards for Continuing Registration. The learning plan in this case could have as its purpose the development of the competencies set out in an endorsed Training Package.

Or, for example, in training that is not nationally recognised, the purpose of the learning program might not be so easily defined. It could be that your client wants organisational change,
but has difficulty in articulating their need in educational terms or wants something less formal such as professional development or induction training.

It is your role as an education professional to ask the right questions and gather the right information to ensure the purpose of the learning program is clearly articulated and reflects the identified needs.

**Purpose of the learning program may include:**

- Developing vocational competency/vocational skills
- Developing generic skills
- Developing language, literacy, numeracy
- Developing general education
- Fleshing out and adding content to part of a learning strategy
- Achieving organisational change
- Supporting organisational skill development
- For professional development purposes
- Developing teams
- Meeting new legislation, licensing or registration requirements
- Meeting regulatory and occupational health and safety (OHS) requirements
- Meeting funding body requirements

**Focus of the learning program may be:**

- A subset of a learning strategy
- A short course/vocational program
- A professional development program
- A community education program
- A workplace learning program
- Part of a VET in Schools program
- Part of an apprenticeship/traineeship
- A short-term development plan developed by a coach
- A short-term induction program

**Influences on learning program design**

In designing the learning program, you need to know about the environment in which the learning will take place. For example, you are required to have knowledge of the relevant:

- National standards, codes of practice, and Commonwealth and State/Territory legislation including licensing requirements, industrial relations requirements and occupational health and safety (OHS) obligations
- Organisational OHS policies and procedures including internal policies and procedures to meet OHS requirements and hazards commonly found in the work environment to which learning is related
- Business or industry knowledge specific to the training
- Training Packages and their competency standards.
Gathering information

You need to communicate with your client to gather information about what they require or what they are trying to achieve in order to design a learning program that will meet that need. You need to gather as much information as possible to get a thorough understanding of what is required. To define the parameters of the learning program, you should gather information about the following. This will assist you in interpreting the client’s requirements.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Considerations</th>
</tr>
</thead>
</table>
| The purpose of the learning program | Why is a learning program required?  
What is it you are hoping to achieve? |
| The benchmarks to be achieved | What competency standards or other benchmarks must be met? |
| The specific learning objectives for the learning program | What are the specific learning objectives, outcomes or goals of the learning program that reflect the benchmarks?  
What skills, knowledge or attributes do you want the learners to demonstrate as a result of participating in the learning program? |
| The scope and breadth of the learning program | How many competencies need to be achieved? What vocational or generic skills need to be developed? What subject or technical knowledge and/or theory must be learned?  
What activities need to be encompassed in the learning program? What specific organisational learning needs to be addressed? |
| The target group learners | Who is the learning program for and what are their characteristics? Ask about their socioeconomic background; cultural background and needs; age group; language, literacy and numeracy needs; motivation for learning; learning style and preferences.  
Can you gather a skill and/or competency profile of the learners? Are they learning as a group or at an individual pace? What level of work experience have they had? What formal education have they achieved? Is the group aware of the need for learning and are they positive about learning the required competencies? Are there access and equity issues? |
| The learning environment | Where will the learning take place? Will the learning environment be the same for all learners or will their situations differ? Will it be an operational workplace or simulated? Is it in a room, at a college, school or community setting, or at home? Will it be online? |
| The operational resource requirements | What resources are required to plan, design and deliver the learning program? What is provided and what will need to be budgeted for? For example, staffing needs, guest speakers, technical and support staff, equipment and technology, learning materials and resources. |
| Access to other sources of information | Where can I gather research information about the requirements for this proposed learning program? For example, how can I access job descriptions, employee records, performance appraisals, registration or enrolment information, surveys, publications, industry bodies, employment records, company brochures and promotional materials, workplace operational procedures and technical documentation used by the target learner group? |

These questions are just a starting point; the questions you ask will depend on the circumstances. Who you ask these questions to, will depend upon your project. It may be a client, your manager, supervisor, department, team members, learners or yourself. Remember that a client can be external or internal to your organisation.
**Program purpose**

Think about the purpose of the program you will design. Will it:

- Achieve organisational change
- Support organisational skill development or professional development
- Develop individuals' vocational competency, generic skills or general education
- Meet new legislation, licensing or registration requirements
- Meet regulatory and OHS requirements
- Meet funding body requirements?

Use this information to clarify the purpose of the learning programs you need to develop for assessment.

**The target group learners and their characteristics**

A critical component of your analysis of the learning program requirement is to clearly identify the learners as outlined in the previous 'gathering information' table.

You may know what has to be learnt, but who are the group of people that need to gain these new skills and competencies? Finding out about them will help you design a learning program that meets their needs as well as that of the client and the organisation. What similarities are there between the groups of people who will undertake the learning program? What is their current skill level?

Adult learners generally like to have an active role in their personal development, so involving them in your analysis of design will ensure they feel part of the development of the learning program and will be more willing to be involved in the program and support it.

There are many different ways to find out about the target group of learners. It may be through information received by employers, company files or discussions with supervisors or the individuals themselves. Observation of learners in the workplace is another method of gathering data. At times, you may gather a more accurate picture of the learners by speaking to them directly, rather than a manager who is removed from their daily operations. You are trying to find out if they have specific needs that must be incorporated into your learning program design.

Target group learners may include:

- Existing industry or enterprise employees
- School leavers and/or new entrants to the workforce
- Apprentices or trainees
- Individuals learning new skills and knowledge
- Individuals seeking to upgrade skills and knowledge
- Individuals changing careers
- Unemployed people
- Learners who have a disability
- Indigenous Australians
- Overseas students
- Recent migrants
- Individuals or groups needing to meet licensing or other regulatory requirements.

Your analysis requires you to understand their characteristics and to determine whether this information will impact on the way you design your learning program.
Characteristics may include:

- Level and breadth of work experience
- Level and previous experiences of formal education
- Skill or competency profile
- Socioeconomic background, age, gender, range of abilities (disabilities)
- Cultural background and needs
- Special needs—physical or psychological
- Motivation for learning
- Language, literacy and numeracy needs of learners
- Learning style and preferences.

### Benchmarks

Once you have identified the learners and decided what their learning program needs are, you need to work out the competency level or standard for the learners. You have to work out exactly what level or standard of learning is required. You need standards on which to base the program.

How do you work this out?

The list in below covers many of the sources you can use to identify the level of learning required for your learners.

<table>
<thead>
<tr>
<th>Source of benchmark</th>
<th>Do I need it?</th>
<th>Where can I find it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client brief</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Market research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard operating procedure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills audit</td>
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<td>Organisation benchmark</td>
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<td>Industry publication</td>
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<td>Government policy or report</td>
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<td>Licensing or regulatory requirements</td>
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<td>Enterprise Bargaining Agreement</td>
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<td>Endorsed Training Package</td>
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</table>
Competency standards and accredited curriculum act as benchmarks in the competency-based VET training and assessment system in Australia. If using competency standards, you will need to clarify with the client what competencies are required in the learning program. At times, the competency standards may be enough to structure a learning program. You may need to work out what the competency standard means to the target learning group and their specific learning needs. You may also need to explain the competency standards in terms that are more familiar to the client and their industry.

**Delivery options**

What delivery approaches and activities are appropriate?

To achieve the learning that you have planned in the learning program, what is the most appropriate delivery approach and activity type? For example, should the training be done on-the-job, in a classroom, or in a combination of locations? Should the activities be group or individual? The way the learning will take place will affect your plan as you will have to take into account resources, time and other factors.

Delivery methods for your program may include:

- Face-to-face delivery
- Online delivery
- Distance learning
- Coaching or mentoring
- Workplace applications
- Simulated workplace applications
- Blended delivery.

**Language, literacy and numeracy requirements**

During the initial analysis stage, when you are gathering information about the parameters of the learning program needs, you should read the units of competency and any relevant industry materials such as Standard Operating Procedures, then analyse them to establish the language, literacy and numeracy (LLN) requirements.

Do the target group learners require a certain level of LLN skills to be able to use and interpret the documentation used in the learning program? Consider what reading, writing, speaking and listening the learner has to do to achieve the competency or complete the tasks.

Analyse the level of mathematical skill required. Is there any mathematical process or calculation which has to be carried out as part of the learning program? If you are unsure if the target group learners have the required language, literacy and numeracy levels, you may need to consult an LLN expert to assist you in the development of your learning program.
Special needs

The learners may have other special needs in relation to their:

- Physical or psychological disability
- Employment status
- Learning experiences
- Level of maturity
- Cultural background
- Level of formal schooling
- Length of time as a resident in Australia
- Place of residence.

Your program may need to incorporate support such as:

- Physical or psychological disability support
- Support for Indigenous Australians
- Ethnic support services
- Interpreting services
- Counselling services
- Community support.

The support may be provided through:

- The facilitator
- Specially designed activities and resources
- Specialist assistance from within the organisation or from outside
- A combination of the above.

However the need is met, you should consider special needs issues in your planning. It is important to remember that it is part of your role. But remember that there are others who are also working towards catering for the equity or additional support needs of learners. These people can help you develop strategies and methods for implementing support strategies. It is part of your role to:

- Understand equity and additional support issues
- Know how to provide support
- Provide support when necessary
- Keep up-to-date with issues and with information about who can provide assistance to you.

The support may be provided by:

- You in your role as facilitator, for example, how you plan and organise:
  - Your project and/or sessions
  - Activities
  - The material you provide
  - Inclusiveness between participants
  - Resources
- How you promote an awareness of diversity in your participants
- Someone else in your practice environment—for example, management providing policy direction and resources and developing networks with people or organisations who can provide support or guidance.
- Someone from another organisation which provides specialist assistance either at a general level or for a specific participant
- A combination of the above.

State and Territory training authority websites include information about equity and other additional support needs. They include policy statements and information about how you can provide and/or organise support.
Step 2: Generating options for designing the learning program

You have spent a lot of time gathering information and researching and analysing the parameters of the learning program. Now it is time to use that information to come up with some options for the type of learning program that will be designed.

It's worth taking time to generate and explore a number of different possibilities at this stage. The first one you design won't always be the best one. Through generating ideas for various learning programs you allow the opportunity for creative, innovative ideas to develop.

Once you have all the options before you, you can present the findings to your client or your colleagues, including information on what currently exists and what possible solutions you have to fill the gap.

Work collaboratively with other personnel to evaluate the options and determine the most appropriate option. When the group looks at the choices and makes a decision about what type of learning program is most suitable, you can proceed to the stage of developing the content of the learning program.

This Learning Topic looks at generating the options and deciding what is the most appropriate one to select.
Influences when developing options

Information you have gathered, standards and benchmarks will all guide the type of learning program options developed at this stage. There may be existing course structures or learning strategies developed for qualifications in Training Packages that guide the learning program development. As you investigate the different options, you need to assess their worth as you go.

When assessing options, ask 'Will this option result in the best outcome for my learners?'

The target group learners

When you are developing learning program ideas, you need to keep the learner in the forefront of your thoughts. The information you have gathered about the target group learners will influence the development options. You will know their existing skill and knowledge level and the gap between the existing competence and the required competencies that the learning program aims to achieve.

Existing learning programs

Before you or someone in your organisation designs a whole new learning program, you need to research existing programs, courses and resources very thoroughly to make sure you are not creating a learning program when one already exists.

Options for the structure of the learning program

There is a range of publications available that will guide you when developing learning programs. Have a look at the document Learning and assessment strategies – Part 1 - The how to kit. In particular, study the options shown for structuring a program. A program may be structured around:

- Independent units of competency
- Clustering of units of competency to correspond with specific work activities
- Clustering units of competency to reflect learning within a specific project
- Common knowledge clusters—required knowledge common to a number of units of competency is clustered for learning but application of the knowledge is assessed in other components of the program
- Knowledge and application clusters—similar to the previous program design option, but a structured work experience component forms part of the learning program. Suitable for traineeships and/or apprenticeships.

Options for learning program content

You may generate a range of options for the learning program content through discussions with other personnel on the project or anyone else who can provide input to the development of the learning program. People you may collaborate with when planning the learning program content could include:

- Work colleagues
- Trainers, facilitators, assessors
- Industry contacts
- Vendors
- Human resource personnel
- Marketing personnel
- End users
- Subject or technical specialists
- OHS specialists
- Language, literacy and numeracy specialists.

As a group or working individually with specialists for specific input, you may brainstorm possible activities, assessment methods, specific content, work tasks or simulations, a variety of delivery modes and a range of possible resources that could be used in the proposed learning program. Consider the best way to record this information, so it can be summarised, reviewed and used to make a decision about the most appropriate option for learning program content. Some people like to work with information in tables, while others like flowcharts and mind maps.

### Snippets Learning programs in context

Mike works for a major bank. His learning program focuses on group activities because the organisation is structured into work teams.

Chris is developing a learning program to support a new Training Package qualification. The Training Package is replacing an existing curriculum. From evaluation of the existing learning he knows that individual facilitation works well for the learners even if it is difficult for the facilitators. He will continue to use individual facilitation.

Cathy works with young adults in a flexible delivery centre. The existing resources she has found have sophisticated literacy requirements. Because of this, she will develop her own resources to match the LLN skills of her learners.

### Identify resources

**Existing learning resources may include:**

- AQTF noted support materials for Training Packages—learner guides, facilitator guides, how to organise training guides, example training programs, specific case studies
- Other published, commercially available materials to support Training Packages or courses
- Competency standards as a learning resource
- Videos, CDs and audio tapes
- References and texts
- Equipment and tools
- Materials developed under the Workplace English Language and Literacy (WELL) program
- Learning resources and support materials produced in languages other than English, as appropriate to the learner groups and the workplace.

**Existing learning materials may include:**

- Handouts for learners
- Worksheets
- Workbooks
- Prepared case studies
• Prepared task sheets
• Prepared activity sheets
• Prepared topic, unit, subject information sheets
• Prepared role-plays
• Prepared presentations and overheads
• Prepared scenarios, projects, assignments
• Materials sourced from the workplace, for example, workplace documentation, operating procedures, specifications
• Prepared research tasks.

Evaluating existing resources

Now that you have identified some resources, you need to decide if they are of good quality and meet the requirements of the learning program. What do you need to ask about resources or existing courses to check they are of good quality?

Copyright, intellectual property and acknowledgments

If you wish to use an existing resource or contextualise it, check the copyright requirements first. Some work may be copyright, but permission may be given to trainers and teachers to make copies for use within their own training organisation or in a workplace where the training is being conducted. Check the resource to clarify what is permissible. Contact the organisation that holds the copyright for further information if unsure. If permission is granted to use material in your own resources, you must acknowledge the source clearly in your resource.

Make sure the information you include in any resources you develop is your own in order to avoid copyright issues. If you do wish to use material from other sources, including web pages, diagrams, quotations and organisational information, copyright permission must be obtained.

This can sometimes take time and incur costs, so try and keep the need for this to a minimum. There may be other ways of presenting the information to your learners. You may be able to direct your learners to websites and texts for research or further reading. Often organisations are happy for company-specific information to be used in resources that are used exclusively for training purposes of their staff. Check with the department manager, human resource personnel, or the training manager for permission.

For more information about copyright contact the Australian Copyright Council <http://www.copyright.org.au>.

Timeframes

The amount of time that will be allocated to the learning program will influence what your learning program covers, the extent of detail and how it can be broken down into sections or chunks to enhance learning. Your planning may be guided by a number of factors.

• Training Packages and units of competency will provide guidelines, and states and territories provide guidelines such as nominal hours.
• The client may specify the amount of time learners can dedicate to the learning program.
• You may need to present options to the client and justify the time required by learners in the suggested learning programs.
• Time estimations may be based on previous learning programs that have similarities to the one you are designing.
• Your prior experience in designing learning programs and delivering training will provide you with an estimated timeframe.
• Other experts may assist in estimating the timeframe for the proposed learning program.

You need to plan what has to be done in the learning program and map this against timelines to estimate how long is required for the learning program. The options you present may need to be negotiated with the client. Your learning program may need to be modified if you have timeframe constraints on the design of the learning program.

Your research during the analysis phase gives you some guidelines on the suggested time for the learning program or the client’s expectations of the length of the program. It is important to discuss this with the client during the front-end analysis stage of your project, as time and costs can be key influences on learning program design for organisations.

Also, consider your target group learners when estimating the time the learning program will require. Some learners may require more time than others to achieve competence and your time allocation may only be a guide, rather than a specific direction.

**Nominal and funded hours**

State and Territory training authorities decide on the nominal hours for qualifications and individual units, and these form part of purchasing agreements. It is important to know the suggested nominal hours for a qualification, as it is around these that many courses are structured. When funding is tied to delivery of nominal hours, there are links between nominal hours, budgets and staffing.

Nominal hours are listed on State and Territory training authority websites. You can access these by following the links from the DEEWR website [http://www.deewr.gov.au](http://www.deewr.gov.au).

Other programs are based on funding tendered for by training and/or assessment organisations.

To what extent does funding determine how the services of your practice environment are offered? Have you ever significantly changed an aspect of your services because of changes in funding?

**Budget and costs**

Costs are almost always an important factor in any learning program. Management may see learning programs as an ‘extra’ rather than a ‘must have’ when running their business. When times are tough, learning programs may be postponed or reduced. Managers and clients are mindful of the costs of a learning program and so, as a developer, you must work within the cost boundaries provided to you by the client.

Costs associated with a learning program may include:

• Venue hire
• Technology and equipment
• Purchase of Training Packages
• Purchase of learning support materials and related costs
• Resource design and development
• Photocopying or printing production of materials and other documents
• Use of training and/or assessment personnel
• Use of consultants and other support personnel
• Cost-benefit analysis of the learning program to the client
• Distance mode costs associated with communication with learners—postage, phones, email accounts
• Production cost to the organisation for learners to be away from the workplace while learning

**Logistics**

As you plan the learning program and consider options for how the program would be best developed, consider the logistics involved in running the program.

Some logistics may include:

• Organising rooms, venues or the location of the program
• Organising special equipment or technology
• Coordinating locations
• Appropriate scheduling and time frames
• Catering for special needs of the learners
• Investigating the learning environment to identify, assess and control OHS risks
• Communication with learners, particularly for distance learners
• Assessment requirements
• Use of specialists and booking their time.

In this stage of planning the learning program options, there are a number of influences on the options you produce. Some of the influences we have discussed in this learning resource are:

• Learning strategy documentation
• Benchmarks
• The target group learners and their characteristics, existing skills and knowledge and learning preferences
• Existing resources that could be used or contextualised to meet the requirements of your learning program.

Once you have identified everything that is needed in the program and planned resources, cost and personnel involved, you need to confirm that the appropriate option you have selected is agreed upon by your client and key people.

There are different ways to report to your client about your learning program recommendations. First, check if your organisation in your practice environment uses a specific reporting format or template/s.

One way to present a learning plan is to write up a short memo or report which details the learning program, the learners, the resources, time, cost, organisation requirements and other relevant information which can be circulated to everyone who needs to see it.

Check with your client and key personnel if they wish to have a panel approach to deciding the best option or if they prefer you to put forward your recommendation and reasons to support your decision.
**Note:** Depending on the scope of your project and the learning program to be designed, you might only provide a short report to your client that summarises the findings of your analysis and suggested learning program options.

Once you design the content of the learning program and its structure, you will have more specific information to present to your client in your learning program plan. Learning Topic 4 details how to design a learning program plan.
Step 3: Develop the learning program content

Once the learning program has been approved, it needs to be developed. Depending on your job role and the scope of the learning program being designed, this task may be completed on your own or with assistance from experts.

You have already completed your research and analysis of what content needs to be in the learning program. Your research would also show you what existing resources can be used or contextualised to suit your need and what new learning resources need to be developed for your learning program. Remember to keep the needs of your learners at the forefront of your mind while developing content for them. Your knowledge of adult learning principles will help you to design materials that the learners will find interesting and motivating.

It is also worth noting that the next two steps in the design of a learning program might be best done concurrently. As you develop the content for the learning program, you also need to consider the structure of the program. Both tasks impact on the other, so the process is not linear. The developer would be working between these two stages, jumping back and forth between the two. This Learning Topic will assist you in developing content.

Adult learning principles

Let’s focus for a moment on the learner and spend some time on the underpinning knowledge required by a designer about adult learners. This is your target audience. This resource provides some basic adult learning concepts. You will need to research this area in more detail as part of your professional development reading. Speak to your trainer for guidance on how to research this area or use the Internet to begin your own research. The Learner Guides for the delivery units will provide further information, in TAEDES401A: Design and develop learning programs.
Some key adult learning principles:

- Adults have a need to be self-directing.
- Adults have a range of life experience, so connecting learning to experience is meaningful.
- Adults have a need to know why they are learning something.
- Training needs to be learner-centred to engage learners.
- The learning process needs to support increasing learner independence.
- Emphasis on experimental and participative learning.
- Use of modelling.
- Reflecting individual circumstances.

Motivation

As you can see from the principles above, a number relate to motivation of the learners. If the learners are not motivated to engage in the learning, their success will be limited.

Abraham Maslow provides one theory of motivation which explains motivation in terms of satisfying needs. These needs are arranged in a hierarchy and as each level is satisfied, people are motivated by the requirements of the next level. At the lowest level are the basic survival needs, working up through social needs to self-actualisation.

As the lower level needs of your learners are met, they will be able to concentrate on the higher needs where learning motivation occurs.

Motivation is a not a simple process and the forces that drive learners come from both within the learner (intrinsic motivation) and outside (extrinsic motivation). Some extrinsic motivations are:

- Money
- Status
- Reward.

Internal motivations are less obvious but include:

- Desire to understand
- Need for independence
- Stimulation
- Self-actualisation.

Even the most motivated learner can easily lose motivation if the learning does not suit their needs. To keep learners motivated remember the statement from the beginning of this guide. Learners need to be engaged in meaningful productive activity for effective learning to occur.

Learning styles

Each of us has different learning styles and we each have an individual preference for the ways in which we learn. Wide-ranging research has been carried out in this area and we will consider only four different views of learning styles.

By understanding the differences in personal learning style preferences, you are able to tailor the delivery of your training to be more effective for all learners.
Visual, auditory and kinaesthetic learning styles

Richard Bandler and John Grinder developed a body of work known as Neuro Linguistic Programming (NLP), which looks at both our internal and external communication. They are concerned with understanding the impact of the senses in learning. Bandler and Grinder refer to visual, auditory and kinaesthetic approaches to learning.

We have the capacity to use all of our available senses for learning, however, most of us tend to have a preference for one or more senses.

**Visual**

Visual learners need to see what is going on. They will be attracted during training to words like ‘see, look, appear, picture, make clear, overview, imagine’. They may not talk much and dislike listening for too long. You can support a visual learner best by using:

- Posters, charts and graphs
- Visual displays
- Booklets, brochures and handouts
- Variety in colours and shapes
- Clear layout with headings and plenty of ‘white space’.

**Auditory**

Auditory learners learn by listening. They prefer to hear things rather than read them. You can train an auditory learner best by using:

- Question and answer
- Lectures and stories
- Audio tapes
- Discussion pairs or groups
- Variety in tone, rate, pitch and volume
- Music or slogans.

**Kinaesthetic**

Kinaesthetic learners learn by doing. They enjoy games and don’t really like reading. They will remember best through practice. You can train a kinaesthetic learner best by using:

- Team activities
- Hands-on experience
- Role-plays
- Note taking
- Emotional discussion.
Left brain Right brain

Another model which explores the way we prefer to learn focuses on the two hemispheres of our brain and how we use these.

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<thead>
<tr>
<th>Left Hemisphere Functions and Characteristics</th>
<th>Right Hemisphere Functions and Characteristics</th>
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<td>Mathematical</td>
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<td>Verbal</td>
<td>Imagination</td>
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<td>Literal</td>
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<td>Holistic</td>
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<td>Symbolic</td>
<td>Metaphoric</td>
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<td>Abstract</td>
<td>Concrete</td>
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<td>Temporal</td>
<td>Non-temporal</td>
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Much of the research about learning indicates that learning is most effective when we integrate left and right hemispheres of the brain and activate whole brain learning.

While we may have a preference or dominance of left or right brain function, we have a whole brain which can be fully utilised in learning. An artful facilitator will provide a range of approaches which will involve both left and right brain function.

PART learning styles

Allan Honey and Peter Mumford identified the following four PART learning styles, based on Kolb’s learning cycle model (Experiential Learning, 1984).

**Pragmatists**

- Are keen to try out new ideas, theories and techniques to see if they work in practice
- Search out new ideas and take the first opportunity to use them
- Like to get on with things
- Act quickly and confidently on ideas that attract them
- Tend to be impatient
- Are down-to-earth people who like making practical decisions and solving problems
- Respond to problems and opportunities as a challenge
- Believe ‘there is always a better way’ and ‘if it works it’s good’.

**Activists**

- Involve themselves fully and without bias in new experiences
- Enjoy the here and now and are happy to be dominated by immediate experiences
- Are open-minded
• Are enthusiastic about anything new
• Tend to act first and consider consequences afterwards
• Fill their days with activities
• Tend to tackle problems by brainstorming
• Like to be in the middle of things
• Get bored with implementation and longer term consolidation
• Believe that you should try anything once.

**Reflectors**

• Like to stand back and ponder experiences from many perspectives
• Like to collect data and analyse it thoroughly before coming to conclusions
• Tend to postpone reaching a definitive conclusion because of data collection
• Like to consider all possible angles and implications before making a move
• Prefer to watch others in action
• Tend to take a back seat in meetings or discussions
• Act with a view to the wider context
• Believe in being cautious
• Adopt a low profile and have a slightly distant, tolerant air about them.

**Theorists**

• Adapt and integrate observations into complex but logically sound theories
• Think problems through in a vertical, step-by-step, logical way
• Tend to be perfectionists
• Are keen on basic assumptions, principles, theories, models and systems of thinking
• Tend to be detached, analytical and dedicated to rational objectivity
• Need things to make sense
• Prefer to maximise certainty and are uncomfortable with subjective judgement and later thinking
• Believe in rationality and logic: ‘If it’s logical it’s good’.

**Global and analytical learner model**

In the broadest sense, learners can be divided into two groups—global learners and analytical learners. Global learners need to see the big picture first, they like to see the whole picture and know the end result before beginning. Analytical learners like to learn one piece at a time, they enjoy a clear sequence which starts at the beginning and moves to the end one step at a time. Imagine that all learners sit somewhere along a continuum which runs between these two positions. Some people move along the continuum depending on the task at hand. Others are more fixed in their approach and need information to be presented in one particular style.
As you generate ideas and options for the design of the learning program, you must keep your target learner group in the forefront of your thoughts. Are the program options you are suggesting appropriate and best suited to the needs of the learners? Do your options allow facilitators to meet the learning styles of the learners? Have you ensured your program will treat your adult learners in a way that will motivate them and engage them in the learning process?

**Contextualising existing resources**

Access any existing learning resources and prepare these for the learning program. Acknowledge the developers of the resources you use and observe copyright. You may wish to contextualise the existing resources. Contextualising may include:

- Changing the materials to relate to the specific industry and organisation of the target group
- Changing the level of language used to suit the target group
- Removing information or adding information to ensure it is current and accurate
- Modifying information to suit the specific state or territory legislation
- Modifying information to use specific organisational policies and procedures as guidelines
- Adding information, activities and assessment methods specific to the learning program
- Providing sources of further information—reading, websites, industry groups
- Changing the sequence of material
- Changing the context of generic material to relate to the learner’s specific situation.

**Developing new resources**

If new resources are to be developed, determine who is the best person or team to produce them. Your own instructional design skills, access to expert designers, scope of the materials to be designed and project budgetary allocation will guide you in deciding the most appropriate way to have the learning materials designed. If you are interested in learning more about designing resources, you may be interested in enrolling in the Diploma in Training and Assessment as it covers designing and developing learning resources in detail.

**Subject matter content**

- How will the material for this learning program be presented to the learner? You have already generated ideas and may need to expand upon these.
- Are learners going to receive course notes; a folder of information; organisational policies and procedures; information via emails, websites, charts displayed in the workplace, etc? The way the information can be presented is only limited by your ideas and design experience.
- Will you require assistance from a technical or subject matter expert?
- What is the most logical flow of information for the learner?
- How will the learner be engaged in the learning process in the program?
Specifying assessment requirements

Your learning program also needs to state the assessment requirements for the learning program.

Assessment requirements may include:

- Meeting the rules of evidence
- Physical resource requirements
- Specialist support
- Reasonable adjustments to the assessment process
- Assessment tools and methods
- Formative assessment processes
- Legislative requirements.

Determine what assessment requirements need to be stated in your learning program plan. This information can then be used to gather the resources and support required to assess the competence of the learners. For more information about planning assessment refer to the Learning Guide for TASASS401A Plan and organise assessment.

Note: This unit concentrates on developing skills and knowledge to develop and design learning programs. The development of resources and materials to support the learning program is just one component of the task. You need to demonstrate you can use existing resources, contextualise existing resources or design new resources. Given your timeframe to complete this unit, you may wish to demonstrate to your facilitator that you can design new resources such as quizzes, handouts, assessment tasks or activities, rather than a major textbook resource.
Step 4: Design the learning program structure

By this stage, you have clearly identified the learning needs, which have informed the content selected for the learning program. The next step covered in this Learning Topic is to create a plan that will outline each component of the program and will guide you as you develop content for the learning program. The program delivery plan outlines the program, giving details about how it will be broken down into sessions. This plan can then be used to guide the delivery of the program.

A program delivery plan

A program delivery plan is a tool to use for designing and developing a learning program. It outlines each component of the program, so you can see a clear breakdown of the program. It may be set against a timeline or it may show a series of sessions that make up the learning program. The outline will clearly show:

- The competencies or other benchmarks to be achieved
- The specific learning outcomes for each session or part of the learning program
- The content and learning activities for each session
- The delivery methods for each session
- Workplace tasks or applications
- Practice opportunities
- Assessment points in the program where the learners’ progress is measured
- Assessment methods and tools used to gather evidence of competency
- The personnel assigned to facilitate the implementation of each session.
The learning strategy may already contain information that can guide the development of your program delivery. The program plan will also provide a basis for designing individual session plans for delivery of the program.

An example of a specific learning program which takes you through all the various stages including identifying the needs, and developing and designing the program, can be found at the SIL International website. SIL International is a service organisation that works with people who speak the world's lesser-known languages. SIL serves on a global level through the provision of research, translation and literacy programs. What is provided on this website is a module textbook which focuses on 'how to manage your own language learning program'.


**Sequencing information**

As a learning program designer, you must structure the learning program in a way that best supports learners to achieve the identified benchmarks.

- What should they learn first?
- What skills need to be developed and practised before moving to the next stage of developing their competence?
- What is the logical flow of learning to be followed?

Remember that this step and the previous one need to be completed in conjunction with the developing content step. For example, as you develop content, you need to consider how content will be presented in a logical way and how it is broken down or chunked into a series of sessions. As you plan the assessment requirements, you will be considering what assessment methods and tools you will use.

**The learning program timeframe**

Your plan should map the program to a timeframe. As discussed earlier, you will most likely have some guidelines to consider. Nominal hours may be one guide or, if it is a structured delivery mode program, the number of sessions and the hours allocated to the program may also guide you. Whatever the learning mode, there should be some timeframe provided to suggest the time the program would take. Of course, for individual learners, this timeframe is a guide, as some learners may need more time to practice new skills and build competence.

The learning program plan may show specified session times. For example, the learning program consists of 10 x 3 hour sessions which occur on Tuesday mornings, 9.00 – 12.00. Or, the program consists of 10 sessions which should be completed over a 12-week period and includes workplace tasks to be completed in a supervised workplace environment.

**Delivery methods**

The plan needs to state the delivery methods to be employed in the learning program. The learning may take place in the workplace or in a training room, for example at a Registered Training Organisation (RTO).

Will the program delivery method be:

- Face-to-face delivery
- Online delivery
• Distance learning
• Coaching or mentoring
• Workplace applications
• Simulated workplace applications

or will a number of delivery methods be used in the program?

**Assessment methods and tools**

The program plan needs to include how the learners' competence is going to be assessed.

What methods will be used in the learning program to assess learners?

Some methods you may wish to include in your plan are:

<table>
<thead>
<tr>
<th>Assessment method</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real work/real time activities</td>
<td>Learners will be observed completing tasks or activities in their workplace and competence would be noted by the assessor or via a third party report (e.g. the supervisor)</td>
</tr>
<tr>
<td>Structured activities</td>
<td>Simulation exercises, Demonstration, Activity sheets</td>
</tr>
<tr>
<td>Questioning</td>
<td>Oral, written or via computer</td>
</tr>
<tr>
<td>Portfolios</td>
<td>Collections of evidence compiled by the candidate</td>
</tr>
<tr>
<td>Historical evidence</td>
<td>Evidence that shows proof of prior learning</td>
</tr>
</tbody>
</table>

There are many ways to assess a learner's competence. Keep your learner in your thoughts as you plan assessment. What type of assessment activity is most relevant to the learners and their learning environment? Use a variety of assessment methods to keep learners interested and to cater for the different learning styles of your target group. Your plan may include suggested assessment methods and tools and they may be modified or contextualised to suit the needs of different groups who undertake the learning program.

For example, a trainer may have a learning program plan they use to plan the delivery of a program. Each time they deliver the program, they need to look at the target group and make modifications to the delivery and assessment methods and tools they employ when they actually deliver the program to the target group. The learning program may remain the same, but the way they deliver the program will differ each time, depending on the needs of the specific learner group.

Your plan may state specific assessment tools that will be used. For example, handouts, questions or activities in a resource book, a presentation guideline, a research paper. Determine what tools are required and then clearly reference these in the program plan.

Further information on assessment methods and tools can be found in the Learner Guide for the assessment units of competency, in particular TAEASS401A Plan assessment activities and processes and processes and TAEASS502A: Design and develop assessment tools.
Implementation requirements

As you design the learning program and determine its structure, you will need to identify the requirements to implement the program. Are there organisational requirements the program must meet? Are there administrative issues that need to be dealt with? For example, the organisation you work for may have specific procedures for reporting and keeping records of your program. The client for which you are designing a learning program may also have specific requirements which influence the way you design a learning program.

Here are some considerations that may need to be documented in your plan.

<table>
<thead>
<tr>
<th>Venue</th>
<th>Where will the program take place? Do venues or rooms need to be booked?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry, workplace, organisational culture</td>
<td>Does the program need to reflect specific industry, workplace or organisational culture? (e.g. OHS, industrial relations). Clarify the need and the most suitable approach with management or human resources.</td>
</tr>
</tbody>
</table>
| Allowable time for training | Are there any time constraints? Clarify with the client or organisation. Some examples:  
  - Are learners shift workers?  
  - Can they leave the workplace to attend a session?  
  - Can a session be run in the workplace safely and without disturbing other workers or production?  
  - Must the training occur within a specific window of time (e.g. during plant shutdown, for one hour between shift changeover, within a new employee’s first month on the job)  
  - Do you need to fit the learning program into an existing schedule or timetable? |
| Management expectations | Clarify with management what outcomes they expect from learners participating in the learning program. Ensure management expectations are realistic and match the learning outcomes stated in the learning program. |
| People to be involved | Do other people within the organisation need to be involved in the learning program? For example, technical support, technical experts, OHS experts, union representatives, administrative support, supervisors, mentors, human resources personnel, IR personnel, information technology personnel, guest speakers. The organisation may state that specific people need to be involved and this needs to be incorporated into your plan. |
| Reporting requirements | Does your organisation or the client organisation have specific reporting requirements you must meet? |
| Access needs | Access and equity issues—is the program accessible to all learners, regardless of any individual constraints, e.g. people with a disability, Indigenous Australians, women, people whose first language isn't English, people in rural and remote areas. |
Step 5: Review the learning program

Once you have developed your learning program, it is time to review the draft with key stakeholders and make revisions to your plan if required, prior to implementation. It is important for quality purposes to document this review. This Learning Topic will cover the review process.

Review criteria

The learning program needs to be reviewed against criteria that key stakeholders deem appropriate. Quality criteria to measure in a review process may stipulate that the learning program:

- Content and structure addresses all aspects required by the units of competency or other benchmarks
- Sequence provides effective and manageable blocks of learning
- Activities are interesting, relevant and appropriate to outcomes and learner characteristics
- Assessment points, methods and tools are appropriate and effective
- Effectively addresses equity needs
- Identifies risk areas and contingencies.
Evaluation tools
Collaborate with your key stakeholders to determine a suitable method to gather the above feedback. It is recommended that an evaluation tool be used to gather the feedback. Examples of evaluation tools include:

- A questionnaire—with open or closed questions
- A mapping tool
- A checklist
- A focus group discussion
- A structured interview.

You or your colleagues may have performed evaluations already for learning programs or within another context. Share current experience amongst the group and identify the pros and cons of different evaluation tools. You may wish to research evaluation tools and find examples to discuss with your group.

Reviewers
Once you have determined the evaluation tool and the criteria to be used to evaluate the learning program, you need to confirm who will be involved in the review process. Who will you gather feedback from?

Depending on the criteria, you may wish to gather feedback from some of the following key stakeholders about the draft learning program:

- Managers, employers, supervisors, team leaders
- Participants, employees, learners
- Technical and subject experts including language, literacy, numeracy and OHS specialists
- Government regulatory bodies
- Industry, union, employee representatives
- Employer bodies
- Training providers, human resource departments
- Training and/or assessment partners
- Trainers, facilitators, assessors.

What processes does your practice environment have in place to review its learning program before implementation?

What processes does your practice environment have in place to review its learning program after implementation?

Can you recall a time when modifications were made to a learning program in light of review processes?
Adjusting a learning program

After undertaking the review process, there may be a number of recommendations made by reviewers. The designer of the program, together with the client or other appropriate personnel, needs to determine what adjustments should be made to the learning program to reflect the review outcomes. The recommendations need to be analysed to determine whether or not making changes would improve the program. The designer and review panel also need to determine if the time and cost required to adjust the program is feasible.

Final approval

Once adjustments are made, the designer needs to gain final approval for the learning program from the appropriate personnel. Depending on your practice environment, this may be a:

- Program manager
- Head of department
- Senior teacher
- Apprenticeship or traineeship supervisor
- Training coordinator, manager
- Human resource manager.

Documenting the learning program

It is important for RTOs to record the design and review processes for the learning program. The AQTF Standards for RTOs require this.

Consider providing samples of processes your practice environment uses to review learning programs. Evidence may include:

- Plans, agendas, or minutes that indicate review of program content, resource materials, and delivery and assessment methods
- Revisions made to a learning program indicating action taken to improve quality.

You may have already gathered this type of evidence in your resource kit. If not, you can begin now.

You also need to retain the learning program documentation in an accessible form. This could be electronic or hard copy. As it is updated, be sure to follow your practice environment’s version control and document security processes.

Implementation

You now are in a good position to implement your learning program, confident that your planning is thorough and meets the identified needs of your learners.
Reflection

Adult learners need to reflect on new learning and spend time applying new concepts to their existing knowledge. Therefore you, too, should take time to reflect on and review this unit, TAEDES401A: Design and develop learning programs.

You may wish to return to some of the Learning Topics in this resource, or you may wish to refer to the TAE10 Training and Education Training Package. Maybe you are a visual learner and remember key points more clearly by reviewing the diagrams used in this resource or the examples provided. You may wish to spend time determining what templates you will file to use in the future to design learning programs.

Let's re-emphasise some important tasks of a learning program designer.

These include:

- Clarifying the purpose of the learning program—is it a subset of a learning strategy? If so, use this document as a guide
- Accessing relevant competency standards or benchmarks and using these as a guide when designing
- Keeping your target audience (learners) and their needs at the forefront of your thoughts throughout the design stages
- As you work through the design stages, maintaining communication with the key people who will influence your decision making
- Designing a program that is logical yet innovative, to maintain your learners’ interest
- Keeping your resource as relevant as possible to your learners’ industry and learning environment—contextualising the learning wherever possible
- Gathering feedback on, and reviewing, your draft learning program
- Basing your design decisions on sound educational knowledge and incorporating the needs of your client.

Real life influences

Projects are driven by key drivers or influences, such as budget, timelines, and quality. No doubt some of these will influence your approach to the design of specific learning programs. Designers have theoretical models, processes and lots of educational knowledge that influence the way they design programs. In the real world, they are also influenced by external constraints such as deadlines, budgets or the learning environment. A professional designer will need to work within these constraints whilst still maintaining a level of professionalism in their work.