Student Workbook

› Design and develop learning programs (TAEDES401A)
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Getting Started

About the unit

The unit TAEDES401A Design and develop learning programs covers the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

Sections in this student workbook

This Student Workbook consists of the following sections:

Learning

This section provides background information to support this unit of competency, and where to go for further information. It also includes some case studies to illustrate the unit of competency in practice.

Throughout this student workbook, you will notice small text boxes included. These text boxes provide definitions, notes and information on additional resources.

Throughout the learning material the following icons may appear. The icons indicate when you are required to undertake an activity, do research, watch a video, complete a case study and so on. The icons are:

Learning Activities

Learning activities are the tasks and exercises that assist you in gaining a clear understanding of the content in this workbook. It is important for you to undertake these activities, as they will enhance your learning. In some cases, activities can be used for the completion of assessments. Refer to the assessments before you commence so that you are aware which activities will assist you in completing your assessments.

Activities are contained in the activities booklet located in the learning material section in OpenSpace as word documents.

Case Studies

Case studies help you to develop advanced analytic and problem-solving skills; they allow you to explore possible options and/or solutions to complex issues and situations, and to subsequently apply this knowledge and these newly acquired skills to your workplace and life.

Discussions

Whether you discuss your learning in an online forum or in a face-to-face environment, discussions allow you to create and consolidate new meaningful knowledge with your fellow students.
Readings
Recommended and required readings generally consist of articles from newspapers, journals, professional publications or books. Readings may also include copies of legislation or government reports or sections thereof. Providing these readings to you saves you having to find each article or book chapter separately or having to buy many different textbooks.

Research
Research is defined as searching for information. It can also be described as an organised investigation into a given subject or topic in order to establish facts and reach new conclusions.

Reference
A reference will refer you to a piece of information that will assist you with understanding the information in the Student Workbook or required text. References may be in the required text, another textbook or on the internet.

Self-check
A self-check is an activity that allows you to assess your own learning progress. It is an opportunity to determine the levels of your learning and to identify areas for improvement.

Video
Videos are provided by IBSA for the Certificate IV in TAE. You should watch and listen to these videos where indicated as they provide an understanding and context for your learning. The videos are located in the additional resources section for the unit on OpenSpace.

Toolbox
The Toolbox is a simulated RTO. Follow the link to a toolbox that includes a simulated RTO where you will find additional resources and information to assist you with your learning. The simulated RTO includes templates, policy and procedures, student profiles etc which are needed to complete activities and assessments. You should use the resources in the simulated RTO to complete the various learning activities and assessments if you are currently not working or do not have access to an RTO.

Resources
Resources are additional resources provided to enhance your learning. The additional resources include glossary of terms, power point presentations, templates and additional readings and references supplied by your trainer. Resources are designed to complement the learning materials and assist you throughout your learning.

Formative assessment
These assessment activities will assist you in developing a deeper understanding of the unit and they will assist you in furthering your understanding by means of peer-to-peer collaboration. We highly recommend you complete these activities as you progress through the course.
Appendices
Appendices are contained in the Appendices booklet located in the learning material section in OpenSpace. It contains templates, examples or other sample documents to help illustrate some aspects of the unit of competency. These helpful templates have been made available to you in Word format so that you can edit and modify them as part of your learning. References to the appendices workbook have been made throughout this workbook.

Websites
Throughout the student workbook you will be directed to websites for additional information. Given that web addresses can change you will need to cut and paste the link into your Internet address line. If the link does not work use search tools to find updated links.

Glossary
A glossary of terms is included in the Learning Material section in Study Period 1 in OpenSpace. Use the glossary to clarify the meaning of terms used in this student workbook and throughout your course.

Context
To complete this unit you need a learning and assessment environment where you can access information and apply your skills. This environment is called the practice environment throughout the student workbook and in learning activities.

If you are already employed in an organisation that delivers training and assessment, your RTO will most likely be your practice environment. Alternatively, your workplace can be your practice environment. If you are not currently working you can use the Toolbox which is a simulated RTO and case studies provided to meet the assessment requirements for this unit. For example, you could practise applying your competencies on fellow learners or in a volunteer capacity.

Your course co-ordinator can provide further advice of a suitable practice environment if required.

Compiling your own resources
As you work through this student workbook, compile a resource kit (electronic and/or paper-based, which you can use to assist with your learning. This could include, for example, information that you print out or ‘bookmark’ from websites and research, resources you download, newspaper articles about your industry, specific policies or procedures and answers to completed activities.

What you decide to put in your resource kit is up to you. Over time, it can become your resource companion containing information about current work practice and ideas.

The resource kit is for your own professional development and is different to any portfolio or file that you might keep for assessment purposes, although some resources may be included in both.
Assessment procedures and advice

All assessments including formative assessments, activities to be undertaken as assessment and the final assessment for this unit of competency are located in the Assessment section in OpenSpace.

Formative assessment instructions are in this workbook. These assessment activities are designed to give you an opportunity to practice your skills and receive feedback from other students or peers in the course.

Students are expected to refer to the following information, in conjunction with information regarding assessment, at Open Colleges published in “Open Colleges Assessment Policy and Procedures” available via the Open Colleges website at http://www.opencolleges.edu.au/policies.aspx#PoliciesProcedures

You may download an electronic copy of your assessment(s) from your unit on OpenSpace.

Presentation of Assessment Tasks

Assessment tasks should be submitted online via OpenSpace.

You should present all your written work (unless otherwise instructed) so that:

- it is easily printed on A4 size paper
- the total word count indicated in each assessment is acknowledged
- there is at least a 2 cm margin around the text on each page for comments from the assessor

Submission details

All students are required to submit assessments (appended with any required evidence) via the unit on OpenSpace. If you are unable to submit your assessments online, you can print and post your assessment to:

Open Colleges
PO Box 1568
Strawberry Hills, NSW 2012.

Please ensure that you use the Open Colleges Assessment Cover Sheet (available in the Student Lounge in OpenSpace). Where assessments are submitted by post, grades and feedback will be released in OpenSpace.

Assessment file-naming convention

Please ensure that you use the following file-naming convention when you save your assessment tasks in MS Word.

1. Your file should be named and saved to your computer’s hard drive using your:

   student number assessment number.doc
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For example:
12345678_21850a_01.docx
or
12345678_21888a_01.doc

Your student number allows your assessor to identify to whom the assessment belongs and the assessment number indicates which assessment is being submitted.

Tips to study success

Below are some links that may help you to improve your study skills:

➢ How to MindMap – learn how to mind map

➢ Webspiration – free online mind mapping tool. Watch a video on how to use Webspiration on YouTube http://www.youtube.com/watch?v=ToEXLbQC_F8&feature=related

➢ Example of a mind map at MindMeister –
   http://www.mindmeister.com/23290325/western-philosophy

➢ Bubbl-us – free online mind mapping tool https://bubbl.us/

➢ Mind 42.com – free online mind mapping application http://mind42.com/signin

➢ Top 10 Free Online Mind Mapping Tools –
   http://freenuts.com/top-10-free-online-mind-mapping-tools/

➢ Study Stack – Online flash cards: use the ones available or create your own
   http://www.studystack.com/

➢ Basic Study Skills - ALISON Online Training Course – http://alison.com/courses/Study-Skills

➢ Math Help and Tutorials by Subject and/or Topic – http://math.about.com/od/mathhelpandtutorials/Math_Help_and_Tutorials_by_Subject_and_or_Topic.htm

➢ Computer basics – http://www.gcflearnfree.org/computers


➢ Writing essays – http://www.greatsource.com/iwrite/educators/e_forms.html


   (University of Canberra)
Topic 1: Overview of the Learning Program Design Process

This topic will examine the aims of learning programs and effective processes for the design of learning programs. Before we begin examining the aims of learning programs it is important to take the time to reflect on your own aims. Why you are starting a career in training and what it is about learning that interests you?

The aim of any learning program is to engage learners in meaningful and productive activity that results in the desired learning outcome. Engagement is critical to the learning process; if the content of the learning program does not engage the learner, then all else fails. Disengaged learners will be thinking about other things – their home, their cat, their weekend, their next meal – anything but learning.

In order to be engaged your learners need to be not only interested, but also active. However, activity in itself doesn’t guarantee effective learning; the activity needs to be productive. This does not mean that every activity in your learning program needs to be hands-on; knowledge can also engage and excite learners.

Learners must be active and productive in a meaningful way, in order for the learning program to be effective.

An effective learning program actively engages learners by being productive in a way that is meaningful to each learner on an individual basis.
TOOLBOX

Go to the Toolbox on OpenSpace. In the staff room view the tab “What is the purpose behind learning design?”

This unit and the Student Workbook focus on designing programs that support systematic learning within the vocational education and training (VET) context. This topic gives a broad overview of learning program design, including:

- the definition of a learning program
- how learning programs relate to the broader focus of learning strategies
- the design skills you need to develop a learning program
- the steps in the design and development process.

What is a learning program?

A learning program provides the basis for a cohesive and integrated learning process and experience that enables the learner to achieve the desired learning outcomes. The desired learning outcomes can be based on a range of different training specifications or criteria. The learning outcomes in vocational education and training (VET) are the units of competency in endorsed training package qualifications, or units and modules in accredited courses.

Training package qualifications and accredited courses do not come with prescribed delivery and assessment programs or strategies. They provide the mandatory benchmarks for workplace outcomes, but leave decisions about the processes of delivery and assessment up to you – the facilitator and/or assessor.

- Training specifications are also sometimes referred to as ‘benchmarks’.
- You need to meet the training specifications but you have the freedom and choice to decide the best ways to do this.
- Training specifications detail what a learner needs to know and be able to do as a result of the learning process.
As the facilitator and/or assessor, you will need to design or source the learning program. You have the freedom to design whatever is required to deliver the training specification outcomes while meeting the needs of learners and enterprises. This is an exciting and rewarding part of being a trainer in VET.

Training packages specify the skills and knowledge required to perform effectively in the workplace, but do not prescribe how an individual should be trained. They support nationally consistent, portable qualifications, so that Australian learners can use their skills and training anywhere.

Training can be delivered in the workplace, in a training environment, as part of a school-based VET program or an Australian Apprenticeships program. You can also design and develop learning programs for a range of other training purposes such as:

- delivering short courses to develop a skill required in the workplace or community
- providing workplace learning that is not endorsed or accredited but fulfils purposes such as induction training, legislative, licensing and registration requirements or other professional development
- developing language, literacy and numeracy (LLN) skills.

Language, literacy and numeracy (LLN) skills are often referred to as the ‘core skills’.

Even though these programs may not have formal assessment in some contexts, you still need to consider what you want the learners to know and what they are expected to achieve at the end of the learning program. It is also important to consider how you will determine whether learners have reached the level of skills and knowledge you have deemed necessary.

A learning program should identify:

- its purpose
- the target group, their needs and characteristics
- the training specifications and the outcomes to be achieved, such as the units of competency or other specifications
- the content of materials and the learning activities involved
- learning and assessment strategies, including context, mode and methods of delivery and assessment methods and tools
- the structure and sequence of learning, including timeframes
- any required resources and other implementation requirements, including methods of ensuring a safe learning progression.
Where does the learning program fit?

Figure 1: The bigger picture

This diagram shows the relationship between learning programs, learning and assessment strategies, and session plans in the wider context of the learning design process. In this unit you will be focusing on the learning program.

A learning program can be a stand-alone approach to guide the learning process and its delivery and assessment, or can be the means to implement an existing learning and assessment strategy. Learning programs are usually designed by the trainer and assessor, and this is what you will be doing as you complete this unit of competency.

TOOLBOX

Go to the toolbox on OpenSpace for another perspective at “What is a learning program?”

Learning and assessment strategy

The learning and assessment strategy is an organising framework for the delivery and assessment of a full Australian Qualifications Framework (AQF) qualification.

Other terms are sometimes used instead of Learning and Assessment Strategy, for example, Training and Assessment Strategy, Delivery and Assessment Strategy or Delivery and Assessment Plan.

If the learning program is designed to support the implementation of a training package qualification, the Registered Training Organisation (RTO) needs to have demonstrated their capacity to implement it in order to be allowed to deliver it under the Australian Quality Training Framework (AQTF) or the Standards for NVR Registered Training Organisations (SNR). The learning and assessment strategy provides an outline of the approach the RTO intends to use in its delivery and assessment for a particular qualification.
This outline may specify such aspects as:

- the focus of target groups and their characteristics
- the selection of particular units of competency available for the qualification, within the packaging rules set by the AQF
- options for structuring delivery including broad content structure
- pathways for clients
- delivery and assessment strategies
- staffing policies and their necessary qualifications
- operational requirements.

Learning programs provide the means by which learning and assessment strategies are implemented. A learning and assessment strategy is usually based around a whole qualification. In order to implement this strategy, the qualification’s component parts need to be broken down further into units of competency or groups of units for delivery and assessment, and a more detailed plan must be developed. This detailed plan is called the learning program.

**Activity 1:** Research existing learning program samples.

Have a look at a range of learning programs.

**Toolbox**

Go to the toolbox on OpenSpace: “How does the client’s perspective impact on learning design?”

However, there are many situations where learning programs are developed as distinct and separate programs to support the learning process and meet particular learning needs such as developing skills to work in a particular context or to support a change process.
The overall learning and assessment strategy is often designed by a program coordinator or manager, although as a trainer or assessor you may have a role in the design. Whatever the context, the way you develop a learning program is very similar. But if a learning and assessment strategy exists you need to be guided by the approach set out in it.

Session plans

Using the learning program you will be able to develop detailed session plans for each segment of the learning program. This may include:
- objectives for the session
- details of activities and learning processes
- details of related materials and resources required to support each activity
- timelines
- work health and safety (OHS/WHS) issues
- evaluation or assessment processes for the session.
- operational requirements.

Session planning is covered in more detail in the field of Delivery and Facilitation, through the units:
- TAEDEL401A Plan, organise and deliver group-based learning
- TAEDEL402A Plan, organise and facilitate learning in the workplace
- TAEDEL403A Coordinate and facilitate distance-based learning.

What skills and knowledge do you need?

Vocational competence

Your vocational competency refers to your expertise in a specific area gained through qualifications and experience in a particular subject or technical area, for example plumbing, gravedigging, accounting, cooking, mining, etc.

The AQTF and national VET regulator standards require vocational competence if you intend to use your TAE40110 Certificate IV in Training and Assessment to deliver training in an RTO. If you are delivering courses which are not part of training packages or accredited courses in an RTO, you still need an area of expertise to train others in.
If you are undertaking this qualification so that you can train and assess, you must possess vocational competence in a specific industry, subject or technical area. The development and assessment of your competence in this qualification, particularly in the learning design, delivery and assessment fields, will be focused around your vocational competence. This will provide a relevant and meaningful reference point for assessment.

**Skills and knowledge of a designer**

Have a look at some of the skills and knowledge a designer needs, whether they are designing learning programs or any other product or service.

| **Creativity** | 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. |
| **Communication and interpersonal skills** | You need effective interpersonal and communication skills to listen to clients and gather information from them to determine their needs. In some instances you will need to use negotiation skills, for example when negotiating the program with the client and articulating its benefits. |
| **Problem solving** | Problems may arise in any design process, such as program parameters changing, which require you to use good problem solving skills. |
| **Planning and organising** | The learning program is a plan so requires good planning and organisational skills to build an effective structure. |
| **Interpreting and analysing information and documents** | You must be able to perform analytical and research tasks, such as interpreting specifications, relevant workplace documents, etc. |
| **Researching** | Gathering and interpreting information relevant to the learning program, e.g. gathering relevant content from workplace documents, etc. |
| **Writing** | You must have well developed writing skills to accurately reflect the clients’ needs in the learning program, and to develop content. |

You will need a combination of all of the skills listed above when designing learning programs. As you move through this Workbook consider where you are using these skills and how to improve them.

**Learning Activities**

Complete **Activity 2: Skills of a designer.** Reflect on your skills.
Steps in designing and developing learning programs

You need to design and develop learning programs that meet identified training specifications, are logical and engage the learners. To do this you should:

1. Define the parameters of the learning program in consultation with the client.
2. Develop the learning program content with these parameters in mind.
3. Design and review the structure of the learning program.

As the designer of the learning program you have the flexibility to return to any of the stages at any time in the design process.

Influences

When designing a learning program, it is important to consider the internal and external influences that shape each one of the stages listed above.

Here are some examples:

- Existing learning programs
- Existing learning strategies
- Learner target group & their current attributes, skills & knowledge
- The organisational requirements dictated by the client
- The training specifications, such as training package qualifications, units of competency, accredited courses etc.
It is critical to always keep your learners’ needs in mind during the design phase. Here are some things to consider.

- What is most useful to your learners?
- 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?
- How will you know they have achieved the required outcomes?

Before you design a new learning program, you need to research existing programs, courses and resources thoroughly to make sure you are not creating a learning program when one already exists or could be revised and used as the basis for the required learning program.

If using older materials and resources, ensure they address the learning and assessment requirements of the identified training specifications. For example, you will need to check the currency of websites and references, and check that the resource covers the content required.

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. As you can see, 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 specifications.

The following sections cover the design process in more detail.

Go to the toolbox on OpenSpace: “What are learning objectives and outcomes?”
Topic 2: Defining the Parameters of the Learning Program

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

- the purpose of the learning program
- the training specifications
- language, literacy and numeracy requirements
- the target group
- the learning environment
- legal, regulatory and organisational requirements
- a timeframe for the learning program.
What a learning program looks like
Later you will be documenting a learning program, but there is no prescribed way to do this. You have already looked at some learning programs in Activity 1. Your practice environment (RTO, etc.) may have learning program forms they want you to use, or you can design or source your own.

Appendix 1 contains a sample learning program template which you can use for your assessment activities for this unit, and for your future work as a trainer. Have a look at Appendix 1 so you can get an overall picture of what a learning program looks like.

The purpose of the learning program

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When designing a learning program, be sure you are clear on its purpose.

- Why is a learning program required?
- What outcomes will it achieve?
- How will it be used?
- Who will be involved?

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 an 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 relevant standards. In this case, the learning program could have as its purpose set out in an endorsed training package.

For training that is not based on a training package qualification or accredited course, 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 a training practitioner 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.

This purpose of the learning program may be to:

- achieve organisational change
- develop an individual’s skills set (employability, general education, etc.)
- develop an individual’s language, literacy and numeracy skills
- develop an individual’s vocational competency or vocational skill
- meet new legislation, licensing or registration requirements
- meet regulatory and work health and safety requirements
- support skill development or professional development within your organisation.

Use this information to clarify the purpose of the learning programs you need to develop. You may obtain the information by talking directly to your client, learner group, RTO program manager, supervisor or another trainer. A client can be external or internal to your organisation.

The training specification

Training specifications detail the skills and knowledge to be achieved in the learning program, and provide a basis for assessment.

*Training specifications are also sometimes referred to as ‘benchmarks’.***
Units of competency

The training specifications in the VET sector usually consist of units of competency from training package qualifications. For example, the training specification for this Workbook is the unit of competency from TAEDES401A Design and develop learning programs.

‘Units of competency’ are also referred to as ‘competency standards’, ‘competencies’, ‘units’ or ‘units of competence’.

You will have to research and investigate the most suitable units to meet client and learner needs by identifying appropriate training packages and interpreting the standards to identify which will be the most relevant. This skill and the associated resources are addressed in TAEDES402A Use training packages and accredited courses to meet client needs.

If your client is external, you will need to explain your research findings and which units you believe are the most appropriate for the learning program and why. You may also need to describe units of competency in terms that are more familiar to the client and their industry, if they have not used these specifications previously.

If your learning program is linked to an overall learning strategy, the units of competency for it are predefined. You may need to clarify the specific units of competency your learning program will address with an appropriate person in your practice environment.

TOOLbOX

Go to the toolbox on OpenSpace: “What are units of competency and where will I find them?”

Contextualising units of competency

You may need to contextualise the training specifications. Contextualisation means ensuring that the delivery and assessment of units of competency within a training package reflect the work or learning environment of the clients and the particular characteristics of learners. It involves tailoring units of competency to suit specific needs and providing flexibility without compromising the integrity of the unit. Contextualisation is covered fully in TAEDES402A Use training packages and accredited courses to meet client needs.

Contextualisation

Some parts of units of competency can be changed to make them more relevant to learners and enterprises, for example, inserting enterprise specific terminology or equipment.
Development and review of training packages and accredited courses

Training packages and accredited courses are not static documents. They are reviewed and modified regularly to reflect the latest industry practices and are version controlled. It is essential that the latest version be used. Always check the version number before starting training or assessment. To check the latest version number, go to the Training.gov.au (TGA) website at <http://training.gov.au/>, or contact the relevant Industry Skills Council (ISC). For a full list of ISCs visit <http://www.isc.org.au>.

Training.gov.au (TGA).
A register of training packages, qualifications, courses, units of competency and registered training organisations (RTOs).

Industry Skills Council (ISC)
National bodies contracted by the Australian government to develop and maintain Training Packages specific to the industry areas for which they have coverage.

The development and endorsement process for training packages ensures the specifications are developed to an agreed standard and are responsive to industry’s existing and future demand for skills. Training packages are developed for an industry, industry sector or enterprise by the ISC with coverage of the particular industry or sector.

TOOL BOX
Go to the toolbox on OpenSpace: “Is it necessary to use a Training Package for training?”

Other training specifications

If your learning program is stand-alone or supports a particular client need, you will need to determine the training specifications of the program to meet the identified purpose.

Other training specifications may include:

- modules from accredited courses
- learning curriculum
- product specifications
- standard operating procedures
- organisational work requirements and training needs
> induction needs
> language, literacy and numeracy development needs
> regulatory and/or licensing requirements.

### Module

*A module is a group of learning outcomes in an accredited course which is similar to a unit of competency.*

If your training specification does not have clear skill and knowledge outcomes, you will need to discuss these with the client and document them.

For example, an outcome which states ‘improve numeracy of learners’, is not clear enough, as it does not specify what you want the learner to do with this improvement. It should be more specific, for example ‘improve numeracy of learners so that they can calculate ingredients for making concrete’.

### Language, literacy and numeracy requirements of the program

Language, literacy and numeracy (LLN) underpins most aspects of learning, and are necessary for most training purposes. The types of LLN people use depends on the circumstances in which they are operating. The language we adopt to speak to family members, for example, will be different from the language used when speaking to our employer. In the same way, people need to use different literacy skills when reading a magazine compared with, for example, reading the instructions for building a chair.

#### Language

*Involves speaking and listening, as well as verbal and non-verbal forms of communication, so that people can communicate meaningfully with each other.*

#### Literacy

*Refers to the ability to read and write, and the ability to use higher order skills of thinking about what is read in a written text, the background of the text and how the text is used.*

#### Numeracy

*Numeracy can incorporate a range of skills from basic number skills to complex spatial and graphical concepts, use of measurement and problem solving.*
There are three aspects of LLN in vocational training, regardless of the industry or the context. These three aspects, which you will need to keep in mind when defining the parameters of the learning program, are:

- the LLN requirements of the specifications, for example the unit of competency
- the LLN requirements of the workplace
- the LLN skill levels of the learner.

**The LLN requirements of the specifications**

You will need to carefully examine your training specification to see what LLN skills are needed. For example, do the learners need to write reports, calculate measurements, read specifications or pass on information orally? This analysis will help you identify the language, literacy and numeracy skills the learners will need to meet the requirements of the training specification.

The LLN skill requirements in a training specification are sometimes obvious in terms like ‘Read and demonstrate an understanding…’, but often the requirements are embedded. They can only be teased out through careful examination of the elements, performance criteria, range statements and assessment guidelines.

The table in Appendix 2 lists ‘trigger words’ for each LLN skill that will help identify where the reading, writing, oral communication or numeracy skills exist in a unit. The list is not exhaustive and you might like to add your own words to it.

Sometimes the words in this list might represent more than one LLN skill. For example, ‘follow procedures’ might apply to the two skills of reading or oral communication. You will then need to think about the application of the skill in the workplace to decide which way learners will be expected to ‘follow instructions’ – either by reading or listening, or a combination of both.

When developing your learning program, you will need to identify the LLN requirements of the training specification, for example the unit of competency, so that you can identify areas which need to be developed through training.

Appendix 3 shows where these trigger words have been used as prompts to locate where the core LLN skills are in an extract of a unit of competency from the RII09 Resources and Infrastructure Industry Training Package. The bold, highlighted words identify the required core LLN skills.
The LLN skills of the workplace

In the workplace, LLN skills are integral to getting the job done. Key processes within the workplace can include tasks like reading standard operating procedures, teamwork, providing instructions or feedback and organising schedules.

Often the LLN skills required are so closely connected to the skills of a specific job that they are not thought of as LLN tasks. For example, tasks such as checking customer accounts, calculating the amount of paint needed on a job or adding chemicals to mixing vats can sometimes be overlooked. When trying to identify LLN within the workplace, it is easier to think in general terms about workplace communication and then unpack, identify and examine more specific tasks, such as reading, writing or speaking.

Vocational literacy refers to the core LLN skills used in a vocational context. Each industry has particular words and ways of using language. When designing the learning program, think about the particular words and ways of using language in your industry area. When you get to the level of designing session plans, make sure you incorporate activities to develop this vocational literacy.

The LLN skills of the learner

When developing your learning program you should also be aware of the existing LLN skills of the learner. This is discussed further in the next section where you will be finding out about your target learner group. However, the Australian Core Skills Framework (ACSF) will be able to assist you with understanding the LLN skills of your learners, even if you are not an expert in LLN.

Australian Core Skills Framework (ACSF)

The Australian Core Skills Framework describes levels of performance in the five core skills of:

- learning
- reading
- writing
- oral communication
- numeracy.
The ACSF is a mechanism for reporting the outcomes of adult English language, literacy and numeracy provision. It is primarily a tool for specialist practitioners; however a summary has been developed to assist non-specialists to understand the essentials of performance in the core skills in different contexts.

The framework recognises that people will require new or enhanced core skills as they take on different roles and responsibilities in life and work.

The full ACSF and the summary document can be accessed via the DIISRTE website at <http://www.deewr.gov.au/acsf>. Further information about the ACSF, identifying learner needs and the LLN requirements of training specifications, refer to the Student Workbook for TAELLN401A Address adult language, literacy and numeracy skills.

Watch the video on the ACSF. http://www.youtube.com/watch?v=l xd-_jCINuE

The target learner group

A critical component of your analysis of the learning program requirement is to clearly identify the learners.

You may know what has to be learnt, but who are the people that need to gain these new competencies? Finding out about them will help you design a learning program that meets their needs as well as those of the organisation.

Some important questions to ask yourself can include:

› Who is the learning program for and what are their characteristics? Ask about their socioeconomic background, cultural background, age group, etc.

› What is the current skill level of the learners?

› What are the LLN levels of the learners and will they need support?

› Are they learning as a group or at an individual pace?

› What level of work experience do they have?

› What formal education have they achieved?
Is the group aware of what is expected of them in the learning program and are they optimistic about their ability to achieve the required competencies?

Are there any access and equity issues?

What similarities are there between the people who will undertake the learning program?

Adult learners generally like to have an active role in their personal development, so involving learners in your analysis of design, if possible, 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.

Finding out about the target learner group

There are many different ways to find out about the target group of learners. If your learners are in a specific workplace, it may be through information received by employers, company files or discussions with supervisors or the individuals themselves. However, be careful about any confidentiality issues when accessing information about people.

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.

You may need to ask an LLN expert to help you determine the LLN skills and requirements of the target group. An LLN assessment would usually involve an interview with the candidate, followed by the candidate completing appropriate LLN tasks to help determine performance levels.

Learners in a VET setting from a background other than English may have undergone formal language testing in the past. There are a number of different tests used internationally to test English language proficiency. You may have to seek the advice of an LLN expert if you are presented with the results of such tests. Some common tests are the ISLPR, IELTS and TOEFL.

Sometimes it will not be possible to have access to detailed information on your target learner group, for example if you are preparing a learning program for an RTO providing training to a very diverse group of clients. In such cases, you will need to develop a broad profile of your
likely target group based on learners enrolled in similar or previous programs. You could gain this information from your own personal knowledge or by talking to other trainers, your course coordinator or training manager.

**Different learners**

Your target learners may be individuals or groups. Some examples are:

- apprentices or trainees
- existing employees from an organisation or industry
- Indigenous Australians
- individuals changing careers
- individuals learning new skills and knowledge
- individuals or groups needing to meet licensing or other regulatory requirements
- individuals seeking to upgrade skills and knowledge
- learners who have a disability
- overseas students studying in Australia
- recent migrants
- school leavers or new entrants to the workforce
- unemployed people.

**TOOLBOX**

Go to the toolbox on OpenSpace. In the Training Room is the Bookcase, which includes: “Understanding your learners” covering learning styles, characteristics, learner-centred training delivery and more.

Your analysis requires you to understand their characteristics and to determine whether this information will influence the way you design your learning program.

**Characteristics of learners**

Characteristics of learners will vary, but when you are identifying and considering their characteristics, you might look at the learners’:

- age
- cultural background
- employment status, and level and breadth of work experience
- gender
Topic 2  | Defining the Parameters of the Learning Program

- learning style and preferences
- length of time as a resident in Australia
- level and previous experiences of formal education
- level of English language proficiency
- level of language, literacy and numeracy
- levels of skill and knowledge
- motivation for learning
- place of residence
- socioeconomic background.

You also need to find out whether a learner has sensory, physical or neurological impairment.

**Support options**

Your learning program may need to incorporate support options. It is best to talk to the client, including the individual learners, to determine the best level of support needed.

Support may involve:
- counselling services, for example, to help people who may be anxious about returning to formal learning after a long period of time
- language, literacy and numeracy support, for example, providing a vocational word list with graphics or an audio file in place of written material
- specialist assistance from within the organisation or from outside, for example, a workplace mentor
- specially designed activities and resources, for example, the use of non-culturally specific learning material
- support for people with a disability, for example, the modification of equipment.

In some cases, multiple supports may be needed.

You should consider support options in your planning. It is part of your role, but there are other people who are also working towards catering for the equity or additional support needs of learners, for example specialists within your RTO or the client’s organisation. These people can help you develop support strategies and methods for implementing them. In this way you are promoting a more inclusive learning culture.

**The learning environment**

In order to design the learning program, you must be aware of the learning environment. This will affect the mode of delivery, the types of activities and the support needed.
Some important questions to ask can include:

- Where will the learning take place?
- Will the learning environment be the same for all learners or will their situations differ?
- Will it be in an authentic or simulated workplace?
- Is it in a room at a college, school or community setting, or at home?
- Will it be online?
- Will it be in a remote location?
- Are there any health and safety risks in the learning environment to be addressed?

The legal, regulatory and organisational requirements

Legal, regulatory and organisation requirements are covered in more detail later in this student workbook.

Whether operating in an RTO or within a workplace which may or may not be an enterprise RTO, you need to be aware of any legal, regulatory and organisational requirements which may have an impact on the design of the learning program. These could include the following:

- VET Quality Framework SNR standards and Standards for VET Accredited Courses
- the Australian Quality Training Framework (AQTF)
- commonwealth and state or territory legislation including licensing requirements, industrial relations requirements and OHS/WHS obligations
- national standards or codes of practice
- organisational policies and procedures, including internal policies and procedures to meet work health and safety requirements.

The timeframe

You will need to determine how much time is needed to meet the requirements of the learning program, how much time the client has, and when the outcomes need to be achieved. This will depend on a number of factors, including the specification used and the characteristics of the learners.

Nominal hours

Nominal hours are the anticipated hours of supervised learning or training deemed necessary in order to adequately present the educational materials.

Source: Victorian Purchasing Guide
The timeframe will take into account the time needed for delivery to the learners (face-to-face or remotely), the time for learners to research, practise and undertake any other learning activities away from delivery, and the time necessary for assessment.

The timeframe may be affected by the availability of the learners, for example whether they can attend training in large blocks, or whether it is to be spread out over a number of weeks for short periods of time.

If you are using units of competency from a training package as your specification, some guidance is provided in the purchasing guides, which are developed by the state training authorities or the national regulator. These purchasing guides give nominal hours for units of competency.

**Learning Activities**

Complete *Activity 3: Designing and developing a learning program, Part B.*
Topic 3: Developing the Content

Once you have defined the parameters of the learning program, the next two steps (developing the content and designing the structure of the learning program) might best be 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. This topic will assist you in researching and developing learning program content, and will cover:

- researching, reviewing and using existing resources
- developing new resources
- specifying assessment requirements.
Collaborating with others for learning program content

You may generate a range of options for the learning program content through discussions with other people who can provide input to the development of the learning program. These people could include:

- human resource personnel
- industry contacts
- language, literacy and numeracy specialists
- learners
- marketing personnel
- work health and safety specialists
- other trainers, facilitators and assessors
- technical specialists
- vendors of specialist equipment
- work colleagues.

As a group or working individually with specialists for specific input, you may brainstorm possible topic information, activities, assessment tasks, 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.

*Search the internet for examples of flow charts and mind maps which could be used for design.*
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.

Using existing resources

Identifying existing resources

Many training packages are supported by a range of resources and training materials developed by the relevant ISC. For example, this Student Workbook has been developed by Innovation and Business Skills Australia (IBSA), the ISC with coverage of the TAE10 Training Package, to help guide and assist RTOs and their trainers and assessors in implementing the unit of competency. These support materials are not endorsed but have been developed in accordance with ISC quality processes.

Your practice environment may be using resources developed by an ISC, or resources developed by other groups such as commercial education publishers or another RTO. Alternatively, your practice environment may have developed its own resources which suit the needs of the learners or which can be adapted to suit their needs.

Existing learner resources may include:

- print-based or electronic support materials for training packages, such as learner guides and facilitator guides, which have gone through a quality assurance process
- other published, commercially available materials to support training packages or courses including print based material, videos, CDs and audio tapes
- references and text books
- equipment and tools
- materials developed under the Workplace English Language and Literacy (WELL) program.

Details about the WELL program can be found at <http://www.deewr.gov.au/well/>.

Never be bound completely by prepared resources. You can also find supporting information for content in the media, for example newspapers and journals, through websites of specialist organisations and by talking to people with particular expertise.

Your practice environment may also have developed relevant existing learning materials such as:

- audio material
- case studies and scenarios
- checklists
electronic presentations
handouts for learners containing relevant content
information sheets
instructions for activities, projects and assignments
material available on CD-ROM, DVDs or websites
materials sourced from the workplace, for example, workplace documentation, operating procedures or specifications
instructions for simulations
task and activity sheets including research tasks
workbooks
worksheets.

TOOLBOX

Resources can be found in a number of places including:
commercial publishing houses and multimedia developers
Industry Skills Councils <http://www.isc.org.au>
Resource Generator <http://resourcegenerator.gov.au>
RTOs or local libraries (use online catalogue if available).

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. Here are some questions you can ask about resources to check if they are of a suitable standard and meet your needs.
Developing the content | TOPIC 3

Is the resource current?

Does the resource cover the content that needs to be addressed in the learning program?

Does the resource provide clear and comprehensive information?

Does the resource clearly identify its purpose and objective?

Is the resource able to be contextualised to meet your learners’ needs?

Is the language suitable for the AQF level of the course, and for the learner group?

Does the resource offer flexibility for delivery and assessment?

Does the cost seem reasonable?

Is the resource recognised by accredited bodies or organisations as covering the training requirements?

Are the learning activities relevant and appropriate?

Copyright, intellectual property and acknowledgments

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, for example you may be able to direct your learners to websites and texts for research or further reading.

Some work may be protected by copyright, but permission may be given to trainers to make copies for use within their own training organisation or in a workplace for educational purposes. Check the resource to clarify what is permissible and contact the copyright owner for further information if unsure. Always acknowledge the source of any material used.

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 for educational institutions (including schools, universities, colleges, TAFEs and training organisations), teachers and academics visit the Australian Copyright Council educator’s web page at <http://www.copyright.org.au/education>.

Many resources are developed within the VET system. A collaborative system, called AEShareNet was established to share these resources. This system has since been replaced by the Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Australia License. This licence lets you distribute, remix and build upon the work, but only if it is for non-commercial purposes. Resources with an AEShareNet license should be treated as per this Creative Commons license. Full licensing information is available at <http://creativecommons.org/licenses/by-nc-sa/3.0/au/>.

**Contextualising existing learning resources and materials**

You may wish to contextualise the existing resources or materials. However, remember to acknowledge the developers of the materials you use and observe copyright.

Contextualising may include:
- adding information, activities, case studies and other material specific to the learning program
- changing the level of language used to suit the target group
- changing the materials to relate to the specific industry and organisation of the target group
- changing the sequence of material
- modifying information to suit the specific state or territory legislation
- modifying information to use specific organisational policies and procedures as guidelines
- providing sources of further information, from readings, websites or industry groups
- removing information or adding information to ensure that content is current and accurate.

**Developing new resources and materials**

If new resources are to be developed, it is important determine who is the most appropriate 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.

When designing new resources and materials for a learning program you do not need to write a text book. Content can consist of relevant information for the learners, but you can also direct them to discover the content through their own research, particularly through access to the most current information on reliable internet sites.
FORMATIVE ASSESSMENT  

Formative Assessment 2: You should now complete formative assessment task 2 by submitting a draft of the subject matter you have created for your learning program. Follow the instructions to post your submission to the forum for feedback from your peers.

Content can also consist of activities, handouts, diagrams and charts, research ideas, links to websites, quizzes, short multimedia products, organisational procedures, and much more. If you are developing a learning program in your area of vocational competence and expertise, you may already have some content that you could use to develop learning resources. These could be examples from the workplace including sample documents, charts and posters or standard operating procedures. Or it could be material gathered through your own professional reading and practice such as journal articles which could be used for case studies.

LEARNING ACTIVITIES  

Complete Activity 3: Designing and developing a learning program, Part C and Part D. Have a look at what resources are available for your learning program and develop learning program content.

Some important questions to ask may include:

- What is the most logical flow of information for the learner?
- How will the resources be used to assist the learner to be engaged in the learning process in the program?
- How will the material for this learning program be presented to the learner?
- What resource materials are learners going to receive, for example, course notes, a folder of information, examples of 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 the design process.
- Will you require assistance from another technical or subject matter expert?
- Will you require assistance from desktop publishers or multimedia developers?
Specifying assessment requirements

Your learning program may also need to state the assessment requirements. Some learning programs may not require formal assessment, but if the learning program is for certification or formal recognition, assessment will be necessary.

Formative assessment 3: You should now complete Formative Assessment task 3 by following the instructions in OpenSpace.

Toolbox

Go to the toolbox on OpenSpace, refer to “Assessment Guidelines, Packaging Rules and Implementation Guides”

If a learning and assessment strategy exists for the qualification outcome, assessment requirements may have already been identified at a broad level. You will need to ensure the learning program addresses the specific requirements of evidence.

The assessment requirements may include identifying:

- the evidence requirements of the specifications
- relevant assessment methods and assessment tools (covered in more detail later in this resource and in the assessment units)
- physical resource requirements
- specialist support
- reasonable adjustment
- regulatory and legislative requirements
- dimensions of competency, employability skills and LLN requirements.

**Dimensions of competency** refers to all aspects of work performance represented by task skills, task management skills, contingency management skills and job or role environment skills.
Employability skills are the skills which enable people to gain, keep and progress within employment, including communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology.

If assessment is part of the learning program, you will need to outline these assessment requirements. This information can then be used to gather the resources and support required to assess the competence of the learners.

Further guidance on assessment is covered in the unit of competency TAEASS401A Plan assessment activities and processes.

Go to the toolbox on OpenSpace, “Stephanie: Q&A” covering the assessment process and assessment validation.

Your learning program may not contain formal assessment, for example if it is a professional development activity in an organisation. However, you still need to determine if the learners have reached the required standard. To do this, go back to the learning objectives you have set, and evaluate whether or not the learners have reached them. You could do this in a number of ways.

Here are just a few.

- Determine a skill level before and after the training to show skill development through a practical test.
- Ask the learners to explain to you how they are going to apply what they have learnt.
- Observe a learner undertaking an activity or examine a finished product.
- Ask the learners to self-assess whether they have met the objectives.
- Ask a supervisor in the workplace about the learner’s skill development.
- Ask questions at the end of a training session to gauge understanding.
- Ask the learners to explain to you how they are going to apply what they have learnt.
Topic 4: Ensuring a Safe Learning Environment

Part of your responsibility when designing a learning program is to ensure the safety of all involved, including learners, trainers, assessors and others involved in the learning and assessment process.

Your role in designing the learning program includes making sure:

- that the learning environment is safe, whether it is a classroom, laboratory or workshop or a workplace where learners are placed for practical experience
- learners receive a work health and safety induction so they know how to work safely within their learning environment, and ultimately in their workplaces.

You should already have a good understanding of the health and safety requirements of your industry from your own training and vocational experience. You will be able to use this knowledge when analysing risks in the learning environment.

This topic will guide you in the measures you need to take to ensure the health and safety of your learners and others, to ensure a safe learning progression, and will cover:

- hazard and risk control including the development of a risk control plan
- health and safety inductions for learners.
Harmonised Work Health and Safety legislation: OHS to WHS

The Model Work Health and Safety Act provides for a nationally consistent legal framework of work health and safety standards and obligations. By agreement, all state governments and the Commonwealth have committed to enact laws that reflect the model WHS Act. At present, new work health and safety laws, mirroring the model Act, have already commenced in New South Wales, Queensland, the Australian Capital Territory, the Commonwealth and the Northern Territory.

Note that, in jurisdictions that have not yet enacted mirror legislation, pre-existing legislative frameworks and terms remain in effect. For more information about the Model Work Health and Safety Act, and the progress of implementation, visit Safe Work Australia: <http://www.safeworkaustralia.gov.au>.

Hazard and risk control

You have an important role to play in the identification of hazards and risks in the learning and assessment environment and the implementation of risk controls. The process used by organisations to identify, evaluate and control hazards is called risk management.

There are three steps in the process:

Step 1: Identify hazards

Step 2: Assess risks

Step 3: Control risks

Step 1 – Identify hazards

A workplace hazard is any situation that has the potential to cause harm in a place where people practise their occupation, including learning and assessment environments.

The learning and assessment environment is varies from organisation to organisation, from a classroom or workshop at a training provider, to a training room in an organisation, to the floor of an actual organisation where trainees or apprentices are working and training simultaneously or where students are placed as part of a practical component of their course.

Each environment has its own types of hazards and no environment is hazard free. The elimination of hazards in a learning environment is the aim but it is more likely that strategies will be put in place to control the effects of the hazard, that is, minimise the risk.
Occupational hazards can be physical, chemical, biological, mechanical or psychological. Even in a classroom situation where learners are taught computer applications or accounting, hazards can be present, for example, terminals too close together blocking pathways or stray electrical cords present a tripping hazard.

**Learners’ special needs**

Your learners may have particular requirements or learning needs that, if not addressed, can put themselves or others at risk. There could be a number of factors which raise health and safety concerns, such as:

- differing learning styles
- disabilities or special needs
- sensory impairments, such as hearing or sight impairments
- language barriers.

A learner’s disability does not necessarily raise a potential health and safety concern. The Australian Safety and Compensation Council (ASCC) has a useful fact sheet on workers with disabilities and the impact on work health and safety. You may also find their other fact sheets useful. The fact sheet can be found at [http://www.safeworkaustralia.gov.au/swa/AboutUs/Publications/Publications.htm](http://www.safeworkaustralia.gov.au/swa/AboutUs/Publications/Publications.htm).

**Duty of care** refers to the employer’s responsibility to ensure that all reasonably practicable measures have been taken to control risks against all possible injuries arising from the workplace.

**Identifying the hazards**

In order to put a risk control plan in place, you need to make sure that you have taken all reasonable steps within your control to identify hazards and analyse the risks in the learning environment.

To help you design and develop a safe learning program, it would help to compile a list of the common hazards in the industry where your own learners will work, so you can apply this to your practice environment. Whether it is a factory, laboratory, workshop, kitchen, training room or any other space where learning is occurring, there will be hazards that the learner will face.

Along with your own knowledge of the industry, you may need to:

- visit the learning environment, whether it is in a workplace or at your own training organisation
- discuss the work health and safety issues with key people such as the on-site health and safety representative or your manager
- ensure that each person involved in the learning process is meeting their work health and safety obligations to learners and others.
When inspecting the learning environment and considering the potential work health and safety issues for your learners, you need to consider each individual. Duty of care is owed personally to individuals, which means that you need to consider not only the skill levels of the learner, but other personal characteristics such as:

- learning or behavioural issues
- physical limitations
- assertiveness or willingness to speak up if there is a problem
- communication skills.

You must also consider any possible impact on the safety of others in the learning environment. Whether learning occurs at your own training organisation or in another workplace, you will need to talk with key people such as the manager, supervisor or health and safety representative.

You should ask questions such as:

- Is there a documented OHS/WHS policy?
- What are the processes for reporting hazards and incidents?
- Are these reports investigated and control measures implemented as a result of the report?
- What information or induction will be provided to the learner?
- How will the learner be supervised? Who will supervise?
- Are emergency procedures documented in the workplace?

You can identify some common, and less common OHS hazards by viewing the video clip OHS Hazards. <http://www.youtube.com/watch?v=TCUjGEL_g6U>

You are not expected to be an work health and safety expert. However, from the questions, and from your knowledge of hazards and risk controls for the industry, you will be able to make a judgment on how well organised the workplace is in relation to health and safety.

If there are any concerns or if you feel that further advice is needed, this should be taken up with the appropriate person in your practice environment, such as the manager or health and safety representative, or you should seek advice from external OHS advisors.

If your learners are in the workplace, your practice environment may already have a checklist for workplace visits, including an inspection checklist designed for hazard identification. This will be of assistance, but remember you are not conducting a workplace inspection to identify all hazards in the area, merely identify hazards that need to be addressed for the learner.

If a checklist is not already available, you may need to develop your own that addresses:

- each potential hazard
- necessary safety equipment (guards, vests, gloves, etc.)
- OHS/WHS system questions that you would ask about the learning environment.
Step 2 – Assess risks

Once you’ve identified a hazard, you need to determine its immediate or possible impacts on the health and safety of your learners. This is called risk assessment.

What is risk?

Risk is the chance of something occurring that will result in injury or damage. It is measured in terms of the consequence of the injury or damage and the likelihood of its occurrence.

Once you have identified hazards in your practice environment (classroom, laboratory, workshop or workplace), you will need to decide how likely these hazards are to impact on your learners. If the hazards are likely to have an impact, you also need to decide what will be the severity of the outcome.

It will not be practical or possible to address all hazards in the learning environment. Instead, you should try to focus on the moderate to high risk priorities.

People perceive risk differently, and it is these perceptions which influence whether a particular risk is acceptable. Perception of the risk is influenced by what is known about the risk. It is important when making decisions about risk that you have all the available information.

Ask yourself the following questions to help you assess the level of risk:

> How likely is the learner to be injured?
> Has it happened before?
> Have other people been injured?
> What are the measures in place to prevent it happening?
> How reliable are these measures?
> How often will the learner perform the task?
> If the learner is injured, how bad is the injury likely to be?

You will have to do some research to answer these questions. Look at both your organisation and the broader industry, if necessary, to find out information about the hazard that is causing the risk.

It is the balance between likelihood and severity that is important. For example, if the possibility of a learner sustaining a paper cut during a learning activity is quite high, but the severity of any resulting cut is very low, then the risk may be assessed as low. However, if the chance of the learner injuring themselves on a machine is considered highly unlikely but the outcome may be losing an arm, then the risk may be assessed as high or very high.
As different individuals perceive risk differently and the assessment of risk is very subjective, there are a number of tools around that are used for risk assessment. Your practice environment may use one or more of these and if so, you should know how to use them.

The main purpose of risk assessment for the program designer, facilitator or assessor is to prioritise the hazards that have been classified, using the following categories:

1. Must be addressed before the learner is placed in the learning environment
2. Must be addressed before the learner begins to work independently
3. Desirable to be addressed.

Step 3 – Control risks

The selection of the most appropriate controls is influenced by the nature of the learning environment, the hazards and the characteristics of the workgroup such as their LLN levels.

Hierarchy of controls is a range of hazard control methods arranged in order of implementation preference.

However there is a general principle that guides the selection of controls. This principle is referred to as the hierarchy of controls or the safety decision hierarchy. It is the golden rule for reliably and cost-effectively controlling hazards. It describes the preferred options for controlling risk as follows, with elimination being the first option.

<table>
<thead>
<tr>
<th>Hierarchy of controls</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elimination</td>
<td>Eliminate the hazard, such as removing it or revising a process so it is not hazardous, for example, using clamps and bolts rather than a toxic chemical adhesive.</td>
</tr>
<tr>
<td>Substitution</td>
<td>Where elimination is not practicable, minimise risk by substituting the hazard with a product or process of lesser risk, for example, using water-based paint instead of oil-based paint.</td>
</tr>
<tr>
<td>Isolation</td>
<td>Isolate personnel from the hazard, for example, using robots or remote controlled devices for handling explosives.</td>
</tr>
<tr>
<td>Engineering controls</td>
<td>Apply engineering controls, for example, machine guards, equipment for manual handling, ventilation, extraction, etc.</td>
</tr>
<tr>
<td>Administrative controls</td>
<td>Implement administrative controls, for example, safe work practices, training and supervision.</td>
</tr>
<tr>
<td>Personal protective equipment</td>
<td>Use personal protective equipment (PPE), for example safety glasses and hard hats.</td>
</tr>
</tbody>
</table>

Watch the video where implementation preference is demonstrated in the Hierarchy of controls <http://www.youtube.com/watch?v=N53rR2yoP5A>

This is illustrated in the following diagram.
In most situations, the actual method for controlling the risk is a combination of the options in the hierarchy. Going down this list of options, the controls become less reliable and require more work to ensure that they are maintained and that they work.

Although the use of personal protective equipment (PPE) is the last option in the hierarchy, the advice on requirements relating to PPE needs to be considered by trainers and assessors where use of such equipment is necessary. Use of PPE in some industries is mandatory, for example the use of a hard hat on a building site.

As the trainer or assessor you may not have control over, or be able to impact on, many aspects of the learning environment, but you must still act within your level of control to ensure the safety of the learner. Sometimes it may be that the learner cannot be placed in that learning environment if too great a risk is present.

**Risk control plan**

Once you have consulted with relevant people to identify the hazards, prioritise the risks and agree on control measures, you need to document an action plan or risk control plan. This action plan clearly states the agreed actions, who is responsible for the actions and the timeline for each action. A sample risk control plan is provided in Appendix 4.

When selecting control measures always follow the hierarchy of controls, starting with elimination. Your selection may need to be influenced by the availability, perceived effectiveness and cost of the preferred control measure, particularly in regard to the perceived benefit or the degree of control offered. An expensive control measure need not be applied to a minor hazard. Equally, a hazard of high risk should have a range of control measures applied to it, regardless of the obstacles of expense, degree of control and availability.

In reality, there will usually be a combination of controls selected to assist in risk minimisation/elimination and there must be adequate human resources for the ongoing monitoring and maintenance of the effectiveness of the control measures.

Your training organisation or the organisation where your learners are placed may already have a risk control plan.

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**LEARNING ACTIVITIES**

Examine hazards and risks in **Activity 6: Ensuring a safe and healthy learning environment.**

**Implementing actions**

Once you’ve devised the risk control plan to help eliminate hazards in your practice environment, you may need help to implement some of the actions. Ask for advice from relevant people within your practice environment as a first step, for example your manager, health and safety officer or even colleagues and learners.
You could also try the information officers at your state or territory work health and safety regulator. If there is still a problem then you should check with your organisation as to how to seek external advice. External advice is available for a range of purposes from:

- ergonomists
- health professionals including occupational medicine practitioners or occupational health nurses
- injury management advisors
- occupational hygienists.

**What your learners should know about OHS/WHS**

Ensuring learners receive work health and safety induction so they know how to work safely within their learning environment, and ultimately in their future workplaces, is an important part of risk control, and must be part of the learning program design.

**Your learners’ role**

Your learners have an important role in the implementation and maintenance of your risk control plan. They could, for example:

- give feedback on issues or concerns they may have
- help to design emergency procedure posters
- help to identify hazards
- participate in emergency exercises
- suggest better ways of operating.

Whatever role the learners play, it is your responsibility to make provisions for their health and safety, inform them of these provisions and ensure that they understand existing and new policies and procedures regarding health and safety.

**Importance of a work health and safety induction**

A key responsibility you have in any learning environment, whether it is a classroom, simulated workplace environment or a workplace, is to ensure that your learners have been given a proper health and safety induction. This may be undertaken by you as part of the introduction to the learning program or you may get someone from the workplace to deliver this component if learning occurs in a workplace. This induction must be included in your learning program design.
What do your learners need to know about health and safety to enable them to safely achieve the learning outcomes?

It is best to consider this in three stages:

1. **Before they enter the workplace or learning environment**
   The information required by the learner before entering the workplace or learning environment will depend on a number of factors. These include the nature of the industry and learning environment, the current experience and competency of the learner, and the expected learning outcomes. An assessment of current knowledge and the ability of the learner to apply the knowledge would be important in determining further information needs.

2. **On entering the workplace or learning environment**
   On entering the workplace or learning environment, the learners need specific information on hazards, procedures and requirements within that environment. This information will usually be provided by the workplace and is covered in an induction program. If you are not responsible for work health and safety induction you will need to check the content and scheduling of the induction as part of their pre-placement visit to the workplace or learning environment.

3. **Ongoing support and communication**
   It is important that the learner has a recognised process and contact for raising and discussing queries and concerns. If the learning and assessment environment is a workplace, the supervisory and support arrangements within the workplace should be discussed at the pre-placement meeting. The learner should also be able to contact you, if required, so they can raise any concerns with you if they do not feel comfortable discussing them in the learning environment.

On 1 November 2009, Safe Work Australia began operating as an independent statutory agency with primary responsibility to improve occupational health and safety and workers’ compensation arrangements across Australia.

Delivering work health and safety information to learners

Once you have assessed your learners’ understanding of work health and safety information and identified their needs, you can determine a method for imparting the appropriate information. Some approaches you could use include the following:

**Organisational induction**
Your organisation may have a standard induction program for new learners, including apprentices and trainees. These sessions should always include a health and safety component.
Tailored induction
In addition to, or as an alternative to, an organisational induction, you could conduct your own session specific to the needs of the learning environment. This way, learners will be aware of the hazards specific to their environment.

Policy and procedure manuals
Learners should become familiar with these documents so that they can avoid risks and know what action to take should an accident or injury occur.

Quizzes or games
Whilst it’s a serious topic, WHS can be made to be fun. Quizzes and games are often a good tactic to help you monitor learners’ understanding and progress.

Open discussion
Group discussions can encourage a better understanding and help re-affirm existing knowledge.

Debriefing
If an accident or injury does occur, an analysis of the situation, reactions and possible preventative actions can enhance the learners’ understanding of WHS issues in their specific environment.

As part of the design of a learning program, you will need to decide what methods are the most suitable and appropriate for your learners.

Useful OHS/WHS resources

- Safe Work Australia, <safeworkaustralia.gov.au> provides a range of useful information and activities and resources which assist with devising a work health and safety induction for learners entering a workplace. The website also includes links to state and territory authorities responsible for work health and safety. These websites have a large amount of very useful information for the health and safety of students transitioning to work, and would be very useful for your learners, who may have just entered, or be on the verge of entering, the workplace.

- The Industry module of safe@work, developed by the Victorian Department of Education and Early Childhood Development (DEECD), <http://www.education.vic.gov.au/safe@work> contains detailed information about hazards specific to a number of different industries.

- In this section of the SafeWork SA website <http://www.safework.sa.gov.au/show_page.jsp?id=4688> there is information about a number of different industries, including some virtual workplaces to find and address hazards.
Topic 5: Designing and Reviewing a Learning Program Structure

The program structure shapes the learning program into segments of learning addressing specific content. It may be set against a timeline for addressing the content which makes up the learning program.

By this stage, you have clearly identified the learning needs, which have informed the content selected for the learning program. The next step is to create a program structure that will outline each component of the program. This program structure will also guide you as you develop the content for the learning program.
This process of developing the program structure would be done concurrently with the development of the content. The program structure provides an outline of the breakdown and sequencing of the learning content which can then be used to guide the delivery of the program.

This topic will assist you design and review the structure of the learning program ready for implementation including:

- consideration of policies and procedures
- an overview of learning theories
- considering delivery and assessment strategies
- structuring and sequencing content within a timeframe
- planning for implementation
- reviewing the learning program.

View the video clip Designing learning programs.
<http://www.youtube.com/watch?v=qO1BxjwJ5Gw>

**Considering policies and procedures**

While designing the structure of the learning program, you must be aware of any policies, procedures and frameworks which have an impact on the learning program design. These may be requirements within the VET sector, within your own training organisation or within an external organisation where your learners may be operating.
Further information about the VET Quality Framework and SNR standards can be found at <http://www.asqa.gov.au>.

VET Quality Framework and SNR standards

In 2011, new legislation was enacted to establish one national VET regulator, the Australian Skills Quality Authority (ASQA), responsible for registering training organisations and accrediting courses across Australia. Most states have referred their regulatory powers to ASQA. Present exceptions include WA and Victoria.


New regulator terminology has accompanied the Act. The VET Quality Framework replaces the Australian Quality Training Framework (AQTF) in most jurisdictions. The VET Quality Framework comprises:

- the Standards for National VET Regulator (NVR) Registered Training Organisations (SNR)
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements, and
- the Australian Qualifications Framework.

One of the core conditions of registration is that relevant applicants and RTOs comply with the requirements set out in the new VET Quality Framework, including Standards for National VET Regulator RTOs (SNR standards). Note that these standards are not substantially different from AQTF standards and differ mainly with respect to the publishing, naming and numbering of standards.

For most RTOs in jurisdictions that have not adopted the VET Quality Framework and SNR standards, assume the continued application of the AQTF as the relevant quality standard.

Australian Quality Training Framework (AQTF)

The AQTF is a set of nationally agreed quality assurance arrangements for training and assessment services delivered by training organisations. The first version of AQTF was implemented in 2002, and has gone through several revisions. It is important to check the latest versions of any AQTF documentation.
The AQTF contains:

- Essential Standards for Registration
- Essential Standards for Continuing Registration
- Standards for State and Territory Registering bodies
- Excellence Criteria
- Standards for Accredited Courses
- Standards for State and Territory Course Accrediting Bodies.

If you are delivering and assessing as part of an RTO in a jurisdiction that has not referred its powers to the national regulator, your RTO will have procedures to ensure that it complies with the AQTF. This will have an impact on the program design.

**Australian Qualifications Framework (AQF)**

The Australian Qualifications Framework (AQF) defines the scope of the education system in Australia. It is the agreed national framework for qualifications in the school, vocational education and training (VET), and higher education sectors in Australia. It comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.

An AQF qualification is recognised nationally.

The AQF helps all learners, employers and education and training providers to participate in and navigate the qualifications system. Under the Framework, learners can start at the level of learning that suits them and then move onto further qualifications as their needs and interests develop and change over time. The AQF assists learners to plan their career progression regardless of their life stage or location. In this way, it supports national standards in education and training and encourages lifelong learning.

*Policies and guidelines in relation to the AQF change from time to time, so always check the latest guidelines on the AQF website.*

Guidelines for each qualification type are provided in the framework, which can be downloaded from the AQF website at [http://www.aqf.edu.au](http://www.aqf.edu.au). The framework includes the summaries and learning outcomes for each level; descriptors of qualification types; and an explanation of the responsibilities for accreditation and development, and issuance of qualifications and certification.
An understanding of the AQF levels is critical when designing and developing a learning program, to ensure that the program is the best fit for the learner group.

Complete Activity 8: Exploring the AQF. Have a look at the AQF.

Other VET policies

The VET system is constantly changing as the needs of the Australian workforce changes. Policy decisions might sound distant from the training room or workshop, but many policy decisions can directly affect you and your role as a trainer or assessor, so it is important to keep up-to-date with them.

In most cases there is a lot of consultation before policies announcements and you are encouraged to engage in the process, for example, through your RTO, industry association, union or relevant ISC.

One way to keep up-to-date is to subscribe to a range of VET related online newsletters and regularly view websites of key organisations relating to VET. Here are some examples, but there may also be others related to your specific vocational area.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Council for Private Education and Training (ACPET)</td>
<td>ACPET is national industry association for independent providers of post-compulsory education and training, for Australian and international students. An e-circular is available for members.</td>
</tr>
<tr>
<td>Australian Vocational Education and Training Research Association (AVETRA)</td>
<td>AVETRA is a national, independent association of researchers in vocational education and training (VET). Its membership is open to any individual who is engaged in, or has an interest in, VET research and its results. There is a quarterly newsletter for members.</td>
</tr>
<tr>
<td>Department of Industry, Innovation, Science, Research and Tertiary Education (DISRTE)</td>
<td>The Commonwealth government department responsible for education and training. For information about the VET system, go to the Skills link.</td>
</tr>
<tr>
<td>Education Network Australia (edna)</td>
<td>edna is a network of the education and training community, including VET. You can subscribe to online newsletters such as the The Networker, which contains news about edna resources, services and tools for the education and training community. The website also provides links to events and networking opportunities.</td>
</tr>
<tr>
<td>Industry Skills Councils</td>
<td>The relevant industry skills council for your industry area may also have a regular online bulletin and provide current information about the industry and VET.</td>
</tr>
</tbody>
</table>
NCVER is responsible for collecting, managing, analysing, evaluating and communicating research and statistics about VET. If you register on the NCVER website you will have access to reports and other documents, and will receive online newsletters and email updates on VET related issues.

This is a national communications project for VET practitioners funded by the Commonwealth of Australia and managed by the Queensland Department of Education and Training. There are many fact sheets on the webpage, and you can subscribe to their quarterly update.

VETnetwork Australia is a national network of people committed to vocational learning and youth transition. The website provides a selection of news, publications, resources, conferences, links and contact details.

VISTA is an association which works to enhance VET professional practice in delivery and management. Membership of VISTA gives you access to its services which include professional development, a monthly newsletter and networking opportunities.

VOCED is a free research database for VET produced by NCVER. It contains over 41,000 English language records, many with links to full text documents.

Complete Activity 9: Keeping up-to-date with VET policy. Look at what is on some of these sites.

Organisational quality assurance policies and procedures

RTOs delivering training or assessment services under the AQTF or VET Quality Framework SNR standards, and enterprises receiving the training or assessment services, also operate under their own quality assurance policies and procedures. In the case of RTOs, these are generally linked to the relevant standard, although there may be other organisational quality assurance policies to comply with.

In the case of organisations receiving training and assessment services, the services must also be provided in line with their own policies and procedures. For example, enterprise occupational health and safety procedures must be followed when working on-site or working with apprentices in the workplace. Other quality assurance procedures may focus on staff training, recordkeeping and confidentiality.
Learning principles, styles and theories

When developing the learning program, think about how you will deliver and assess the program. The strategies for delivery and assessment will depend on the characteristics of your learners and their needs, which we explored earlier. You also need to think about some general learning principles, styles and theories. These will be covered in more detail in other units, in particular in the facilitation and delivery field. However, you will be given an opportunity here to explore some of the theories of learning and think about how they will influence the development of your learning program.

Adult learning principles are also referred to as andragogy.

Learning principles

Much has been written about learning principles in the VET sector, in particular adult learning principles, as the majority of learners in this sector are adults. These principles are described in many different ways in a variety of sources, but basically they cover the following inter-related areas.

<table>
<thead>
<tr>
<th>ADULT LEARNING PRINCIPLE</th>
<th>IMPLICATIONS FOR THE LEARNING PROGRAM DESIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults are internally motivated and self-directing</td>
<td>Encourage learners to set their own goals and discuss with you</td>
</tr>
<tr>
<td>Adults have a range of work and life experiences and knowledge</td>
<td>Encourage learners to build on their experiences and share them with others</td>
</tr>
<tr>
<td>Adults are goal oriented</td>
<td>Encourage learners to discover how specific learning experiences fit with specific goals</td>
</tr>
<tr>
<td>Adults have a need to know why they are learning something</td>
<td>Encourage learners to relate theory to practical experience</td>
</tr>
<tr>
<td>Adults like to apply their learning in practice</td>
<td>Make sure learners have a chance to practice and demonstrate what they have learnt in a real or simulated workplace</td>
</tr>
<tr>
<td>Adults need to be respected</td>
<td>Encourage learners to voice their own opinions and have a role in directing their own learning</td>
</tr>
</tbody>
</table>
There is a lot of competing research on learning principles and it is important to remember that no two learners are the same. Therefore it is important to have an understanding of some theories of learning.

Learning styles

People learn in different ways. Each of us has an individual preference for the ways in which we learn. An understanding of different learning styles has an influence on the design of the learning program. By understanding the differences in learning styles, you are able to tailor the delivery of your training to be more effective for all learners. This also helps avoid the common problem of only having one structure in mind that matches your own learning style when planning a learning program.

It is important not to label a learner with a preferred style but to challenge and encourage them to try to use other styles through a wide range of activities in a learning environment. Some of the most common theories which discuss different learning styles are described below. However, it is important to remember that there are many different theories out there, as this subject has been covered extensively by many theorists around the world. Some of the most relevant and most common examinations of learning styles are:

- Bloom’s Taxonomy of learning domains, which identifies three domains of educational activities:
  - cognitive: mental skills (knowledge)
  - affective: growth in feelings or emotional areas (attitude)
  - psychomotor: manual or physical skills (skills).
- The global and analytical learner model which divides learners into two groups:
  - global learners who like to get the big picture of what they need to learn and why, before going into detail
  - analytical learners who want to know the details of something before they can take advantage of the new information.
Left brain/right brain which focuses on the two hemispheres of our brain and how we use these.

Multiple intelligence which describes several different kinds of intelligence, rather than the linear categories of intelligent or not intelligent.

Neuro-linguistic programming (NLP) which is concerned with the impact of the senses on learning, with visual, auditory and kinaesthetic approaches to learning.

PART learning styles which divide learners into pragmatists, activists, reflectors and theorists.\(^1\)

Learning theories
There are many theories of learning, some of which go in and out of fashion. Some are listed below, and you might like to explore some of these before you design your learning program.

Action science  
Behaviourist learning  
Communities of practice  
Discovery learning  
Situational learning  
Applied learning models  
Cognitive learning  
Constructivist learning  
Humanistic learning  
Social or observational learning  
Kolb’s learning cycle model

Learning principles, styles and theories will be covered in more detail in the units that cover delivery.

Complete Activity 10: Exploring theories of learning. Look at what is on some of these sites.

However, as you generate ideas and options for the design of the learning program, you must be always considering your target learner group. Although you are not exploring learning principles, styles and theories in great detail in this unit, you at least need to be aware that people learn in different ways, so your learning program needs to reflect this.

\(^1\) Kolb, D. A., 1984, Experiential Learning, Prentice Hall, New Jersey.
Here are some questions you should ask yourself:

- Are the program options you are suggesting the most 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 that your program will treat your adult learners in a way that will motivate them and engage them in the learning process?

Determining delivery strategies

When determining the delivery strategies for the learning program, you need to consider the following areas.

The focus of delivery

The focus of your delivery will depend on the types and sizes of groups.

Here are some aspects you might consider:

- Is it a group of learners? If so, what is the size of the group? Your strategy may be different if you have a group of five learners as opposed to a group of thirty.
- Are the learners from a single context or from multiple contexts? For example, are they all from the same organisation or are they from a range of different organisations? This could have an effect on your selection language, examples, activities, case studies, etc.
- Do the learners possess similar educational or competency levels, or is it a divergent group? You may need to use a range of learning strategies.
- Are you delivering to individuals? In this case the learning program would need to be flexible so it can be adjusted for each individual.
The context of delivery

The context of delivery refers to where the learning will take place. There are a number of different contexts, which will have an influence on the design of the learning program. These could include:

- community setting
- training room or classroom
- learner’s home
- workplace
- simulated workplace
- specialist environment, for example a laboratory or computer room.

The mode of delivery

The mode of delivery generally refers to the general approach to facilitate learning. Some examples are listed below, and in many cases a mixed or blended mode is used. A consideration of the best mode for your learner group will influence the learning program design.

Some examples of modes of delivery are:

- face-to-face delivery, in a classroom, directly in the workplace, etc.
- computer-based delivery, with a facilitator present
- distance-based delivery (online in the vast majority of cases).

The delivery methods

The plan needs to state the delivery methods to be employed in the learning program. A range of methods should be used, and the methods should be chosen after considering the needs and preferred learning styles of the learners, as well as the size of the group, context of delivery and mode of delivery.

There are many delivery methods, and much written about them. Here are a few broad methods:

- interactive, participative, collaborative methods, which involve groups of learners working together to solve a problem, complete a task, or create a product
- lock-step methods, which is a more traditional method where learners proceed at the same pace
- learner-paced methods, where learning is undertaken at a learner’s own pace
- use of coaching or mentoring, which enables an experienced person to pass on experience and knowledge
- use of simulated workplace applications, rather than the real workplace, which is useful for example if it is too expensive or dangerous to allow students to use real equipment.
Learning activities

After the learning program is designed and developed, learning activities can be documented in greater detail. This will be covered in greater detail in the delivery and facilitation field.

Some types of activities you design could include:

- case study analysis
- research
- collaborative team activities
- use of simulations
- interactive games
- use of workbooks or worksheets
- presentations
- workplace projects.

Determining assessment strategies

The program plan needs to include how the learners’ competence is going to be assessed. What methods and tools will be used in the learning program to assess learners?

To develop your plan you need to know broadly the assessment strategies you wish to use. Your options are not limited to the list below and you can be as imaginative as you like when determining assessment strategies. Feel free to create your own list, using the list below as a starting point. You are also likely to come up with ideas as you develop the content for your learners, make sure you document these as you go.

Go to the toolbox on OpenSpace. You will find an interesting explanation in response to the question: “What is the trainer’s role?”
Observation of real work or real time activities   Learners will be observed completing tasks or activities in their workplace and competence could be noted by the assessor or via a third party report, e.g. the supervisor.

Structured activities   Simulation exercises
Presentations
Projects
Activity sheets

Questioning   Written questions, e.g. on a computer
Interviews
Self-assessment
Verbal or oral questioning

Portfolios of evidence   Collections of evidence compiled by the candidate, e.g. work samples, journal, product, supporting documentation, etc.

Review of products   Products produced in the workplace or training room

Historical evidence   Evidence that shows proof of prior learning

There are many ways to assess a learner’s competence. Keep your learners in mind 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 can be modified or contextualised to suit the needs of different groups who undertake the learning program.

Complete Activity 3: Designing and developing a learning program, Part E. Consider the assessment requirements of your learning program.

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

Assessment methods are the particular techniques used to gather evidence for assessment, e.g. direct observation or questioning.

Assessment tools are the procedures for gathering and interpreting evidence, and include instruments such as checklists, questions sheets and instructions for the candidate.
Structure the learning program

Some options for designing your learning program, based on units of competency, are identified below.

The program could be built 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 addressed in other components of the program
- common skills clusters, similar to the previous option but for skills
- knowledge and application clusters – similar to the previous program design option, but a structured work experience component forms part of the learning program, for example, traineeships and apprenticeships.

In order to decide which option will best suit the circumstances, you will need to analyse and interpret the selected units to identify the:

- knowledge that needs to be learned
- skills and techniques that need to be developed
- particular tasks and activities that learners need to learn how to do
- employability skills, dimensions of competency and the general level of complexity as indicated by the AQF level in which the unit has been packaged
- language, literacy and numeracy requirements of the units
- evidence that will need to be collected in assessment.

This process will not just give you a framework for the content. It can also help you to decide what model or approach to the design of the learning program will work best. This analysis will enable you to see where commonalities lie and where specific stand-alone learning content exists.

Guidance on analysing and interpreting units of competency is included in the unit of competency TAEDES402A Use training packages and accredited courses to meet client needs.

Sequence the learning experiences

You must structure the learning program in a way that best supports learners to achieve the identified learning specifications. Here are some things you should consider.

- 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?
Both structuring and sequencing the learning program need to be completed in conjunction with the development of content. 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 grouped into a series of sessions.

**The learning program timeframe**

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 segments to enhance learning. Your planning may be guided by a number of factors.

- **Purchasing guides** provide general and state specific information about training package implementation, including nominal hours for the completion of units of competency. These are available from state or territory training authorities.

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.

- Training packages and units of competency will provide guidelines, and states and territories provide guidelines such as nominal hours through their purchasing guides.
- The client may specify the amount of time learners can dedicate to the learning program.
- Your RTO may have allocated a number of sessions and hours for each session.
- You may need to present options to the client and justify the time required by learners in the suggested learning programs.
- Time estimates 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 may provide you with an estimated timeframe.
- Other experts may assist in estimating the timeframe for the proposed learning program.
- Research during the analysis phase may give you some guidelines on the suggested time for the learning program or the client's expectations of the length of the program.
Your target group of learners will influence the time the learning program will require, as some learners may require more time than others to achieve competence and your time allocation may only be a guide, rather than a specific directive.

Once you have the overall timeframe, you need to break the learning content into manageable segments, and document a timeframe for each segment.

If the learning program is to be delivered through flexible learning delivery modes, the outline of the program structure will still need a timeframe, as a guide for learners.

Implementation requirements

As you design the learning program and determine its structure, you will also 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 may also have specific requirements which influence the way you design a learning program.

Implementation considerations

When designing a learning program structure, it is essential to consider how the learning program will be implemented. Some important elements to consider are listed in the table below.

| Venue | Where will the program take place? Do venues or rooms need to be booked? Have they been checked for work health and safety considerations? |
| Industry, workplace, or organisational culture | Does the program need to reflect specific industry, workplace or organisational culture, for example industrial relations? Clarify the need and the most suitable approach with management or human resource manager. |
| Allowable time for training | Are there any time constraints that need to be clarify with the client or organisation? Some questions to ask can include: 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, for example, during plant shutdown, for one hour between shift changeover, within a new employee’s first month on-the-job, etc.? 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, health and safety experts, union representatives, administrative support, supervisors, mentors, human resources personnel, IR personnel, information technology personnel, guest speakers. |
| Reporting requirements | Does your organisation or the client’s organisation have specific reporting requirements you must meet? |
| Access needs | Is the program accessible to all learners, regardless of individual constraints? For example, people with a disability, Indigenous Australians, single parents, people whose first language is not English, people in rural and remote areas? |
Budget and costs

Costs are almost always an important factor in any learning program. When times are tough, learning programs may be postponed or refined. Managers and clients are mindful of the costs of learning programs. As a developer, you must work within the cost boundaries provided to you by the client.

Costs associated with a learning program may include:

- distance mode costs associated with communication with learners, for example, postage, phones, email accounts, internet access, etc.
- photocopying or printing production of materials and other documents
- productivity costs to the organisation for learners to be away from the workplace while learning
- purchase of learning support materials and related costs
- purchase of training packages or accredited courses
- resource design and development
- technology and equipment
- use of consultants and other support personnel
- use of training and assessment personnel
- venue hire.

Logistics

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

Some logistical considerations may include:

- catering for special needs of the learners
- communication with learners, particularly distance learners
- coordinating locations
- investigating the learning environment to identify, assess and control work health and safety risks
- organising appropriate scheduling and time frames
- organising assessment requirements
- organising rooms, venues or the location of the program
- organising special equipment or technology
- use of specialists and booking their time.
Document the learning program for implementation

You have all the information you need, so now is the time to document your learning program. You have been working through a learning program while completing Activity 3: Designing and developing a learning program, so now you can put all the elements together.

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. Also, during implementation, be prepared to make adjustments to the plan if the need arises.

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 specifications
- 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 and allows for a safe learning progression.
Evaluation tools

Collaborate with your key stakeholders to determine a suitable method to gather the required feedback. An evaluation tool would be useful 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.

An example of an evaluation questionnaire is included in Appendix 5.

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

- employer bodies
- government regulatory bodies
- industrial unions or employee representatives
- managers, employers, supervisors, team leaders
- participants, employees, learners
- technical and subject experts including language, literacy, numeracy and health and safety specialists
- trainers, facilitators, assessors
- training and assessment partners
- training providers, human resource departments
- your client.

Adjusting the learning program

After undertaking the review process, there may be a number of recommendations made by reviewers. The next step is to review the recommendations and decide which ones will improve the learning program within a feasible cost and time scope. This decision is usually made in consultation with the client.
Final approval

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

› apprenticeship or traineeship supervisor
› head of department
› human resource manager
› program manager
› senior teacher
› training coordinator or manager.

Storing the learning program

Make sure your learning program is stored electronically, so you can produce it when needed, for example to show the client, for audit purposes, to help a new trainer. Also, you may be able to use the program or parts of the program for a different group of clients. Make sure you date the program so you have version control.

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.
# Appendices

## Appendix 1: Learning Program Plan Proforma

<table>
<thead>
<tr>
<th>Name of training/assessment organisation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of program</td>
<td></td>
</tr>
<tr>
<td>Client (Name, organisation and contact details)</td>
<td></td>
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<tr>
<td>Purpose of the learning program</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target learners and their characteristics</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Management strategy</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Learners' special needs</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Specification</td>
<td>Code</td>
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<tr>
<td>----------------</td>
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</tr>
<tr>
<td>Training package</td>
<td></td>
</tr>
<tr>
<td>AQF qualification</td>
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<tr>
<td>Units of competency to be achieved</td>
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<tr>
<td>Other specification if not a unit of competency</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required resources/materials</td>
<td>Existing resources/materials</td>
</tr>
<tr>
<td>DELIVERY AND ASSESSMENT</td>
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<td>-------------------------</td>
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</tr>
<tr>
<td>Timeframe for delivery</td>
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<tr>
<td>Learning environment,</td>
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<tr>
<td>including OHS</td>
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</tr>
<tr>
<td>requirements</td>
<td></td>
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<tr>
<td>Assessment tasks</td>
<td></td>
</tr>
<tr>
<td>Delivery methods</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other potential</td>
</tr>
<tr>
<td>cost areas</td>
</tr>
<tr>
<td>Venue and materials</td>
</tr>
<tr>
<td>Equipment and resources</td>
</tr>
<tr>
<td>Staff</td>
</tr>
</tbody>
</table>
### Scheduling and sequencing

Each session will be planned in more detail in the unit of competency TAEDEL401A Plan, organise and deliver group-based learning.

<table>
<thead>
<tr>
<th>Session</th>
<th>Specific learning outcomes</th>
<th>Content</th>
<th>Delivery method</th>
<th>Learning activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tr>
</tbody>
</table>
Appendix 2: Trigger Words to Identify Core Skills

<table>
<thead>
<tr>
<th>LEARNING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. organise and monitor progress</td>
<td>2. apply a range of mediums to learn</td>
</tr>
<tr>
<td>3. apply planning and organising skills</td>
<td>4. clarify meaning or advice</td>
</tr>
<tr>
<td>5. follow instructions</td>
<td>6. take follow-up action</td>
</tr>
<tr>
<td>7. identify and access information sources</td>
<td>8. select from processes</td>
</tr>
<tr>
<td>9. transfer skills and knowledge</td>
<td>10. organise and make connections</td>
</tr>
<tr>
<td>11. organise ideas</td>
<td>12. select from a range of strategies</td>
</tr>
<tr>
<td>13. build on prior knowledge</td>
<td>14. critically evaluate</td>
</tr>
<tr>
<td>15. compare and contrast</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>READING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16. apply legislative, organisation and site requirements and procedures</td>
<td>17. according to policies and procedures</td>
</tr>
<tr>
<td>18. according to signage, codes and labels</td>
<td>19. analyse</td>
</tr>
<tr>
<td>20. appropriate documentation</td>
<td>21. check</td>
</tr>
<tr>
<td>22. comply with directions</td>
<td>23. follow written procedures</td>
</tr>
<tr>
<td>24. identify</td>
<td>25. interpret and monitor</td>
</tr>
<tr>
<td>26. legislation</td>
<td>27. obtain information from written instructions</td>
</tr>
<tr>
<td>28. understand</td>
<td>29. written reporting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30. articulate</td>
<td>31. chart</td>
</tr>
<tr>
<td>32. complete reports</td>
<td>33. document</td>
</tr>
<tr>
<td>34. format</td>
<td>35. identify</td>
</tr>
<tr>
<td>36. inventory</td>
<td>37. label</td>
</tr>
<tr>
<td>38. maintain records</td>
<td>39. monitor</td>
</tr>
<tr>
<td>40. obtain permits</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Term</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>41.</td>
<td>notes</td>
</tr>
<tr>
<td>42.</td>
<td>outline</td>
</tr>
<tr>
<td>43.</td>
<td>record data</td>
</tr>
<tr>
<td>44.</td>
<td>report</td>
</tr>
<tr>
<td>45.</td>
<td>tag out</td>
</tr>
<tr>
<td>46.</td>
<td>written reporting.</td>
</tr>
<tr>
<td>47.</td>
<td>access relevant information</td>
</tr>
<tr>
<td>48.</td>
<td>recognise and respond to alarms</td>
</tr>
<tr>
<td>49.</td>
<td>articulate</td>
</tr>
<tr>
<td>50.</td>
<td>allocate</td>
</tr>
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<td>51.</td>
<td>clarify</td>
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<td>52.</td>
<td>conduct a meeting</td>
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<tr>
<td>53.</td>
<td>contribute</td>
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<td>54.</td>
<td>deliver</td>
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<td>55.</td>
<td>discuss</td>
</tr>
<tr>
<td>56.</td>
<td>explain</td>
</tr>
<tr>
<td>57.</td>
<td>feedback</td>
</tr>
<tr>
<td>58.</td>
<td>follow verbal instructions or procedures</td>
</tr>
<tr>
<td>59.</td>
<td>identify</td>
</tr>
<tr>
<td>60.</td>
<td>inform</td>
</tr>
<tr>
<td>61.</td>
<td>liaise</td>
</tr>
<tr>
<td>62.</td>
<td>make suggestions</td>
</tr>
<tr>
<td>63.</td>
<td>monitor</td>
</tr>
<tr>
<td>64.</td>
<td>negotiate</td>
</tr>
<tr>
<td>65.</td>
<td>refer to</td>
</tr>
<tr>
<td>66.</td>
<td>relate</td>
</tr>
<tr>
<td>67.</td>
<td>supervise</td>
</tr>
<tr>
<td>68.</td>
<td>team discussions</td>
</tr>
<tr>
<td>69.</td>
<td>use questions</td>
</tr>
<tr>
<td>70.</td>
<td>verbal reporting.</td>
</tr>
<tr>
<td>71.</td>
<td>interpret site plans</td>
</tr>
<tr>
<td>72.</td>
<td>according to signage</td>
</tr>
<tr>
<td>73.</td>
<td>adjust</td>
</tr>
<tr>
<td>74.</td>
<td>allowance</td>
</tr>
<tr>
<td>75.</td>
<td>analyse</td>
</tr>
<tr>
<td>76.</td>
<td>calculate</td>
</tr>
<tr>
<td>77.</td>
<td>collect data</td>
</tr>
<tr>
<td>78.</td>
<td>computations</td>
</tr>
<tr>
<td>79.</td>
<td>convert</td>
</tr>
<tr>
<td>80.</td>
<td>determine value</td>
</tr>
<tr>
<td>81.</td>
<td>directions</td>
</tr>
<tr>
<td>82.</td>
<td>estimate</td>
</tr>
</tbody>
</table>
Appendix 3: Identifying LLN Skills in a Unit of Competency

Trigger words have been used as prompts to locate where the core LLN skills are in the following extract of a unit of competency from the RII09 Resources and Infrastructure Industry Training Package. The bold, highlighted words identify the required core LLN skills.

<table>
<thead>
<tr>
<th>RIIOHS201A</th>
<th>Work safely and follow OHS policies and procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit descriptor</td>
<td>This unit covers working safely and follow OHS policies and procedures in resources and infrastructure industries. It includes accessing and applying site safety procedures; applying personal safety measures and operational safety measures; maintaining personal wellbeing for job; and identifying and reporting incidents.</td>
</tr>
</tbody>
</table>

**ELEMENT** | **PERFORMANCE CRITERIA**
--- | ---
93. Access and apply site safety procedures | 93.1. Access, interpret and apply compliance documentation relevant to working safely and follow OHS policies and procedures
93.2. Carry out isolation of energy sources and immobilisation of potential energy sources, including tagging according to required procedure
93.3. Locate destinations within the site by interpreting and applying site plans, transport rules and signage
93.4. Identify and act on or report breaches in site safety in accordance with required procedures

94. Apply personal safety measures | 94.1. Use personal protective equipment in accordance with required procedures
94.2. Establish and maintain a clean and tidy safe working area in accordance with required procedures
94.3. Obtain permits and clearances in accordance with required procedures, before specialised work is carried out
94.4. Apply safe manual handling procedures in accordance with guidance and/or procedures
94.5. Identify and apply site procedures for conduct of high-risk activities

Think about what this means in a training context. Compliance documentation can include documents such as policies, procedures and legislation. Sometimes these types of documents are difficult to engage with, particularly within lower AQF level programs. Within lower AQF level programs, it’s important that learners at lower levels understand the intent of the documentation.

Reading plans is a skill that may need to be scaffolded for learners – assist with recognising shapes and symbols, aerial views, across and down measurements, abbreviations, directions, orientations, etc.
APPENDICES

Reporting can be verbal or written, and could vary from completing a checklist to writing written reports with an introduction, body and conclusion.

In your training situation, what types of reports are required of learners?

<table>
<thead>
<tr>
<th>95. Apply operational safety measures</th>
<th>95.1. Recognise and respond to alarms in accordance with required procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.2. Identify and clarify own responsibility in regard to emergency situation procedures and respond to and report emergency situations in accordance with required procedures</td>
<td></td>
</tr>
<tr>
<td>95.3. Apply basic fire fighting techniques in accordance with requirements</td>
<td></td>
</tr>
<tr>
<td>95.4. Identify emergency escape route/s and procedures in accordance with requirements</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>96. Maintain personal wellbeing for job</th>
<th>96.1. Identify risks to personal wellbeing and recognise preventative strategies to minimise impact on site</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.2. Identify, act on and report situations which may endanger the individual or others</td>
<td></td>
</tr>
<tr>
<td>96.3. Access and explain site requirements for fitness for duty</td>
<td></td>
</tr>
<tr>
<td>96.4. Adhere to site policies in relation to smoking, alcohol and drug use</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>97. Identify and report incidents</th>
<th>97.1. Understand site incident and injury statistics in accordance with required procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>97.2. Report and record incidents and injuries in accordance with required procedures</td>
<td></td>
</tr>
<tr>
<td>97.3. Contribute to and participate in incident investigations in accordance with the responsibilities and protection under the relevant legislation</td>
<td></td>
</tr>
</tbody>
</table>

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

Required skills
Specific skills are required to achieve the performance criteria in this unit, particularly for the application in the various circumstances in which this unit may be applied. This includes the ability to carry out the following as required to work safely and follow OHS policies and procedures:

- apply legislative, organisation and site requirements and procedures for working safely
- source, interpret and apply safety information
- use and care of personal protective equipment
- apply safe lifting and handling techniques
- implement workplace reporting procedures
- communicate clearly and directly, listening carefully to instructions and information, responding to and clarifying directions
- apply teamwork to a range of situations, particularly in a safety context
- solve problems, particularly in teams and in dealing practically with safety issues such as recognising and responding to alarms
- show initiative in adapting to changing work conditions or contexts particularly when working across a variety of work areas and in choosing appropriate personal protective equipment for each context

Teamwork requires particular communication skills – listening, awareness of others’ needs, responding to others’ needs, contributing a point of view, etc.
• manage time, particularly in organising priorities and planning work
• take responsibility for self organisation of work priorities to follow site safe work procedures
• apply a range of mediums to learn
• apply and use appropriate technology in a safety context.

Required knowledge

Specific knowledge is required to achieve the Performance Criteria of this unit, particularly its application in a variety of circumstances in which the unit may be used.

This includes knowledge of the following, as required to work safely and follow OHS policies and procedures:

• equipment safety requirements
• personal protective equipment
• hazardous substances procedures and handling techniques
• materials safety data sheets (MSDS) information and its application
• isolation procedures
• lifting techniques, including for both manual and automated lifting
• OHS procedures
• primary and secondary ventilation
• site safety requirements and procedures
• participative procedures for workplace management of others (e.g. consultation, safety representatives, committees, dispute resolution)
• potential biological effects (e.g. circadian rhythms, sleep, alertness, fatigue, stress, effects of heat stress and hypothermia)
• drug and alcohol policy
• use of emergency equipment
• basic fire fighting techniques.
## Appendix 4: Risk control plan

Location of workplace/learning environment: 

Person in charge of workplace (manager, etc.): 

Date of plan: 

<table>
<thead>
<tr>
<th>NO.</th>
<th>HAZARD OR OHS ISSUE</th>
<th>AGREED ACTION</th>
<th>PRIORITY* 1, 2, 3</th>
<th>PERSON RESPONSIBLE</th>
<th>TARGET DATE FOR COMPLETION</th>
<th>COMPLETED</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

* Priority:
  1 = must be completed prior to learner placement
  2 = must be completed by agreed date
  3 = desirable to be completed

Plan agreed by:

Name: Signature: Date: 

Representative of workplace/learning environment

Name: Signature: Date: 

Representative of training provider/facilitator/assessor
### Appendix 5: Evaluation questionnaire

<table>
<thead>
<tr>
<th><strong>LEARNERS</strong></th>
<th><strong>YES</strong></th>
<th><strong>NO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are learners clearly identified?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all learners’ needs included?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If not, what other needs should be included?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PLANNING</strong></th>
<th><strong>YES</strong></th>
<th><strong>NO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the chosen units of competency or other specifications appropriate for the learners and their needs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the content and structure address all aspects of the units?</td>
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<td></td>
</tr>
<tr>
<td>Does the learning sequence provide effective and manageable blocks of learning?</td>
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</tr>
<tr>
<td>Does the plan cater for the needs of the learners?</td>
<td></td>
<td></td>
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<tr>
<td>Are the activities interesting and relevant?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will the activities motivate the learners?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will you be able to contextualise the activities to suit your learner needs?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ASSESSMENT TASKS</strong></th>
<th><strong>YES</strong></th>
<th><strong>NO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Will the suggested assessment tasks adequately assess the requirements of the units of competency?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will you be able to contextualise the suggested assessment tasks to suit your learner needs?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>GENERAL</strong></th>
<th><strong>YES</strong></th>
<th><strong>NO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the program plan identify risks and contingencies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the timeframe suitable for the content?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the strengths of the learning plan?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the weaknesses of the learning plan?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have any other comments?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for the time you’ve put into reviewing this resource. Your efforts will contribute to the production of resources to meet learner needs.