Learner Guide

TAADES402A Design and develop learning programs

Part of a suite of print-based support materials for the
TAA04 Training and Assessment Training Package

Table of contents

Introduction

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

This Learner Guide supports *TAADES402A Design and develop learning programs*, a core unit in the *TAA40104 Certificate IV in Training and Assessment*.

This unit specifies the skills and knowledge required to conceptualise, design, develop and evaluate a learning program to meet an identified need for a group of learners using appropriate benchmarks. The focus of the unit is nationally recognised training with units of competency from endorsed Training Packages as the benchmarks. However, the benchmarks could include other specifications such as curricula, organisational work requirements, workplace performance standards, product equipment specifications or features and workplace procedures.

Specifically, this unit will help you develop skills and knowledge to enable you to:

- identify the parameters of the learning program with clients
- generate options and determine the learning program design
- outline the content and structure of the learning program
- review its effectiveness.

Before you begin

To help you work through this guide, make sure you read the:

- *Introduction to the Learner Guides*. This separate resource outlines general information for learners.
- unit of competency *TAADES402A Design and develop learning programs.* In particular, read the *Application of the unit* statement at the beginning of the unit.

Context

To complete this unit, you need to identify a training and assessment environment where you can access information and apply the skills that you are developing. This setting is called the *practice environment* throughout this Learner Guide.

Pathways

This Learner Guide is designed to be contextualised (or adapted) to support learner needs. How you use it will depend on your background in training and assessment and the mode of delivery.

If you have experience in training and assessment, and in the area covered by this guide, you might negotiate the assessment activities with your facilitator or assessor without completing the Learning Topics.

If you have limited experience in the area covered by this guide, you should work through all or some of the Learning Topics and complete assessment activities.

Your facilitator will help you map out an appropriate training pathway to suit your needs and negotiate evidence gathering for assessment.

Icons

This guide uses a series of icons that will help you through the learning program:

This icon asks you to consider a matter. Your facilitator may ask you to:

- reflect on your own work—what you do now and how it can be extended or improved
- discuss a topic with a group
- discuss with a colleague or with your facilitator
- make notes for your resource kit.

This icon directs you to suggested resources to assist you, including:

- websites
- journals
- books
- people and groups
- policies and procedures.

Note that websites can change from time to time.

If you can't access a website, use a search engine. If you can access the website, but can't find a document in it, search for it using the website's search engine or sitemap.

This icon indicates an activity that can form part of evidence for assessment. You could also use these activities to get feedback from your facilitator about your progress.

Compiling your own resources

As you work through this guide, compile a resource kit (electronic or paper based) to add to, use for your work and assist you with your learning. This could include, for example, information that you print out or 'bookmark' from websites, newspaper articles about changes in your industry, and specific policies or procedures.

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.

Glossary

A glossary of terms is included in the *Introduction to the Learner Guides*. Use this glossary to clarify the meaning of any terms used in this Learner Guide.

Assessment

To demonstrate competency in this unit, you must be able design a range of learning programs to meet different learner needs and learning contexts.

The learning programs you use as evidence of your competency must:

- identify the learning context, learner and client needs

- identify the basis for the learning program, such as units of competency or other benchmarks that best meet these needs

- be clearly mapped to the benchmarks

- be structured and sequenced to maximise learning

- be logical and innovative to engage the learner group

- include delivery methods which enhance flexibility

- identify resources needed to deliver and assess the training.

Your evidence must include preparing and developing a minimum of two learning programs. These must contain different program designs to reflect particular needs, contexts and timelines. At least one of the learning programs must be based on units of competency from an endorsed Training Package.

The evidence that you provide to show competency must be gathered in the workplace or, where no workplace is available, in a simulated workplace. The evidence must relate to a number of different performances assessed at different points in time and, in a learning and assessment pathway, these assessments must be separated by further learning and practice.

You might complete assessment activities specific to this unit only, or this unit could be assessed as part of an integrated assessment activity involving other relevant units in the *TAA04 Training and Assessment Training Package*. Some suggested units include:

- *TAADES401A Use Training Packages to meet client needs*

- *TAAASS403A Develop assessment tools.*

- *TAADEL401A Plan and organise group-based delivery.*

Negotiating assessment

You and your assessor will need to negotiate how you will show appropriate and sufficient assessment to demonstrate your competence, reflecting the scope of the role as indicated in all components of this unit.

Completion of the suggested activities below will contribute towards your assessment. However, they are not necessarily the total assessment requirements for this unit of competency.

Suggested assessment activities

As you work through the activities in this Learner Guide, you will produce the first of the two learning programs required for assessment in the unit of competency it covers. As described above, at least one must be based on an endorsed Training Package.

You will need to negotiate the specific assessment activities with your facilitator and these could differ depending on your current competencies, your practice environment and anticipated future work roles.

However, your assessment evidence must clearly demonstrate that you can:

- establish the learning program parameters in consultation with the client
- generate options for the learning program content
- develop and design the learning program
- review the learning program.

Go to the unit of competency *TAADES402A Design and develop learning programs* to clarify its assessment requirements.

Learning Topics

This section includes the following topics containing information and activities:

1. Overview of the learning program design process

2. Defining the parameters of the learning program with the client

3. Generating options for designing the learning program

4. Developing the learning program content

5. Designing the learning program structure

6. Reviewing the learning program

7. Reflection.

Speak to your facilitator to determine which topics you need to complete. Many of the activities will generate evidence for assessment. The activities can be contextualised to suit your needs.

Before you begin to design and develop a learning program, take the time to consider some of the following ideas about effective learning. You might also like to reflect on why you have become involved in the career of facilitating others' learning and what first interested you about it.

We could say that the aim of any learning program is to engage learners in meaningful and productive activity that results in the desired learning outcome. Now… let's take a minute to analyse what this statement means.

OK, we can easily see that *engagement* is critical to the learning process; if the content of the learning program doesn't engage the learner, then all else fails. Disengaged learners will be thinking about other things—their home, their cat, their weekend—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*. Does this mean that every activity in your learning program needs to be hands-on? No, not necessarily. Knowledge can also engage and excite learners.

So… an effective learning program engages learners by being active and productive in a way that is meaningful to the individual learners.

This Learner Guide provides activities to help you work through the design and development of a learning program and achieve these outcomes.

1 Overview of the learning program design process

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

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

Learning program defined

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

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

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

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

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

A learning program should identify:

- its purpose
- the target group, their needs and characteristics
- the outcomes to be achieved, such as the units of competency or other benchmarks

- the learning and assessment activities including any flexibilities with this

- any required resources.

It should also include:

- learning objectives

- a plan of how the learners will achieve the objectives

- a structure and sequence for learning

- content of the learning

- delivery and assessment methods

- assessment requirements.

The components of a learning program can be seen diagrammatically below.
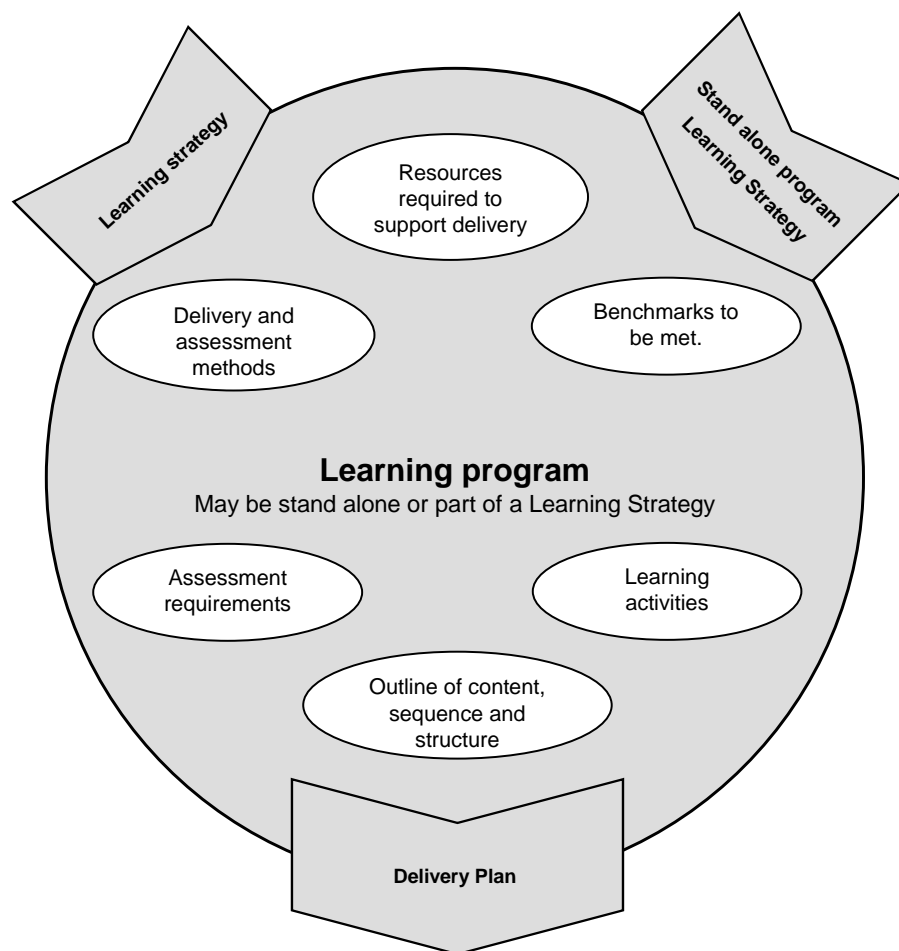
Figure 1: Visual representation of a learning program

Contextualisation

Throughout this guide, you will find references to contextualisation.
Contextualisation is the process of taking a learning program or resource and

making it meaningful to individual learners. It could mean that the learning program is modified for:

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

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

Snippet   Same course, different learners

A TAFE institute runs two 'Improve your reading and writing' classes, based on the *21250VIC Certificate I in General Education for Adults*.

One group of learners is mainly from non-English speaking backgrounds. These learners are mainly middle aged and see their need to develop literacy skills being due to a lack of opportunities to learn when they first arrived in Australia, even though most of them have had only minimal schooling in their countries of origin.

The second group of learners is made up of people mainly aged in their twenties and thirties who went to school in Australia and are from English speaking backgrounds. They describe their low literacy skills as being a result of: 'playing up at school' or 'never being into books'. Some feel self-conscious and embarrassed about their abilities.

How would these two groups differ in terms of their needs? How might you contextualise a learning program to suit the needs of each group?

Learning programs and learning strategies

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

You can get more information about learning strategies from the Learner Guide for *TAADES501A Design and develop learning strategies.*

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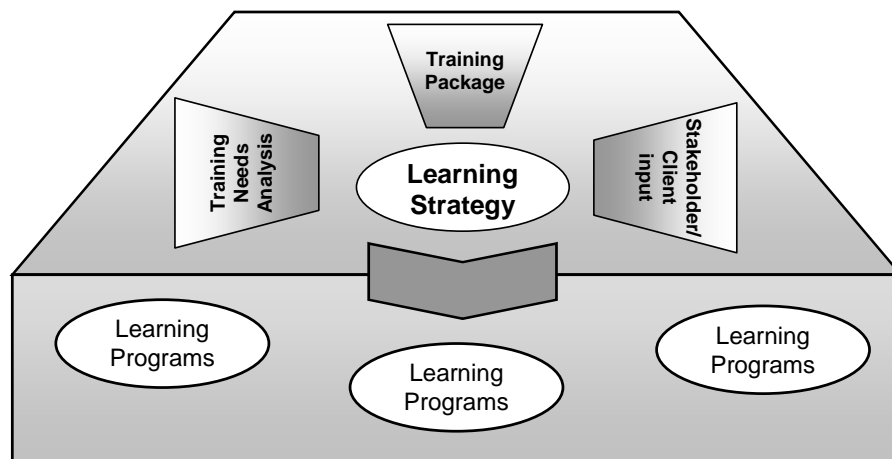
Figure 2: The bigger picture

Activity   Research existing learning program samples

Collect samples of learning programs from your practice environment, or locate some with the help of your facilitator. The samples do not need to relate to your practice environment, you are just getting an idea of how they might be shaped.

Take notice of layout, language, style or anything that you think works well. You are a learner as well as a trainer; think about the samples from both sides of the training fence. Talk this through with colleagues, other trainers or even learners.

Do the learning programs clearly define the benchmarks to be met?

Is the target group defined?

Are resources listed?

Is there a plan that details individual sessions?

Are delivery and assessment methods included?

Discuss the features of these learning programs. Do they meet the need?

Activity   Determine requirements for a learning program

Consider your own job role and the environment you work in (that is, your practice environment). Brainstorm ideas for possible learning programs you might design. Record any ideas about content areas, subject matter, skills, knowledge, tasks or competencies that you have. Keep this information as a starting point for ideas of learning programs.

Research the need for learning programs in your industry area. Speak to your colleagues, manager, clients or trainer to find out what really needs to be developed. You will need to develop two learning programs for this unit and it would be ideal if the ones you design are relevant for use by your clients or organisation. Perhaps there is a client request for a new learning program or a review and update of an old program is required. Is there a learning strategy in place that requires a learning program to be developed? Is there a professional development program required by a manager in your organisation? Search out opportunities to develop learning programs for actual workplace requirements.

Skills of a designer

Let's look at the types of competencies a designer needs, whether they are designing learning or any other product or service.
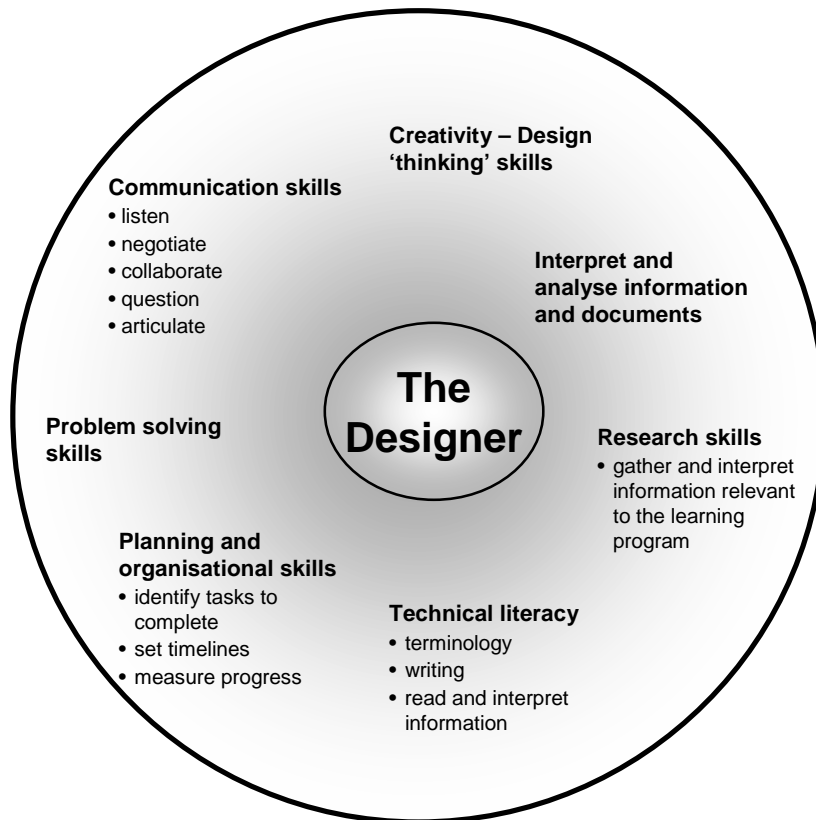
Figure 3: A designer's skills

You need all these skills in designing learning programs.

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

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

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

- The client is having difficulty articulating the benchmarks for the learning program.

- You have identified some ideal resources but they have copyright restrictions.

- You have structured the learning program into ten sessions, but now your client tells you the target learners are only available for five sessions.

- A new client wants a learning program designed quickly so training can begin in four weeks. You have other work commitments in the coming month and fitting in this additional request will be difficult, but must be done. What will be your approach?

Steps in designing and developing learning programs

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

- define the parameters of the learning program in consultation with the client

- generate and select appropriate options for designing the learning program

- develop the learning program content

- design the structure of the learning program

- review the learning program

- gain approval from appropriate personnel.

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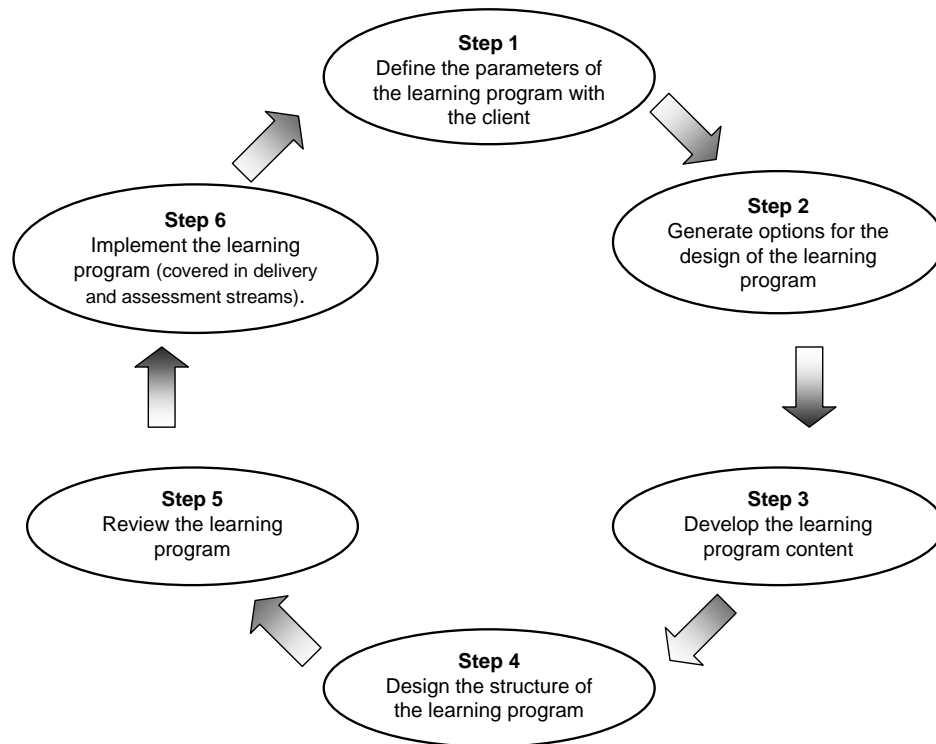
Figure 4: Development stages of a learning program

We will re-visit this diagram in the following sections of this Learner Guide.

As the designer of the learning program, you need to allow the flexibility to re-visit any of the stages at any time in the design process.

Influences

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

- Training Packages
- units of competency
- existing learning strategies
- organisational needs provided by the client
- learner target group, attributes, current skills and knowledge.

Useful forms, questionnaires and other material for the design process

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

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

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

- Parameters of the learning program questionnaire

- Characteristics of target group learners checklist

- Research summary—listing websites, books, and customisation requirements

- Learner Profile—listing the learner characteristics, preferred learning styles, learning environment, attributes, prior knowledge, concerns

- Program Plan—outlining each component part of the program

- Learning program questionnaire for reviewers

- Standard letter to ask for reviewers' assistance

- Collation or summary sheet of review feedback and recommendations

- Client Status Report.

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

- What is most useful to them?

- What would be a logical flow of information for them?

- What delivery mode is best suited to their needs?

- How can the learning program be flexible for them?

- What resources do they have access to already?

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

Consider the following case study—we will join Chloe later in this Learner Guide.

Case study   Retail selling

Chloe needs to design a learning program related to the competencies needed for retail selling. She works for a large chain of department stores which is a Registered Training Organisation (RTO). Her client is her manager who has asked her to develop the learning program to meet the needs of the organisation for training new staff.

Firstly, she arranges a meeting with her manager and other staff in the training section of her organisation to clarify the brief for the learning program.

She has prepared a list of questions and a response sheet to record information. At the meeting, she arranges permission to meet with staff who recently joined the organisation and their supervisors. She does this to discuss their experiences and to investigate the target learners for her learning program.

Now let's look at the stages of the design process in more detail.

2 Defining the parameters of the learning program with the client

Step 1
Define the parameters of
the learning program with
the client

Step 2
Generate options for the
design of the learning
program

Step 3
Develop the learning
program content

Step 4
Design the structure of
the learning program

Step 5
Review the learning
program

Step 6
Implement the learning
program (covered in delivery
and assessment streams).
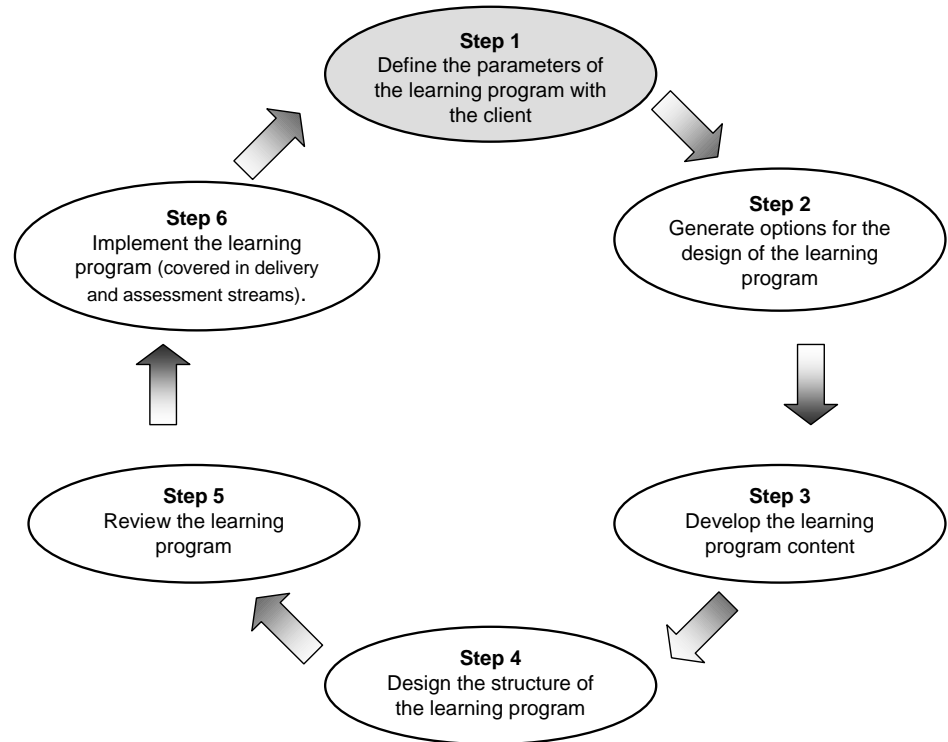
By this stage you should know what a learning program is and, in broad terms, the process you work through to develop one. This Learning Topic will cover the skills you need to define the parameters of a learning program. By the end of this topic you should be able to define the 'why, who and what' of your learning program.

The purpose of a learning program

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

It's vital to have a clear picture of exactly why you are developing the learning program.

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

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

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

Case study   Retail selling

When Chloe meets with her manager and the workplace supervisors, it becomes clear that the purpose of the learning program she has been asked to design is to 'improve the sales skills of both new and existing staff'.

In clarifying the purpose, Chloe has the starting point for her design and development work. She has identified, albeit in simple terms, the outcomes and target group. Now she needs to gather more information to design and develop the program.

Read the following examples and consider the questions asked about the type of learning program that would be suitable.

- Greg has identified a group in his organisation working in a storage warehouse who need training in OHS procedures in the workplace. What sort of activities and tasks might be appropriate for this learning?

- An individual in a travel agency has requested training in designing package deals for customers. Her supervisor looks into some options. What sort of learning program might be suitable for this person?

- Sue is getting some training in workplace assessment and has received the learning program which says the learning will be in the classroom involving written tasks, practical tasks and workplace practice. Do you think this is appropriate for the objective? Why or why not?

- Mani is involved in planning an in-house program in organisational communication. The learning program involves several different speakers from within the organisation, who will provide the participants with written materials to support their sessions. Do you think this is appropriate for this subject area?

- Carl works in a plastics factory that is putting together an induction program for new recruits in how to use the relevant machinery. The manager asks Carl for advice as to how the program should be structured and where it should take place. What sort of program do you think would be suitable?

- On a building site for a city skyscraper, safety is a high priority. Some labourers have been seen breaking some fundamental safety rules, and when questioned they say they did not know they were doing anything wrong. The site manager decides they need to be retrained. What learning program is required? What activities and tasks should be involved?

Source:
Facilitator's pack for *BSZ405A: Plan and Promote a Training Program*, Learning Option 13, ANTA, 1999.

Activity   Learning program plan proforma

Before getting too far down the track with designing your learning programs, have a look at the proforma at Appendix 1.

Use this proforma to record the details of your learning program.

You may contextualise the proforma to better suit your needs or you may choose to use a proforma from your practice environment.

Influences on learning program design

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

- national standards, codes of practice, and Commonwealth and State/Territory legislation including licensing requirements, industrial relations requirements and occupational health and safety (OHS) obligations

- organisational OHS policies and procedures including internal policies and procedures to meet OHS requirements and hazards commonly found in the work environment to which learning is related

- business or industry knowledge specific to the training

- Training Packages and their competency standards.

Activity   OHS research

With your client or organisation, talk over the OHS obligations that impact on your learning program.

Locate documents that will give you the OHS requirements for your learning program. Make sure you read the required documents and guidelines carefully before proceeding with the design of the learning program.

Record the information that you discover during your research on your learning program plan proforma.

Gathering information

You need to communicate with your client to gather information about what they require or what they are trying to achieve in order to design a learning program that will meet that need.

You need to gather as much information as possible to get a thorough understanding of what is required. To define the parameters of the learning program, you should gather information about the following. This will assist you in interpreting the client's requirement.

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

These questions are just a starting point; the questions you ask will depend on the circumstances. Who you ask these questions to, will depend upon your project. It may be a client, your manager, supervisor, department, team

members, learners or yourself. Remember that a client can be external or internal to your organisation.

Program purpose

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

• achieve organisational change

• support organisational skill development or professional development

• develop individuals' vocational competency, generic skills or general education

• meet new legislation, licensing or registration requirements

• meet regulatory and OHS requirements

• meet funding body requirements?

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

Activity   Program purpose

Conduct some research by communicating with clients and other stakeholders and determine the purpose of the program.

Note the purpose of your program on the learning program plan proforma.

The target group learners and their characteristics

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

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

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

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

Target group learners may include:

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

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

Characteristics may include:

- level and breadth of work experience
- level and previous experiences of formal education
- skill or competency profile
- socioeconomic background, age, gender, range of abilities (disabilities)
- cultural background and needs
- special needs—physical or psychological
- motivation for learning
- language, literacy and numeracy needs of learners
- learning style and preferences.

Activity   Determine a learner's requirements

Research your target group learners in more depth to answer some of the questions posed above. Speak to managers, workplace supervisors, potential learners, other trainers, training managers and other relevant people to get the most accurate picture. Document your target group learner characteristics and needs in your learning program plan proforma.

Benchmarks

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

How do you work this out?

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

Activity   Benchmark sources

For your learning program, select the benchmark sources that you are going to use. Where can you access them? If possible, collect them to use in your development.

Document the sources which will assist you to determine the outcomes for your learners in your learning program.

Also list the benchmarks on your learning program plan proforma, Appendix 1.

Source of benchmark	Do I need it?	Where can I find it?
Client brief		
Market research		
Job description		
Standard operating procedure		
Skills audit		
Organisation benchmark		
Industry publication		
Government policy or report		
Licensing or regulatory requirements		
Enterprise Bargaining Agreement		
Endorsed Training Package		

Your learning program needs to be based on units of competency or other benchmarks specific to a job activity in an industry.

If using competency standards, you will need to clarify with the client what competencies are required in the learning program. At times, the competency standards may be enough to structure a learning program. You may need to work out what the competency standard means to the target learning group and their specific learning needs. You may also need to explain the competency standards in terms that are more familiar to the client and their industry.

Case study   Retail selling

Chloe's learning program will be used to increase the skills of new and existing employees. Because it will be part of the staff development plan, her manager has requested that the benchmarks be taken from a registered Training Package. This is important to the learners who want to have recognition of their skills if they move to employment with another company.

To ensure that she can access the documents readily, Chloe has purchased a copy of the *WRR02 Retail Training Package*.

Delivery options

What delivery approaches and activities are appropriate?

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

Snippet   Delivery approach

Sue has to develop a learning program for a large TAFE institute. The learning strategy calls for flexible enrolments but Sue believes that small group work is best for her learners. She creates a flexible learning program so that the learners do not have to follow a linear path through the learning activities. This allows the learners to be put into small groups and complete their activities even if they are at different stages through the course.

Delivery methods for your program may include:

- face-to-face delivery
- online delivery
- distance learning
- coaching or mentoring
- workplace applications
- simulated workplace applications
- blended delivery.

How will the learning program you are planning be delivered? Are there options?

Language, literacy and numeracy requirements

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

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

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

Case study   Retail selling

In her research, Chloe observed that the LLN skills required of her target learners are mostly verbal language skills and numeracy skills related to dealing with money. Some written language skills are required to process orders for special items.

Chloe knows that there are LLN programs offered by the organisation's staff development program for the warehouse staff. She gets approval from her manager to meet with the LLN facilitator to arrange a procedure to assess staff LLN skills prior to starting her course.

Activity   Language, literacy and numeracy requirements

Look at your current situation—that is, your existing job role and the learning programs you are developing for your practice environment. Identify the LLN learner requirements for the learning program.

Do you have adequate skills to do this or do you require assistance from an LLN expert?

What documentation do you need to assist you in your LLN assessment?

You may need to contact others for assistance. Keep a record of LLN experts who can help, and any reference documentation you can use.

How will you design your learning program to accommodate the LLN needs of your learners?

If your research identifies LLN needs for your learners, how will you accommodate that in your learning program? What support systems can you access? Will you need to refer your learners or provide support yourself?

Special needs

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

- physical or psychological disability

- employment status

- learning experiences

- level of maturity

- cultural background

- level of formal schooling

- length of time as a resident in Australia

- place of residence.

Your program may need to incorporate support such as:

- physical or psychological disability support

- support for Indigenous Australians

- ethnic support services

- interpreting services

- counselling services

- community support.

The support may be provided through:

- the facilitator

- specially designed activities and resources

- specialist assistance from within the organisation or from outside

- a combination of the above.

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

- understand equity and additional support issues

- know how to provide support

- provide support when necessary

- keep up-to-date with issues and with information about who can provide assistance to you.

The support may be provided by:

- you in your role as facilitator, for example, how you plan and organise:
    – your project and/or sessions
    – activities
    – the material you provide
    – inclusiveness between participants
    – resources

  and how you promote an awareness of diversity in your participants

- someone else in your practice environment—for example, management providing policy direction and resources and developing networks with people or organisations who can provide support or guidance

- someone from another organisation which provides specialist assistance either at a general level or for a specific participant

- a combination of the above.

State and Territory training authority websites include information about equity and other additional support needs. They include policy statements and information about how you can provide and/or organise support.

These sites also have links to other organisations that can assist you and provide more information to consider when designing learning programs.

The websites for all State and Territory training authorities can be accessed through the ANTA website at <http://www.anta.gov.au> accessed January 2005.

Note: At the time of finalising these resources the decision to abolish ANTA and transfer its responsibilities to the Department of Education, Science and Training (DEST) by July 2005 was announced. You might need to check the currency of the links provided in this resource in the transition period.

3 Generating options for designing the learning program

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                          ┌─────────────────┐
                          │     Step 1      │
                          │ Define the      │
                          │ parameters of   │
                          │ the learning    │
                          │ program with    │
                          │ the client      │
                          └─────────────────┘

   ┌─────────────────┐                      ┌─────────────────┐
   │     Step 6      │                      │     Step 2      │
   │ Implement the   │                      │ Generate options│
   │ learning program│                      │ for the design  │
   │ (covered in     │                      │ of the learning │
   │ delivery and    │                      │ program         │
   │ assessment      │                      └─────────────────┘
   │ streams).       │
   └─────────────────┘

   ┌─────────────────┐                      ┌─────────────────┐
   │     Step 5      │                      │     Step 3      │
   │ Review the      │                      │ Develop the     │
   │ learning program│                      │ learning program│
   │                 │                      │ content         │
   └─────────────────┘                      └─────────────────┘

                          ┌─────────────────┐
                          │     Step 4      │
                          │ Design the      │
                          │ structure of    │
                          │ the learning    │
                          │ program         │
                          └─────────────────┘
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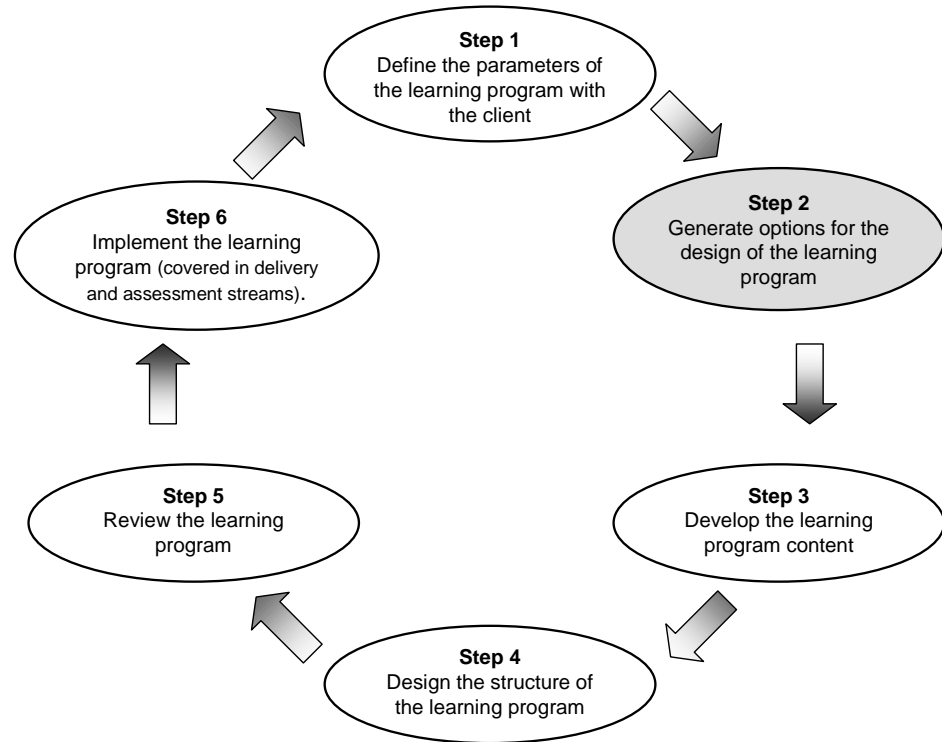
You have spent a lot of time gathering information and researching and analysing the parameters of the learning program. Now it is time to use that information to come up with some options for the type of learning program that will be designed.

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

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

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

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

Influences when developing options

Information you have gathered, standards and benchmarks will all guide the type of learning program options developed at this stage. There may be existing course structures or learning strategies developed for qualifications in Training Packages that guide the learning program development. As you investigate the different options, you need to assess their worth as you go. When assessing options, ask 'Will this option result in the best outcome for my learners?'

The target group learners

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

Snippet   Meaningful delivery

Rob works for a small community legal centre. Currently, he is developing a learning program for introductory information communication technology (ICT) skills for the centre's clients. The aim of the program is to enable the clients to access information relating to government services, policies and legal matters on the Internet. He decides that the best option for his learners is to cluster the competencies around actual search topics so that the learning program is meaningful for the learners.

Existing learning programs

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

Case study   Retail Selling

Chloe knows that a similar program to the one she is developing was run by her organisation in the past. She searches the document register and the file room for existing resources but can't find anything. She approaches her manager who says that the previous program was conducted by an external consultant and no documentation is available.

Options for the structure of the learning program

There is a range of publications available on the ANTA website that will guide you when developing learning programs. Have a look at the document *Learning and assessment strategies – Part 1 - The how to kit.* See the Resources section of this Learner Guide for details on how to access this kit. Part 1 of the document looks at learning and assessment strategies and the structuring of a training/learning program.

In particular, study the options shown for structuring a program. A program may be structured around:

- independent units of competency

- clustering of units of competency to correspond with specific work activities

- clustering units of competency to reflect learning within a specific project

- common knowledge clusters—required knowledge common to a number of units of competency is clustered for learning but application of the knowledge is assessed in other components of the program

- knowledge and application clusters—similar to the previous program design option, but a structured work experience component forms part of the learning program. Suitable for traineeships and/or apprenticeships.

Case study   Retail Selling

Chloe has received a copy of the *WRR02 Retail Training Package* and recorded the document in the RTO document register.

Chloe begins the process of mapping the competency standards by observing staff members at work and recording the activities they carry out. On the proforma that she has developed, she records the task performed, the attitudes displayed by the staff, and the underpinning knowledge that she believes the staff need to perform the tasks. She also records the time taken and the environment where the tasks occur.

After collating and documenting this research, she reads the competency standards and locates the units of competency that relate to the tasks she has observed. She is able to match the chosen units to the qualification levels described in the Training Package. By referring to the packaging rules for the Training Package, she determines the qualification that she will use for her learning program.

**Activity   Mapping competency standards to a
learning program**

Identify a Training Package that suits the needs of your learners and note this information on your learning plan.

Identify the appropriate units of competency to suit the needs of your learners.

List the functions and tasks that the learners would be performing to demonstrate achievement of the chosen units of competency and identify the personal attributes the learner should demonstrate whilst performing the tasks associated with the competencies. You will find information in the competency standards to guide you, under the heading 'Required skills and attributes'. Consider how these attributes could be covered in a learning program that supports these competency standards.

Read through the elements and evidence required for the unit of competency. What would be the best way to sequence information in a learning program that would include the required skills, knowledge and personal attributes? What skills and knowledge should be covered first in the proposed learning program? What should follow next?

Use the proforma 'Mapping competency standards' at Appendix 3, to help you with this activity.

Generate some options to choose from.

For more information about reading competency standards, you can refer to the Learner Guide for *TAADES401A Use Training Packages to meet client needs.*

Activity   Program structure

Consider your learning program. Is there one particular option shown above that best matches the way information should be clustered in your learning program? Has this already been determined in the learning strategy document (if applicable)? Discuss the options suggested for clustering with your peers and facilitator and apply this knowledge to your specific development context.

Document the structure your learning program will adopt on your learning program plan proforma.

Options for learning program content

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

- work colleagues

- trainers, facilitators, assessors

- industry contacts

- vendors

- human resource personnel

- marketing personnel

- end users

- subject or technical specialists

- OHS specialists

- language, literacy and numeracy specialists.

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

Snippets   Learning programs in context

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

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

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

Identify resources

Existing learning resources may include:

- ANTA noted support materials for Training Packages—learner guides, facilitator guides, how to organise training guides, example training programs, specific case studies

- other published, commercially available materials to support Training Packages or courses

- competency standards as a learning resource

- videos, CDs and audio tapes

- references and texts

- equipment and tools

- materials developed under the Workplace English Language and Literacy (WELL) program

- learning resources and support materials produced in languages other than English, as appropriate to the learner groups and the workplace.

Existing learning materials may include:

- handouts for learners

- worksheets

- workbooks

- prepared case studies

- prepared task sheets

- prepared activity sheets

- prepared topic, unit, subject information sheets

- prepared role-plays

- prepared presentations and overheads

- prepared scenarios, projects, assignments

- materials sourced from the workplace, for example, workplace documentation, operating procedures, specifications

- prepared research tasks.

Activity   **Researching existing resources**

In this activity you will research existing resources for your learning program. Develop a format to record the information that you find. The example below will give you some guidance.

For each of the areas, list the resources and where you have found them, or what you know about them.

What is the resource called?	What type of resource is it?	Where is the resource?	Describe the resource	Is the resource suitable?	How will you use the resource?
Winning at selling	*Video*	*Organisation library*	*15 minute video focusing on suggestion selling*	*Yes*	*Use to develop skills for case study. Use after case study prior to activity.*

Evaluating existing resources

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

Activity   Checking resource quality

Below is a checklist with some of the questions you can ask about resources or courses to check if they are of good quality and suitable for your needs. Add to the list if you can think of any other things to check.

Use the list to check the resources you have identified for your learning program. When you have selected the final resources, provide reasons why you made the choices you did. What was significant about the resource that made you choose it?

Checklist for selecting resources

☐ Is the resource current?

☐ Does the resource cover the competency standards or learning outcomes that need 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?

☐ Does the resource respond to access and equity issues?

☐ Does the resource offer flexibility for delivery and assessment?

☐ If a course has been selected, do the hours and costs seem reasonable?

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

Case study   Existing resources

Chloe calls a friend she has worked with in the past who provides some resources that he is using with his organisation. He thinks that the resources are subject to copyright and gives her the contact details for the persons to contact to gain permission to use them.

Copyright, intellectual property and acknowledgments

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

Make sure the information you include in any resources you develop is your own in order to avoid copyright issues. If you do wish to use material from other sources, including web pages, diagrams, quotations and organisational information, copyright permission must be obtained. This can sometimes take time and incur costs, so try and keep the need for this to a minimum. There may be other ways of presenting the information to your learners. You may be able to direct your learners to websites and texts for research or further reading. Often organisations are happy for company-specific information to be used in resources that are used exclusively for training purposes of their staff. Check with the department manager, human resource personnel, or the training manager for permission.

For more information about copyright contact the Australian Copyright Council <http://www.copyright.org.au> accessed January 2005.

Activity   Program recommendations

In your practice environment, what sort of delivery or activities would suit learners' preferred learning styles? How will the LLN skills of your learners affect the delivery and activities in your learning program? How will you support learners with different access requirements? Are the activities in your learning program equitable for all your learners? Make some notes on the type of program you would recommend for your organisation.

Activity   Learning program content

Generate ideas for possible content for your learning program, using an appropriate format to present your options. You should include:

- activities

- learning styles

- possible assessment methods

- delivery modes

- existing resources

- learning resources to be developed

- work-based tasks

- on-the-job learning.

Timeframes

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

- Training Packages and units of competency will provide guidelines, and states and territories provide guidelines such as nominal hours.

- The client may specify the amount of time learners can dedicate to the learning program.

- You may need to present options to the client and justify the time required by learners in the suggested learning programs.

- Time estimations may be based on previous learning programs that have similarities to the one you are designing.

- Your prior experience in designing learning programs and delivering training will provide you with an estimated timeframe.

- Other experts may assist in estimating the timeframe for the proposed learning program.

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

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

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

Nominal and funded hours

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

Nominal hours are listed on State and Territory training authority websites. You can access these by following the links from the ANTA website <http://www.anta.gov.au> accessed January 2005.

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

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

Budget and costs

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

Costs associated with a learning program may include:

- venue hire
- technology and equipment
- purchase of Training Packages
- purchase of learning support materials and related costs
- resource design and development
- photocopying or printing production of materials and other documents
- use of training and/or assessment personnel
- use of consultants and other support personnel
- cost-benefit analysis of the learning program to the client
- distance mode costs associated with communication with learners—postage, phones, email accounts
- production cost to the organisation for learners to be away from the workplace while learning.

Logistics

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

Some logistics may include:

- organising rooms, venues or the location of the program

- organising special equipment or technology

- coordinating locations

- appropriate scheduling and time frames

- catering for special needs of the learners

- investigating the learning environment to identify, assess and control OHS risks

- communication with learners, particularly for distance learners

- assessment requirements

- use of specialists and booking their time.

Case study   Retail selling

Chloe is under pressure from her manager to minimise the cost of her learning program. She prepares a cost estimate for three different options. The first will require learners to undertake four days training in the company training room. The second option has two days in the company training room and a week of on-the-job training with a mentor. The third option uses one day in the training room, one week with a mentor, and a self-paced training CD-ROM that the learner can complete in their own time at home or in the company training facilities.

Activity   Timeframes, costs and logistics

Estimate timeframes, possible costs and logistics of your proposed learning program.

Choose the most suitable method to present your findings. For example, you may wish to have a program outline that shows a breakdown of the key subject areas or objectives and key topics, activities and assessment, and the time required for each of the key topics or areas of the learning program.

If the delivery mode of the learning program is structured and you know, for example, you have 3-hour blocks with the learners, you can show an overview of the learning program and what would be covered in each 3-hour block and the total number of sessions required to complete the learning program.

List the costs associated with your proposed learning program. You may need to consult the client, content experts and work colleagues to make sure you have thought of all the costs involved.

Try and find out the cost of other learning programs that have been developed for the same client, group or objectives. It is good to compare your program to others to benchmark the cost of your proposal against other learning programs in the market. This may be critical if you are going to be competitive.

The costs of the program could be provided in a table or spreadsheet along with the different options so the client can see a range of options and can remove or reduce some costs of the program if budgetary constraints exist.

The logistics of the learning program need to be recorded, so these tasks can be planned and allocated to specific people.

This information can be recorded on your learning program plan.

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

- learning strategy documentation

- benchmarks

- the target group learners and their characteristics, existing skills and knowledge and learning preferences

- existing resources that could be used or contextualised to meet the requirements of your learning program.

Activity   Discuss the options

Collaborate with the relevant staff from your practice environment and analyse the various options for your learning program. Discuss how the options match the needs of the learners and client and decide on the most suitable option.

The outcome of gathering all your information and discussing options with key personnel will result in deciding what is the most appropriate design option for the proposed learning program. The most appropriate option for learning program content needs to be selected and supported by the client before time and resources are allocated to designing the program in detail. At this stage, the analysis of the need has been completed and a suggested outline of the most appropriate learning program has been generated.

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

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

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

Check with your client and key personnel if they wish to have a panel approach to deciding the best option or if they prefer you to put forward your recommendation and reasons to support your decision.

Activity   Justify your option

Justify to your client and/or colleagues the option you have chosen for the learning program content. Present a learning program proposal that clarifies the following about the learning program content:

- benchmarks

- content breakdown

- what existing resources will be used

- what resources need to be developed and why

- timeframes and cost estimate

- logistical considerations.

OR

Write up a memo or report to be circulated to relevant people about the suggested learning program.

In your report, include the following information:

- who the learners are

- who the trainer/facilitator will be

- where and when the program is taking place

- what work, if any, will be missed by the learners during the program

- the cost of the program

- the resources required to conduct the program, including resources for the learners and the facilitator

- language, literacy and numeracy requirements of the learners and how they have been addressed

- learners' special needs

- the course or resources that have been identified as fulfilling the learning requirements and why they have been selected

- anything that is required of the organisation to fulfil the objectives of the learning program, for example, on-the-job practice time or on-the-job assessment

- any special requirements of the learner, for example, self-paced learning between the classroom sessions.

Write up your short report or memo and include any other areas you think need to be added and then distribute it to the relevant people in the organisation.

Source: Adapted from Facilitator's Pack for *BSZ405A: Plan and promote a training program,* Learning Option 19, ANTA, 1999.

Note:

Depending on the scope of your project and the learning program to be designed, you might only provide a short report to your client that summarises the findings of your analysis and suggested learning program options.

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

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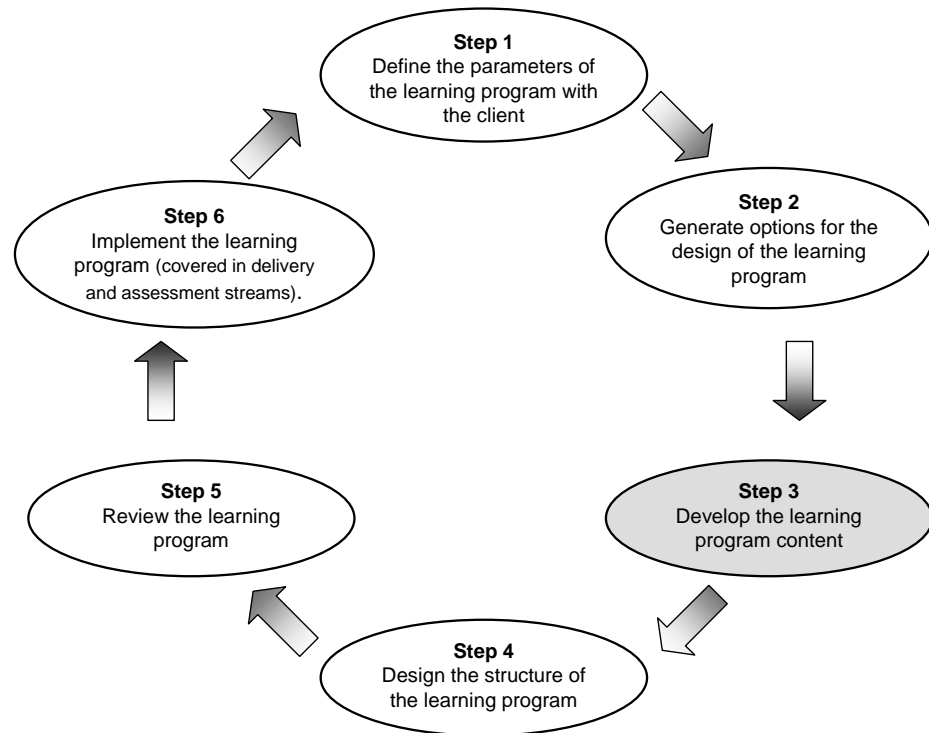
Once the learning program has been approved, it needs to be developed. Depending on your job role and the scope of the learning program being designed, this task may be completed on your own or with assistance from experts.

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

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

Adult learning principles

Let's focus for a moment on the learner and spend some time on the underpinning knowledge required by a designer about adult learners. This is your target audience. This resource provides some basic adult learning concepts. You will need to research this area in more detail as part of your professional development reading. Speak to your trainer for guidance on how to research this area or use the Internet to begin your own research. The Learner Guides for the delivery units will provide further information, in particular *TAADEL401A Plan and organise group-based delivery*, and *TAADEL402A Facilitate group based learning*.

Some key adult learning principles:

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

Motivation

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

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

You can find a diagram of Maslow's hierarchy of needs at <http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html> accessed January 2005.

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

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

- money

- status

- reward.

Internal motivations are less obvious but include:

- desire to understand

- need for independence

- stimulation

- self-actualisation.

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

Learning styles

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

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

Visual, auditory and kinaesthetic learning styles

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

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

Visual

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

- posters, charts and graphs
- visual displays
- booklets, brochures and handouts
- variety in colours and shapes
- clear layout with headings and plenty of 'white space'.

Auditory

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

- question and answer
- lectures and stories
- audio tapes
- discussion pairs or groups
- variety in tone, rate, pitch and volume
- music or slogans.

Kinaesthetic

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

- team activities
- hands-on experience
- role-plays
- note taking
- emotional discussion.

Left brain Right brain

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

Left Hemisphere Functions and Characteristics	Right Hemisphere Functions and Characteristics
Mathematical	Artistic
Verbal	Imagination
Sequential	Random
Literal	Spatial
Logical	Holistic
Linear	Intuitive
Analytic	Synthesizer
Rational	Non-rational
Verbal	Nonverbal
Symbolic	Metaphoric
Abstract	Concrete
Temporal	Non-temporal

Much of the research about learning indicates that learning is most effective when we integrate left and right hemispheres of the brain and activate whole brain learning.

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

PART learning styles

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

Pragmatists

- are keen to try out new ideas, theories and techniques to see if they work in
  practice

- search out new ideas and take the first opportunity to use them

- like to get on with things

- act quickly and confidently on ideas that attract them

- tend to be impatient

- are down-to-earth people who like making practical decisions and solving
  problems

- respond to problems and opportunities as a challenge

- believe 'there is always a better way' and 'if it works it's good'.

Activists

- involve themselves fully and without bias in new experiences

- enjoy the here and now and are happy to be dominated by immediate
  experiences

- are open-minded

- are enthusiastic about anything new

- tend to act first and consider consequences afterwards

- fill their days with activities

- tend to tackle problems by brainstorming

- like to be in the middle of things

- get bored with implementation and longer term consolidation

- believe that you should try anything once.

Reflectors

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

Theorists

- adapt and integrate observations into complex but logically sound theories
- think problems through in a vertical, step-by-step, logical way
- tend to be perfectionists
- are keen on basic assumptions, principles, theories, models and systems of thinking
- tend to be detached, analytical and dedicated to rational objectivity
- need things to make sense
- prefer to maximise certainty and are uncomfortable with subjective judgement and later thinking
- believe in rationality and logic: 'If it's logical it's good'.

Global and analytical learner model

In the broadest sense, learners can be divided into two groups—global learners and analytical learners. Global learners need to see the big picture first, they like to see the whole picture and know the end result before beginning. Analytical learners like to learn one piece at a time, they enjoy a clear sequence which starts at the beginning and moves to the end one step at a time.

Imagine that all learners sit somewhere along a continuum which runs between these two positions. Some people move along the continuum depending on the task at hand. Others are more fixed in their approach and need information to be presented in one particular style.

Global	**Analytical**
Big Picture	Detail
Interconnection	Specific
Broad overall approach	Step by step
Begin with the end in mind	Start at the beginning

As you generate ideas and options for the design of the learning program, you must keep your target learner group in the forefront of your thoughts. Are the program options you are suggesting appropriate and best suited to the needs of the learners? Do your options allow facilitators to meet the learning styles of the learners? Have you ensured your program will treat your adult learners in a way that will motivate them and engage them in the learning process?

Oxford Centre for Staff and Learning Development at <http://www.brookes.ac.uk/services/ocsd/2_learntch/2_learnt.html> accessed January 2005.

Summary of this learning theory and others can be found on this site at <http://www.brookes.ac.uk/services/ocsd/2_learntch/briefing_papers/learning_theories.pdf> accessed January 2005.

James Atherton teaching resources page ATHERTON J S (2002) *Learning and Teaching: Learning index* [On-line]: UK <http://www.dmu.ac.uk/~jamesa/learning> accessed January 2005.

Monash University Centre for Teaching and Learning <http://celts.monash.edu.au/> accessed January 2005.

Case study   Retail sales training

Read the following case study about a group of adult learners.

Steven is running a training course for a group of adults on retail sales techniques. The course has been running for two days, and has two more to go. He is a bit confused as to why the class does not seem to be enjoying themselves or getting involved in the training. He was a high school teacher for years before he took on this job, and enjoyed a reputation as a great teacher. He wonders why they got off to a bad start, since he began the first day by telling them about himself, his experience in the field and what they would be learning before starting the first exercise.

As the training has progressed, he is dismayed to find out that the group have vastly different experiences of retail selling; some are very advanced whereas others have only just begun. He feels very irritated with Julie, who planned the training, but he thinks he should stick to the plan of the session to ensure everyone learns the same things.

When the learners completed their interim assessment the day before where they were filmed selling products to customers, he gave them detailed written evaluations which he thought would be helpful. He was surprised to see in the assessments that many of the learners did not do as well as he thought they would. They had covered so much theory and he had given them loads of notes and readings, so he was puzzled as to why only a little bit seemed to have filtered through.

He had not included many of the role-plays or case studies provided in the course notes in his sessions because he thought they would be embarrassed to perform in front of the group. In his experience, the school kids he had taught were nervous about performing and, to be honest, he had never liked acting or doing role plays as a student either.

Steven begins the third day by recapping what was covered the day before on the whiteboard. He asks the class a couple of questions and gets no response, until he deliberately picks somebody to answer the questions. When they become less and less interactive, he gives up and just tells them the information they need to know. He feels very flat about the training, the learners look bored, and the whole thing has been a disaster.

Source: Facilitator's Pack for *BSZ405A Plan and promote a training program*: Learning Option 8, ANTA, 1999.

What is Steven doing wrong in this case study? Which of the principles of adult learning has he ignored?

How could Steven have trained this group more effectively? What planning strategies would have helped him?

Case study   Retail selling

When Chloe did her research she realised that the target learners came from diverse cultural backgrounds and many age groups. She knew from her own experience at university that if the learning is not meaningful it will be hard for her learners to keep focused. When she discussed her options with her manager she pushed for the third option which has the least time in the formal training environment, a week working on-the-job with a mentor, and the opportunity for the learners to proceed at their own pace through the CD-ROM activities.

Activity   Adult learning principles

Determine how adult learning principles will be addressed in your learning program.

In a short presentation to your colleagues, explain how adult learning principles have guided the decisions you have made.

Contextualising existing resources

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

- changing the materials to relate to the specific industry and organisation of the target group

- changing the level of language used to suit the target group

- removing information or adding information to ensure it is current and accurate

- modifying information to suit the specific state or territory legislation

- modifying information to use specific organisational policies and procedures as guidelines

- adding information, activities and assessment methods specific to the learning program

- providing sources of further information—reading, websites, industry groups

- changing the sequence of material

- changing the context of generic material to relate to the learner's specific situation.

Snippets   Contextualising learning resources

Mick is a facilitator in a large public RTO. He has been approached by a community mental health centre to deliver a short course for one of their client groups. The client group has a range of mental health issues. To contextualise the program, Mick changes the activities to ensure that they are in small chunks that the learners are able to assimilate. He also makes the assessment period longer to ensure that the clients have the opportunity to complete the tasks.

Yalcin works at the migrant resource centre where he delivers a program for spoken language skills. A number of the learners have sight disabilities and Yalcin has to replace a number of his visual resources with auditory materials.

Developing new resources

If new resources are to be developed, determine who is the best person or team to produce them. Your own instructional design skills, access to expert designers, scope of the materials to be designed and project budgetary allocation will guide you in deciding the most appropriate way to have the learning materials designed. For more information about designing resources, refer to the Learner Guide for *TAADES502A Design and develop learning resources*.

Subject matter content

- How will the material for this learning program be presented to the learner? You have already generated ideas and may need to expand upon these.

- Are learners going to receive course notes; a folder of information; organisational policies and procedures; information via emails, websites, charts displayed in the workplace, etc? The way the information can be presented is only limited by your ideas and design experience.

- Will you require assistance from a technical or subject matter expert?

- What is the most logical flow of information for the learner?

- How will the learner be engaged in the learning process in the program?

Specifying assessment requirements

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

Assessment requirements may include:

- meeting the rules of evidence
- physical resource requirements
- specialist support
- reasonable adjustments to the assessment process
- assessment tools and methods
- formative assessment processes
- legislative requirements.

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

Activity   Learning program content

Provide samples of learning program content for your learning program. It can be contextualised from existing resources or newly developed materials. Examples could include learning activities, such as:

- group-based activities

- role-plays

- written activities

- case studies

- simulation

- audio or visual activities

- practice or demonstration

- individual assignments

- individual group projects

- workplace practice

- research

and/or learning materials:

- handouts

- worksheets

- workbooks

- overhead transparencies

- PowerPoint presentations

- role plays, scenarios and instructions

- projects or assignment specifications

- materials sourced from the workplace—for example, documentation, policies, operating procedures, specifications

- materials available on websites, CD-ROMs.

Note:

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

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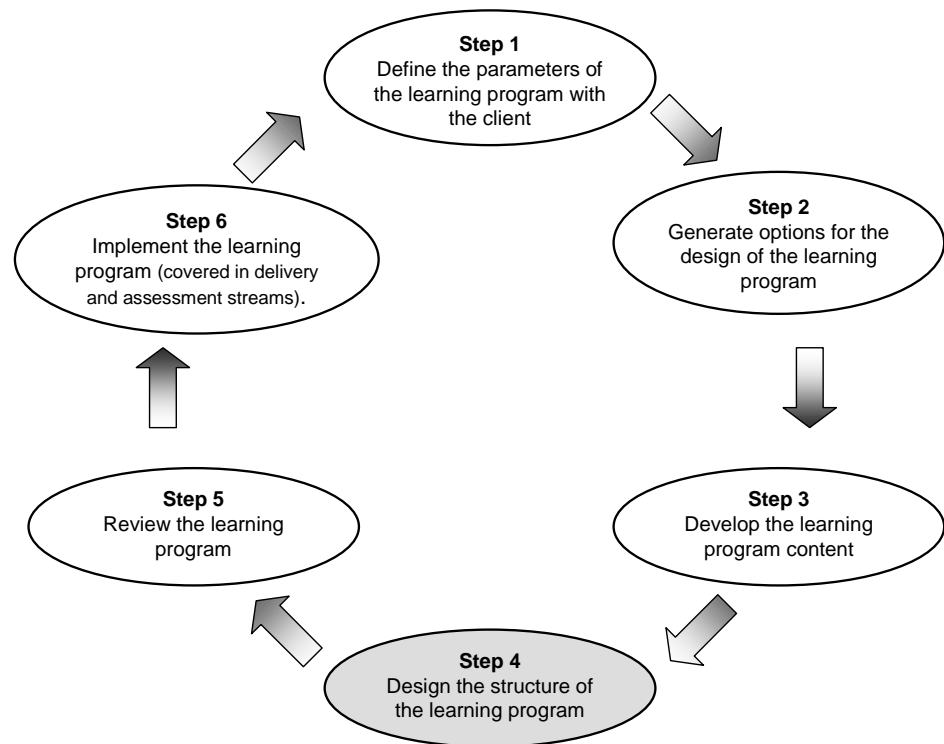
By this stage, you have clearly identified the learning needs, which have informed the content selected for the learning program. The next step covered in this Learning Topic is to create a plan that will outline each component of the program and will guide you as you develop content for the learning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

A program delivery plan

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

- the competencies or other benchmarks to be achieved

- the specific learning outcomes for each session or part of the learning program

- the content and learning activities for each session

- the delivery methods for each session

- workplace tasks or applications

- practice opportunities

- assessment points in the program where the learners' progress is measured

- assessment methods and tools used to gather evidence of competency

- the personnel assigned to facilitate the implementation of each session.

The learning strategy may already contain information that can guide the development of your program delivery. The program plan will also provide a basis for designing individual session plans for delivery of the program.

Activity   Research

Gather examples of program delivery plan outlines to determine best practice. Program delivery plan examples you find may be called training plans, session plans, etc. You might also find learning strategies that could be fleshed out to develop a course plan. Compare your findings with other learners in your group and decide what information your program plan will include.

The learning program plan proforma, at Appendix 1 of this guide, incorporates a program delivery plan.

Activity   Proformas for program delivery plans

Consider the sample proformas that could be used to design a learning program delivery plan. Use these as a guide to developing a proforma to best suit your own requirements. Ask your colleagues if there is a format endorsed by your organisation.

An example of a specific learning program which takes you through all the various stages including identifying the needs, and developing and designing the program, can be found at the SIL International website. SIL International is a service organisation that works with people who speak the world's lesser-known languages. SIL serves on a global level through the provision of research, translation and literacy programs. What is provided on this website is a module textbook which focuses on 'how to manage your own language learning program'.
<http://www.sil.org/lingualinks/LANGUAGELEARNING/MangngYrLngglrnn gPrgrm/contents.htm> accessed January 2005.

Sequencing information

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

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

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

Snippets   Sequencing

Toni: 'My learners need to know how to process customer orders, so my learning program will be based on the competencies that correspond with this specific work duty. There are four units of competency that make up my learning program. It makes sense to sequence information in the way that learners carry out the process in their workplace. The first part of the program will be based on the unit of competency *TDTA1297A Pick and process order.* Information will be chunked based on the steps they follow to process customer orders in their actual workplace.'

Mikael: 'I deal with the retail industry and my learning program includes assessing learners' competence by observing them in the workplace as they deal with customers. As I plan my assessment methods, I need to also plan my assessment requirements. I need to ensure a supervisor or assessor will be available at the workplace when the learner is ready to have their competence assessed. I also need to check with the organisation that this form of assessment in the workplace is appropriate and does not breach any organisational or OHS policies.'

The learning program timeframe

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

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

Delivery methods

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

Will the program delivery method be:

- face-to-face delivery
- online delivery
- distance learning
- coaching or mentoring
- workplace applications
- simulated workplace applications

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

Assessment methods and tools

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

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

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

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

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

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

Further information on assessment methods and tools can be found in the Learner Guide for the assessment units of competency, in particular *TAAASS401A Plan and organise assessment* and *TAAASS403A Develop assessment tools.*

Activity   **Create a program delivery plan**

Determine how your learning program will be sequenced and delivered. Your plan may be based on a format that is used within your organisation, or on the proforma provided in this resource. Or you may wish to develop your own format and continue to use this in your work role when you design other learning programs.

Your plan needs to clearly state the competencies or benchmarks to be achieved and then show a breakdown of the program into sessions or parts. For each session, list:

- the competencies or other benchmarks to be achieved
- the specific learning outcomes for each session or part of the learning program
- learning activities for each session or part of the learning program
- delivery methods for each session or part of the learning program
- workplace tasks or applications
- practice opportunities
- identification of assessment points to measure learner progress
- assessment methods and tools to be used to gather evidence of competency
- the personnel assigned to facilitate the implementation of each session.

Implementation requirements

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

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

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

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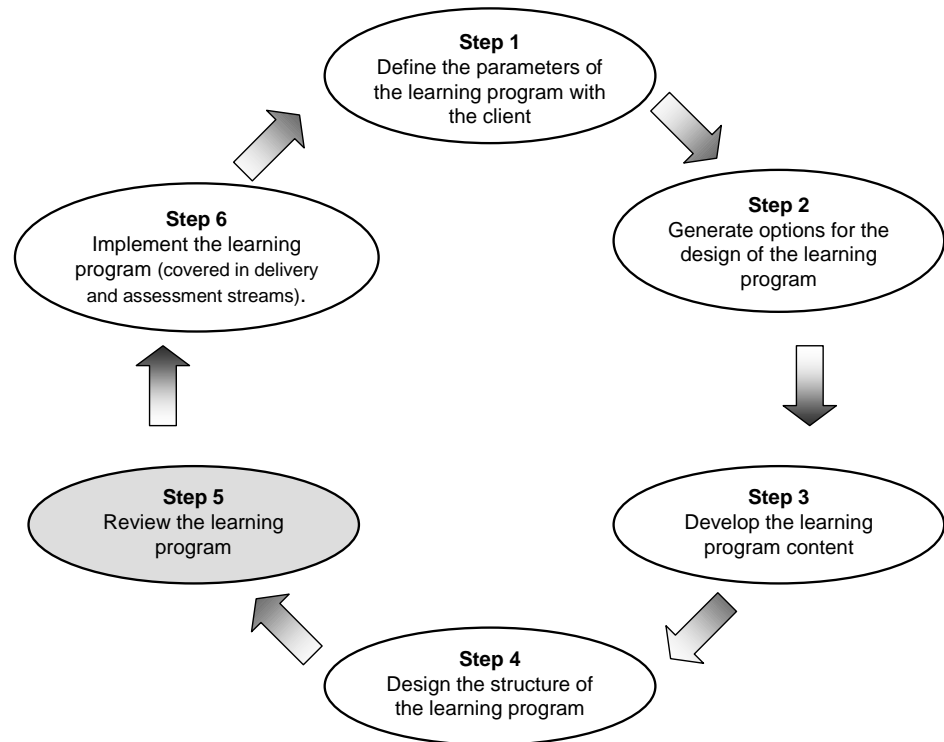
Once you have developed your learning program, it is time to review the draft with key stakeholders and make revisions to your plan if required, prior to implementation. It is important for quality purposes to document this review. This Learning Topic will cover the review process.

Review criteria

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

- content and structure addresses all aspects required by the units of competency or other benchmarks

- sequence provides effective and manageable blocks of learning

- activities are interesting, relevant and appropriate to outcomes and learner characteristics

- assessment points, methods and tools are appropriate and effective

- effectively addresses equity needs

- identifies risk areas and contingencies.

Evaluation tools

Collaborate with your key stakeholders to determine a suitable method to gather the above feedback. It is recommended that an evaluation tool be used to gather the feedback. Examples of evaluation tools include:

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

An example of an evaluation questionnaire is included at Appendix 2.

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

Reviewers

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

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

- managers, employers, supervisors, team leaders
- participants, employees, learners
- technical and subject experts including language, literacy, numeracy and OHS specialists
- government regulatory bodies
- industry, union, employee representatives
- employer bodies
- training providers, human resource departments
- training and/or assessment partners
- trainers, facilitators, assessors.

Case study   Retail Selling

Chloe knows that the learning program she has developed will be used for a number of reasons: staff development; organisational change; career progression; and individual skills development. Because of this, the program will need to be evaluated by many people within the organisation. She is aware that some of the potential reviewers have conflicting interests in the program and she will also ask people outside of her organisation to provide a balanced evaluation of the program.

To ensure that the reviewers focus on the critical aspects of the program she has developed an evaluation tool to guide the reviewers. There is a section in the evaluation tool that asks the reviewers to provide any other responses that they may have to the program.

Activity   Evaluation tool design

Design an evaluation tool that you will use in your practice environment which can be used or modified for future learning program reviews you will perform. You may wish to base the design of your evaluation tool on others you have reviewed or opt for one currently used in your organisation.

As a summary, complete the following questions, attach a copy to the evaluation tool you have designed and submit to your trainer/assessor.

Review of Learning Program

List the people who reviewed the learning program.

Describe the evaluation tool used and attach a copy of it.

What communication is required to complete the review process? Explain the steps you took.

How will you gather the feedback, analyse the information and then document the findings in a summary format?

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

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

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

Adjusting a learning program

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

Final approval

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

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

Activity   Final approval

Who is the person responsible for giving final approval for the learning programs you design? Speak to this person to clarify the review process with them and how final approval is gained. Ensure all learning programs you design undergo a review phase and are approved by the appropriate person.

Documenting the learning program

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

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

- plans, agendas, or minutes that indicate review of program content, resource materials, and delivery and assessment methods

- revisions made to a learning program indicating action taken to improve quality.

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

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

Activity   Storage of documentation

Find out how learning program documentation is held safely and securely in your practice environment and ensure you know your responsibilities for documentation 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.

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7   Reflection

Adult learners need to reflect on new learning and spend time applying new concepts to their existing knowledge. Therefore you, too, should take time to reflect on and review this unit, *TAADES402A Design and develop learning programs*.

You may wish to return to some of the Learning Topics in this resource, or you may wish to refer to the *TAA04 Training and Assessment Training Package*. Maybe you are a visual learner and remember key points more clearly by reviewing the diagrams used in this resource or the examples provided. You may wish to spend time determining what proformas you will file to use in the future to design learning programs.

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

- clarifying the purpose of the learning program—is it a subset of a learning strategy? If so, use this document as a guide

- accessing relevant competency standards or benchmarks and using these as a guide when designing

- keeping your target audience (learners) and their needs at the forefront of your thoughts throughout the design stages

- as you work through the design stages, maintaining communication with the key people who will influence your decision making

- designing a program that is logical yet innovative, to maintain your learners' interest

- keeping your resource as relevant as possible to your learners' industry and learning environment—contextualising the learning wherever possible

- gathering feedback on, and reviewing, your draft learning program

- basing your design decisions on sound educational knowledge and incorporating the needs of your client.

Real life influences

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

Activity   Connecting personal attributes to work tasks

In Learning Topic 1 the personal attributes required of a learning program designer were covered. You may wish to review this section.

Now that you have worked through the key steps of learning program design in this resource, reflect on how your personal attributes impact on the way you carry out those work tasks. Give examples of the skills you have demonstrated while working through the steps in the design process. Here is an example: 'When interpreting the learning program requirements, I need to discreetly collect information about the target audience via observation in the workplace, and speak to potential learners in an open and non-threatening way'.

Complete the table and share your experience with colleagues.

Work task	Personal attributes demonstrated
Interpreting & analysing the parameters of the learning program in consultation with the client.	
Researching the learner and learning environment	
Generating options for designing the learning program	
Developing the program content	
Designing the structure of the program	
Mapping the learning program to competency standards	
Reviewing the draft learning program	

Resources

Books

Bandler, R and Grinder, J 1979, *Frogs into princes: neurolinguistic programming*, Real People Press, USA.

Publications

Atherton, J 2003 *Learning and Teaching: Learning index*. Available at <http://www.dmu.ac.uk/~jamesa/learning> accessed 25 January 2005.

Websites

Australian Copyright Council
<http://www.copyright.org.au> accessed 25 January 2005.

Australian National Training Authority (ANTA)
<http://www.anta.gov.au> accessed 25 January 2005.

Note: At the time of finalising these resources the decision to abolish ANTA and transfer its responsibilities to the Department of Education, Science and Training (DEST) by July 2005 was announced. You might need to check the currency of the links provided in this resource in the transition period.

Australian Qualifications Framework (AQF)
<http://www.aqf.edu.au> accessed 25 January 2005.

Educational Psychology Interactive
<http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html> accessed 25 January 2005.

This website includes a diagram of Maslow's hierarchy of needs

Monash University Centre for Teaching and Learning
<http://celts.monash.edu.au/> accessed 25 January 2005.

This site is useful to locate information about teaching and learning styles.

National Assessors and Workplace Trainers (NAWT)
<http://www.nawt.com.au> accessed 25 January 2005.

National Training Information Service (NTIS)

<http://www.ntis.gov.au> accessed 25 January 2005.

Negotiating Workplace Training

<http://www.detya.gov.au/nwt/index.html> accessed 25 January 2005.

The above website was developed with funding from the Workplace English Language and Literacy (WELL) program. There are eight case studies developed around particular Training Packages. Each case study provides an analysis of the work context and Training Package to identify language, literacy and numeracy skills required in a particular enterprise, analysis of learner language, literacy and numeracy skills, a training program developed to meet the skills gaps and downloadable resources.

Oxford Centre for Staff and Learning Development

<http://www.brookes.ac.uk/services/ocsd/2_learntch/2_learnt.html> accessed 25 January 2005.

This website includes lots of information about adult learning styles.

Oxford Brookes University

<http://www.brookes.ac.uk/services/ocsd/2_learntch/briefing_papers/learning_theories.pdf> accessed 25 January 2005.

An academic paper from Oxford University that includes a summary of learning theory.

Resource generator

<http://www.resourcegenerator.gov.au> accessed 25 January 2005.

SIL International

<http://www.sil.org/lingualinks/LANGUAGELEARNING/MangngYrLngglrnngPrgrm/contents.htm> accessed 25 January 2005.

This website includes an example of a learning program.

Training Packages at Work

<http://www.tpatwork.com> accessed 25 January 2005.

The website is a national website which features the latest information on training packages and their implementation, as well as providing examples and case studies of best practice in delivery of training packages.

You can tailor the newsletter content: subscribe to receive national information; information from one state or territory; or select a custom subscription that delivers the information from all the states and territories you are interested in.

Other resources

Department of Education, Training and Youth Affairs 2001, *Learning and assessment strategies*, *Part 1 The how to kit* and *Part 2 Resource guide*, prepared by VETASSESS, ANTA, Brisbane.

Part 1 guides RTOs through the process of developing, documenting and reviewing learning and assessment strategies. Part 2 provides RTOs with further information, tools and case studies to help explain the process of developing, documenting and reviewing learning and assessment strategies.

This kit can be downloaded from the ANTA website <http://www.anta.gov.au>. Select 'publications' and search for 'Learning and assessment strategies kit'.

Appendices

Appendix 1   Learning program plan proforma

Appendix 2   Evaluation questionnaire

Appendix 3   Mapping competency standards

Appendix 1   Learning program plan proforma

Name of training/assessment organisation _____

Title of program _____

Client (Name, organisation and contact details) _____

_____

Purpose of the learning program

_____
_____
_____
_____
_____

Learners	Target learners characteristics		
	Learners special needs	**Description**	**Management strategy**

Benchmark information	AQF qualification			
	Training package			
	Benchmarks/ competency standards to be achieved	**Code**	**Name**	**Status**

Content	Overview of content	
	Structure of content	
Resources	Existing resources	
	Required resources	
Delivery and assessment	Delivery strategy	
	Assessment/evidence gathering	
	Learning environment	
	Timeframe	
	Summary of costs	

Program delivery plan	Session	Specific learning outcomes	Learning activities	Resources	Assessment methods/ tools	Delivery method	OHS	Staff
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
	9							
	10							
	11							
	12							
	13							

Program delivery plan	Session	Specific learning outcomes	Learning activities	Resources	Assessment methods/ tools	Delivery method	OHS	Staff

Program delivery plan	Session	Specific learning outcomes	Learning activities	Resources	Assessment methods/ tools	Delivery method	OHS	Staff
	14							
	15							
	16							
	17							
	18							
	19							
Review	**Reviewers**—name, organisation and contact details							

Appendix 2   Evaluation questionnaire

LEARNERS			
Are learners clearly identified?	❑	❑	❑
Are all learners' needs included?	❑	❑	❑

If not, what other needs should be included?

_____
_____
_____
_____
_____
_____
_____
_____

PLANNING			
Are the chosen units of competency appropriate for the learners and their needs?	❑	❑	❑
Does the content and structure address all aspects of the units?	❑	❑	❑
Does the learning sequence provide effective and manageable blocks of learning?	❑	❑	❑
Does the plan cater for diversity of gender, ethnicity and disability?	❑	❑	❑
Are the activities interesting and relevant?	❑	❑	❑
Will the activities motivate the learners?	❑	❑	❑
Will you be able to contextualise the activities to suit your learner needs?	❑	❑	❑

ASSESSMENT TASKS			
Will the suggested assessment tasks adequately assess the requirements of the units of competency?	❑	❑	❑

Are the assessment tasks:

❑ too detailed?   ❑ just right?   ❑ not detailed enough?

Will you be able to contextualise the suggested assessment tasks to suit your learner needs?	❑	❑	❑

GENERAL			
Does the program plan identify risks and contingencies?	❑	❑	❑
Is the timeframe suitable for the content?	❑	❑	❑
Does the costing represent an achievable program?	❑	❑	❑

What are the strengths of the learning plan?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

What are the weaknesses of the learning plan?

_____
_____
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Do you have any other comments?

_____
_____
_____
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_____
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_____
_____
_____
_____

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.

Appendix 3   Mapping competency standards

Functions or tasks performed	Skills and attributes	Unit/s of competency—element / performance criteria