

**TAEDES401**

# **Design and develop learning programs**

**Learner guide**

**TAEDES401**



# Before you begin

This learner guide is based on the unit of competency *TAEDES401 Design and develop learning programs*, Release 1. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: [www.training.gov.au](http://www.training.gov.au).

## How to work through this learner guide

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

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



## Topic 1

In this topic you will learn how to:

- 1A Clarify the purpose and type of learning program with key stakeholders**
- 1B Access and confirm the competency standards and other training specifications on which to base the learning program**
- 1C Identify language, literacy and numeracy requirements of the program**
- 1D Identify and consider characteristics of the target learner group**

## Define the parameters of the learning program

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

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

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

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

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



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

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

## Identify stakeholders

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

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

Critically, stakeholders advise you what they expect from the learning program and how they measure the success of a learning program. This makes it essential that you accurately profile relevant stakeholders to identify their potential impact or influence over the learning program, identify their expectations of both the learning program itself and the process of designing and developing the learning program. In addition, they should be asked to communicate regularly about what is relevant to them, including information about the progress and outcomes, in the most appropriate way; for example, a senior manager may be more interested in the outcome than in details, while someone else may be baffled by technical or specialist language.

## Stakeholder communication

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

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

Stakeholder name	Interest in the design/development of the learning program	Support needed from the stakeholder	Risk of not engaging or communicating	Type and frequency of communication required
Employer	<ul style="list-style-type: none"> <li>▶ Costing of planned program</li> </ul>	<ul style="list-style-type: none"> <li>▶ Review draft learning program from a cost perspective and provide feedback</li> <li>▶ Provide formal approval for program implementation</li> </ul>	<ul style="list-style-type: none"> <li>▶ Program may run at a loss or not be approved to run at all</li> </ul>	<ul style="list-style-type: none"> <li>▶ Meeting: ASAP – inform that learning program is being developed</li> <li>▶ Meeting: schedule review meeting two weeks before learning program is due for completion</li> <li>▶ Email: request written sign-off minimum one week before learning program is due for completion</li> </ul>

## Identify the purpose

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

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

Your understanding can impact on:

- ▶ the content of the learning program
- ▶ the length of the learning program
- ▶ the structure of the learning program



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

## Example

### Clarify the purpose and type of learning program with key stakeholders

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

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

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

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

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



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

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

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

## Standards and specifications

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



## Nationally recognised qualifications

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

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

- [www.training.gov.au/Home/Tga](http://www.training.gov.au/Home/Tga)

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

These are the SSOs as of January 2016.

<b>Skills IQ</b>	Responsible for the following training packages (among others): <ul style="list-style-type: none"> <li>▶ Community services (CHC)</li> <li>▶ Health (HLT)</li> <li>▶ Retail services (SIR)</li> <li>▶ Tourism, travel and hospitality (SIT)</li> </ul>
<b>Artibus Innovation</b>	Responsible for the following training packages: <ul style="list-style-type: none"> <li>▶ Construction, plumbing and services (CPC)</li> <li>▶ Property services (CPP)</li> </ul>
<b>Skills for Australia</b>	Responsible for the following training packages: <ul style="list-style-type: none"> <li>▶ Business services (BSB)</li> <li>▶ Financial services (FNS)</li> <li>▶ Training and education (TAE)</li> </ul>
<b>Australian Industry Standards</b>	Responsible for the following training package: <ul style="list-style-type: none"> <li>▶ Transport and logistics (TLI)</li> </ul>
<b>Skills Impact</b>	Responsible for the following training packages (among others): <ul style="list-style-type: none"> <li>▶ Animal care and management (ACM)</li> <li>▶ Agriculture, horticulture and conservation (AHC)</li> <li>▶ Food processing (FDF)</li> <li>▶ Racing industry (RGR)</li> </ul>

## Units of competency

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

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

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



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

You can access AQF information at:

► [www.aqf.edu.au/resources/aqf](http://www.aqf.edu.au/resources/aqf)

## Accredited courses

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

## Skill sets

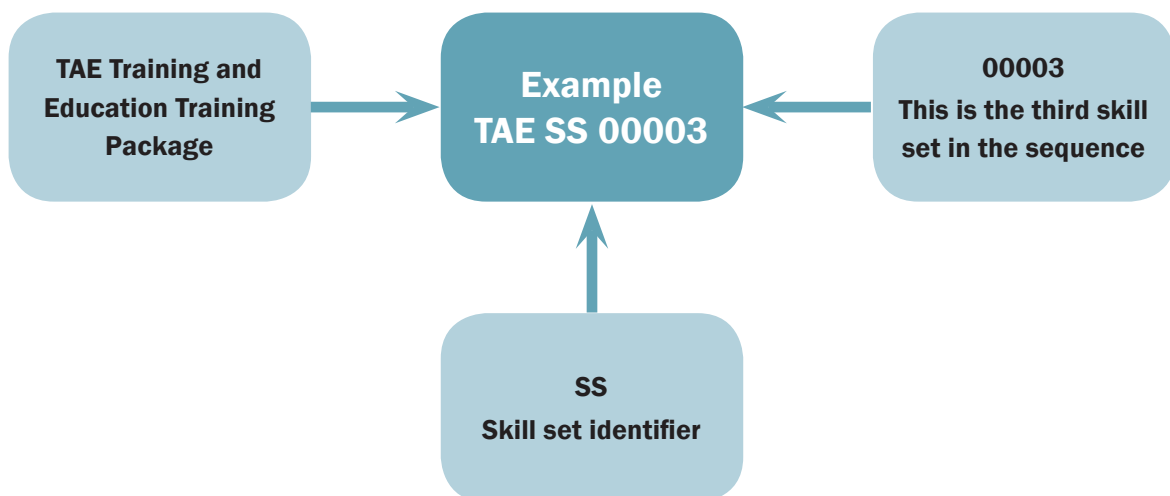
Skill sets are not qualifications but consist of one or more endorsed units of competency that have been packaged together to address a defined industry need or specific licensing or regulatory requirement. Skill sets themselves are non-endorsed components of training packages that consist of endorsed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

Each skill set has a unique code and uses a standard format. Information on skills sets can be accessed via the [training.gov.au](http://training.gov.au) website.

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

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

For example, TAESS00003.



## Activity 2

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

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

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

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

Use this training package information to answer the following questions.

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

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

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

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

## What is LLN?

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

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



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

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

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

## Australian Core Skills Framework

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

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

## Numeracy

Key words:

- ▶ Calculate
- ▶ Measure
- ▶ Analyse
- ▶ Maintain
- ▶ Estimate

Example of when these skills are used:

- ▶ Quantity requirements are calculated in accordance with specifications.

## Learning

Key words:

- ▶ Plan
- ▶ Set goals
- ▶ Evaluate
- ▶ Review

Example of when these skills are used:

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

## Example

### Identify language, literacy and numeracy requirements of the program

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

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

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

Characteristic and learning style	Learner	Impact on learning program

## Summary

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





## Topic 2

In this topic you will learn how to:

- 2A Access relevant VET policies and frameworks, and apply them to work practices**
- 2B Identify changes to training packages and accredited courses, and apply these to program development**
- 2C Conduct work according to organisational quality assurance policies and procedures**

## Work within the VET policy framework

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

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

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

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

## The VQF Standards

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

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

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

## The Standards for RTOs 2015

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

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

1

### Standard one

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

2

### Standard two

The operations of the RTO are quality assured.

3

### Standard three

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

4

### Standard four

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

5

### Standard five

Each learner is properly informed and protected.

6

### Standard six

Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively.

7

### Standard seven

The RTO has effective governance and administration arrangements in place.

8

### Standard eight

The RTO cooperates with the VET Regulator and is legally compliant at all times.

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

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

## Aligning learning programs

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

Here is an example.

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

## Funding arrangements

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



## Example

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

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

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



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

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

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





## Topic 4

In this topic you will learn how to:

- 4A Break the learning content into manageable segments, and document the time frame for each segment**
- 4B Determine and confirm delivery strategies, required assessment methods and tools**
- 4C Document the complete learning program in line with organisational requirements**
- 4D Review the complete program with key stakeholders, and adjust as required**
- 4E Ensure a safe learning progression by analysing risks in the learning environment, and including a risk control plan**

## Design the structure of the learning program

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

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

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



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

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

Consulting with clients and stakeholders ensures that the learning program is tailored to their specific needs.

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



## Who should be involved in reviewing the program?

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

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

## Document and respond to the program review

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

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

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

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

## Evaluate learning programs

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

Evaluations can be used to:

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

### Example

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

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

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

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

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

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

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

