Design and Develop Learning Strategy Plan (Template)

Organisation Name	Cascade Peak Performance Training Institute		
Organisation Contact	Scott Summers		
Proposed TAS development Start Date:	01/05/17	**Proposed Completion Date:**	29/11/17
Learning Strategist	Joe Learner		

Project Plan – Process to be followed

Order	Milestone	Task	Proposed Start Date	Proposed Due Date	Performance Indicators
1		*Start documenting the learning strategy*	*01/05/17*	-	-
2	*1*	*Produce the content outline*	*02/05/17*	*02/05/17*	• *Program outline aligns with requirements of Qualification/Skill set* • *Management approves*
3		*Produce the review process documents*	*03/05/17*	*05/05/17*	• *Management approves* • *Completed on time*
4		*Complete Task 2.1 Written Questions 1 - 13*	*05/05/17*	*08/05/17*	-
5	*2*	*Complete the Program Agenda*	*08/05/17*	*15/05/17*	• *Program agenda matches requirements of Qualification and explanation of duration takes into account learner needs* • *Completed on time* • *Management approves*

6		Complete Task 2.2 Written Questions 1 - 5	15/05/17	18/05/17	-
7	3	Complete Learning Strategy	18/05/17	24/05/17	• Learning strategy aligns with the requirements of the qualification, AQF duration requirements, the needs of the learners and the needs of the organisation • Completed on time • Management provides feedback resulting in minor amendments
8		Attend and write minutes for Learning Strategy Review Pre-Implementation meeting	25/05/17	26/05/17	• Meeting minutes are approved
9	4	Update the Learning Strategy based on feedback from the review	26/05/17	27/05/17	• Learning Strategy is approved
10		Attend and write minutes for Launch and Implementation Session meeting	01/06/17	02/06/17	• Meeting minutes are approved
11	5	Create a Post-Implementation Review Process	03/06/17	05/06/17	• Completed on time • Review Process is approved by management
12		Attend and write minutes for Learning Strategy Review Post-Implementation meeting	28/11/17	29/11/17	• Meeting minutes are approved

Participant Overview			
No. of Participants	Must state no. of participants *e.g. 8*	**Location**	Must state location *e.g. Workplace and training room*
Education Levels of Participants	Must provide the educational levels of the participants *e.g. :* - *2 completed Year 11* - *4 completed vocational Cert IV Quals* - *2 completed Bachelor Degrees*	**Relevant Experience**	Must provide a summary of the participants' relevant experience *e.g.:* *All participants have been working in a basic administrative context and range from 1 year to three years' experience.*
Anticipated Attitudes	Must discuss the attitudes of the learners *e.g.: Employee surveys show generally positive attitude to training with only one person who believes they require any further training.*		
Language, Literacy and Numeracy Levels of the learner group	Must provide an overview of the LLN learner group this could be the ACSF profile of the LLN levels of the group or an over view *such as:* - *There is a range of learners LLN levels in the learner group with most at or above the required level for successful completion.* - *There are two learners with level two (2) reading, who will need some extra assistance during the training*	**Cultural Background of The Learner Group**	Must describe the cultural background of the learner group. *e.g.:* - *5 participants are of Caucasian background* - *2 participants a of Chinese background* - *1 participant is of Maori background*

Data Collection and Analysis to Determine Current Organisational Needs			
Type of data collected	**Method of analysis**	**Data Interpretation**	**Conclusion**
Must include data relating to organisations needs from their employees including work roles such as: Workplace procedures Job Description Work Roles KPIs	Must be a reliable and valid method such as: Reviewed tasks and recorded core skills in Core Skills Matrix to determine the LLN requirements of the work role against the ACSF.	Must include logical results of analysis such as: The Work Role LLN Levels are: - Reading Level 4 - Writing Level 3 - Numeracy Level 3 - Oral Communication Level 4	The LLN requirements of the work role are the same as the requirements of the training except the reading which is one level higher in the Work Role. Learning materials may need adapting to assist learner to rise to a level four (4) in reading by the end of the training. Specialist assistance may also be required for the learners with low level English.

Data Collection and Analysis to Determine Emerging Organisational Training Needs			
Type of data collected	**Method of analysis**	**Data Interpretation**	**Conclusion**
Must include data relating to organisations needs from their employees including work roles such as: Workplace procedures Job Description Work Roles KPIs	Must be a reliable and valid method such as: Reviewed ICT tasks currently undertaken by looking at job roles and compared them with ICT skills requirements of the software suite that the company is transitioning to using a spreadsheet to document each task/requirement	Must include logical results of analysis such as: New software requires knowledge of spreadsheets by all Admin Staff. Currently only 20% of the staff do this routinely and have an average or better rating for this skill in their performance reviews.	Training will be required in the use of spread sheets for at least 80% or admin staff.

Findings
Core Skill (ACSF) requirements of the training specification vs Core Skill (ACSF) levels of the learners
Must discuss the participants LLN levels in comparison to the LLN requirements of the training. *e.g., All learners meet the LLN levels of the training specification except for two participants who have level two (2) reading instead of the required level three (3) will need specialist support.*
Current Performance vs Expected Performance
Must discuss the participants' current work performance in comparison to the employer's expected outcome or objectives. *e.g., Employee KPI reports show that the current number of orders processed each day is well below the expected 15 orders per hour set as the KPI. Admin staff is currently processing an average of 10 orders per hour. Observations of staff using the standard computer applications such as Microsoft Word, Microsoft Office and Microsoft Exchange showed employees are not familiar with many basic functions of the software and none were aware of shortcuts such as hot keys etc. that would considerably improve performance capability and efficiency. Workplace observations also revealed that admin staff do not plan their days and appear to have an ad-hoc approach to task completion which also results in further productivity loss.*
Identified Skill Gaps
Must list the skills gaps identified through their training need analysis *e.g.:* - *Two staff do not have adequate reading skills to process orders and subsequently make frequent errors in order processing.* - *All admin staff has inadequate skills using day to day computer applications such as Microsoft Office, Word and Excel. This impact considerably on the workplace performance and efficiency.* - *Planning and Time Management Skills* - *Meeting minutes are not recorded, and no formal action items are not recorded resulting in the frequent forgetting of tasks to complete as action items from meetings. Proper recording of minutes should be in place. No one was aware of how minutes should be recorded.* - *None of the admin team had their work stations set up adequately according to ergonomic standards. This could result in workplace injuries and significant loss of productivity and expense to the organisation. No one on the team was aware of how their workstation should be set up or how they should sit at their workstation.*

Learner Needs and Considerations
Candidate should discuss the participant needs and any considerations they have identified. *e.g.:* *Two participants require reading assistance. One of the participants believes that they don't need training however job performance analysis show that this is not the case. This person may have concerns about doing training that they feel they don't need. Strategies will need to be put in place to address this perception.*
Identified Legislative Considerations
Candidate should list any legislative considerations relevant to the training or training environment. Below are some examples, however, depending on the training other legislation by need to be considered e.*g. :* - *Aged Care Act of 1997* - *Competition and Consumer Act 2010* - *Corporations Act 2001/Corporations Regulations 2001* - *Environment Protection and Biodiversity Conservation Act 1999* - *Fair Work Act 2009* - *Age Discrimination Act 2004* - *Australian Human Rights Commission Act 1986* - *Disability Discrimination Act 1992* - *Racial Discrimination Act 1975* - *Sex Discrimination Act 1984* - *Personal Property and Securities Act 2009* - *Poisons Standard 2012* - *Privacy Act 1988* - *Work Health and Safety Act 2011*
Ethical Considerations
The candidate should list any identified ethical considerations , *e.g.:*

2 of the staff are going to need extra support with reading, however, training should be conducted in such a way that they are not singled out or feel excluded or isolated. (see learner spiky profiles)
Learning and Assessment Resources Required
The candidate must list any learning resources required *e.g.:* *Microsoft Office learning resources, learner guides, assessor guides and assessment tools for all units of competence. Supporting LLN resources such as videos and diagrams to aid the delivery.*
Existing Learning And Support Resources that can be used
The candidate must provide a list of existing resources they will use to support their training *e.g.:* - *Company policies and procedures relevant to admin staff* - *Induction manual and Checklists* - *Equipment Operation Manuals* - *Order Forms, Invoices and Receipts as samples* - *WHS documentation*

Organisations Current Training Needs	Methods used for collecting this information and how they were reliable, appropriate and efficient.
The candidate must list the current training needs they have identified *e.g.:* - *CRITICAL – WHS training in the admin context to ensure that staff are operating without risk of harm or injury* *LLN support with reading for two learners (see LLN spiky profiles of learners)* *All admin all admin staff require training in applications such as Microsoft Office, Word and Excel. (see job role observation records)* *Planning and Time Management Skills training (see job role observation records)* - *How to record and conduct meetings (see job role observation records)*	The candidate must list the methods used for collecting the information on current training needs (these must relate to the training needs identified) and explain how they were reliable, appropriate and efficient. Between Current Emerging and Future needs reading, writing, oral communication and numeracy *e.g.* *I collected workplace incident reports, performance reviews, meeting minutes and spoke to supervisors prior to conducting LLN Evaluations,* *This was a reliable method because it is based on real workplace documents, it was appropriate because these documents related to concerns raised earlier by management and efficient because I reviewed performance reports and spoke to supervisors, so I was able to undertake LLN evaluations with 20% of the staff rather than 100% of the staff.*
Organisations Emerging Training Needs	**Methods used for collecting this information and how they were reliable, appropriate and efficient.**
The candidate must identify emerging training needs, *e.g.:* *Once the existing training is complete. Two of the eight participants will require higher level Business Administration training which I suggest should be at a Diploma level. This is integral to have the skills available on the team to deal with contingencies and higher level operational tasks. Most importantly these two staff will gain skills to drive innovation in their department.*	The candidate must list the methods used for collecting the information on emerging training needs (these must relate to the training needs identified) and explain how they were reliable, appropriate and efficient. *e.g. Information collecting from meetings with managers, from performance reviews and diploma level course documentation.* *This was incredibly reliable and appropriate because the same managers reviewed the performance and provided information in the meeting, and the course documentation provided information about what is in the course. The performance reviews revealed some key skill and knowledge deficiencies which rely on the diploma level course.* *This was efficient because it used information already gathered from staff reviews rather than undertaking a new review procedure.*

Organisations Future Training Needs	Methods used for collecting this information and how they were reliable, appropriate and efficient.
The candidate must identify future training needs *e.g.:* *Discussions and surveys with Management identified the possibility of moving to a new customer relations and operations management system. This would require and organisation wide training program to be developed to ensure effective roll out of the application and minimise downtime. (see manager survey data)*	The candidate must list the methods used for collecting the information on future training needs (these must relate to the training needs identified) and explain how they were reliable, appropriate and efficient. *e.g. Discussions and Surveys with management were reliable and appropriate because it is management that will decide the future direction of the company. The discussion was efficient as it was done in meetings with the requirements for the training needs analysis so no additional meetings were required.* *The survey was efficient as it could be done online quickly and automatically sent me results.*

Existing or potential issues that may impact on the organisation's objectives and requirements being met
The candidate must identify potential issues that might impact the organisational objectives being met , *e.g.:* *The attitude of one of the learners towards their need for training is quite negative and has the potential to impact on meeting the objectives of their training and that of others in the team also if not appropriately managed. (see employee survey data)*
Work health and safety consideration for the training
The candidate must identify WHS considerations in the training or training environment. *e.g.:* *Before training can commence in the workplace, I suggest that a WHS consultant is contacted to review and give advice on the correct set up of staff work stations. I noted that monitors are directly on desks without monitor stands and staff posture whilst working at their work stations is inadequate and most likely causing harm. I suggest that some staff require foot rest and all staff will need to be trained in WHS work practices relevant to their environment. Before any training can commence, the organisation will need to ensure the work environment is safe and meeting legislative requirements.*

Analysis Conclusion
The Analysis conclusion should identify the training gaps and solutions to filling the gaps identified. *e.g.:* *After conducting extensive research and analysis into the organisations' objectives for training, the work environment and the current workplace performance of admin staff, I have identified some very real needs for training that will substantially improve job role safety, productivity and capability within the organisation. Results from my analysis show the following skill deficiency areas in the administration team:* • *Two of the staff do not have adequate reading skills to process orders and subsequently make frequent errors in order processing.* • *All admin staff has inadequate skills using day to day computer applications such as Microsoft Office, Word and Excel. This impact considerably on the workplace performance and efficiency.* • *Planning and Time Management Skills* • *Meeting minutes are not recorded and no formal action items are not recorded resulting in frequent forgetting of tasks to complete as action items from meetings. Proper recording of minutes should be in place. No one was aware of how minutes should be recorded.* • *CRITICAL - None of the admin team had their work stations set up adequately according to ergonomic standards. This could result in workplace injuries and significant loss of productivity and expense to the organisation. No one on the team was aware of how their workstation should be set up or how they should sit at their workstation.* *These skill gaps not only impact on the quality and efficiency of the work conducted by the department, the most concerning issue is that staff safety is at risk due to incorrectly set up work environment and staff not being aware of correct work practices. (see photos of staff at workstations)* *To address these skill gaps I suggest the following training with the first item being an urgent necessity due to the high risk implications of not addressing it immediately:* • *CRITICAL – WHS training in the admin context to ensure that staff are operating without risk of harm or injury* • *LLN support with reading for two learners (see LLN spiky profiles of learners)* • *All admin all admin staff require training in application such as Microsoft Office, Word and Excel. (see job role observation records)* • *Planning and Time Management Skills training (see job role observation records)* • *How to record and conduct meetings (see job role observation records)*

Recommendations
Proposed Training Locations
Answer should refer to a specific work setting, a community setting or a training and education setting or a mixture of these. *E.g. In the organisations workplace for practical sessions and in the boardroom for formal class based sessions.*
Proposed Delivery Format and Duration
The training should consist of knowledge based sessions to be conducted in the boardroom as well as skills based on the job training. The duration would be six months with staff required to attend two days a week. I suggest running the knowledge sessions with all candidates and skills sessions with individuals on different days to ensure adequate staffing and less impact on the operations of the organisation.
LLN Requirements of Proposed Training Location and Delivery Format
Answer should refer to the setting and the mode of delivery and list the type of LLN skills required by learners *E.g. The workplace environment will require skills in industry specific terms, abbreviations and language* *The community setting will involve their personal interactions with their world the local community, their private responsibilities* *The education based setting involves skills such as speaking in front of others or responding to verbal or writing instructions and compiling project work.* *The face to face delivery format will require oral communication skills* *The distance delivery format will require reading and writing skills* *The online delivery format will require learning, reading and writing skills*
LLN Requirements of Proposed Training Location and Delivery Format compared to LLN Requirements of Training Specification
Answer should show that LLN requirements of learning context (location and delivery format) are guided by the standard of the learning program. *The LLN requirements of the learning context should not be higher than that required by the training specification and work role objectives otherwise they will be a hindrance to learning.*

Proposed Qualification or Skillset aligned to training (Include the units of competency selected)
The candidate must list the qualification/skill set including the units that will meet the objectives and skills gaps identified in their analysis *e.g.:* *I have selected the following qualification that will meet the objectives of the organisation and address all skills gaos as a=well as add value to the organisation.* *Qualification: BSB30415 Certificate III in Business Administration* *Units of Competence:* ▪ *BSBWHS201 Contribute to health and safety of self and others (CORE)* ▪ *BSBITU307 Develop keyboarding speed and accuracy (CORE)* *IT Use* ▪ *BSBITU302 Create electronic presentations (ELECTIVE)* ▪ *BSBITU303 Design and produce text documents (ELECTIVE)* ▪ *BSBITU304 Produce spreadsheets (ELECTIVE)* ▪ *BSBITU306 Design and produce business documents (ELECTIVE)* ▪ *BSBITU309 Produce desktop published documents (ELECTIVE)* *Writing* ▪ *BSBWRT301 Write simple documents (ELECTIVE)* *General Administration* ▪ *BSBADM307 Organise schedules (ELECTIVE)* ▪ *BSBADM302 Produce texts from notes (ELECTIVE)* ▪ *BSBADM303 Produce texts from audio transcription (ELECTIVE)* *Customer Service Skills* ▪ *BSBCUS301 Deliver and monitor a service to customers (ELECTIVE)* *Workplace Effectiveness* ▪ *BSBWOR301 Organise personal work priorities and development (ELECTIVE)*

How does the proposed packaging of the qualification or skill set meet the organisational objectives?
The candidate must explain how their proposed packaging meets the objectives of the organisation. *e.g.:* *The organisation wanted their employees to finish their training with a nationally recognised qualification. To meet this objective I have selected the Certificate III in Business Administration. The packaging rules for this qualification allow for a lot of flexibility in choosing electives (2 core and 9 electives). This has allowed me to select units that align directly to the organisation objectives and also meet the identified skills gaps. I would cluster the units in four key objective areas being Safety Skills, Technology and Document Development Skills, Customer Service Skills and Workplace Effectiveness and Efficiency Skills.*
LLN Specialist Support Required
The candidate must explain the LLN speciality required to support learner with LLN needs *e.g.:* *Consultation and Collaboration with an LLN specialist in the design and development of the training program to ensure the two learners with Reading skill support needs receive the appropriate training and support.*
How does the TNA incorporate the results of research and analysis to address any existing or potential issues that may impact on the organisation's objectives and requirements being met?
Must list the issues identified and explain how each one has been researched, analysed and addressed within the training needs analysis. e.g.: *The training needs analysis has identified training around units of competence that have outcomes to address all organisational objectives. The job role investigation revealed safety issues that if not addressed with environmental controls and training would most likely result in potential injury and significant potential cost to the organisation.*

Risk management strategies
Candidates must outline their risk management strategies that address potential issues and work health and safety issues raised in the findings area of this analysis *e.g.:* *Immediately address the safety issue by providing employees with appropriately configured work stations and then commence training the Health and Safety Unit before proceeding with further training to ensure the staff have the required skills and knowledge to conduct their work safely. A discussion with all learners to discuss the findings of this report and how the training will benefit from the training (WIIFM) will assist in addressing the attitudinal issue of staff not believing they need training. Establishing clear ground rules for the training will also assist in this respect. I also recommend implementing some change management strategies.*
What is the organisation's reporting requirements for hazards?
The candidate must describe the organisation's process to be followed for reporting hazards. *e.g.:* *The staff is to complete a hazard identification form and submit it to the WHS officer for action immediately on identifying any hazard. All staff must comply with this requirement.*
Describe the organisation's emergency procedures.
The candidate must provide a description of the organisations' emergency procedure , *e.g.:* *In an emergency, the fire alarm will be sounded or an announcement made over the intercom system. All employees must immediately evacuate the building following the emergency exit signs to either the front or rear of the building. Everyone must proceed to the meeting point across the road on the corner of Jack and Mary Streets. Here the fire warden will conduct a roll count to ensure all staff is accounted for.*
Ethical Considerations in Collecting Staff Data
Candidate must identify any ethical considerations they adhered to when collecting staff data for the training needs analysis *e.g.:* *Discussed core skill levels with staff members individually to avoid comparisons and embarrassment for any staff members.* *Discussed core skill levels privately with individual staff members rather than in a group to be considerate of staff's feelings.*
Legal Considerations in Collecting Data, Processing. Completing and Presenting Final Report

Candidate must identify any legal considerations in collecting data, processing, completing and presenting their final Report
e.g.:
Information including workplace documents, employee records etc. provided by the organisation must remain confidential and stored appropriately in line with privacy legislation.

Client will need to be briefed on the intellectual property contained in the analysis to ensure they understand that whilst the analysis and report have been provided to inform them of the training needs of their organisation the information held with remains the copyright of the training organisation and is not for reproduction or distribution.

A disclaimer will need to be provided prior to the presentation to advise that the contained within is only as good as the information provided for analysis.

List research methods that you used to collect information and data on training needs that fall within each of the skills categories below			
Reading	**Writing**	**Oral Communication**	**Numeracy**
Answers may vary but must include an example of reading to collect information and data on training needs. *e.g.* *Reading through a list of policies to see which ones to collect* *Reading staff performance reviews*	Answers may vary but must include an example of writing to collect information and data on training needs. *e.g.* *Writing meeting minutes* *Writing notes on discussions with supervisors*	Answers may vary but must include an example of speaking with others to collect information and data on training needs. *e.g.* *Speaking with managers in meetings* *Speaking individually with supervisors and workers*	Answers may vary but must include an example of reviewing numbers or working with numbers to collect information and data on training needs. *e.g.* *Used numbers to work out correct sample sizes for surveys* *Used numbers to ascertain results of LLN Evaluations*

Discuss the strategy you applied for collaboration with an LLN specialist in determining the training and assessment approach.
Candidates must explain the strategy they used to collaborate with an LLN specialist to determine the LLN support approach for the training *e.g.:* *I contacted the LLN specialist in our organisation and scheduled a time for a meeting with myself and other stakeholders (future trainers) to get advice on supporting the learners with low level reading skills. Our LLN specialist suggested adding additional scaffolding resources to the existing learning resources such as samples of completed workplace documents, diagrams, glossaries of common words and how to videos that can be viewed instead of reading. They also expressed that learners may need extra assistance in the classroom and on the job training.*