

WELL Considered

HOW TO EFFECTIVELY DEVELOP
A WELL TRAINING SOLUTION
AND PREPARE A WINNING
WELL TRAINING APPLICATION

A Professional Development Resource

2nd Edition 2013



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The following Australian Government resources were used in the development of this resource:

- *Doing WELL in the West: A practical guide to planning and running WELL training in Western Australia*, Rebecca Saunders and Geoff Pearson 2003
- *Well ... on Track: All you ever wanted to know about managing your WELL Program: Your guide to accessing, implementing and administering WELL Programs*, Tina Berghella 2003

These resources are listed on www.innovation.gov.au/Skills/LiteracyAndNumeracy/LiteracyNet .

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INTRODUCTION

ABOUT THIS RESOURCE

WHAT IS IT?

This is a professional development resource to support the development of competencies required to plan an effective WELL training project and prepare a successful WELL training application.

This resource has been developed in collaboration and consultation with State/Territory WELL Coordinators, State/Territory Advisory Committee (SAC) members and Registered Training Organisations (RTOs). It is a companion resource to *WELL Implemented: How to Successfully Implement a WELL Training Project*. Both resources are available for download from the WELL practitioners' website at www.wellpractitioners.com.au.

WHO IS THIS RESOURCE FOR?

This resource is designed to be used by individuals involved in planning WELL training projects to assist them in clearly identifying business and training needs, developing a well structured training service that addresses those needs, and preparing a thorough, complete and successful WELL training application.

This resource includes the competencies needed to:

- Acquire a clear understanding of the WELL Program as described by the [WELL Training Guidelines](#)
- Gather information about an employer's business needs, training needs and workplace communication skills needs
- Develop an effective training solution to meet those needs
- Prepare a WELL training application to successfully access WELL Program funds

This resource assumes that the user has:

- Experience in the Vocational Education and Training (VET) sector with a practical understanding of the National Training Framework and the Australian Quality Training Framework/VET Quality Framework (AQTF/VQF)
- Access to and familiarity with the WELL Training Guidelines, the WELL Form and WELL Hints and Tips, available from the [WELL website](#)

HOW CAN THIS RESOURCE BE USED?

This resource can be used in a variety of ways:

- In its entirety to gain a comprehensive understanding of the WELL application development process
- As a reference to provide specific support where needed

This resource can also be used in professional development sessions. Suggested professional development sessions are provided in the appendices.

ACRONYMS

This resource uses the following acronyms:

ACSF	Australian Core Skills Framework
AQTF	Australian Quality Training Framework
CALD	Culturally and linguistically diverse
DIICCSRTE	Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education
ICT	Information and Communication Technology
IEP	Indigenous Employment Program
LLN	Language, Literacy and Numeracy
PD	Professional development
PDCA	Plan Do Check Act
RTO	Registered Training Organisation
SAC	State Advisory Committee
SOP	Standard Operating Procedures
VET	Vocational Education and Training
VQF	VET Quality Framework
WELL	Workplace English Language and Literacy

PROFESSIONAL DEVELOPMENT REQUIREMENTS

IDENTIFYING VOCATIONAL SKILLS

The 2009 government funded [*Report on the Mapping of Competencies for WELL Practitioners and WELL Projects*](#) identified the competencies needed to plan an effective WELL training project and prepare a successful WELL training application.

These included:

- Understanding regulatory, economic and labour market issues relevant to the industry, the business and the employees
- Understanding organisational dynamics and workplace culture
- Awareness of national and state vocational education and training policies
- Working within the AQTF/VQF
- Client management
- Identifying language, literacy and numeracy in workplace tasks and practice
- Writing successful WELL training applications
- Budgeting
- Managing training projects in a workplace
- Project management
- Staff recruitment
- Staff support
- Evaluating WELL training projects
- Working with training packages and accredited courses



The importance of the items listed is dependent on the nature of your role in the implementation of WELL training projects. Reflecting on your role, review the list and highlight those items that are relevant to you. Discuss this with a trusted peer or mentor.

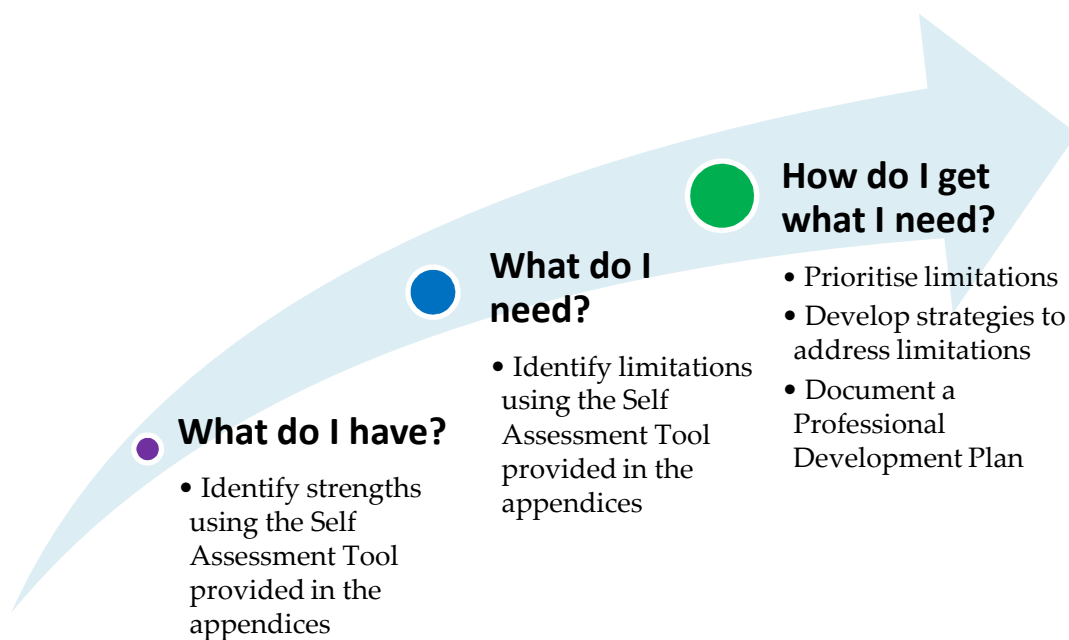
COMPLETING A SELF ASSESSMENT

Self assessment identifies strengths and weaknesses and helps to prioritise professional development needs. This allows an individual to work to their strengths and think about how to manage their limitations by undertaking professional development or seeking appropriate help.

Helpful self assessment questions include:

- What competencies do I have that are useful for planning an effective WELL training project and preparing a successful WELL training application?
- Do I have limited skills and knowledge that may reduce the effectiveness of a WELL training project or place a WELL training application at risk?
- What do I need to do to manage my limitations?

A Self Assessment Tool is provided in the appendices.



*Complete the Self Assessment Tool provided in the appendices.
Discuss it with a trusted peer or mentor.*

DEVELOPING A PLAN

The results of the self assessment are used to document a Professional Development Plan. A sample Professional Development Plan is provided in the appendices.

Strategies for addressing limitations may include:



Here's an example of what a Professional Development Plan might look like:

Professional development goal	Strategies to achieve this goal
<i>1. To increase understanding of the WELL training application process</i>	<i>Use WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application</i>
<i>2. To increase skills and confidence talking to employers about the WELL Program</i>	<i>Identify an experienced mentor and prepare a plan</i>
<i>3. To increase knowledge of a particular industry</i>	<i>Contact the relevant WELL Broker</i>



Use the information from the self assessment to develop a Professional Development Plan. A template is provided in the appendices.

IDENTIFYING COMMUNICATION SKILLS

Planning an effective WELL training project and preparing a successful WELL training application requires strong communication skills. One way of looking at the communication skills required is to consult the Australian Core Skills Framework (ACSF), the nationally recognised mechanism for assessing and reporting outcomes of adult language, literacy and numeracy programs.

Below are examples of the communication skills required for planning an effective WELL training project and preparing a successful WELL training application mapped to the ACSF.

Core Skill	Examples
Reading (ACSF ~5)	<p>The ability to read and comprehend:</p> <ul style="list-style-type: none"> • WELL Training Guidelines/Hints and Tips/WELL website/WELL Form/WELL Funding Agreement/AQTF/VQF • WELL case studies/company websites/brochures/forms • Training packages and accredited courses • Training proposals • Correspondence from employers, training providers, DIICCSRTE, colleagues • Minutes of meetings
Writing (ACSF ~5)	<p>The ability to effectively and succinctly write:</p> <ul style="list-style-type: none"> • WELL training applications • Training proposals • Correspondence to employers, training providers, DIICCSRTE, colleagues • Minutes of meetings
Oral communication (ACSF ~5)	<p>The ability to effectively:</p> <ul style="list-style-type: none"> • Explain the WELL Program and its requirements • Listen to and interpret business and training needs • Discuss project requirements with employers, training providers, DIICCSRTE and colleagues • Negotiate the training solution • Explain the training proposal to employers, training providers, DIICCSRTE and colleagues • Present training proposals • Facilitate meetings • Develop business relationships

Core Skill**Examples****Numeracy (ACSF ~4)**

The ability to effectively:

- Prepare budgets
- Calculate and compare ratios
- Use a spreadsheet
- Develop measurable outcomes
- Estimate time and resource allocations



Reflect on your own workplace communication skills. If you think that you need to develop these skills, add them to your Professional Development Plan. Discuss this with a trusted peer or mentor.

CONTINUOUS IMPROVEMENT

Planning an effective WELL training project and preparing a successful WELL training application is like any other business process – it can be consciously and systematically reviewed to identify areas for improvement.

Continuous improvement is essential to vocational education and training and underpins the AQTF/VQF. Training providers must be able to demonstrate continuous improvement in order to maintain AQTF/VQF compliance.

Poor WELL training project planning can result in:

- Employer dissatisfaction
- Learner dissatisfaction
- Lack of employer or training provider commitment
- WELL practitioner turnover
- Poor training outcomes
- Poor business outcomes
- Waste of human, physical and financial resources

Poor quality WELL training applications can result in:

- Failure to access WELL Program funding
- Drawn out WELL training application assessment times
- Loss of employer or training provider interest
- Waste of human and financial resources

Processes are reviewed to:

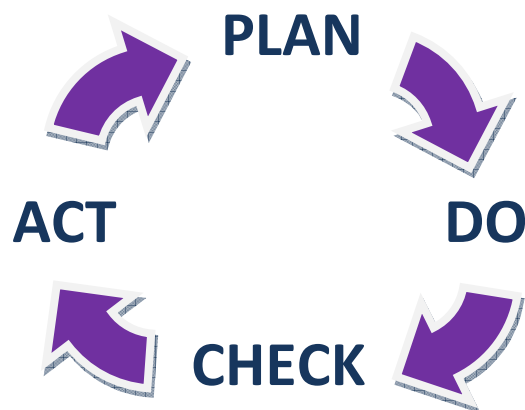
- Continuously improve
- Evaluate stakeholder satisfaction
- Evaluate cost effectiveness
- Control quality
- Respond to problems and criticisms
- Identify solutions
- Build business relationships
- Review resource allocation
- Identify skill and knowledge gaps



Thinking about a workplace training project you are familiar with, how was it reviewed and how did the review contribute to continuous improvement? Discuss this with a trusted peer or mentor.

THE PLAN DO CHECK ACT (PDCA) CYCLE

Continuous improvement involves collecting data and then analysing the data to identify what is working well and what can be improved. There are many different ways to approach continuous improvement. A popular method is the Plan Do Check Act (PDCA) Cycle.



Step 1 – PLAN

In the PLAN step, data is gathered to identify what is working well and what can be improved.

Not all change results in improvement and a well planned, systematic, evidence based approach helps to determine exactly where to invest resources.

There are many continuous improvement tools available to help identify a problem to work on. These include the 5 whys, cause and effect diagrams, brainstorming, flow diagrams and value stream mapping.



If you are not familiar with a range of continuous improvement tools, add them to your Professional Development Plan.

The following is an explanation of the 5 whys.

The 5 whys is a simple and powerful technique that involves asking the question 'why?' 5 times to identify and eliminate the root cause of a problem. It is important to eliminate the root cause to solve the problem permanently. When the root cause is not addressed the problem can reoccur.

Example: Only 80% of the WELL target group is attending training.

- Why? - The other 20% work night shift and do not have access to the WELL training.
- Why? - A trainer has not been allocated to cover night shift.
- Why? - We did not know that some employees work night shift.
- Why? - We did not ask the employer.
- Why? - We didn't know that this was a question that should be asked.

This is a project planning problem. Implementing a checklist to guide the planning process will ensure that this problem does not reoccur.

Example: The WELL training project was cancelled before it began.

- Why? - The employer lost interest.
- Why? - The WELL training application took a long time to be approved.
- Why? - The State/Territory WELL Coordinator had a lot of questions that took a long time to answer.
- Why? - The WELL training application lacked sufficient detail.
- Why? - We didn't know those details were needed.

The root cause here is inadequate planning and a poor understanding of the information that State/Territory WELL Coordinators and SAC members need to make a decision. Ensuring that staff have the skills, knowledge and tools required to plan an effective WELL training project and prepare a successful WELL training application will address this problem.

Step 2 – DO

In the DO step, action is taken to address the identified problem. Data gathered may confirm areas that are working well. If there is no problem, no changes are needed. Depending on the complexity and cost of the action, a pilot may be appropriate. Actions taken must address the root cause of the problem. Other solutions will not eliminate the problem.

Step 3 – CHECK

In the CHECK step, data is collected and analysed to determine whether the action taken eliminated the root cause of the problem. Not all plans work the first time. A plan that doesn't work is an opportunity to reflect on what was learnt from the experience and what can be done differently next time.

Step 4 – ACT

In the ACT step, the actions are standardised if successful or the PDCA cycle is continued if not successful. What is learnt is used to plan new improvements and inform future WELL training applications.



Have you been involved in planning a WELL training project and preparing a successful WELL training application? What worked well? What didn't work well? What will you do differently next time? Discuss this with a trusted peer or mentor.

REVIEW

This section provided a broad understanding of the competencies needed to implement a successful WELL training project. It also stressed the importance of continuous improvement.

Acquiring the skills and knowledge to review and continuously improve processes and develop professional competence contributes to the achievement of the following units of competency:

- BSBMGT403A Implement continuous improvement (BSB07 Business Services Training Package)
- BSBWOR501B Manage personal work priorities and professional development (BSB07 Business Services Training Package)



If you think that you need to further develop your knowledge and skills in these areas, add these units of competency to your Professional Development Plan. Discuss this with a trusted peer or mentor.



Take a few minutes to reflect on this step by answering these questions:

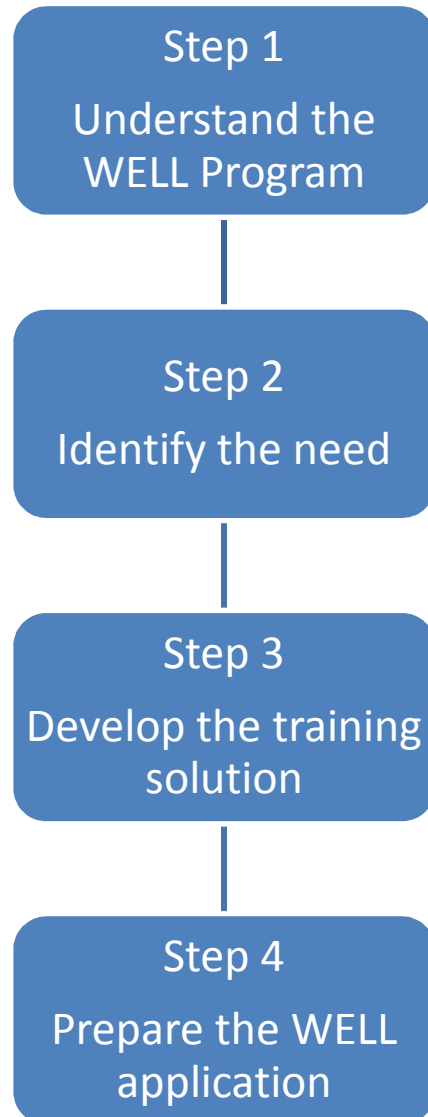
- *What did you learn?*
- *How does what you learnt relate to your practice?*
- *What actions will you take?*

Discuss this with a trusted peer or mentor.

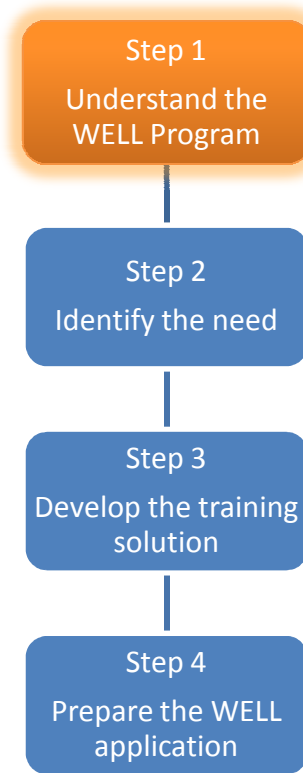
A STEP BY STEP APPROACH

Planning an effective WELL training project and preparing a successful WELL training application don't happen by accident. A systematic approach is required.

The following is an overview of the systematic step by step approach used in this resource.



STEP 1 UNDERSTAND THE WELL PROGRAM



Thoroughly understanding the WELL Program is essential for planning an effective WELL training project and preparing a successful WELL training application.

Step 1 includes:

- The WELL Program aims and target group
- The WELL Program structure
- What a WELL training project looks like
- Roles and responsibilities of key stakeholders
- The application and administrative processes

The outcome of this first step is a clear understanding of WELL Program requirements and processes.

INTRODUCTION

The WELL Program, an Australian Government funded initiative, has been operating continuously since the 1991 Australian Language and Literacy Policy was adopted. The WELL Program forms part of the Australian Government Skills Connect initiative. Information about the WELL Program can be found on the WELL website at www.innovation.gov.au/Skills/LiteracyAndNumeracy/WorkplaceEnglishLanguageAndLiteracy. Information about Skills Connect can be found at www.skillsconnect.gov.au.

The WELL Program aims to:

- Assist existing employees to undertake training essential to retaining their employment and progressing in the workplace by integrating LLN with vocational training delivered in the workplace
- Assist pre-employment Indigenous Employment Program (IEP) participants who require LLN training
- Assist employers to see the value of LLN training in achieving business and workplace training goals

Funding is available to all industries for language, literacy and numeracy training integrated with vocational training, to help workers to meet their current and future employment and training needs.

STRUCTURE

WELL Program funding in each state and territory is available on a competitive grants basis for three categories of projects. These are training projects, resource projects and strategic projects.

TRAINING PROJECTS

WELL Program funding is available for training projects where there is a demonstrated need for language, literacy and numeracy training in the workplace.

Projects should target employees who need to improve their language, literacy and numeracy skills in order to remain or progress in employment (including avoiding displacement) and address their employment and training needs.

WELL Program funding is also available to assist IEP participants to develop language, literacy and numeracy skills for their existing employment, their pre-employment training or their

transition from pre-employment to employment. Possible models of IEP/WELL delivery are available on the [WELL website](#).

RESOURCE PROJECTS

WELL Program funding is available for the development and trialling of:

- Training materials designed to enhance language, literacy and numeracy skills that are aligned with endorsed training packages and accredited courses
- Industry relevant language, literacy and numeracy assessment and reporting methods and tools
- Professional development resources for industry trainers and assessors aligned with training packages and accredited courses

STRATEGIC PROJECTS

WELL Program funding is available for projects that have national scope and involve strategic activities to support ongoing and cost effective workplace language, literacy and numeracy training across one or more industry sectors.

WELL TRAINING PROJECT FUNDING AND ELIGIBILITY

HOW MUCH FUNDING IS AVAILABLE?

WELL Program funding is provided on a competitive basis.

From 2012–13 to 2014–15 funding of \$95 million is available through the WELL Program on a competitive basis.

HOW IS THE FUNDING PROVIDED?

All employers seeking WELL funded training are required to contribute to the cost of the WELL training project.

Funding is available for up to three consecutive years on a year by year basis. In the first year, the Australian Government contributes up to 75% of the cost, and in the subsequent 2 years, 50% of the cost.

WHO CAN APPLY?

The following legally constituted bodies are eligible to be WELL applicants:

- Enterprises (including Government business enterprises)
- Representative bodies (e.g. Industry Skills Councils, employer organisations and trade unions)
- Local governments
- Registered Training Organisations (RTOs) on behalf of enterprises
- Agencies which receive partial funding from the Australian Government or State/Territory Government sources provided revenue is also derived from commercial business activities
- Non-government bodies
- Group Training Organisations (GTOs)

WELL applicants can apply directly or through their preferred training provider. If successful the WELL applicant becomes the Funding Recipient.

In 2009, additional WELL Program places were made available to 6,000 IEP participants over four years as part of the reformed IEP. IEP participants may already be in employment, or they may be working closely with an IEP provider to develop their employability skills and secure employment.

Further information about WELL Program eligibility requirements can be found in the WELL Training Guidelines available on the [WELL website](#). State/Territory WELL Coordinators can provide eligibility advice.



Access the [WELL website](#) and download and read the current version of the WELL Training Guidelines. Discuss this with a trusted peer or mentor.

THE AUSTRALIAN CORE SKILLS FRAMEWORK

The Australian Core Skills Framework (ACSF) is a nationally agreed mechanism for assessing and reporting outcomes of adult language, literacy and numeracy programs.

The WELL Training Guidelines require individuals who commence a WELL training project to demonstrate proficiency at levels 1, 2 and/or 3 language, literacy and numeracy of the ACSF. These levels are considered below the level where a person is able to perform with sufficient accuracy to meet specific workplace needs.



Download and read the ACSF at www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework. Discuss this with a trusted peer or mentor.

WHAT DOES A WELL TRAINING PROJECT LOOK LIKE?

The WELL Program has very broad application.

Examples of WELL training projects are available on the [WELL website](http://www.well.gov.au) and the WELL practitioners' website at www.wellpractitioners.com.au.

These case studies demonstrate how WELL training projects:

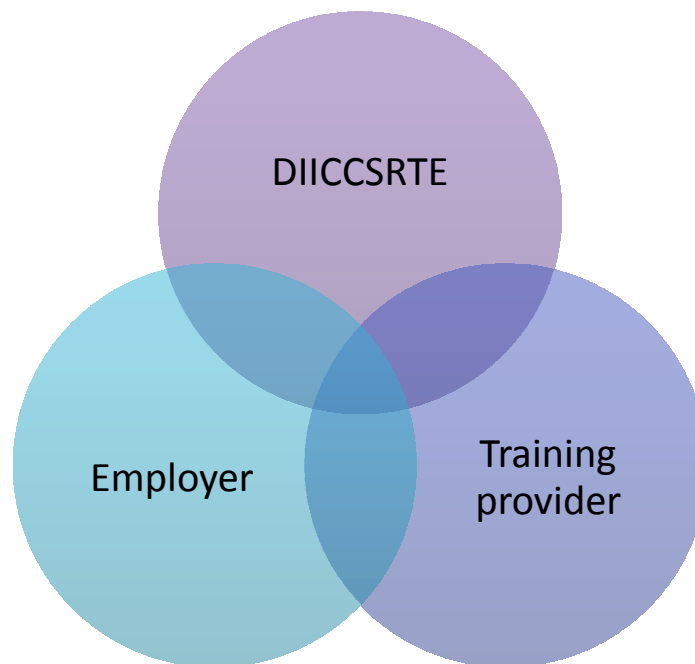
- Are delivered in the workplace
- Address identified business needs
- Address identified language, literacy and numeracy needs
- Integrate language, literacy and numeracy with vocational training delivered in the workplace



Access the [WELL practitioners' website](#) and become familiar with the WELL case studies. Discuss with a trusted peer or mentor.

STAKEHOLDER ROLES AND RESPONSIBILITIES

There are three key stakeholders in a WELL training project. They are DIICCSRTE, the employer and the training provider. Each stakeholder has a role to play and responsibilities to fulfil. Additional responsibilities apply to the Funding Recipient.



DEPARTMENT OF INDUSTRY, INNOVATION, CLIMATE CHANGE, SCIENCE, RESEARCH AND TERTIARY EDUCATION

The WELL Program is administered by DIICCSRTE through the Adult Literacy Policy Section.

WELL Program funds are allocated to each state and territory. State/Territory WELL Coordinators are responsible for assessing WELL training applications and administering WELL funded training projects.

State/Territory WELL Coordinators are a valuable resource. Their assistance includes:

- Checking if an employer has had previous WELL Program funding
- Advising on the WELL training project intention and concept
- WELL training application preparation guidance and assistance
- Checking whether WELL funds are available
- Advising if a project meets the WELL Training Guidelines
- Checking WELL training application status and progression
- Advising on the WELL training application assessment process and timelines
- Asking questions to clarify WELL training projects
- Budget advice
- Reporting advice

A contact list of State/Territory WELL contacts is available on the [WELL website](#).

THE EMPLOYER

The employer is the recipient of the WELL training service.

Employers are responsible for paying their contribution to the cost of the training and providing equipment and a training venue (usually the workplace). The employer may or may not be the Funding Recipient.

THE TRAINING PROVIDER

WELL training projects must be delivered by an RTO.

Training providers are responsible for:

- Delivering the training specified in the WELL Funding Agreement
- Ensuring that the competencies listed in the Funding Agreement are included on their Scope of Registration, or that they are auspiced by a training provider with the competencies on scope
- Complying with the requirements of the AQTF/VQF

The training provider may or may not be the Funding Recipient.

FUNDING RECIPIENT

Once a WELL training project has been approved, the WELL Applicant must enter into a Funding Agreement with DIICCSRTE.

A Funding Agreement is a legally binding contract. It details the timeframe, milestones, expected and/or measurable outcomes, payment schedule and reporting requirements of the WELL training project.

The Funding Recipient is responsible for coordinating project activities, meeting the contractual requirements and ensuring that an approved training provider delivers the training. They must ensure that the requirements of the WELL Training Guidelines are met and check the WELL website regularly for updates.

A sample of a WELL Funding Agreement is available on the [WELL website](#).

Applicants and Funding Recipients are advised to communicate regularly with their State/Territory WELL Coordinator, particularly in relation to:

- A submitted WELL training application currently being processed
- All project changes including changes to training and assessment staff
- Project delivery problems impacting on delivery and possibly requiring a contract variation
- Project administration problems
- WELL training project good news stories



Familiarise yourself with a WELL Funding Agreement by accessing the sample Training Contract on the [WELL website](#). Discuss with a trusted peer or mentor.

APPLICATION ASSESSMENT PROCESS

Detailed and up to date information on accessing the WELL Program is available in the WELL Training Guidelines published on the [WELL website](#).

State/Territory WELL Coordinators work with State Advisory Committees (SACs) to assess WELL training applications against the selection criteria detailed in the WELL Training Guidelines. Each SAC comprises up to four members who contribute their time and expertise to the assessment of WELL training applications on a volunteer basis. State/Territory WELL Coordinators and SAC members will typically seek clarification and may require changes and/or additional information prior to completing their assessment of each WELL training application.

On the right is a flowchart of the WELL training application process.

It is advisable to contact the State/Territory WELL Coordinator to confirm the application process in each jurisdiction as there may be variations.

For example:

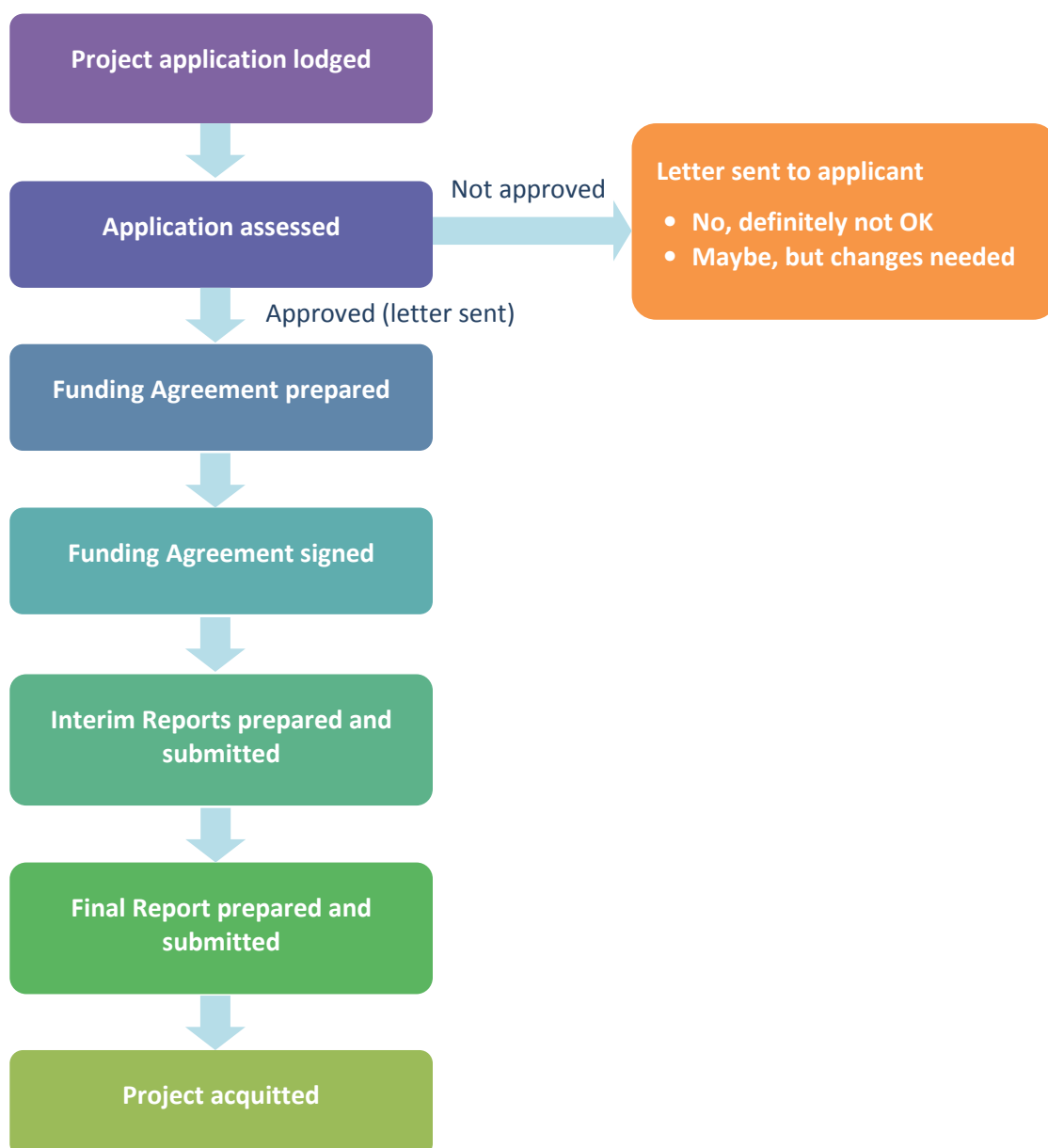
- Some State/Territory WELL Coordinators meet face to face with their SAC to assess WELL training applications, whilst others communicate electronically and meet for moderation sessions
- Some State/Territory WELL Coordinators prefer WELL training applications from employers whilst others prefer WELL training applications from training providers



PROJECT ADMINISTRATIVE PROCESS

State/Territory WELL Coordinators are responsible for administering the WELL training project throughout the life of the project.

The following is a flowchart of the administrative life cycle common to all WELL training projects. Note that the schedule of reports and payments is determined by DIICCSRTE on a project-by-project basis and detailed in the Funding Agreement.



REVIEW

This first step has provided a comprehensive overview of the WELL Program.

Acquiring this understanding contributes to the achievement of the following unit of competency:

- TAEDES401A Design and develop learning programs (TAE10 Training and Education Training Package)



If you think that you need to further develop your knowledge and skills in this area, add this unit of competency to your Professional Development Plan. Discuss this with a trusted peer or mentor.

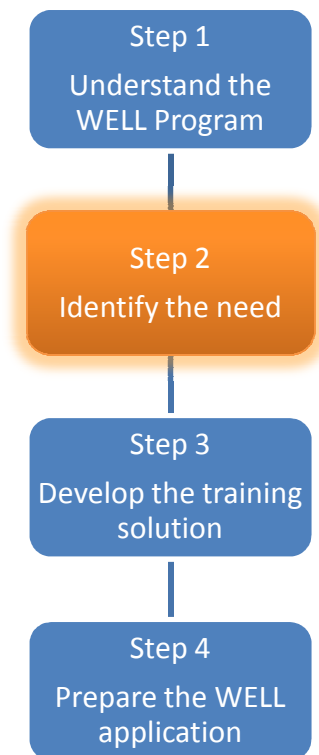


Test your understanding by answering the questions below.

- *What is the aim of the WELL Program?*
- *What three types of projects can be funded through the WELL Program?*
- *How much funding is available to an employer in the first, second and third years that they access the WELL Program?*
- *Who are the three key stakeholders and what are their roles and responsibilities?*
- *What is the application process?*
- *What is the administrative process?*

Discuss this with a trusted peer or mentor.

STEP 2 IDENTIFY THE NEED



A WELL training project is a response to identified business needs. The employer and not the learner is the client for the WELL training project. Training providers and employers must work collaboratively to identify the needs and, where appropriate, develop an effective training solution. This can be challenging for some VET professionals more accustomed to the role of educator, as the focus shifts from enrolments and completions to business benefits and job performance outcomes. It is important to note that when identifying an employer's business needs and related skills needs, it may become apparent that a WELL training project or other training activity is not the most appropriate solution.

Step 2 covers:

- The business context
- Training provider and employer engagement
- Identifying business needs
- Identifying training needs
- Identifying workplace communication needs

The outcome of this second step is a clearly identified workplace communication skills need aligned to identified business needs.

UNDERSTANDING THE BUSINESS CONTEXT

Training providers are advised to do their research before making first contact with an employer. This assists credibility and minimises time wasting with the employer when information can be gathered elsewhere.

THE INDUSTRY

Developing an understanding of an employer must start with an understanding of the industry within which the employer operates.

The term 'industry' refers to the business activities associated with a specific product or service output such as the 'retail industry' or the 'chemical industry'. Each industry is a complex economic system.

Recommended industry research questions include:

- What does the industry produce/supply?
- How is the industry structured?
- Where is the industry located?
- What occupations are found in the industry?
- How does the industry recruit new employees?
- How does the industry train employees?
- What is the nature of the workforce?
- What are the current and future industry trends?
- What are the industry skill drivers?

The relevant Industry Skills Council's Environmental Scans and WELL Brokers are a good place to start.

The Australian Bureau of Statistics, Commonwealth and state government websites, industry peak body websites and reports and trade publications are also valuable sources of industry information.

[LiteracyNet](#), [ABS Census](#) data and other websites provide language, literacy and numeracy levels and industry information. Training providers can also talk to colleagues with relevant industry experience.



Select an industry that you are unfamiliar with and consider how confident you would feel approaching an employer in that industry to discuss their business needs. Research the answers to the questions posed above. Reassess your confidence level. Discuss this with a trusted peer or mentor.

THE EMPLOYER

Once the industry context is understood, the training provider can start to find out about the employer.

Initially this might involve looking at the employer's website and relevant trade publications, many of which are available on the internet. This level of research usually uncovers the employer's history and operations. It may also include information about their recruitment and training policies and their commitment to workforce development. In regional and remote locations, the Chamber of Commerce, the local council, employment agencies and community groups are also a valuable source of information.

The training provider is now ready to engage with the employer from an informed position.

TRAINING PROVIDER AND EMPLOYER ENGAGEMENT

To develop a training solution aligned to business needs training providers and employers must be engaged.

Engagement is not an activity that happens just once and it's done. To do it properly takes time, effort and sophisticated business communication skills. It is an ongoing and proactive process that involves establishing initial direct contact and then building and strengthening the relationship.

The employer, on behalf of the learners, is the training provider's client and the level of engagement depends on the employer's goodwill. Training providers are advised to treat the employer as a respected and valued client from the first point of contact. This means investing the time needed to engage the employer and develop the business relationship. Good preparation and organisation are the training provider's key to engaging the employer.



Read Mitchell and McKenna, *Enterprises Enhanced by VET, Reframing the Future 2008* at www.voced.edu.au. Discuss this with a trusted peer or mentor.

Training providers can facilitate engagement by:

- Finding the right people to speak to, such as the owner, executive officer, human resource manager, organisational development manager or maybe the manager or coordinator of a business unit
- Describing the WELL Program (WELL training project models, who receives the WELL Program funding, the employer contribution, the WELL application process, the WELL administration process, how project changes can be managed)
- Speaking to a number of people to obtain a comprehensive understanding of the needs of the worksite
- Keeping in regular contact and keeping contact records
- Being clear about the purpose of each contact
- Visiting the worksite
- Using a communication style that the employer can relate to
- Avoiding VET jargon, language, literacy and numeracy jargon, 'teacher speak' and talk of social justice
- Respecting the knowledge, skills and experience of the employer
- Allowing time for the relationship to develop whilst promoting the benefits of the relationship from a business perspective
- Listening actively to the employer's concerns and using this as a basis for dialogue
- Maintaining and being seen to maintain commercial confidentiality
- Not promising what can't be delivered and always delivering on the promises made
- Never assuming an understanding of the business or what's best for them. A training provider can only learn about the business and the business is continually changing
- Making it clear that planning and implementing an effective training project is a partnership
- Being receptive to new ideas
- Recognising that employers are busy concentrating on their core business and may take some time to decide whether they want to commit to training



Imagine that you are contacting an employer about the WELL Program for the first time and prepare a checklist of the information you want to share and the questions you want to ask. Discuss this with a trusted peer or mentor.

IDENTIFYING BUSINESS NEEDS

To plan an effective WELL training project, the business needs driving the need for skill development must be identified.

Business needs identification is an ongoing process in order to stay in touch with changes in the complex business environment.

Critical times when business needs arise include:

- When plans are being made to implement a new initiative
- When new staff are going to be recruited
- When new positions are going to be created
- When new technology is going to be introduced
- When organisational changes are going to be made

To identify business needs, training providers and employers are advised to use probe questions. Probe questions are targeted open questions, which uncover what is happening and what is planned for the future whilst building rapport.

For example:

- What are the core business activities?
- What are the business objectives?
- What are the current business challenges?
- What business challenges may become important in the future?
- What changes have occurred recently?
- What changes are planned for the future?

These questions are available in a Business Needs Identification Template in the appendices.

A collaborative identification of the business needs by the training provider and the employer enables the employer to make an informed decision about their training needs and ensures that an investment is made in the right training activities for the right people.

It is important to remember that where a business need is identified, a WELL training project may provide part of the solution and not the whole solution, or may not be the answer at all.



Using a WELL case study from the [WELL website](#) or the [WELL practitioners' website](#), complete the Business Needs Identification Template. Discuss this with a trusted peer or mentor.

TRAINING NEEDS

Training needs are identified by reviewing the skills necessary for the identified business needs to be met.

Often training needs arise when employees have to do different things or have to do the same things in a different way triggered by:

- Changes to products, services and/or markets such as the import and export mix, and changing local and global markets
- New or changed technology such as different materials, products, processes, electrical or electronic equipment, Information and Communication Technology (ICT), mechanical, pneumatic and cryogenic technologies
- Quality concerns such as quality control, quality assurance, customer service and customer demands, process control, continuous improvement and quality management systems
- Regulatory compliance such as licensing (e.g. forklift), regulations (e.g. dangerous goods), legislation (e.g. safety, privacy) and standards (e.g. safety, environment, quality, food safety)

In addition, the following changes may drive the need for the development and application of new skills:

- Changed systems of work such as purchasing procedures, allocation of work (e.g. roles, responsibility and accountability), training and instruction, supervision, systems of

communication, organisation of the work (e.g. shift arrangements, multi-skilling, job rotation), work practices and procedures and safety procedures (e.g. first aid and evacuation)

- Changed management practices such as introduction of teamwork, competitive manufacturing techniques, project management and work ethics
- Changed management structures such as addition or removal of layers of management
- Staff changes such as demographic changes (e.g. age, gender, cultural and linguistic background, education level)

For each business need, the following questions should be considered:

- What skills and knowledge do employees need now and in the future to meet the need?
- What skills and knowledge do employees have now to meet the need?
- What gaps exist in skills, knowledge and attitudes of the current employees to meet the business needs now and in the future?

These questions can be answered by collecting information from people in key positions, particularly human resource managers, organisational development managers and supervisors as well as from job descriptions, direct observation, employee surveys, performance appraisal records, work samples, units of competency and self assessment forms.

It is important to remember that not all business needs are best addressed by a training solution. Asking the question 'Is training the most effective way of addressing this business need?' may reveal that it's not. Alternative solutions may be more appropriate, such as improving supervision and on the job support, restructuring, changing recruitment and induction practices, improving documentation or introducing visual communication techniques.

A Training Needs Identification Template is provided in the appendices to record the training needs aligned to business needs.

Below is a worked example.

Employer: ABC Production

What are the business needs?

The worksite is directed by head office to introduce the lean manufacturing technique, 5S, in the next 12 months. This is in response to intense global pressure to increase overall profitability in the face of declining margins in export markets caused by the rise in the value of the Australian dollar.

This is the first time that lean manufacturing principles will be formally introduced to the site and the employees have little relevant knowledge or experience of lean manufacturing techniques.

The introduction of lean manufacturing also means moving from a traditional and hierarchical work organisation to empowered teams.

Management reports that they stopped holding team meetings many years ago because they couldn't get the workers to actively participate.

Most workers have been employed at the organisation for between 10 and 15 years and have undertaken no formal training since leaving school. Employees know that business is tough and are concerned about their job security.

Global competition is impacting on the business and they are finding it difficult to stay ahead.

What skills and knowledge are needed now and in the future?

Understanding the 5S methodology and how to apply 5S in the workplace

Teamwork and team communication skills to support the introduction of 5S

Skills and knowledge of how to apply 5S to their own work

Skills to participate effectively in team meetings



Using a WELL case study from the [WELL website](#) or the [WELL practitioners' website](#) and the completed Business Needs Identification Template from the previous activity, complete the Training Needs Identification Template to identify the training needs. Discuss this with a trusted peer or mentor.

IDENTIFYING WORKPLACE COMMUNICATION SKILLS NEEDS

Now that the training needs aligned to business needs have been identified, the workplace communication skills needs can also be identified. Workplace communication skills include the speaking, listening, reading, writing and numeracy skills employees need to perform their job to the level expected by the employer and by the industry. The table below gives examples of these workplace communication skills in three different industries.

Workplace communication skills	Examples in the manufacturing industry	Examples in the aged care industry	Examples in the retail industry
Speaking and listening	Discussing quality problems Training casual staff Receiving instructions from supervisors	Speaking to family members Reporting incidents Communicating with residents	Responding to customer queries Answering the telephone Introducing self to customers
Reading	Reading safety signs and symbols Reading work instructions Reading memos	Reading care plans Reading medication plans Reading policies	Reading sales catalogues Reading receipts Reading product labels
Writing	Completing daily production reports Completing incident reports Completing test reports	Recording resident progress notes Writing handover notes Writing medication assistance records	Completing timesheets Writing sales tickets Entering stock records
Numeracy	Estimating production times Measuring products Completing statistical process control charts	Measuring food quantities Recording times Counting supplies	Calculating discounts Counting stock Estimating sizes

A Workplace Communication Skills Needs Identification Template is provided in the appendices.

On the next page is a worked example.

Employer: ABC Production

What are the training needs?	What speaking and listening do employees need to do?	What do employees need to read?	What do employees need to write?	What maths and ICT do employees need to do?
Understanding the 5S methodology and how to apply 5S in the workplace and their own work	Actively communicating about 5S in the workplace and the application of 5S to their own work	Reading meeting minutes	Completing 5S documentation	Creating charts
	Giving 5S work team presentations	Reading 5S display boards	Recording meetings	Measuring and monitoring activities
	Participating in meetings	Understanding 5S visual communication tools	Preparing 5S visual display boards	Calculating productivity, scrap and downtime
	Conducting meetings		Developing 5S visual communication tools	Calculating costs
			Recording monitoring activities	Using Word, PowerPoint and Excel
Teamwork and team communication skills to support the introduction of 5S	Supporting and motivating team members	Reading team notices, notes and memos	Preparing team notices, notes and memos	Using Word, PowerPoint and Excel
	Giving and receiving constructive feedback			
	Problem solving skills and techniques			
	Presenting own ideas and respectfully challenging the ideas of others			
	Conflict resolution skills so that when conflicts arise they are considered helpful, and are discussed and resolved constructively			

Again, it is important to remember that not all identified needs are best addressed through the WELL training project. The question 'Is the WELL Program the most effective way of addressing this need?' needs to be asked. Alternative solutions may be more appropriate such as specific job skill training.



Using a WELL case study from the [WELL website](#) or the [WELL practitioners' website](#) and the completed Business Needs Identification Template and Training Needs Identification Template from the previous activities, complete the Workplace Communication Skills Needs Identification Template. Discuss this with a trusted peer or mentor.

THE EMPLOYEE PROFILE

With a clear idea of the skills and knowledge required to meet the business needs, further information can be collected to create an employee profile.

Information that can be collected includes:

- The total number of employees
- The number of employees needing training
- Employee job roles and responsibilities
- Employee shift arrangements
- Employee demographic profile
- Employee skill level relative to the business need

An Employee Profile Template is provided in the appendices.

On the next page is a worked example.

Employer	ABC Production
Total number of employees	55
Number of employees needing training	30
Employee job roles and responsibilities	3 supervisors, 6 team leaders, 15 operators, 3 technicians, 3 warehouse staff
Employee shift arrangements	3 x 8-hour shifts, Monday to Friday, 7 am – 3 pm, 3 pm – 11 pm, 11 pm – 7 am
Employee demographic profile	<p>Predominantly male workforce (80%), most of the workers have been employed with the organisation for more than 10 years</p> <p>70% are from a culturally and linguistically diverse background and most have not done any formal training since secondary school</p> <p>Cultural groups represented in the workforce include Vietnamese, German, Greek, Cambodian and Sudanese</p> <p>Most workers have sufficient workplace communication skills to meet their current job functions. However, the introduction of 5S will require new skills and more sophisticated application of existing skills</p>
Employee skill level relative to the business need	<p>Most employees are unfamiliar with lean manufacturing or 5S and need training</p> <p>Most employees do not have and have not been required to demonstrate problem solving skills and need support</p> <p>Most employees have no experience working in an empowered team and need support to develop effective team communication skills</p> <p>Most employees do not have and have not been required to demonstrate effective conflict resolution skills in the way that lean manufacturing requires and need support to develop these skills</p> <p>Most employees do not have and have not been required to demonstrate effective listening and speaking skills in the way that lean manufacturing requires and need support to develop these skills</p>



Using a WELL case study from the [WELL website](#) or the [WELL practitioners' website](#) and the completed Business Needs Identification Template, Training Needs Identification Template and Workplace Communication Skills Needs Identification Template from the previous activities, complete the Employee Profile Template. Discuss this with a trusted peer or mentor.

REVIEW

This second step has explained how important it is for training providers and employers to work together to identify workplace communication needs aligned to the business and training needs.

Acquiring the skills and knowledge to do this effectively contributes to the achievement of the following units of competency:

- BSBREL402A Build client relationships and business networks (BSB07 Business Services Training Package)
- TAETAS501A Undertake organisational training needs analysis (TAE10 Training and Education Training Package)



If you think that you need to further develop your knowledge and skills in these areas, add these units of competency to your Professional Development Plan. Discuss with a trusted peer or mentor.



Test your understanding by answering the questions below.

- *Why is it important to understand the business context?*
- *Why is training provider and employer engagement important?*
- *What can a training provider do to encourage employer engagement?*
- *When do business needs typically arise?*
- *When do training needs typically arise?*
- *Why is it important to align workplace communication skills needs to business and training needs?*

Discuss this with a trusted peer or mentor.

STEP 3 DEVELOP THE TRAINING SOLUTION



With a clear understanding of the workplace communication needs aligned to the training and business needs, and a basic profile of the workforce and the target group, the training provider and the employer can plan what the training project will look like and how it will be delivered to meet the business needs.

Step 3 includes:

- Employer and training provider collaboration
- Meeting stakeholder requirements
- The training proposal
- Identifying measurable outcomes
- The learning and development strategy
- Preventing planning mistakes and problems

The outcome of this third step is a documented and agreed training solution that clearly describes proposed training to address the identified needs and the measurable outcomes.

A COLLABORATIVE APPROACH

It is critical that training providers and employers approach the planning process collaboratively for the following reasons:

To further strengthen the business relationship

The quality of the business relationship between the training provider and the employer is critical every step of the way and something that should be enhanced at every opportunity

To achieve the employer's and the training provider's commitment to the project

The parties are more likely to commit to a plan if they have been involved in its formulation

To accurately reflect the business needs

Even after all the research, training providers can never assume that they know what the employer wants. Training providers can only ever have a snapshot. Business needs are not static and the parties need to be informed so they can respond and adapt

To make a successful sale

The employer is a training provider's prospective client in a competitive, user choice training market. The employer decides whether to access a training service and which training provider to use. The best chance a training provider has of securing an employer's business is to work with the employer to plan a training service that meets their needs. The training provider must show that they understand the business needs and that they are responsive, able to deliver outcomes, organised, professional and competent

To meet compliance requirements

For training providers, engaging with employers in the development of training and assessment and documenting the plan is an AQTF/VQF requirement

To access VET expertise

For employers, engaging with training providers enables access to VET sector expertise and experience

Training is not the employer's core business and there is a limit to how much time an employer is willing to commit to planning training. It is the training provider's responsibility to be both well prepared and highly organised to maximise the employer's time investment in the planning process.



Have you collaborated with a training provider or an employer to plan a training project? What worked well? What didn't work well? What will you do differently next time? Discuss this with a trusted peer or mentor.

MEETING STAKEHOLDER REQUIREMENTS

As discussed in Step 1 there are three key stakeholders in a WELL training project – DIICCSRTE, the employer and the training provider. The requirements of each must be considered when developing the training solution.

DIICCSRTE REQUIREMENTS

The DIICCSRTE requirements are clearly stated in the WELL Training Guidelines and can be found on the [WELL website](#) along with a sample WELL Funding Agreement.

The WELL Training Guidelines spell out the requirements for:

- Participant eligibility
- Organisation eligibility
- Selection criteria
- WELL Program publicity
- Contractual arrangements
- Insurance
- Reporting
- Auditing

Questions about DIICCSRTE requirements should be directed to the State/Territory WELL Coordinators.

EMPLOYER REQUIREMENTS

Every employer has different requirements that need to be negotiated as part of the development of the training solution.

As a minimum, an employer will expect a training solution that clearly addresses the business need, is appropriate to the worksite and is affordable.

Clearly addresses the business needs

The need for the training solution to address the business needs cannot be overstated. As stated previously and described in detail in Step 2, this is achieved through ongoing and proactive engagement to clarify and confirm the needs.

Points of discussion and negotiation include:

- What specifically does the employer want to achieve (e.g. outcomes, measurable targets and how they will be measured)?
- What benefits does the employer expect this training will bring the organisation?
- What benefits does the employer expect this training will bring the employees?
- How does the proposed training fit into the overall training plan at the worksite?
- Exactly who needs training (e.g. job roles, numbers of employees)?
- What methods of training delivery are most appropriate (e.g. one on one, self-paced workbooks, self-paced online/multimedia, workshops, mentoring and coaching, on the job, off the job, action learning)?

- What are the logistical requirements and constraints (e.g. shift arrangements, multiple worksites, availability of training room)?
- How does the employer want the training customised to the worksite?
- What does the employer expect of the training provider?
- What does the employer expect of the trainers (e.g. skills and experience, qualifications, attitude)?

Appropriate to the worksite

It is important that the proposed training solution be appropriate to the worksite so that it can be implemented. To appeal to the employer and to ultimately succeed it must be logistically feasible within the constraints of the worksite and consistent with the preferences of the employer.

Examples of the kinds of constraints that may be relevant are provided in the table below.

Constraint	Example
Seasonality	<p>A retail store can only provide access to staff during off peak retail times. This means that training is not possible during school holidays and the weeks before and after any public holidays</p> <p>A horticultural company cannot release pickers for training during the peak picking season from October to March</p>
Shift arrangements	<p>An aged care facility operates 24 hours a day and 7 days a week and wants training for staff who work night shift and weekends to be delivered during their working hours</p> <p>Drivers for a road transport company are expected to be on the road at 5 am every morning to transport freight</p>
Site location and access	<p>A mining company in a remote location is only accessible by light aircraft</p> <p>Workers employed at a cleaning company work off site in corporate offices throughout the metropolitan region and rarely visit head office</p> <p>A mental health service provides live-in specialist mental health support in independent living units. Access to staff is not possible whilst they are in the homes out of respect for the resident's privacy and dignity</p>
Training facilities	<p>A busy cafe does not have training facilities or meeting rooms available</p> <p>A manufacturing company wants to develop the IT skills of workers. There are computers available on the factory floor but they are located next to operating machinery and the noise levels require workers to wear hearing protection</p>



What other constraints or preferences might an employer have? If an employer had a constraint or preference that the training provider could not satisfy, what might happen? Discuss this with a trusted peer or mentor.

Affordable

Training providers quote differently for the training services they provide.

Some use a cost-based pricing calculation where the price of the training service equals the direct cost of the service (labour and materials) plus overheads plus sales margin. This method is often used in organisations where managers lack the authority and/or skills to make pricing decisions and engage in price negotiations.

Another approach is a client-based approach that is informed by the needs of the client and the market conditions. Information needed for this approach includes:

- The financial viability of the business and the industry it operates in.
Some businesses may be booming and willing to pay more whilst others may be struggling and may be sensitive to price
- The extent of the employer's perception that the training service will address the business needs and the relative importance of those business needs.
For example, an employer will be more willing to pay for 'need to have' training than 'nice to have' training. The employer looks for a return on their investment in the training
- The financial commitment to training of the employer and industry over recent years.
Some employers may have a clear history of outsourcing training services whilst others may never have paid for training or may have had a bad experience
- The competitive nature of the VET sector within the industry and the nature of the service provided.
Some industries are targeted heavily by training providers driving prices down through excess supply whilst other industries remain barely touched. The simple dynamics of supply and demand have a direct impact on price elasticity
- The competitive nature of the prospective sale.
Some employers will seek proposals and quotations from a number of training providers to ensure that they get the best service for the best price

- The size and duration of the project.

A proposal that requires extensive time off the job may have a significant negative impact on productivity, or a duration that is too short may not be appropriate to achieve the required skill

- Combining a WELL training project with another training program such as an apprenticeship program, technical skills program or related course such as a computer course or safety course.

Care must be taken to avoid actual or perceived 'double dipping' when running a multi-funded project

The training provider's relationship with the employer and the information they have gathered will help them to negotiate a fair price with the employer that meets the employer's needs whilst covering their own costs.



What are the pros and cons of the cost-based and client-based approaches to calculating the price? Discuss this with a trusted peer or mentor.

TRAINING PROVIDER REQUIREMENTS

The training solution must be consistent with AQTF/VQF registration requirements and it must be within the training provider's capacity to deliver.

THE TRAINING PROPOSAL

The training proposal reflects the business needs and offers a competitive training solution to address those needs. It outlines in writing, for the decision makers in the business, the costs and the benefits associated with investing in a proposed training project.

As a minimum the training proposal should include:

- A description of the training needs aligned to business needs
- A concise description of the proposed training solution aligned to the business needs
- A detailed costing, including government funding that may be available
- Contact details for further information

A comprehensive training proposal ensures that both the employer and the training provider understand what is offered and what is expected.

IDENTIFYING MEASURABLE OUTCOMES

Identifying measurable outcomes directs the development of the training solution and provides clear goals for both the employer and the training provider.

To be useful, measurable outcomes must be aligned to business and training needs, must be developed collaboratively and must be specific, quantifiable and achievable.

Examples include:

- Reduction in unscheduled downtime from 10% to 8% averaged across both shifts, measured on a weekly basis
- Reduction in product non-conformances from 5% to 4%, measured on a weekly basis for each shift
- Achievement of zero product returns from customers, measured monthly for the department
- Achievement of zero lost time injuries over a 12-month period, measured monthly for the site
- Reduction of staff absenteeism by 25%, measured quarterly and averaged over 12 months
- Reduction in staff turnover by 10% over a 12-month period, measured at the end of the training project

Measurable outcomes can also relate to the training service or the acquisition of skills and knowledge.

Examples include:

- Increase in ASCF level from level 1 to 2 in numeracy by the end of the training project
- Completion of two units of competency by 20 employees by the end of the training project
- Three correctly completed hazard reports submitted per participant by the end of the training project
- Successful achievement of industry licence by 5 employees by the end of the training project

Once the measurable outcomes are agreed on the employer and the training provider need to agree on how they will be measured including what to measure, how to measure and how often

to measure. Measurements should be taken before, during and after the training to show progress. This information should be included in the training proposal. It speaks directly to what the training solution seeks to address.

These are all quantitative outcomes and can be measured. WELL training projects also result in qualitative outcomes. Examples include increased confidence, improved workplace environment, increased motivation, reduced conflict, increased initiative and reduced resistance to change. Qualitative outcomes are difficult to predict, dangerous to promise and hard to measure. Caution is recommended when identifying qualitative outcomes. It is important to be realistic when documenting qualitative outcomes.



Using a WELL case study from the [WELL website](#) or the [WELL practitioners' website](#) identify the qualitative and quantitative outcomes. Were they intended? How were they measured? Discuss this with a trusted peer or mentor.

LEARNING AND ASSESSMENT STRATEGY

A comprehensive learning and assessment strategy answers the following questions:

- Who is the target group and what are the needs of this group?
- What qualification/course will be offered? What is the correct title and code for the qualification/course? Is it on the training provider's Scope of Registration?
- Which units of competency/modules will be offered? What is the correct title and code for each unit of competency/module? Are they on the training provider's Scope of Registration?
- How will the units of competency/modules be organised into a training program?
- How will the training program be sequenced?
- Which delivery modes will be used?
- How will evidence be gathered for each unit of competency/module?
- How will the ACSF levels be assessed at the beginning and end of the WELL training project?
- Who will be responsible for training delivery and assessment? Do they have the required competencies according to the training package or accredited course, the AQTF/VQF Standards for training providers and the WELL Training Guidelines? Will they be available at the required times?
- How will the evidence-gathering techniques and tools, and the evidence leading to the judgement, be validated?

- What infrastructure, such as documentation, equipment and facilities, will be required to support the delivery and assessment strategies? Does the training provider have verifiable access to the required infrastructure? Will it be available at the required times?
- What qualification pathways are available for employees who undertake the training?

Negotiating and agreeing to the answers to these questions will help when it is time to prepare the WELL training application.

SELECTING TRAINING PACKAGES AND COMPETENCY STANDARDS

WELL training programs are delivered through identified training package units of competency or accredited courses. The following information provides a brief overview of training packages and their use.

Training packages identify and describe the skills and knowledge required to perform effectively in the workplace and form the basis for training in the VET sector in Australia. Training packages are organised into broad industry groupings and are developed by the relevant Industry Skills Council. It is essential that training providers are confident in their selection and use.

All endorsed components of training packages are available at www.training.gov.au.

There are many training packages to choose from. But there is a common sense approach to selecting the most appropriate to use in a WELL training project.

First to be considered is the industry and the job roles of the WELL target group. For example, if the WELL target group at a manufacturing company includes warehouse staff, production workers, supervisors and customer service staff, units of competency may need to be selected from the Transport, Distribution and Logistics Training Package, the Manufacturing Skills Training Package and the Business Services Training Package. Units of competency can also be selected from the Foundation Skills Training Package.

Once the most appropriate training package(s) have been identified, appropriate units of competency can be selected. These will depend on the job role and the training needs. The job role gives an idea of the units of competency that are appropriate. For example, workers in an automotive plant are typically required to hold the Certificate II in Automotive Manufacturing. The qualifications packaging rules for this qualification indicate which units of competency are appropriate. The training needs then indicate what skills are being developed. For example, if the training need is to upskill workers to work safely then the safety units of competency apply.

Industry Skills Councils (ISCs) are responsible for working with industry to develop and update the endorsed components of training packages. They can provide advice on which training package or competency standards to use.



Refresh your knowledge of training packages by reading www.nssc.natese.gov.au/training_packages/tpdh/training_packages.

ASSIGNING TRAINERS

The following information is based on the 2009 *Report on the Mapping of Competencies for WELL Practitioners and WELL Projects* by John Molenaar and Tina Berghella.

It is the responsibility of the training provider to allocate the most appropriate staff to each WELL training project on a project-by-project basis to achieve the best use of public funds and the best outcome for the employer and the target group.

WELL training projects are extremely diverse. They include the whole spectrum of industry areas, employers and employee needs and demand skills in the following areas:

- Language, literacy practice
- Numeracy practice
- The contemporary workplace
- Working within the VET system
- Program management
- Training delivery and assessment

However, not all the skills apply to each individual WELL training project. It is recommended that training providers systematically analyse the aims and parameters of each WELL training project to identify the skills and knowledge required by staff. The identified skills and knowledge can then be mapped to the staff resources to ensure that the most appropriate mix is allocated.

An Assigning Staff Template is provided in the appendices to help training providers select the most appropriate staff for a WELL training project.

The following is a worked example of how to use the template.

Employer: ACE Minerals

Industry area	Manufactured minerals		
Business need	<p>Improved internal customer service</p> <p>Improved productivity</p> <p>Improved customer satisfaction</p> <p>Increased awareness of environmental issues across the site</p> <p>Improved hazard identification</p> <p>Improved cooperation among employees</p> <p>Increased awareness of the impact of waste on the company and the environment</p> <p>Improved employee participation and less waste</p>		
Training need	<p>Improved English language and literacy skills</p> <p>Improved communication skills for individual team members</p> <p>Awareness of workplace environmental hazards and a readiness to minimise such hazards</p>		
Training package and competencies	Manufactured Minerals Training Package		
Accredited course and modules	<p>MSAENV272B Participate in environmentally sustainable work practices</p> <p>MSAPMSUP106A Work in a team</p>		
Skills group – Language and literacy practice			
Skills and knowledge	Needed?	Who has this?	Skills/knowledge gap
Competence in the two areas of language and literacy	Yes	Andrew	NA
Competence in new literacies such as digital literacy	No	NA	NA

Unpacking language and literacy in training packages and accredited courses	Yes	Andrew	NA
Identifying language and literacy in workplace tasks and practice	Yes	Andrew	NA
Supporting content specialists in their understanding of language and literacy in the workplace	Yes	Andrew	NA
Developing listening, speaking, reading and writing skills in the workplace context	Yes	Andrew	NA
Applying adult language and literacy methodologies	Yes	Andrew	NA
Competence in language and literacy assessment	Yes	Andrew	NA
Skills group – Numeracy practice			
Skills and knowledge	Needed?	Who has this?	Skills/knowledge gap
Competence in the area of numeracy	Yes	Andrew	NA
Unpacking numeracy in training packages and accredited courses	Yes	Andrew	NA
Identifying numeracy in workplace tasks and practice	Yes	Andrew	NA
Supporting content specialists in their understanding of language and literacy in the workplace	Yes	Andrew	NA
Developing numeracy skills in the workplace context	Yes	Andrew	NA
Applying adult numeracy methodologies	Yes	Andrew	NA
Competence in numeracy assessment	Yes	Andrew	NA

Skills group – The contemporary workplace			
Skills and knowledge	Needed?	Who has this?	Skills/knowledge gap
Understanding regulatory, economic and labour market issues relevant to the industry, the enterprise and the employees	Yes – safety and environmental hazards in the manufacturing industry	Unknown	Content specialist Action: Bring in content specialist
Understanding organisational dynamics and workplace culture	Yes	Andrew	NA
Design and delivery of workplace communication training including team building, leadership, negotiation, problem solving, conflict resolution, quality, safety, food safety, compliance, reporting, cross cultural communication and customer service	Team building, leadership, negotiation, problem solving, conflict resolution, quality, safety, food safety, compliance, reporting, and customer service	Andrew	NA
Design and delivery of technology training including using computer systems, telecommunications systems and portable devices	No	NA	NA
Using authentic workplace materials	Yes	Andrew	NA

Skills group – Working within the Vocational Education and Training system			
Skills and knowledge	Needed?	Who has this?	Skills/knowledge gap
Awareness of national and state VET policies	Yes	Andrew	NA
Working within the AQTF/VQF	Yes	Andrew	NA
Skills group – Program management			
Skills and knowledge	Needed?	Who has this?	Skills/knowledge gap
Client management	Yes	Halina	NA
Writing WELL reports	Yes	Halina	NA
Writing WELL applications	Yes	Halina	NA
Budgeting	Yes	Halina	NA
Managing training programs in a workplace	Yes	Halina	NA
Project management	Yes	Halina	NA
Staff recruitment	Yes	Halina	NA
Staff support	Yes	Halina	NA
Applying the ACSF	Yes	Unknown	ACSF and its application Action: Arrange ACSF professional development workshop for WELL staff
Evaluating WELL training projects	Yes	Halina	NA
Skills group – Training delivery and assessment			
Skills and knowledge	Needed?	Who has this?	Skills/knowledge gap
Developing learning and assessment strategies	Yes	Andrew	NA
Using new and emerging technologies in training	No	NA	NA

Responding to individual learner needs including English speaking background, CALD, disability	Yes – CALD and English speaking background	Andrew	NA
Developing competency based learning and assessment resources	Yes	Andrew	NA
Administering training	Yes	Andrew	NA
Practical training delivery and assessment experience	Yes	Andrew	NA
Applying the principles of adult learning	Yes	Andrew	NA
Delivering competency based training in the workplace	Yes	Andrew	NA
Delivering competency based assessments in the workplace	Yes	Andrew	NA
Working with training packages	Yes	Unknown	Andrew is not confident working with training packages Action: Andrew to complete TAEDES402A Use training packages and accredited courses to meet client needs
Validating assessment methods, tools and evidence	Yes	Andrew	NA

PREVENTING PLANNING MISTAKES AND PROBLEMS

Here's a list of the most common WELL planning mistakes and problems.

The risk of these mistakes occurring can be minimised with some simple common sense preventative actions and the right skills and knowledge.

Mistake/error	Preventative actions	Possible PD actions
Lack of employer commitment	Develop a strong relationship and a training solution tailored to meet their business needs	Develop client relationship building skills
Employers focused on the funding and not supporting the project	Sell the benefits of training	Develop selling skills
Wrong assumptions about business needs, motivation and commitment	Never assume. Maintain regular communication. Build flexibility and responsiveness into your service	Develop questioning, listening and recording skills
Employer with a superficial understanding of the project	Involve the employer in the development of the training solution, document it in a proposal and get their approval	Develop client relationship building skills Develop selling skills Develop proposal writing skills
Poor link with industry skill development	Use training packages	Increase knowledge of VET sector resources
Employer cannot see the benefits	Develop a training solution tailored to meet business needs and sell the benefits	Develop selling skills
A training solution that is too complex, difficult to implement and can't sustain the employer's interest	Involve the employer in the development of the training solution	Develop client relationship building skills Develop proposal writing skills



Review the planning mistakes and problems in the table above. What skills and knowledge do you need to learn or refresh? Add them to your Professional Development Plan. Discuss this with a trusted peer or mentor.

REVIEW

This third step explained how important it is for training providers and employers to work together to develop the training solution.

Acquiring the skills and knowledge to do this effectively contributes to the achievement of the following units of competency:

- TAEDES501A Design and develop learning strategies (TAE10 Training and Education Training Package)
- BSBCUS402B Address customer needs (BSB07 Business Services Training Package)
- BSBWRT401A Write complex documents (BSB07 Business Services Training Package)
- TAEDES402A Use training packages and accredited courses to meet client needs (TAE10 Training and Education Training Package)



If you think that you need to further develop your knowledge and skills in these areas, add these units of competency to your Professional Development Plan. Discuss this with a trusted peer or mentor.

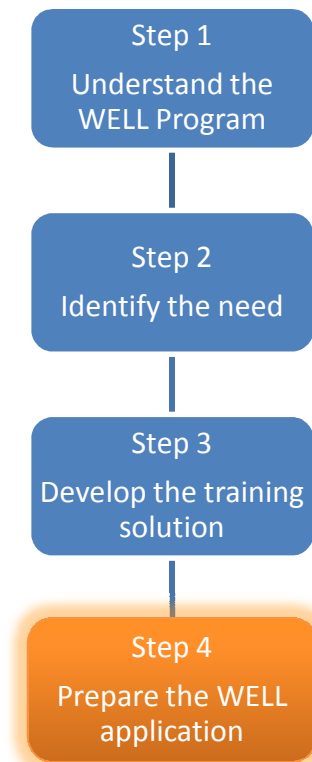


Test your understanding by answering the questions below.

- *Why is training provider and employer collaboration important when developing a training solution?*
- *How do you ensure that the requirements of the three key stakeholders are addressed?*
- *Why are measurable outcomes important?*
- *What needs to be considered when developing the learning and assessment strategy?*
- *How can a training provider ensure that the right staff are allocated to a training project?*
- *What are some of the planning mistakes and problems and how can they be prevented?*

Discuss this with a trusted peer or mentor.

STEP 4 PREPARE THE WELL APPLICATION



Planning an effective WELL training project and preparing a successful WELL training application is an investment that requires time and effort. In the first three steps in this resource, the necessary information was gathered through detailed training provider and employer discussions and used to develop an agreed training solution. This work can now be drawn on to prepare a successful WELL training application. On the other hand, if the first three steps were skimmed or skipped in the hope of finding the magic answer, writing an effective WELL training application may be a struggle in this final step. There is no shortcut. If there has not been sufficient planning, it may be necessary to go back to Step 1.

Step 4 includes:

- The key messages
- The writing process
- Proofreading
- Letters of support
- Application mistakes and problems

The outcome of this fourth step is the preparation of a successful WELL training application.

THE KEY MESSAGES

There are four key messages to convey in a WELL training application. These are the case, the training solution, the evaluation and the value.

THE CASE

This is the argument for why WELL Program funding is needed and justified, and includes a description of the business need, the training need, the employee needs and why language, literacy and numeracy support is needed. If it is a second or third year WELL training project it should outline what has been done in previous projects, the outcomes of the projects and how this project will build upon the work already done.

THE TRAINING SOLUTION

This demonstrates a clear connection between the planned training and the identified needs and makes it possible to determine whether the proposed solution is appropriate and workable. It includes specific learning and assessment information about a real training solution that addresses identified needs and has been negotiated and agreed to by the training provider and employer.

Details include:

- How the training will be delivered (number of sessions, number of weeks, number of hours)
- How this matches the number/type of employees to be trained
- Who will deliver what training and are they likely to be able to do it (trainer qualification and skills)
- What resources will be used
- Whether selected units of competency are correlated with identified need
- The job roles and the industry sector
- How training is to be delivered within workplace constraints

THE EVALUATION

This is how progress towards meeting the identified needs and the WELL Funding Agreement will be monitored. Examples include ACSF levels achieved, training hours delivered, numbers of employees enrolled or number of Statements of Attainment issued.

Monitoring arrangements may include the proposed membership and meeting arrangements of the Steering Committee. The Steering Committee has a key role in supporting the progress of the project and in validating outcomes.

THE VALUE

This includes the budget, the number of direct and indirect hours and the numbers of employees to be assessed and trained. Each State/Territory WELL Coordinator analyses the information provided to determine value for money. A typical analysis may include the ratio of indirect to direct teaching hours, the number of direct teaching hours per participant, the direct teaching cost per hour, the indirect teaching cost per hour and the ratio of project management and administration costs to total costs. There are no set benchmarks for these indicators as there can be significant variation between different WELL training projects. However, averages across similar projects will help DIICSRTE assess whether the project has been costed reasonably.



Develop a spreadsheet that automatically calculates the important ratios. Discuss this with a trusted peer or mentor.

THE WRITING PROCESS

Based on the information gathered in Steps 1–3 of this resource, everything needed to prepare a successful WELL training application has been gathered.

It is worth consulting with the State/Territory WELL Coordinator before finalising the training application. This will address questions about the Training Guidelines and may also identify areas that need to be clarified prior to submission.

The information that follows assumes that the resources available on the [WELL website](#) have been accessed and read. As the information on the website is comprehensive and changes from year to year, this step provides broad advice in relation to the writing process rather than specific advice in relation to the training application.



Access the [WELL website](#) and familiarise yourself with the WELL training application and WELL user instructions for applications. Discuss this with a trusted peer or mentor.

PURPOSE

Writing a successful WELL training application starts like any other business writing task. Firstly the primary purpose of the writing task must be defined.

The primary purpose of preparing a WELL training application is to persuade DIICCSRTE to approve WELL Program funding to support the delivery of the proposed training solution to meet the identified business needs.

AUDIENCE

The second step is to identify the audience and clearly understand what it is they want.

The audience for the WELL training application comprises all three stakeholders – DIICCSRTE, the training provider and the employer. Steps 2 and 3 clearly identified the requirements that need to be addressed and documented for each key stakeholder.

The application should be written for its audiences. It must be complete, concise and accurate. Address each question but avoid repetition. The text should be written in such a way that the reader will be able to easily understand what they are being told and what is being asked of them.

The most important audience is DIICCSRTE and the WELL training application must comply with the WELL Training Guidelines and persuade DIICCSRTE that the project should be funded. Therefore it is important to understand how the DIICCSRTE training application is read.

When State/Territory WELL Coordinators and SAC members first read a new WELL training application they may approach it in three different ways:

- They may read it from beginning to end to get a complete picture of the WELL training project
- They may scan and extract specific information from a range of questions

- They may look at specific questions for specific information

State/Territory WELL Coordinator and SAC members must be able to:

- Read and understand the training application
- Assess the quality of the application against the WELL Training Guidelines

State/Territory WELL Coordinators also use the application to prepare Schedule 2 of the Funding Agreement which specifies the ‘What’, ‘How’, ‘Why’, ‘to/by Whom’, ‘Where’ and ‘When’ of the training solution and its evaluation. Any application that does not include these details will not progress through the assessment process.

For each audience the following should be considered:

- How much do they already know?

Keeping the audience needs in mind is essential. The assumption should be that DIICCSRTE and the SAC members don’t understand the industry and business needs and a succinct but complete picture of the total project should be presented. Anecdotes from the workplace can also be included.

- What language will they be able to understand?

It is vital to consider the audience. It is fair to assume that the audience is at least ACSF level 4. Writing must be prepared so that the reader can clearly understand what is being said. Jargon, abbreviations and acronyms should be avoided. For example, the reader may not know what an SPC¹ Chart or an ASLPR² level is. It is important that someone else reads the training application before it is submitted.

- Is the tone appropriate?

It is important to remember that the purpose is persuasion. DIICCSRTE and the SAC members must be assured that the training service is appropriate to business need, is value for money and can be delivered by the identified training provider. Employer commitment is extremely important. It is vital to be confident, use appropriate emphasis and stress the benefits.



Research the skills and knowledge required for effective business writing. How do your writing skills compare? Discuss this with a trusted peer or mentor.

¹ Statistical Process Control

² Australian Second Language Proficiency Rating

CLARITY AND SUCCINCTNESS

A WELL training application is a business document. As such, it needs to be clear, succinct, specific, accurate and reflective of the unique purpose and considerations applicable to each project. Effective business writing also assumes that the audience has limited time in which to read. A poorly organised, poorly written or confusing document is not well accepted for a number of reasons, least of all because it speaks of the literacy skills of its author.

State/Territory WELL Coordinators and SAC members have emphasised that they do not want to read wordy, waffly training applications. Creating a good impression and gaining a favourable response to the WELL training application can be helped along by giving them what they want. This means no padding, no waffle, limited or no repetition, no contradictions and no murkiness.

The drafted WELL training application should be checked for the following:

- Are there clear and succinct answers to each question?
- Are the answers to the questions logical and organised?
- Is each paragraph organised around one main idea?
- Can the most important information be identified quickly?
- Is like information kept together?
- Is the order of presentation of the information effective?
- Are there enough details and examples to support the argument?
- Is all the information necessary?
- Is the information consistent?
- Does it say clearly what it intends to say?

PROOFREADING

The training application must be proofread carefully to check that sentence structure, punctuation, word choice and spelling are correct and that names, addresses and training package/units of competency codes and titles are accurate.

Someone other than the person who prepared it should proofread the application, as they may offer a fresh look and query things that are not clearly explained.

Does this sound like common sense? It is. Yet so many WELL training applications are submitted with unnecessary errors.

LETTERS OF SUPPORT

Where the WELL training application is being submitted by a training provider, the employer must provide a letter of support for the project.

It is recommended that this letter include the following information:

- The training provider's details
- The employer's details
- Why the WELL training project is needed
- Whom it is targeting
- What the expected outcomes are for both the employees and the employer
- Acknowledgement of the employer contribution as a percentage of the project cost

The letter should be produced on company letterhead and signed by the employer (or their nominated representative).

PREVENTING APPLICATION MISTAKES AND PROBLEMS

The risk of these mistakes occurring can be minimised with some simple common sense preventative actions and the right skills and knowledge. Here's a list of the most common WELL training application mistakes and problems.

Mistake	Preventative actions	Possible PD actions
Trainers who don't meet the needs of the project	Take the time to match the right trainer to the project using the tool provided in the appendices	Develop resource allocation competence
Wordy trainer CVs with irrelevant and out of date information	Only include up to date, accurate and relevant information	Develop business writing competence
Identified units of competency that are not on training provider's Scope of Registration	Check Scope of Registration and expand if necessary or consider subcontracting to another training provider All options should be considered to meet an employer's identified needs	Increase knowledge of AQTF/VQF requirements

Mistake	Preventative actions	Possible PD actions
Identified resources that are not relevant	Properly research and include relevant resources	Increase knowledge of how to find VET resources
Incorrect details such as competency titles and codes, registered address	Proofread	Develop proofreading skills
Referring to training packages/accredited courses and/or units of competency that have been superseded	Check training packages/accredited courses and units of competency are current	Increase knowledge of VET products
Poor spelling and grammar	Check the training application and have someone else check it before it is sent. Don't rely on Spell Check	Develop proofreading skills
A training solution that does not clearly identify the number of employees to be trained, the number of training sessions and the duration of the training sessions	Develop and document a specific training solution	Develop training solution development and documentation competence
Waffle, waffle and more waffle!	Write concisely and succinctly	Develop business writing competence



Review the planning mistakes and problems in the table above. What skills and knowledge do you need to learn or refresh? Add them to your Professional Development Plan. Discuss this with a trusted peer or mentor.

REVIEW

This fourth step covered the preparation of a successful WELL training application.

Acquiring the skills and knowledge to do this effectively contributes to the achievement of the following unit of competency:

- BSBWRT401A Write complex documents (BSB07 Business Services Training Package)



If you think that you need to further develop your knowledge and skills in this area, add this unit of competency to your Professional Development Plan. Discuss this with a trusted peer or mentor.



Test your understanding by answering the questions below.

- *When writing a WELL training application, what is the purpose?*
- *What do State/Territory WELL Coordinators need to be able to do with the WELL training application?*
- *What are the four key messages that need to be conveyed in a WELL training application?*
- *Why are clarity and succinctness important?*
- *What needs to be included in a letter of support?*
- *What are some of the planning mistakes and problems and how can they be prevented?*

Discuss this with a trusted peer or mentor.

APPENDICES

REFERENCES USED

Reference	Key content	Link
WELL website – the official WELL Program website	<p>General WELL Program information</p> <p>WELL Training Guidelines</p> <p>The WELL Form (Also referred to as the WELL Training Application Form and Funding Application and Electronic Reporting Package)</p> <p>WELL User Instructions for Applications</p> <p>Sample WELL Funding Agreement</p> <p>WELL Program case studies</p> <p>State/Territory WELL Coordinator contact details</p>	<p>www.innovation.gov.au/Skills/LiteracyAndNumeracy/WorkplaceEnglishLanguageAndLiteracy</p>
LiteracyNet, key information about Australian adult literacy activities and links to a range of additional programs, professional development, resource and research sites	<p>WELL Program case studies</p> <p>WELL Program funded resources</p>	<p>www.innovation.gov.au/Skills/LiteracyAndNumeracy/LiteracyNet</p>
The National Centre for Vocational Education Research (NCVER), Australia’s principal provider of VET research and statistics	<p>VET research and statistics</p> <p>A comprehensive list of VET terms and acronyms</p>	<p>www.ncver.edu.au</p> <p>www.voced.edu.au</p>
The official National Register of information on training packages, qualifications, courses, units of competency and training providers	<p>Training packages</p> <p>Qualifications</p> <p>Courses</p> <p>Units of competency</p> <p>Training providers</p>	<p>www.training.gov.au</p>

Reference	Key content	Link
The Australian Core Skills Framework (ACSF)	ACSF information ACSF case studies	www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework
WELL practitioners' website	WELL news WELL resources Australian WELL Practitioners' Network WELL conferences and events	www.wellpractitioners.com.au
National Skills Standards Council	General VET information VET Standards	www.nssc.natese.gov.au

BUSINESS NEEDS IDENTIFICATION TEMPLATE

Instruction

Thinking about what is known about the business needs, complete the following table. Verify understanding with the employer.

Employer
What are the core business activities?
What are the business objectives?
What are the current business challenges?
What business challenges may become important in the future?
What changes have occurred recently?
What changes are planned for the future?

TRAINING NEEDS IDENTIFICATION TEMPLATE

Instruction

Thinking about what is known about the business needs, complete the following table. Verify understanding with the employer.

Employer	
What are the business needs?	What skills and knowledge are needed now and in the future?

WORKPLACE COMMUNICATION SKILLS NEEDS IDENTIFICATION TEMPLATE

Instruction

Thinking about what is known about the training needs, identify the language, literacy and numeracy skills needed. Verify understanding with the employer.

Employer				
What are the training needs?	What speaking and listening do employees need to do?	What do employees need to read?	What do employees need to write?	What maths and ICT do employees need to do?

EMPLOYEE PROFILE TEMPLATE

Instruction

Thinking about what is known about the workforce, complete the following table. Verify understanding with the employer.

Employer	
The total number of employees	
The number of employees needing training	
Employee job roles and responsibilities	
Employee shift arrangements	
Employee demographic profile	
Employee skill level relative to the business need	

ASSIGNING STAFF TEMPLATE

Instruction

Thinking about the specific requirements of the WELL training project, including the industry, the employer, the target group, the business need and the training content, complete the following table to create the WELL training project team.

Employer	
Industry area	
Business need	
Training need	
Training package and competencies	

Skills group – Language and literacy practice			
Skills and knowledge	Needed?	Who has this?	Competency gap
Competence in the two areas of language and literacy			
Competence in new literacies such as digital literacy			
Unpacking language and literacy in training packages			
Identifying language and literacy in workplace tasks and practice			
Supporting content specialists in their understanding of language and literacy in the workplace			
Developing listening, speaking, reading and writing skills in the workplace context			
Applying adult language and literacy methodologies			

Competence in language and literacy assessment			
Skills group – Numeracy practice			
Skills and knowledge	Needed?	Who has this?	Competency gap
Competence in the area of numeracy			
Unpacking numeracy in training packages			
Identifying numeracy in workplace tasks and practice			
Supporting content specialists in their understanding of language and literacy in the workplace			
Developing numeracy skills in the workplace context			
Applying adult numeracy methodologies			
Competence in numeracy assessment			
Skills group – The contemporary workplace			
Skills and knowledge	Needed?	Who has this?	Competency gap
Understanding regulatory, economic and labour market issues relevant to the industry, the enterprise and the employees			
Understanding organisational dynamics and workplace culture			
Design and delivery of workplace communications training including team building, leadership, negotiation, problem solving, conflict resolution, quality, safety, food safety, compliance, reporting, cross cultural communications and customer service			

Design and delivery of technology training including using computer systems, telecommunications systems and portable devices			
Using authentic workplace materials			
Skills group – Working within the Vocational Education and Training system			
Skills and knowledge	Needed?	Who has this?	Competency gap
Awareness of national and state VET policies			
Working within the AQTF/VQF			
Skills group – Program management			
Skills and knowledge	Needed?	Who has this?	Competency gap
Client management			
Writing WELL reports			
Writing WELL training applications			
Budgeting			
Managing training programs in a workplace			
Project management			
Staff recruitment			
Staff support			
Applying the ACSF			
Evaluating WELL training projects			
Skills group – Training delivery and assessment			
Skills and knowledge	Needed?	Who has this?	Competency gap
Developing learning and assessment strategies			

Using new and emerging technologies in training			
Responding to individual learner needs including English speaking background, CALD, disability			
Developing competency-based learning and assessment resources			
Administering training			
Practical training delivery and assessment experience			
Applying the principles of adult learning			
Delivering competency-based training in the workplace			
Delivering competency-based assessments in the workplace			
Working with training packages			
Validating assessment methods, tools and evidence			

SUGGESTED PROFESSIONAL DEVELOPMENT MATERIALS

SELF ASSESSMENT TOOL

Assessing yourself using this tool will help you to identify your strengths and weakness and prioritise your professional development needs with respect to preparing WELL training applications and delivering an effective WELL training project.

Instruction

Thinking about your current competencies, rate your current level of skills and knowledge according to the following scale:

1	2	3	4	5
Not at all confident	Somewhat confident			Very confident

Competency	Rating
Understanding of regulatory, economic and labour market issues relevant to the industry, the employer and the employees	
Understanding of organisational dynamics and workplace culture	
Awareness of national and state vocational education and training policies	
Working within the AQTF/VQF	
Client management	
Identifying language, literacy and numeracy in workplace tasks and practice	
Writing WELL training applications	
Budgeting	
Managing training programs in a workplace	
Project management	
Staff recruitment	
Staff support	
Evaluating WELL training projects	
Working with training packages and accredited courses	

PROFESSIONAL DEVELOPMENT PLAN

This planning tool is used to address skills and knowledge gaps.

Instruction

Thinking about the results of your self assessment, identify professional development goals relevant to your role and develop an action plan to achieve each goal.

Professional development goal	Actions to achieve goals
1.	
2.	
3.	

SAMPLE WORKSHOP INVITATION

[Organisation name] is pleased to invite you to a professional development workshop for WELL staff.

The focus of the workshop is planning an effective WELL training project and preparation of a successful WELL training application.

The workshop will cover:

- An overview of the WELL Program
- Practical strategies for engaging employers
- Advice on identifying business needs
- Advice on identifying training needs and workplace communication skills needs linked to business needs
- Designing an effective training solution
- Preparing a successful WELL training application

The workshop will also provide participants with the opportunity to network with other professionals whilst sharing and building their WELL Program skills and knowledge.

Please note that your record of attendance at this workshop will contribute to your evidence of staff professional development and consultation with industry stakeholders.

We hope that you will accept our invitation to this innovative workshop.

PROFESSIONAL DEVELOPMENT SLIDES

A PowerPoint presentation to accompany this resource is available for download from the [WELL practitioners' website](#).

SESSION 1 – UNDERSTAND THE WELL PROGRAM

Description

This session focuses on participants' understanding of the WELL Program as per the WELL Training Guidelines.

Duration

Two and a half hours

Resources required

- *WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application*
- The WELL Training Guidelines
- WELL case studies

Session plan

Item	Time	Activity
Welcome and introductions	10 min	Facilitator introduces self, welcomes group and introduces session Participant self introduction briefly stating what they want to achieve during the session
WELL Program overview	50 min	Participants are asked about their understanding of the WELL Program Discussion of types of WELL training projects that participants have experienced or, if limited experience, reading and discussion of WELL case studies
WELL Training Guidelines	50 min	Reading and discussion of the WELL Training Guidelines and stakeholder responsibilities
WELL processes	30 min	Reading and discussion of the administrative process and the application process
Summary	10 min	Summary of key points

SESSION 2 – IDENTIFY THE NEED

Description

This session focuses on the how to identify the business needs, the training needs and the workplace communication needs.

Duration

Two and a half hours

Resources required

- *WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application*
- WELL case studies

Session plan

Item	Time	Activity
Welcome and introductions	10 min	Facilitator introduces self, welcomes group and introduces session Participant self introduction briefly stating what they want to achieve during the session
Understanding the business context	20 min	Discussion of why the business context is important
Training provider and employer engagement	20 min	Discussion of the benefits of strong engagement Brainstorming and rating of possible engagement strategies
Business needs	30 min	Discussion of what is meant by business needs Unpacking of a WELL case study to identify business needs using the Business Needs Identification Template
Training needs	20 min	Unpacking of a WELL case study to identify training needs using the Training Needs Identification Template

Item	Time	Activity
Workplace communication needs	30 min	Unpacking of a WELL case study to identify workplace communication needs using the Workplace Communication Needs Identification Template
The employee profile	10 min	Unpacking of a WELL case study to create an employee profile using the Employee Profile Template
Summary	10 min	Summary of key points

SESSION 3 – DEVELOP THE TRAINING SOLUTION

Description

This session focuses on the how to develop the training solution to meet the identified needs.

Duration

Two and a half hours

Resources required

- *WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application*
- WELL case studies

Session plan

Item	Time	Activity
Welcome and introductions	10 min	Facilitator introduces self, welcomes group and introduces session Participant self introduction briefly stating what they want to achieve during the session
Collaboration	10 min	Discussion of the benefits of strong collaboration
Meeting stakeholder requirements	30 min	Reading and discussion of stakeholder requirements
Training solution considerations	60 min	Unpacking of a WELL case study to identify measurable outcomes, learning and assessment strategy, training packages and competencies used and staff resources allocated
Preventing planning mistakes and problems	30 min	Discussion of planning mistakes and problems
Summary	10 min	Summary of key points

SESSION 4 – PREPARE THE WELL TRAINING APPLICATION

Description

This session focuses on how to prepare a successful WELL training application.

Duration

Two and a half hours

Resources required

- *WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application*
- The WELL training application

Session plan

Item	Time	Activity
Welcome and introductions	10 min	Facilitator introduces self, welcomes group and introduces session Participant self introduction briefly stating what they want to achieve during the session
Communicating key messages	30 min	Reading and discussion of key messages
Business writing process	70 min	Review of WELL training application Reading and discussion of business writing process
Preventing application mistakes	30 min	Discussion of planning mistakes and problems
Summary	10 min	Summary of key points

PARTICIPANT FEEDBACK SHEET

Overall, was the workshop worthwhile?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	I	I	I	I
Waste of time		Somewhat worthwhile		Very worthwhile

How and why?

What did you find most helpful and why?

What did you find least helpful and why?

Would you recommend this PD workshop to your colleagues? Why/Why not?

Can you suggest any improvements relevant to any aspect of the workshop?

What is your role?

What were your reasons for attending this workshop?

Has the workshop altered the way you think about the WELL Program? How and why?

Do you think what you learnt in the workshop will impact what you do in the WELL Program?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	I	I	I	I
Not at all		Somewhat impact		Significantly impact

How and why?

Do you have any additional comments?

Thank you for taking time to provide us with feedback.