WELL Implemented

HOW TO SUCCESSFULLY IMPLEMENT A WELL TRAINING PROJECT

A Professional Development Resource

Funded under the Workplace English Language and Literacy (WELL) Program by the Australian Government Department of Industry, Innovation, Science, Research and Tertiary Education.

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DEVELOPERS

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- Greg Carson, Victorian State DIISRTE WELL Office
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- Anna Ridgway, Australian Council for Private Education and Training
- Alex Bernhardt, Manufacturing and Engineering Skills Advisory Board

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 can be found at 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 building of competencies required to implement a successful Workplace English Language and Literacy (WELL) training project. It has been developed in consultation with the Australian WELL Practitioners' Network and WELL practitioners, and is a companion resource to *WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application*. Both resources are available for download from the WELL practitioners' website. The WELL Program is a government initiative funded by the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE).

Who is this resource for?

This resource is designed to be used by any individual involved in implementing a WELL training project, to assist them in planning, delivery and administration. Its scope does not include the implementation of Indigenous Employment Program (IEP) WELL training projects.

This resource supports the competencies needed to:

- Project manage a WELL training project
- Prepare the workplace, the WELL practitioner, the training solution, the facilities, and the training and assessment materials
- Promote the training, implement the language, literacy and numeracy (LLN) assessments, deliver the training and monitor the project
- Administer the project to meet WELL Program contractual requirements

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 (NTF) and the Australian Quality Training Framework (AQTF)/VET Quality Framework (VQF)
- Access to and familiarity with the WELL Training Guidelines, the WELL Form and the WELL Funding Agreement, available from the WELL website

- Familiarity with *WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application* available from the WELL practitioners' website

HOW CAN THIS RESOURCE BE USED?

This resource can be used in a variety of ways. It can be used in its entirety to gain a comprehensive understanding of the implementation process. It can also be used as a reference to provide specific support where needed.

The roles and responsibilities of individuals involved in WELL training projects vary from project to project and may include WELL managers, WELL administrators, WELL practitioners, employers, vocational practitioners and WELL brokers, all potential users of this resource. Users need to adapt the resource to their own job role and work context.

Examples of how this resource can be used include:

- Experienced individuals can use it as a refresher resource
- Employers and training providers can use it for due-diligence to help keep a WELL training project on track
- WELL managers can use it to support staff mentoring
- Employers and training providers can use it as a common reference for strengthening relationships
- Employers can use it to help them understand what to expect in a best practice WELL training project
- Individuals interested in, but unfamiliar with, WELL training projects can use it as an exploratory resource
- WELL training project team members can use it to support induction
- Those new to WELL training projects, such as a new WELL broker, can use it as an orientation resource
- Organisations can use it as a formal professional development resource, using the suggested professional development sessions in the appendices

This is a professional development resource that must not only be read. To obtain full benefit it must also be engaged with actively by completing the reflections and activities found in the boxes.

A PowerPoint presentation to accompany this resource is available for download from the WELL practitioners' website.

Reflect on the nature of your involvement in the implementation of WELL training projects. What are the implications for your professional development needs? Discuss this with a trusted peer or mentor.

ACRONYMS

This resource uses the following acronyms:

ACSF	Australian Core Skills Framework
AQTF	Australian Quality Training Framework
CALD	Culturally and linguistically diverse
DIISRTE	Department of Industry, Innovation, 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 Procedure
VET	Vocational Education and Training
VQF	VET Quality Framework
WELL	Workplace English Language and Literacy

PROFESSIONAL DEVELOPMENT REQUIREMENTS

IDENTIFYING VOCATIONAL SKILLS

The 2009 Australian Government funded report titled *Mapping of Competencies for WELL Practitioners and WELL Projects* identifies the competencies needed to implement a successful WELL training project. The relevance and importance of each depends on an individual's job role and work context.

Area	Competencies
Language and literacy practice	• 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
Numeracy practice	• 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 numeracy in the workplace • Developing numeracy skills in the workplace context • Applying adult numeracy methodologies • Competence in numeracy assessment
Vocational Education and Training system	• Awareness of national and state VET policies • Working within the AQTF/VQF

Area	Competencies
The contemporary workplace	• Understanding of regulatory, economic and labour market issues relevant to the industry, the workplace and the employees • Understanding of workplace dynamics and culture • Design and delivery of workplace communication 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
Program management	• Client management • Writing WELL reports • Budgeting • Managing training programs in a workplace • Project management • Staff recruitment • Staff support • Applying the ACSF • Evaluating WELL training projects
Training delivery and assessment	• 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

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.

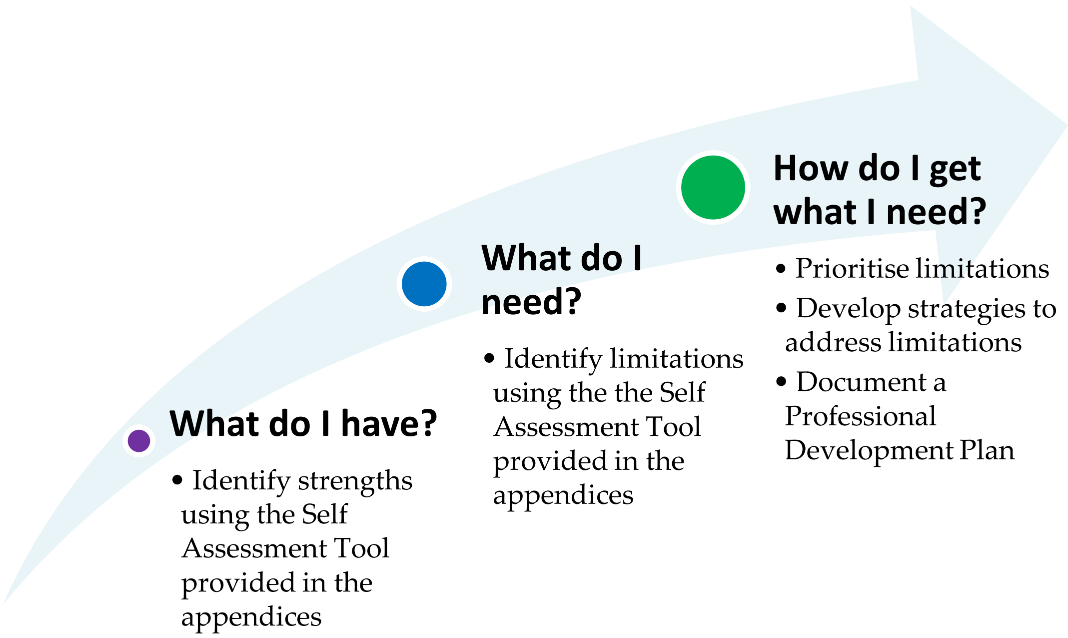
COMPLETING A SELF ASSESSMENT

Self assessment identifies strengths and limitations 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.

A Self Assessment Tool is provided in the appendices.

Helpful self assessment questions include:

- What competencies do I have that are useful for implementing a successful WELL training project?
- What limitations do I have that may impact on the successful implementation of a WELL training project?
- What do I need to do to manage my limitations?



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
1. To increase understanding of the WELL training application process	*Read WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application*
2. To increase skills and confidence using spreadsheets to manage a WELL training budget	*Complete Excel beginner and intermediate courses*
3. To obtain a qualification in project management	*Enrol in BSB51407 Diploma of Project Management*

Complete the Self Assessment Tool and use the information to develop a Professional Development Plan. A template is provided in the appendices.

IDENTIFYING COMMUNICATION SKILLS

Individuals must have sound communication skills to successfully implement a WELL training project. 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. The ACSF is a tool that can be used to consider not only student skills, but also practitioner skills.

Below are examples of the communication skills required for implementing a successful WELL training project mapped to the ACSF.

Core Skill	Examples
Reading (ACSF ~5)	The ability to read and comprehend: • WELL training applications, WELL Funding Agreements, AQTF, ACSF • Workplace documents • WELL reports • Training provider documentation • Training Packages and accredited courses • Training proposals • Correspondence from employers, training providers, DIISRTE, colleagues • Minutes of meetings
Writing (ACSF ~5)	The ability to effectively and succinctly write: • WELL reports • Learning and assessment resources • Assessment tasks • Feedback to learners • Correspondence to employers, training providers, DIISRTE, colleagues • Minutes of meetings
Oral communication (ACSF ~5)	The ability to effectively: • Describe the WELL Program and its requirements • Listen to and interpret business and training needs • Discuss project requirements with employers, training providers, DIISRTE and colleagues • Negotiate training solutions • Present training reports • Deliver group, 1–1 and e-learning training and assessments • Facilitate meetings • Develop and maintain business relationships • Mentor and coach

Core Skill	Examples
Numeracy (ACSF ~4)	The ability to use maths to accurately: • Manage budgets • Use a spreadsheet • Monitor and report on measurable outcomes • Estimate time and resource allocations • Identify workplace numeracy tasks • Report ACSF levels

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

Implementing a successful WELL training project is like any other business process – it should 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.

Inadequate WELL training project implementation can result in:

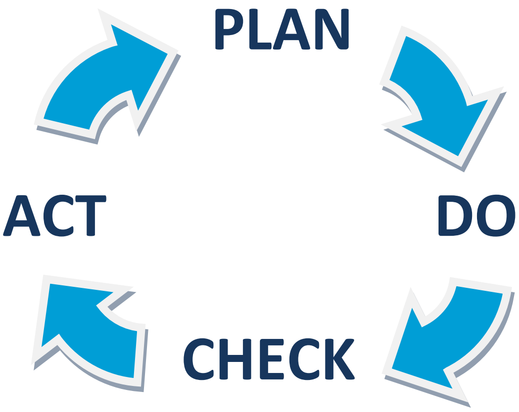
- Employer dissatisfaction
- Learner dissatisfaction
- Lack of employer or training provider commitment
- WELL practitioner turnover
- Poor training outcomes
- Poor business outcomes
- Waste of human, physical and financial resources
- Inconsistencies between the project outcomes and the project plan

Processes are reviewed to:

- Identify areas for improvement
- Achieve training outcomes
- Achieve business outcomes
- Evaluate stakeholder satisfaction
- Evaluate cost effectiveness
- Maintain quality
- Respond to problems and criticisms
- Identify and define problems
- Identify solutions
- Build business relationships
- Review resource allocation
- Identify skills and knowledge gaps
- Review progress of improvement
- Continuously improve

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.

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 practitioner 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.

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 projects.

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

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)
- BSBWOR501A 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.

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

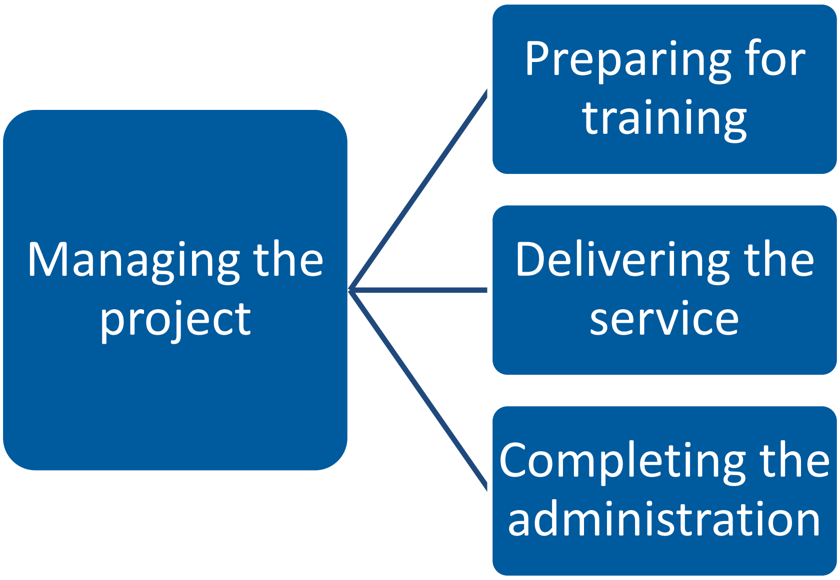
- *What did you learn?*
- *How does what you learnt relate to your practice?*
- *What actions will you take?*

Discuss this with a trusted peer or mentor.

FOLLOWING A SYSTEMATIC APPROACH

Implementing a successful WELL training project doesn't happen by accident. It requires a systematic approach.

The following is an overview of the systematic approach described in the following sections of the resource.

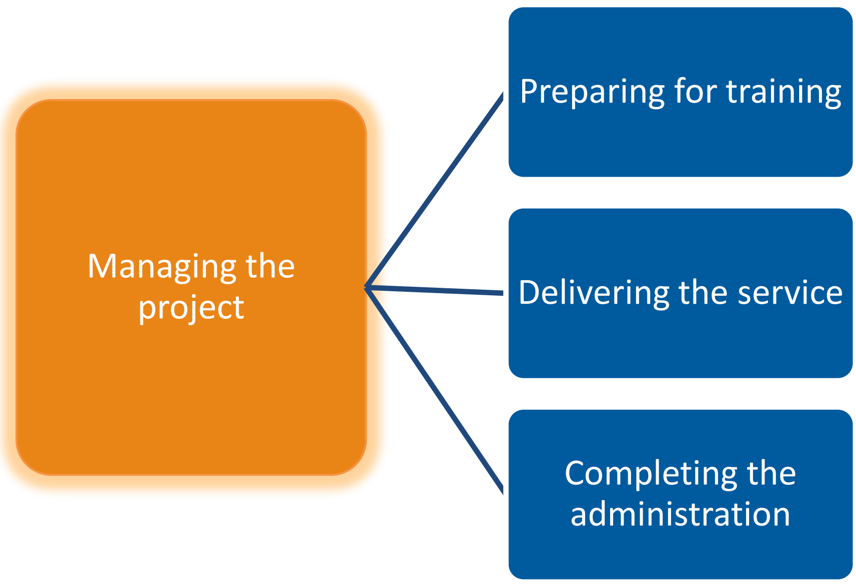


MANAGING THE PROJECT

Like any other project, a WELL training project requires leadership and needs to be project managed for the best chance of achieving the desired outcomes.

Project management is all about maximising the return on investment whilst minimising the risks associated with the project scope, time, resources and budget, and ensuring that an effective relationship is maintained between the parties.

The outcome of this section is the implementation of an effective process for managing the project.



Defining the scope

Project scope is the work that needs to be done to achieve the project outcomes within resource, time and money constraints. Before a project's scope can be managed it must be defined.

Information about a project's scope is found in the WELL training application and the WELL Funding Agreement. However, the information in these documents was written for the specific purpose of acquiring WELL funding and was written for the specific audience of DIISRTE representatives and the State Advisory Committee (SAC). Now that the project has been funded there is a different purpose and a different audience. Now the purpose is to share information about the WELL training project objectives and the work that needs to be done within the resource, time and money constraints. Now the audience consists of the employer and representatives from the training provider. Therefore it is worthwhile reviewing the information documented in the WELL training application and the WELL Funding Agreement and refining it to suit the new purpose and the new audience.

In project management this document is called a project charter. In a WELL training project a project charter may include:

- The reason for the project
- Project objectives
- Project constraints (employer and training provider resources, time and money)
- Project exclusions (what is not included)
- Key stakeholders
- Numbers to be assessed
- Numbers to be trained
- Training content
- Delivery arrangements
- Action plan
- Monitoring arrangements
- Expected employee outcomes
- Expected employer outcomes
- Project budget

Further information on developing and documenting a successful WELL training application is the subject of the resource *WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application*.

Access a WELL training application and a WELL Funding Agreement. These can be found on the WELL website or may be available for a project you are currently working on. Identify where information about the project objectives, the work that needs to be done and the resource, time and money constraints is found.

SCOPE CREEP

Scope management is important because of a common project phenomenon known as 'scope creep'. Scope creep occurs when a number of seemingly small changes in project scope add up to significance over the life of a project making meeting the objectives within resource, time and money constraints difficult or impossible.

Scope creep commonly occurs in WELL training projects when additional requirements are identified.

For example:

Additional Requirement	Example
Additional participants are identified	The original agreement was for the training and assessment of 70 participants but the employer identified an additional 10 participants
Additional training locations are identified	The original agreement was for the training to be delivered at head office but the participants reported that they are more likely to attend if the training is delivered at their worksites
Additional training needs are identified	The upfront LLN assessment identified lower level literacy skills than anticipated and therefore more intensive support is needed
Additional training times are identified	The training provider had assumed that the training would all be delivered on day shift but the employer wants night shift coverage

It is important to discuss any changes that move the project away from what is specified in the WELL Funding Agreement with DIISRTE.

Can you think of any other examples of scope creep in training projects? Discuss this with a trusted peer or mentor.

MANAGING THE SCOPE

To ensure that the effects of scope creep are minimised, a project's scope must be carefully managed.

This does not mean that a project's scope must remain fixed. In the life of any project issues and opportunities arise that justify scope changes, and training providers are expected to be flexible and responsive to changing needs.

Scope management means having effective processes in place to:

- Handle change requests
- Decide whether a change to the project scope is needed
- Assess how the change will impact on the project
- Negotiate the changes that will be carried out

A steering group provides a formal mechanism for managing and controlling project scope. Membership consists of representatives from the key project stakeholders and as a minimum this includes at least one representative each from the employer and the training provider, and may also include participants and union representatives. In large projects it can be effective to establish an overall WELL training project steering group and then sub-groups for each work area to help to ensure discussions and feedback are more clearly targeted.

It is important to establish steering group ground rules such as:

- When to meet and how often?
- What times and venues are convenient for the majority of the group members?
- What the individual roles and responsibilities are within the group – do they simply advise or do they have tasks to complete?
- How much power does the group have?
- What topics will be discussed?
- Are members required to sign confidentiality statements safeguarding what is discussed in meetings to protect participants?

A steering group has a vital role to fulfil in providing a voice to all parties involved in a project. It is important that members listen to the issues and concerns that the group raises and act upon them.

Roles and responsibilities of the steering group may include the following:

- Provide feedback on training and delivery
- Suggest solutions to problems
- Advise on content of training
- Assist with the planning and scheduling of training
- Assist with organising employee release and timetables
- Identify current and future needs
- Identify areas for improvement

What other WELL training project steering group roles and responsibilities can you think of? Discuss this with a trusted peer or mentor.

COMMUNICATING WITH STAKEHOLDERS

It is important to identify a project's stakeholders and ensure that the key stakeholders understand and agree on a project's scope and how it will be managed.

Effective stakeholder communication helps manage the politics and conflict that can often come with training projects by managing stakeholder expectations of the project objectives, levels of commitment to the work that needs to be done and understanding of the resource, time and money constraints.

The main stakeholder groups are DIISRTE, the employer and the training provider. The DIISRTE representative is the relevant State/Territory WELL Coordinator and delegate. Employer representatives may include different levels and functions of management and supervision, administration, finance, content experts, union representatives and employees. Training provider stakeholders may include different levels and functions of management and supervision, administration, finance, WELL practitioners, vocational practitioners and resource developers. Stakeholder expectations are managed with effective communication.

Each stakeholder has a different relationship to the project that needs to be taken into consideration. It can be useful to broadly categorise stakeholders as either direct (someone who works on the project, e.g. the WELL practitioner), strong influence (someone who does not work on the project but can impact the outcome, e.g. senior managers) or customers (someone who uses the project outcome, e.g. employees).

Each stakeholder has different levels of support and motivation that need to be identified and managed. Some stakeholders have the power to undermine a project and others may be strong supporters. It can be useful to identify any gaps in the level of support and motivation needed from each stakeholder to successfully complete a project. Unnecessarily high and unnecessarily low support and motivation can cause problems. Examples include an unsupportive content expert unwilling to pass on much needed technical information, or an overly motivated WELL practitioner who becomes too involved in workplace issues.

Each stakeholder has different information needs, depending on their role and level of involvement, and different communication preferences. For example, communications with employees may include monthly workplace flyers and weekly face to face communication during training sessions. Communications with the State/Territory WELL Coordinator may only include the formal WELL reports if everything goes to plan.

When communicating with stakeholders it is important to remember to:

- Consider the role of the stakeholder and their relationship to the project
- Consider the stakeholder's level of support and motivation for the project
- Identify and use the stakeholder's preferred communication channels
- Deliver consistent information to all stakeholders
- Use plain language free from jargon and technical language
- Practise active listening skills including not responding defensively to stakeholder concerns
- Inform stakeholders of possible problems as early as possible to give them time to think

A Project Communication Plan is provided in the appendices and includes consideration of:

- Who are the stakeholders?
- What needs to be communicated to each stakeholder?
- How often is communication with each stakeholder needed?
- How will information be communicated?

Think about a project you have been involved in and the quality of stakeholder communications. What worked well? What didn't work well? What will you do differently next time? Discuss this with a trusted peer or mentor.

Managing time

Managing time is an important part of project management. It involves allocating realistic times against all the work that needs to be done to successfully complete the project.

A broad timeline was developed and documented in the WELL training application. This timeline needs to be confirmed and developed in more detail at the start of the WELL training project and then updated during its implementation where changes are necessary.

Timelines that are tight cause unnecessary pressure and negatively affect the quality of stakeholder engagement, motivation and performance. It is a very serious trap to fall into that carries a high risk of not achieving project objectives within the time constraints.

Unrealistic timelines can occur when:

- Time needed for the work that needs to be done is underestimated
- Unexpected events are not allowed for
- In eagerness to secure a WELL training project promises are made that are unrealistic

These problems can be avoided by following the steps below.

Step 1: Breaking it down

To estimate how long a project is going to take, all the work that needs to be done must first be identified, the more specific the better. For example, the initial assessments must be completed, all the training must be delivered and monitored, and the outcomes must be measured. There are also project management tasks and administrative requirements to be completed.

Each of these tasks is made up of smaller work activities. For example, the initial assessments need time for preparation, implementation, and administration and reporting.

STEP 2: ESTIMATING THE TIME NEEDED

The time needed for each task identified in Step 1 must be estimated.

Realistic estimations are reached by gathering information from a range of sources, making an estimate, and then challenging that estimate using another estimation method.

Information can be gathered from the person who will undertake the work activity, other people who have experience in the work activity and historical data.

For example, when asked about the initial assessment of 10 employees, a WELL practitioner estimates that it will require 1 hour per person, totalling 10 hours. However, further consultation may reveal that the workplace will not be able to release the employees back to back and that there will be some downtime between assessments. Historical data reveals that it is more realistic to assess 5 people in an 8-hour working day. The estimate is adjusted to 16 hours.

An estimate can be challenged using another estimating method. For example, in *three point estimating* first estimate a best case scenario, then estimate a worst case scenario and then finally estimate a most likely scenario. Using more than one method increases the accuracy of an estimation.

Here are some more tips:

- Keep notes of all information sources and assumptions made. This will be helpful if amendments to the times are needed. In the example above there was an assumption that all 10 employees will be available across the two days.
- Build in a buffer for unexpected events and to accommodate the reality that resources are not fully productive 100% of the time. For example, add in a 20% buffer to the time estimated above.

STEP 3: PREPARING THE SCHEDULE

With realistic time estimates, the project schedule can be developed by adding each of the time estimates to the list prepared in Step 1.

The project schedule is guided by the WELL Funding Agreement and the needs of the workplace. Training is not the core business function of a workplace and it is important to remember that the core business and productivity come first. To establish a training schedule it is crucial for the training provider to find out from the employer what are the best and worst times for training throughout the year.

There are various project management techniques available that are used to develop and present project schedules including Work Breakdown Structures (WBS) and Gantt Charts.

If unfamiliar with these techniques this approach can be used:

Start with a month-by-month annual planner

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Blank out any periods the workplace has indicated are not good for training

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Blank out any periods where training staff are on leave

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Identify and mark in any key training provider events that may influence the timing of training

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List the work that needs to be done in the order that it needs to be completed

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Identify work deadlines such as dates when reports are due

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Identify activities with dependencies to determine if they must be completed sequentially

↓

Fit the work that needs to be done into the planner

Have you been involved in a project where the timelines were too tight? What was the impact on the project? How could it have been managed better? Discuss this with a trusted peer or mentor.

ALLOCATING RESOURCES

Project resources are anything that is needed to do the work. Resources include the people, such as the practitioners and support staff, and the tools and equipment, such as learning and assessment resources, needed to complete the project. These must be managed to ensure that they are made available when needed.

Resource planning includes identifying:

- Human resource functions needed
- Roles and responsibilities for each function
- Number of people needed for each function
- Types of tools and equipment needed
- Quantity of tools and equipment needed

To identify what resources are needed use the project schedule. For example, resources needed to prepare for the initial assessment may include the WELL practitioner, access to the employer, access to employees, access to workplace samples, office facilities and equipment, the ACSF and the identified units of competency. The project schedule can then be used to identify how much of each resource is needed and when it must be made available.

The AQTF/VQF requires that all Registered Training Organisations (RTOs) have procedures and resources in place to meet the training requirements including the facilities, equipment and training and assessment materials, and that the training and assessment is delivered by appropriately qualified and supported staff.

In a WELL training project the WELL practitioner is the most critical resource. WELL practitioners are assigned a WELL training project at the time that the WELL training application is developed. Names, qualifications and experience are included in the WELL training application and WELL practitioners are identified by name in the WELL Funding Agreement.

The professional development resource *WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application* provides detailed advice on assigning WELL practitioners.

If, once a project has been funded, a change in WELL practitioner is needed, the matter must be raised with the State/Territory WELL Coordinator and a variation to the contract may be needed.

Also critical to a WELL training project is the WELL practitioners' access to the workplace. To deliver effective training, they require:

- Access to the employees
- Adequate training facilities and equipment
- Ongoing input from the workplace

It is recommended that training providers and employers discuss these needs in detail so that employers are aware of and can plan the resources that they need to commit to the project.

Further information about preparing resources is provided in the next section.

Access ***WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application*** *and review Step 3 for advice on assigning WELL practitioners.*

CONTROLLING THE BUDGET

Every project has a budget that must be managed to ensure that it is not under or overspent. In a WELL training project the budget is detailed in the WELL Funding Agreement. It includes a contribution from DIISRTE and a contribution from the employer.

The project schedule can be used to manage the budget as every resource needed for every activity has an associated cost. For example, if it is identified that the preparation for the assessments will take 16 hours, the direct labour cost can be calculated by multiplying the WELL practitioner's hourly rate by the hours needed.

It is important that the budget is managed so that it is not overspent. Overspending is a risk if the original budget in the WELL training application was inaccurate or if there is scope creep.

If the original budget in the WELL training application was inaccurate what can realistically be achieved within the budget must be negotiated between the employer and the training provider. If what is agreed is different than that specified in the WELL Funding Agreement, it must be raised with the State/Territory WELL Coordinator. A funding variation may be required or the cost may need to be borne by the Funding Recipient.

It is also possible to overestimate the cost of a WELL training project, or underspend because there is a significant change in scope such as the closure of a worksite. If a project underspends, the unspent funds must be returned to DIISRTE. The financial reports indicate when this is the case and the State/Territory WELL Coordinator will address the issue with the Funding Recipient.

Have you been involved in a project where the budget was too tight? What was the impact on the project? How could it have been managed better? Discuss this with a trusted peer or mentor.

Managing relationships

The relationship between the employer and the training provider is pre-existing. It was established during the planning for and preparation of the successful WELL training application. Comprehensive guidance on this is provided in *WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application*.

It takes time for the funding body to assess and approve a funding application and it is important that the relationship between the employer and the training provider is not neglected during this time. Where relationships are not maintained the good news of a successful funding application can be soured by a neglected relationship where key people have moved on and stakeholders have lost interest.

The relationship between the employer and the training provider is a customer/supplier relationship where both parties share the common goal of achieving employer satisfaction within the project's scope, resource, time and budget conditions and constraints.

The quality of the relationship can make or break a WELL training project.

Access ***WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application*** *and review advice on building the employer/training provider relationship.*

THE GOOD AND THE BAD

Poor relationships can lead to:

- Complacency
- Normalisation of problems
- Distrust
- Competition rather than cooperation and collaboration
- Poor service delivery
- Poor communications and interactions
- Poor scope, time, resource and budget management

Successful relationships are enabled when each party trusts that the other party is committed to mutual success and the achievement of shared goals. It is important to build a climate of mutual trust to foster cooperation and collaboration, simpler and mutually beneficial negotiations, effective management of scope, time, resource and budget, and better quality communications, interactions and information sharing.

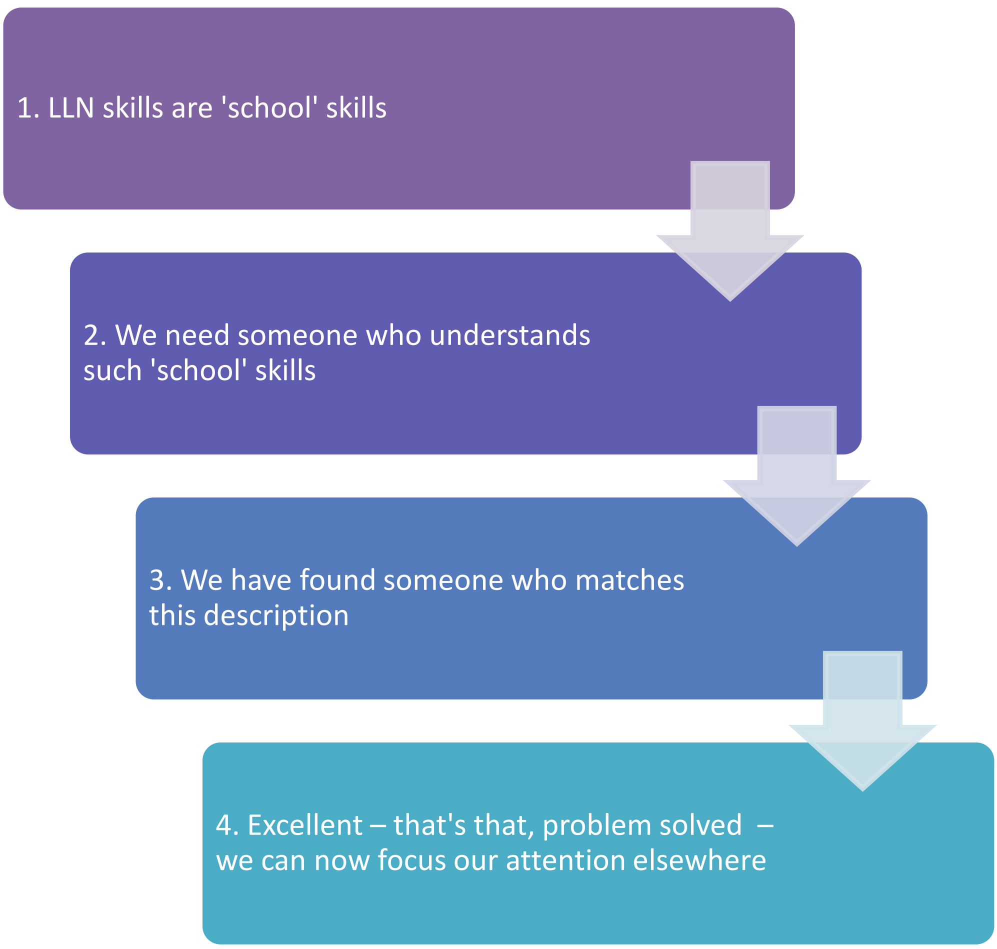
Have you been involved in a project where the relationships between key stakeholders had soured? What was the impact on the project? How could it have been managed better? Discuss this with a trusted peer or mentor.

DEFINING THE PARTNERSHIP

Establishing an effective relationship requires mutual respect for the skills and experience on both sides.

From the training provider's point of view, it is vital that they actively seek to understand the workplace and the workforce. The employer must in turn seek to understand the importance of their commitment to the project.

Some employers may take the attitude that, now that they have a WELL training project, they can concentrate on their core business and leave the LLN to the training provider. The thinking may run like this:



This, of course, is completely false reasoning, and if left uncorrected, the training provider will be left driving the whole project on their own, thus ensuring an uphill battle all the way. It also undermines the long term success of the training.

It is vital from the outset that both the employer and the training provider understand that any WELL training project is a partnership between the two parties.

Thinking about the nature of your role in the implementation of WELL training projects, how can you better support the partnership? Discuss this with a trusted peer or mentor.

UNDERSTANDING THE WORKPLACE

The onus is on the training provider as the supplier to deliver a quality service to the employer, the customer of the training service. To do this they must understand the workplace.

The following information is offered as a guide for training provider to help them to provide a quality service.

Understand the Workplace

Attitudes

- Be prepared to work anywhere at any time
- Think positively, creatively and most importantly be flexible and accommodating
- Be realistic about what can be achieved in a given context or time frame
- Adopt an open-minded attitude to problem solving
- Respect the knowledge, skills and experience of all employees
- Maintain a professional distance at all times
- Avoid any involvement in social justice issues

Understand the Workplace

Environment

- Check company protocols and procedures and stick to them
- Make it clear that the WELL practitioner's knowledge, skills and expertise are in the field of communication skills development, not in the workplace's core business
- Remember that the employer controls the environment, not the training provider
- Be aware that training is subject to a whole range of factors such as shift patterns, high and low business periods, leave arrangements, budgetary considerations and changes in personnel
- Make sure training facilities and any resources are booked in advance, and until the WELL training project is established phone to confirm availability the day before training
- Remember WELL practitioners are guests in the workplace and their presence depends on the workplace's goodwill
- Keep in mind that the main business of the workplace comes first
- Never assume that everyone supports or understands what the training is for and what it will lead to
- Make it clear that the employer's support is needed for the training to have an impact both on individuals' communication skills development and on the workplace

Understand the Workplace

Communication

- Listen actively to the employer's needs and always use these as a basis for dialogue
- Avoid talk of social justice or suggesting that the workplace has an obligation to 'do its bit in the world'
- Avoid 'teacher speak' as much as possible. Link all talk of communication skills to workplace needs and workplace outcomes
- Give and seek regular feedback about the progress of training from participants, their supervisors and colleagues
- Seek formal feedback through various methods, such as the project steering committee, surveys and interviews
- Liaise regularly with all relevant parties
- Communicate with all relevant parties and not just the ones that are easy to get on with
- Be open and honest even if it's not what the employer wants to hear – just make sure it's done in as diplomatic a way as possible
- Enlist the support of administrative support personnel

Thinking about the boxes on the previous page, what else might a training provider do? Discuss this with a trusted peer or mentor.

Review

This section covered how to implement an effective process for project managing a WELL training project.

This contributes to the achievement of the following units of competency:

- BSBPMG502A Manage project scope (BSB07 Business Services Training Package)
- BSBPMG503A Manage project time (BSB07 Business Services Training Package)
- BSBPMG504A Manage project costs (BSB07 Business Services Training Package)
- BSBPMG505A Manage project quality (BSB07 Business Services Training Package)
- BSBPMG507A Manage project communications (BSB07 Business Services Training Package)

If you think that you need to further develop your knowledge and skills in this area, add these units of competency to your Professional Development Plan.

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.

In this section you were asked to reflect on examples of projects you are familiar with. Prepare a collection of case studies describing what you have learnt from these examples. Share them with your colleagues.

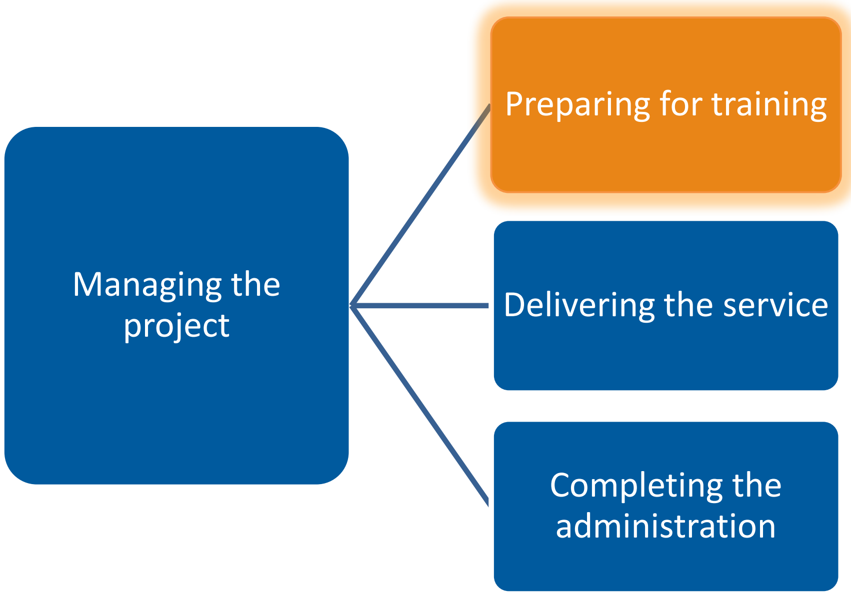
PREPARING FOR TRAINING

A lot of preparation must occur before training can commence in any training project.

This section covers the preparation of all the inputs needed for a successful WELL training project, including:

- The workplace
- The practitioner
- The training content
- The facilities
- The resources

The outcome of this section is a fully prepared WELL training project ready for delivery.



The workplace

The core business of the employer and the training provider are very different and therefore the knowledge, skills and experience of their staff are very different. The employer has knowledge, skills and experience in operating the workplace's core business (and the WELL practitioner doesn't) and the WELL practitioner has knowledge, skills and experience in developing English language, literacy and numeracy skills in the workplace (and the employer doesn't). For the WELL training project to be successful the partnership between the employer and the training provider needs to draw on both sets of skills, knowledge and experience.

Also, the way in which the employer and the WELL practitioner conceptualise English language, literacy and numeracy skills may be very different because of their different perspectives.

In the VET sector English language, literacy and numeracy is a specialist field of expertise. Generally speaking vocational practitioners deliver the content and WELL practitioners deliver the English language, literacy and/or numeracy support.

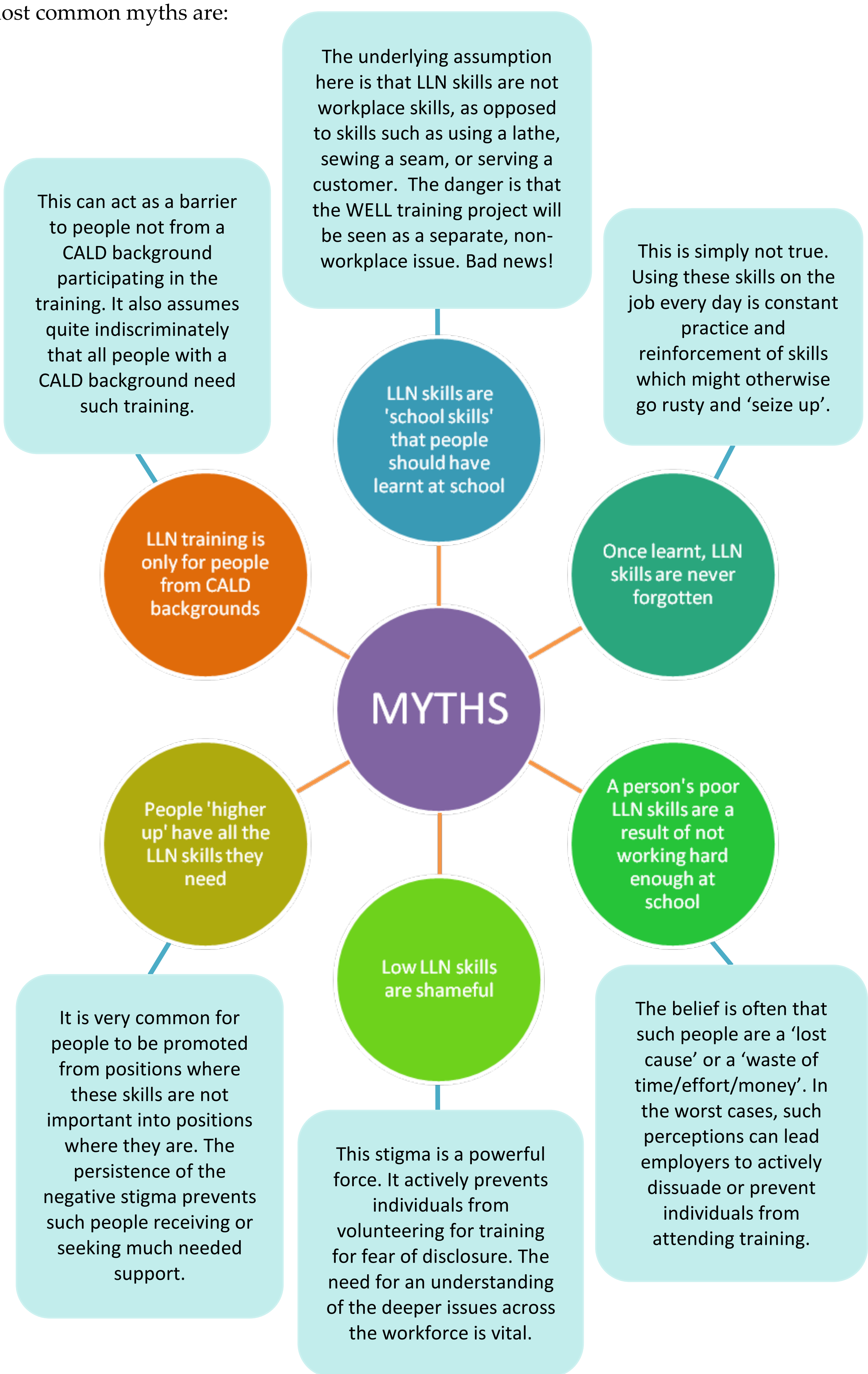
In the workplace this separation does not exist and English language, literacy and numeracy is truly integrated with workplace activities, so much so that it is often hidden. This is particularly true of numeracy, which can be so integrated in workplace activities it goes unrecognised until something goes wrong.

Perspectives affect our attitudes, our values, our decisions and our actions. Therefore it is important for the training provider and the employer to develop an understanding of the other's perspective and find common ground for the partnership to work. Because it is the core business of the training provider to engage with employers to deliver training, the primary onus for facilitating this understanding falls on the training provider.

Thinking about the nature of your role in the implementation of WELL training projects, what can you do better to support a common understanding? Discuss this with a trusted peer or mentor.

CHALLENGING THE MYTHS

In seeking common ground there are several myths that must be dispelled very early on. The most common myths are:



If these myths are not debunked, too much time is wasted swimming against a powerful tide of ignorance that ultimately leads to frustration and the marginalisation of the WELL training project.

The misconceptions surrounding LLN skills need to be challenged at every possible opportunity. Some or all of the following may be used in this ongoing endeavour:

- Countering the myths whenever they are expressed by providing information and avoiding being judgemental
- Encouraging all parties to champion the myth-debunking campaign by explaining how the myths prevent people from participating in training designed to help them work better
- Inviting people to freely express their feelings and misgivings about the training and listening to what they have to say, accepting it all, and then looking at ways of working with them to address their concerns
- Inviting people to attend presentations by employees

Thinking about your experience as a trainer, what other misconceptions can affect a WELL training project? What can you do to counter the misconceptions? Discuss this with a trusted peer or mentor.

TALKING ABOUT LITERACY AND NUMERACY

Another issue which should be sorted out as early as possible is the understanding of the words literacy and numeracy. That they can be a problem is not surprising as they are slippery concepts with no commonly agreed definitions.

The problem with the word 'numeracy' is that it can be confused with the word 'maths'. Often when people think of maths they are reminded of negative school experiences and feel uncomfortable. People are often very open about their aversion to maths saying things like, 'I've never been good at maths.' This is a common condition known as maths anxiety that affects attitudes, lowers cognitive functioning and impedes numeracy development.

It is important to make clear that numeracy is not the same as school maths and that it is taught very differently. In a WELL training project numeracy training focuses on what is needed for the workplace activities and employs adult learning principles.

The word literacy can also be a problem because there is often a negative stigma associated with low level literacy skills. As a consequence many who wish to improve their skills may avoid participating in the training for fear of the stigma being attached to them.

Because of the negative connotations, many WELL training projects are delivered without mentioning the word literacy. An alternative, more positive term often used is workplace communication skills.

THE PRACTITIONER

WELL practitioners are the face of service delivery and play an important part in maintaining the relationship between the employer and the training provider. WELL practitioners can make or break a project.

WELL practitioners are specified in the WELL Funding Agreement. Any changes to what is specified in the WELL Funding Agreement need to be discussed with the relevant State/Territory WELL Coordinator and may require a variation to contract.

Sometimes WELL practitioners work on a number of WELL training projects across different workplaces at the same time. Having a range of different current experiences allows WELL practitioners to draw on ideas and activities that have worked elsewhere in different contexts with positive effects. Without breaching confidentiality, employers are often keen to know that they are 'just like any other workplace' with similar issues, and they can often grow from knowledge of shared experiences and successes.

For comprehensive information on assigning WELL practitioners to a WELL training project, refer to Step 3 in ***WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application.***

PRACTITIONER QUALITIES

WELL practitioners may find themselves working in a hospital helping cleaning staff to learn how to understand ratios for mixing cleaning chemicals, or in a food-processing plant dealing with the reading skills associated with quality assurance requirements. They may end up working out on the roadside, teaching a gang of pipe-layers from a local authority how to fill in time sheets, or work underground, teaching mining workers how to report hazards.

As a result, WELL practitioners don't just need appropriate qualifications; they also need to be creative, flexible and able to respond quickly and enthusiastically to a dynamic working environment.

A good WELL practitioner, like all practitioners based in a workplace, should have many if not all of the following characteristics:

- Has a flexible response to pressures on the ground
- Can think on their feet and respond creatively to new training requirements and opportunities as they occur
- Can resist the temptation to become embroiled in workplace politics or the workplace problems of their trainees
- Knows how to leave their own political views at home
- Knows how to be friendly with everyone without exception
- Works comfortably in isolation from other professionals in their field
- Demonstrates resilience

It is the flexibility of the individual that makes for a successful practitioner in the workplace.

For more information about the working environment of a WELL practitioner watch the DVD ***Not Your Usual Practice: Educational Voices in the Workplace*** *available from the WELL practitioners' website. Discuss it with a trusted peer or mentor.*

UNDERSTANDING THE WORKPLACE

In the workplace it is important that the WELL practitioner complies with workplace requirements, has access to relevant workplace materials and personnel, and is able to respond quickly and appropriately to issues, dealing with them before they can become problems.

The WELL practitioner must become familiar with many aspects of the workplace including workplace structures, systems, language, culture, politics and rules, and the workplace communication systems and protocols.

The WELL practitioner is a visitor and must comply with all rules pertaining to visitors. These can range from having to sign in and out, to showering after having been underground at a mine site. They may also be privy to confidential information and have to sign confidentiality statements and contracts. WELL practitioners must abide by all requirements and respect the workplace they work in.

A WELL practitioner can begin to familiarise themselves with the workplace by:

- Participating in an on-site induction – depending on the worksite this can range from a five-minute computerised test to a three-day intensive course with an examination at the end of it
- Making an appointment to visit the workplace
- Familiarising themselves with all workplace rules and requirements and clarifying any uncertainty with appropriate workplace personnel
- Reading notice boards, newsletters and company memos
- Asking:
    - What are the compliance requirements for working in this area, personal protective equipment, induction processes?
    - Can I have a copy of the company's policy, procedure or standard operating procedures (SOP)?
    - Do I have to read or sign any specific documentation pertaining to my status as a visitor at the site?
    - Do I have to sign in and out every time I visit and am I required to wear a name/visitor's badge?
    - Who is my immediate contact person?

What other questions could the WELL practitioner ask? Discuss this with a trusted peer or mentor.

DRESSING FOR THE PART

What a WELL practitioner wears is important for two reasons.

Firstly the WELL practitioner needs to fit in with the workplace, and appearances count. Each workplace and each occupational group within a workplace has a different dress code. For example, there may be business suits for managers, overalls and steel capped boots for production workers and smart casual attire for disability support staff. Dressing for the part can help the WELL practitioner fit in.

Secondly the WELL practitioner needs to follow the rules of the workplace which sometimes include rules about clothing, for example hair nets and beard nets at a food processing plant, hard hats and steel capped boots on a construction site, high visibility clothing in a warehouse and hearing protection at an airport. There may also be rules about what not to wear. For example, no jewellery or watches in a food processing plant and no open toed shoes in a manufacturing plant. It is important that these rules are known and followed.

Watch the DVD ***Not Your Usual Practice: Educational Voices in the Workplace*** *available from the WELL practitioners' website. What can you learn from watching the WELL practitioners discuss what to wear?*

THE TRAINING SOLUTION

The training solution is documented in the WELL training application and was developed in response to the identified needs and the desired measureable outcomes for the employer and the employees. The needs, outcomes and training service need to be confirmed.

Changes may be needed because the in-depth work needed to develop them fully simply was not done. Identifying the needs, the measureable outcomes and the most appropriate training service is a complex process described in detail in *WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application*.

Changes may also be needed in response to changes in the workplace. The workplace environment is a dynamic environment and sometimes things can change between the time taken to submit the WELL training application and its approval, and over the life of a WELL training project.

COMFIRMING THE NEED

The WELL training application describes the workplace communication needs aligned to business needs and training needs. The identified needs are the basis for the WELL training project and it is important that they are clearly understood and accepted by the stakeholders.

It is possible that the needs have changed for many reasons such as:

- New management with different priorities
- Restructures, mergers or acquisitions
- New products or services
- New employees with different LLN needs
- New work processes
- New technologies
- New compliance requirements

Any of these changes could impact on the needs and therefore the measureable outcomes and the training solution.

For comprehensive information about identifying needs refer to Step 2 in ***WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application.***

CONFIRMING THE MEASURABLE OUTCOMES

The WELL training application describes the measurable outcomes for the employer and the employees. These should relate directly to workplace communication needs aligned to business needs and training needs.

Some measurable outcomes may be a higher priority to the employer than others. This is important information because it may affect the training service. For example, the employer may want employees to be competent in completing data input sheets in time for the installation of a new computer program, to enable a smooth transition.

If changes are needed or if the measureable outcomes are under-developed they need to be developed and agreed to by the employer and the training provider.

For comprehensive information about identifying measurable outcomes refer to Step 2 in ***WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application.***

CONFIRMING THE TRAINING SERVICE

The WELL Funding Agreement describes the training service that has been funded to address the workplace communication needs aligned to business needs and training needs.

The training service includes:

- The topics to be delivered
- The number of training sessions per topic
- The duration of the training sessions
- The numbers of employees to participate in each topic

It is important to confirm the training content with the employer, identify any changed circumstances and assess their impact on the WELL training project. Any changes to what is specified in the WELL Funding Agreement need to be communicated to the relevant State/Territory WELL Coordinator and may require a variation to contract.

The WELL Funding Agreement may specify the following training content: 10 hours of measurement training using a digital calliper for 10 employees including 1 hour of group training per week over 5 weeks and 5 hours of additional 1–1 support as required. Consultation with the employer identifies that the work area has been restructured and there are now only 8 employees actively involved in the measurement activity. Further discussion reveals that it would be worthwhile for the two team leaders to also participate in the training to refresh their skills and help them to better understand the difficulties their staff are having. This is agreed to by the employer and the training provider and complies with what is specified in the WELL Funding Agreement.

Access a WELL Funding Agreement. A sample can be found on the [WELL website](). Identify where the information about the training service is specified. Discuss this with a trusted peer or mentor.

THE FACILITIES

In the workplace, the facilities and equipment available for training vary enormously. Some workplaces may have fully-equipped, purpose-built training rooms, others may have a small lunchroom or a supervisor's office, and some may have nowhere at all.

Access to a room for training is not essential. Even where there are good facilities available, they may not be the best place for the training to occur. For example, at a horticultural company it may be better to deliver training on the job in the field than in a training room.

Some WELL practitioners, if they are lucky, may get a desk or a workstation and somewhere to store resources. They may also have access to training equipment and a photocopier. Those who don't, need to consider bringing their own and may find that the back seat of their car becomes their office and storeroom. It is surprising how ingenious WELL practitioners become and how exceptionally well they cope without the use of conventional training facilities.

Realistically, WELL practitioners need to accept that they may not have the ideal training facilities to work with, but they still need to make sure that effective learning takes place. Therefore, wherever possible, they should seek to ensure the following:

- Good lighting and ventilation
- A quiet environment
- An environment free of interruptions or distractions
- Basic furniture

If there is access to training facilities, these need to be booked well in advance and confirmed.

And if the WELL practitioner has booked the room and the workplace decides to take the room? The advice is to use negotiation, assertiveness and tact. The WELL practitioner is a visitor in the workplace and it is important to maintain good relations. However, they also have a professional duty to do the right thing by the training project and the learners. Striking a balance between these two imperatives should therefore be the goal. The important thing is to do this as diplomatically as possible.

Thinking about a workplace training project you are familiar with, what facilities and equipment did the trainer have access to? Discuss this with a trusted peer or mentor.

The training resources

The training resources for a WELL training project need to be highly contextualised and tailored to the needs of the learners and the workplace. In a WELL training project the training resources to be used are outlined in the WELL Funding Agreement.

A WELL training project cannot rely on off-the-shelf training resources because they are not relevant to the reality of the specific workplace. For example, some workplaces call their supervisors ‘shift leaders’, ‘team leaders’ or ‘coordinators’. Departments are variously called ‘sections’, ‘work areas’ and ‘depots’. Using materials without attending to such differences leads to confusion and a sense that the needs of the particular workplace are not being clearly targeted. All training resources need to be customised to meet the needs of the target group and to suit the particular workplace context.

Customising training resources is the most certain way of ensuring relevance to the workplace and the employees. It is best to start with the needs of the current workplace and participants, become familiar with current workplace processes, anecdotes, tools and equipment, terminology, rules, documents, policies and procedures, and design from there.

Review

This section has provided a comprehensive overview of preparing for training in a WELL training project.

This contributes to the achievement of the following unit of competency:

- TAELLN803A Formulate workplace strategy for adults (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.

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.

In this section you were asked to reflect on examples of projects you are familiar with. Prepare a collection of case studies describing what you have learnt from these examples. Share them with your colleagues.

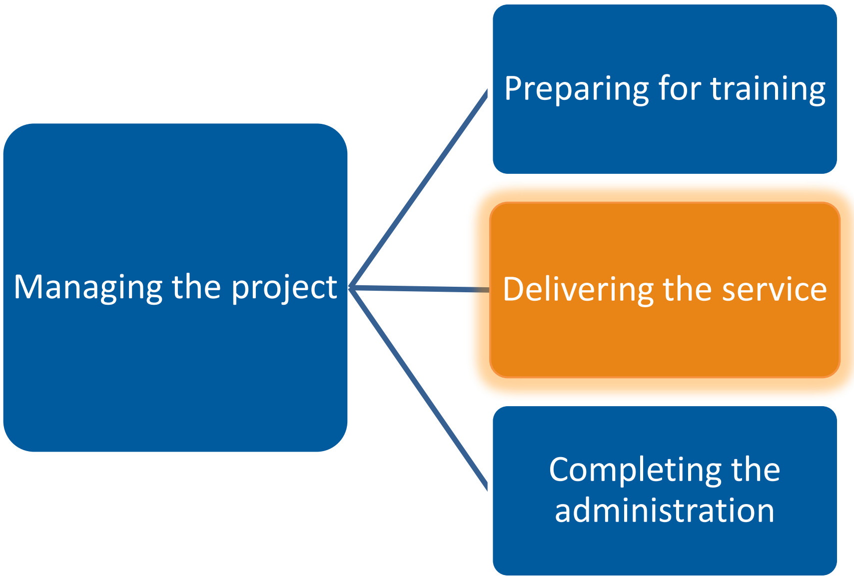
DELIVERING THE SERVICE

Now that the preparatory work has been done it is time to look at the delivery of the service.

This section includes all aspects of service delivery including:

- Promoting the training service to the target group
- Preparing and conducting the LLN assessments
- Conducting the training
- Monitoring the training service

The outcome of this section is a fully delivered WELL training project. The administrative activities that support and report on the training service are covered in the next section.



PROMOTING THE PROJECT TO THE TARGET GROUP

Before any training activities take place, it is vital that the target audience is aware of what is going to happen and why.

This can be done in a number of different ways from formal, structured, whole-workforce information sessions to informal, small-group or one-on-one meetings during a work break. The best way to inform the participants depends upon the workplace.

Doing some 'homework' before promoting the WELL training project is essential.

CHOOSING A NAME

As discussed earlier, the words 'literacy' and 'numeracy' can evoke negative or outdated connotations for some people. The name of the project conveys an image to the audience and therefore needs to be considered carefully by the employer and the training provider.

Examples of names that don't include the words literacy and numeracy include:

- Workplace Communication
- Business Skills Training
- Workplace Training
- Workplace Interpersonal Skills

MANAGING COMMUNICATION CHANNELS

To effectively promote a WELL training project it is important to understand how information flows in a workplace formally and informally. These information flows are called 'communication channels'.

Formal communication channels are planned and approved official information flows. Examples of formal communication channels that might be used to promote a WELL training project include face to face meetings with the target group, and memos and flyers.

Face to face meetings where employees are able to talk about their work and themselves are an effective way of reaching the target group and initiating a relationship at an interpersonal level. It is important for the employer and the training provider to consider how, where and when to hold the face to face meetings. Considerations include group size, in normal team meetings or in a stand-alone meeting, and in the lunchroom or in the boardroom. The employer and the training provider need to work through the options to determine the best approach within the constraints of the workplace.

Memos and flyers on noticeboards can be useful as they are easily seen by people and can raise the profile of the WELL training project in the workplace. Careful thought about what type of material to use is needed. It must be clear, simple and legible, taking into account the target audience. If they don't understand, the communication has failed.

Informal communication channels are more relaxed, casual information flows. An example is what people talk about on their work breaks. Informal communication is usually verbal and often referred to as the grapevine.

The information that flows through informal communication channels is unofficial and often a mixture of facts and falsehoods that can help or hinder a WELL training project.

A WELL training project represents change, and uncertainty about its purpose may lead some employees to feel threatened and ask questions such as:

- Why is the company doing this?
- Am I going to lose my job if I don't go?
- Is my job at stake?
- Will I have to take on more work or greater responsibility if I do this training?
- Is management using this to spy on me?
- Is management suggesting I can't do my job properly?

If mishandled, the very presence of a WELL training project in a workplace can cause a great deal of anxiety amongst those the project is designed to assist. People use the informal communication channels to express their concerns and tap into collegial support.

It is important that employee concerns are anticipated and addressed. Managing informal information flows involves:

- Listening to feedback and identifying key employee concerns
- Addressing key concerns through the formal communication channels
- Providing factual information in a timely manner
- Communicating frequently

Compare the potential impact of the message, 'The WELL training project is a good thing and is here to help,' with 'The WELL training project is just another management fad and no good will come of it.' Discuss this with a peer or mentor.

Strategies that a WELL practitioner can use to tap into the informal communication channels include:

- Chatting with employees
- Chatting with supervisors
- Sharing breaks with employees

COMMUNICATING THE MESSAGE

The WELL training project is a partnership between the employer and the training provider and it is important that this is made clear to the target group. It helps to give the project credibility and strengthens the message.

In communications, the following information needs to be provided:

- Information about the training provider and why they were selected for the project
- The reason for the training and what it hopes to achieve
- The type of training that will be provided
- How it is going to work
- When and where it will be held
- What the benefits are for the employees
- What the benefits are for the employer

Think about a training project that you have been involved in that was delivered in a workplace. How was it promoted to the learners? What worked well? What didn't work well? What would you do differently next time? Discuss this with a trusted peer or mentor.

Conducting the LLN assessments

LLN assessments against the ACSF are an important part of a WELL training project. Assessments at the beginning of the project determine eligibility and identify skill gaps. Assessments at the end of a project identify progress made. The WELL Funding Agreement identifies the numbers of employees to be included in the assessments.

THE ACSF

The 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 ACSF levels 1, 2 and/or 3 language, literacy and numeracy. These levels are considered below the level where a person is able to meet specific workplace needs with sufficient accuracy.

WELL practitioners use the ACSF in a number of ways in WELL training projects including:

- Pre-assessment reporting
- Post-assessment reporting
- Identifying an individual's areas of need for targeted support
- Mapping Training Packages and curricula
- Mapping job tasks
- Mapping learning and assessment resources and activities

WELL practitioners must be experienced in using the ACSF.

Think about the ways in which the ACSF is used in WELL training projects, and your level of expertise. What are your strengths? What areas need further development? Add these to your Professional Development Plan. Discuss this with a trusted peer or mentor.

DESIGNING THE LLN ASSESSMENT TOOL

The design of the LLN assessment tool depends on what the workplace is attempting to achieve. It should provide a picture of each employee's learning, reading, writing, oral communication and numeracy skills. It should also help to determine whether their skills are sufficient for the workplace's current and future needs.

The LLN assessment tool needs to be based on real workplace examples so that the skills actually required in the workplace are being assessed. It also needs to take into account the time available to assess the employees, something that needs to be agreed between the employer and the training provider.

The design of the LLN assessment tool also needs to take into account how it will be implemented. Ideally LLN assessments are conducted 1–1 in an intimate and relaxing environment to minimise the stress on employees. However, due to workplace constraints, LLN assessments may have to be conducted in groups. If this is necessary it is important to be mindful that group LLN assessments can be stressful on employees.

The initial LLN assessment is a general starting point for assessment of WELL Program eligibility and identification of skill gaps. Practitioners continue with more detailed assessment of skill levels when training commences.

For a comprehensive resource to support the development of competence needed for LLN assessment, access the Student Workbook for TAELLN705A Design and conduct pre-training assessment of adult language, literacy and numeracy skills at the IBSA website www.ibsa.org.au.

BUILDING TRUST

It is important that both the employer and the training provider understand that gaining and maintaining the employee's trust is vital to their willing participation in the assessments and indeed the WELL training project.

The employer and the training provider build this trust by treating employees with understanding and respect. For example, it is important to understand and respect that many people feel nervous at the thought of being assessed and many people feel uncomfortable about being identified as having LLN skills difficulties. This is particularly true of people who are not from CALD backgrounds who have difficulty with their reading and writing skills. Many in this category have a range of coping skills and have gone to great lengths to avoid being discovered.

Because of the sensitivity of the assessments, confidentiality is vital. More importantly, not only must confidentiality be ensured, it must be seen to be ensured. A loss of confidentiality could lead to a very sudden and irretrievable collapse of a WELL training project. If a confidence is betrayed (however innocently), word may travel very quickly through the workplace via informal communication channels, and employees may quickly withdraw from any further involvement for fear of similar exposure.

It is important for employees to know that they are not being assessed as a prelude to being made redundant. It is also important for them to feel that personal information with the potential to be damaging if made public will not be bandied around the workplace.

Handled carefully, the result of adherence to a policy of confidentiality helps to build employee trust in the integrity and professionalism of the employer and the training provider.

ORGANISING THE ASSESSMENTS

Conducting the assessments takes employees away from their normal workplace activities – a cost to the business and a significant disruption to operations. Therefore, the employer and the training provider need to work together to identify the most appropriate times and locations for the assessments to be conducted.

Here's a possible approach to organising the assessment for the employer and the training provider:

1. Agree on the possible times and locations of the assessments and the assessment duration
2. Prepare a list of the employees who will participate in the assessment
3. Develop a schedule showing assessment timeslots on days and at times that have been agreed
4. Complete the schedule by allocating the employee names to the timeslots
5. Emphasise the importance of informing everyone in the workplace who is likely to be affected by the interviews, such as managers and supervisors, of when and where they will occur
6. Ensure that everyone who has an influence over releasing employees to attend has been informed and that they have a copy of the appointments for that day
7. Make the interview space comfortable and private, with good lighting and not too noisy
8. Ensure that sufficient copies of the assessment tools are available

CONDUCTING THE ASSESSMENTS

The WELL practitioner needs to conduct the assessments sensitively and efficiently. Here's a possible approach to conducting the assessments:

Welcome the employee and invite them to sit down

→ Start by asking the employee to talk about their job to help them feel more comfortable

→ Tell them that the purpose of the interview is to assess their workplace communication skills to gain a better understanding of the training and support needed in the workplace

→ Reassure the employee that everything said in the interview remains confidential

→ Tell them that if they are not sure about anything at any time, that is fine

→ Tell them what will happen during the assessment based on the content of the assessment tool

→ Show them the assessment tool and let them know that you may take notes

→ Allow them to complete the assessment tool providing support as needed

→ If the employee is not capable of a task with support, move on to the next task

→ Judge the employee's responses against the level of performance expected in the workplace

→ At the end provide feedback on the employee's strengths and weaknesses relative to the needs of the workplace

→ Give them a brief idea of what will happen next, such as a report to management, confirmation of the training that will take place and commencement of the training

→ Make sure that only the allotted time for the interview is taken

→ Keep in regular communication with the supervisor about anything that may impact on the scheduling such as a missed appointment or an employee arriving late

WELL practitioners must learn to expect the unexpected. Take a few minutes to reflect on the example below. How would you respond if you were the WELL practitioner? Can you think of other examples where a creative solution was needed? Discuss this with a trusted peer or mentor.

Jan organised a meeting with Mark, a member of the WELL target group, asking him to bring examples of completed workplace forms. When he arrived with a blank picking slip she explained she needed to see his completed work and he returned with a completed picking slip. On inspection she noticed that another employee had completed the form and Mark became very agitated. Mark had worked in the warehouse for more than 20 years and it was the first time he had had to admit that he couldn't write.

REPORTING ON THE ASSESSMENTS

In a WELL training project the results of the assessment are usually documented in a report to management. The report does not identify individual employees but presents the aggregate results of the assessment with recommendations for support to be provided. Training and support can then be designed and delivered to address the identified gaps.

Other issues raised in the interviews may also be included in the report. For example, if all the employees are struggling to complete a complicated workplace form, the problem may not be the skill levels of the employees but the form. This is valuable information for the workplace. As the customer, the employer decides what issues will be tackled as training issues within the constraints of the WELL Funding Agreement.

Talk to colleagues about how they organised and implemented ACSF assessments in a workplace. What were the challenges and how were they addressed? What can you learn from this? Discuss this with a trusted peer or mentor.

Delivering the training

There are a great many delivery possibilities and much depends on the context and the individual employees, as well as the subject matter of the training.

A WELL training project is a highly customised training service and no WELL training project looks the same as another. However, all effective WELL training projects share the following characteristics:

- A strong partnership between the employer and the training provider
- Training that clearly addresses identified business needs
- Training that focuses on the skills needed for the successful performance of workplace tasks as defined by the employer
- Training arrangements that are flexible and responsive to the needs of the workplace

For a comprehensive resource to support the development of competence needed for LLN assessment access the Student Workbook for TAELLN704A Implement and evaluate delivery of adult language literacy and numeracy skills at the IBSA website www.ibsa.org.au.

SELECTING DELIVERY OPTIONS

Possible options for delivery include:

- Direct WELL practitioner support through exercises which seek to develop LLN skills at the same time as imparting vocational training content
- Team teaching with workplace experts and/or vocational practitioners
- Extra LLN support sessions between vocational training sessions
- Mentoring systems between employees such as where employees with weaker LLN skills are partnered with employees with stronger LLN skills

Where LLN levels are so low that the employee cannot be supported in group training, a separate, slower-paced and longer program may be provided, where the primary focus is developing LLN skills, but the main content of the learning is workplace related.

DEALING WITH TRAINING SCHEDULE CHALLENGES

Scheduling of training is a common challenge encountered in WELL training projects because training is a disruption to the normal operation of a workplace. The employer and the training provider must work together and decide on the best approach to scheduling to achieve the outcomes whilst minimising the disruption.

Scheduling of training needs to fit in with business seasonality →

For example, some food and beverage processors experience their peak production periods leading up to and throughout the Christmas and Easter holidays. This can be an inappropriate time for training as all employees are needed to help meet increasing production demands.

Scheduling needs to fit in with working times and shift arrangements →

For example, in some workplaces employees may only be available for training on night shift meaning that the training may need to be delivered after midnight. In a manufacturing environment night shift often occurs between 11pm and 7am and it is tempting to organise the training for 6am in the morning. Keep in mind that this may be what suits the WELL practitioner but may not be what is best for individual employees who may be too tired at the end of their working day to get the full benefit from the training. It may be better to organise the training at the start of their shift at 11pm.

Scheduling also needs to fit in with other workplace arrangements →

For example, home and community care employees work offsite in people's homes while family day care workers work in their own homes. These workers have few if any options for back fill.

Training providers and employers should also take into consideration when the majority of employees take holidays or if the workplace closes for routine maintenance checks. There is no point scheduling training when there is nobody around to attend!

Once the schedule is agreed it remains subject to the demands of the workplace. This may mean that on some days training is not possible. For example, an urgent customer order arrives and all employees are needed to complete the order. This is a fact of life in a WELL training project because the demands of the workplace always take precedence. If disruptions to the training schedule occur on too regular a basis, then it is time to suggest a change of schedule.

Because training is a disruption to the workplace it is important that the WELL practitioner is always punctual with starting and finishing all training sessions. Employees have been released to attend for a certain period, and workplace operational decisions have been made based on the availability of those employees. For example, in an aged care facility this might include employing agency staff to back fill.

These questions should be asked when negotiating the training schedule:

- When are the peak periods and the off peak periods?
- Are there any restricted periods?
- Are there specific days of the week that are better or more efficient for training?
- What are the employer's expectations for the timing of the training completion?
- What are the shift/roster patterns of employees?
- What is the best time for employees to train?

WELL practitioners must learn to expect the unexpected. Take a few minutes to reflect on the example below. How would you respond if you were the WELL practitioner? Can you think of other examples where a creative solution was needed? Discuss this with a trusted peer or mentor.

Davide is delivering WELL funded training to a transport company. Day shift starts at 5am and the target group is on the road by 5.30am, making access difficult. Davide negotiated with management to have access to small groups of workers between 4am and 5am.

ENCOURAGING EMPLOYEES TO PARTICIPATE

There are many reasons why employees may be reluctant at first to participate. They may have had difficult experiences with training in the past, they may feel that they are not being appreciated for the skills that they have or they may be getting mixed messages about the importance of training and the pressures of production.

The most important thing employers and training providers can do to encourage employees to participate in the training is to demonstrate employer support for the training and ensure that the training is meaningful.

How can you demonstrate employer support for the training? How can you ensure that the training is meaningful? Discuss this with a trusted peer or mentor.

WELL practitioners must learn to expect the unexpected. Take a few minutes to reflect on the example below. How would you respond if you were the WELL practitioner? Can you think of other examples where a creative solution was needed? Discuss this with a trusted peer or mentor.

Paula is delivering WELL funded training in the horticultural industry at a mushroom grower. The company is prepared to release employees for training but the employees are not willing to leave their workstations and her training is poorly attended. She decides to change strategies, puts on her gumboots and takes her training out to the workers.

COMPLETING COMPETENCY ASSESSMENTS

WELL training, wherever possible, is linked to competencies within relevant nationally recognised Training Packages and accredited courses. Therefore a WELL training project includes the delivery of competency based assessments.

Any assessments carried out must comply with the assessment guidelines, principles and procedures set out in the selected Training Package or course, and with the training provider's policies and procedures.

KEEPING ON TRACK

WELL practitioners need to liaise regularly with all managers and supervisors of the employees in the target group, keeping them informed of what is being done and seeking feedback on changing needs. Friendly, positive relationships between WELL practitioners and managers and supervisors are vital to a successful WELL training project.

The workplace is a dynamic environment and the training provider must be willing to listen to feedback and respond accordingly. For example, a supervisor may identify a need for additional training support. If this happens the WELL practitioner should acknowledge the feedback, record it and consider how best to address it. It may not always be possible to respond immediately (or at all) because of the constraints of the WELL training project, but it needs to be considered. Paying lip-service to such expressions of need will hinder the flow of information.

It is also important for the WELL practitioner to remain impartial and not to become involved and influenced by unrelated workplace issues, internal politics or industrial relations issues.

During the 1–1 assessments a WELL practitioner asked employees to talk about their jobs. Consistently the employees talked about how unhappy they were with the way their supervisor spoke to them. Whilst listening sympathetically the WELL practitioner explained that this was outside their role.

What strategies do you use to maintain professional boundaries? How effective are they? How can they be improved? Discuss this with a trusted peer or mentor.

WELL practitioners must learn to expect the unexpected. Take a few minutes to reflect on the example below. How would you respond if you were the WELL practitioner? Can you think of other examples where a creative solution was needed? Discuss this with a trusted peer or mentor.

Anthony is delivering WELL funded training in the community services industry where staff support clients in their own homes. The quality of the workplace documentation indicates that some staff are struggling with collaborative goal setting. For example, one staff member has documented the same goal for three clients. With the permission of clients, Anthony meets staff members in client homes to provide training and support.

Monitoring the service

It is essential for the employer and the training provider to monitor the training service. Monitoring is the routine process of collecting data and measuring progress towards the WELL training project objectives with a view to continuous improvement.

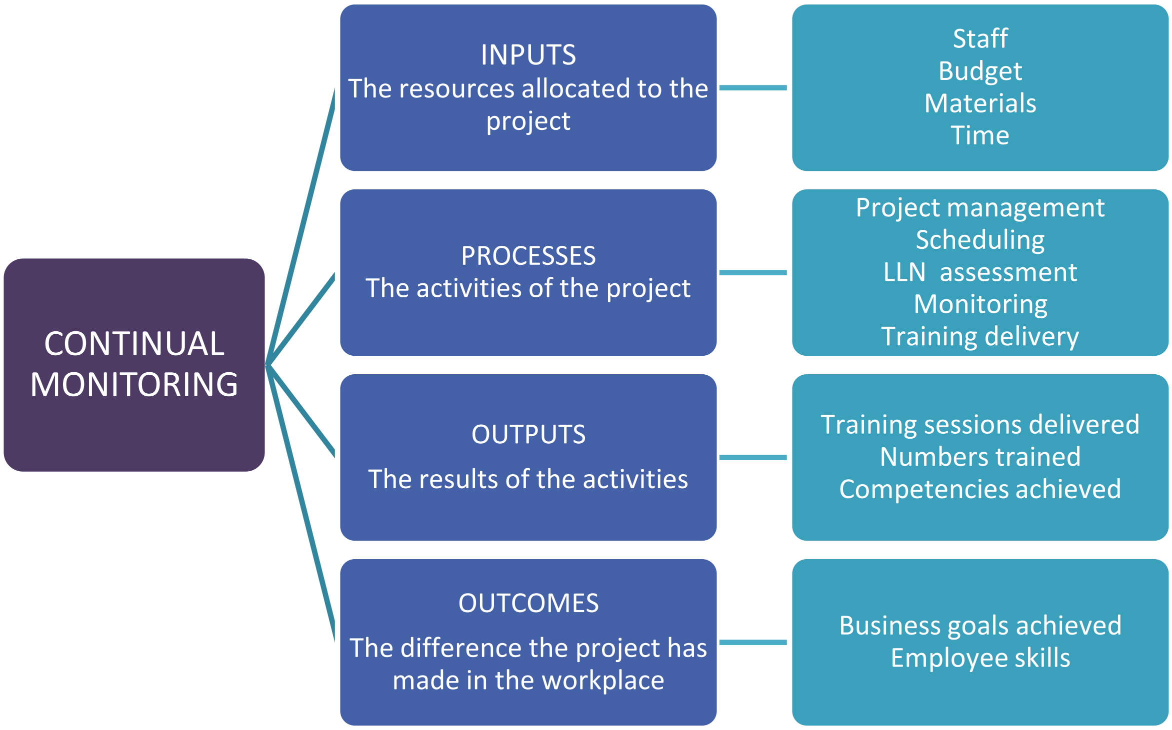
Monitoring asks such questions as:

- Are we making progress?
- Is the training meaningful and worthwhile?
- Is the training running smoothly and engaging the participants?
- How well are the services provided?
- Is the training resulting in the acquisition of the desired skills?
- Has anything changed in the workplace that may affect the training?
- Is the approach the best one?
- Is the training making a difference?
- Are the desired outcomes being achieved?
- What changes are needed?

Monitoring increases training effectiveness by ensuring the training service is meaningful and that there is sufficient progress towards the desired objectives. The employer and the training provider need to work together to decide what should be monitored, how it will be monitored and how the findings will be used.

WHAT TO MONITOR

To achieve the desired outcomes the employer and the training provider must monitor the inputs, process, outputs and outcomes.



Review the examples of measurable outcomes as presented in ***WELL Considered: How to Effectively Develop a WELL Training Solution and Prepare a Winning WELL Training Application.***

HOW TO MONITOR

Monitoring a WELL training project may take different forms, and a mixture of qualitative and quantitative data collection methods should be used.

Seeking feedback from all parties, including the WELL practitioner, employee and employer is a useful and important qualitative method. However, qualitative data alone is insufficient because it is difficult to track and measure reliably.

To identify whether the training is having an identifiable and desirable impact on the workplace, quantitative measurement is needed. For example, in a WELL training project which delivers safety training, a measure could be the number of lost time injuries over a 12-month period, measured monthly and compared to the previous year's results.

Regular WELL training project steering group meetings are one way of reporting on the monitoring activities, and monitoring the monitoring, where the key stakeholders have the opportunity to provide feedback and discuss issues relating to the training.

At these meetings it is important to ensure that everyone's feedback is recorded and considered to engender a sense of collective responsibility for the success of the WELL training project. This can only be achieved if everyone's voice is heard, and all issues are treated with equal respect.

USING THE INFORMATION

For monitoring to be useful, the information that is collected must be used effectively to make improvements to the WELL training projects.

Examples include making improvements to:

- Scheduling arrangements
- Training resources
- The way in which training is being delivered
- The availability of training sessions
- The measurement of the outcomes
- Monitoring arrangements

Thinking about the nature of your role in the implementation of WELL training projects, what part do you play in the monitoring process? Discuss this with a trusted peer or mentor.

REVIEW

This section has provided a comprehensive overview of delivering training in a WELL training project.

This contributes to the achievement of the following units of competency:

- TAELLN803A Formulate workplace strategy for adults (TAE10 Training and Education Training Package)
- TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills (TAE10 Training and Education Training Package)
- TAELLN705A Design and conduct pre-training assessment of adult language, literacy and numeracy skills (TAE10 Training and Education Training Package)

If you think that you need to further develop your knowledge and skills in this area add one of these units of competency to your Professional Development Plan.

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.

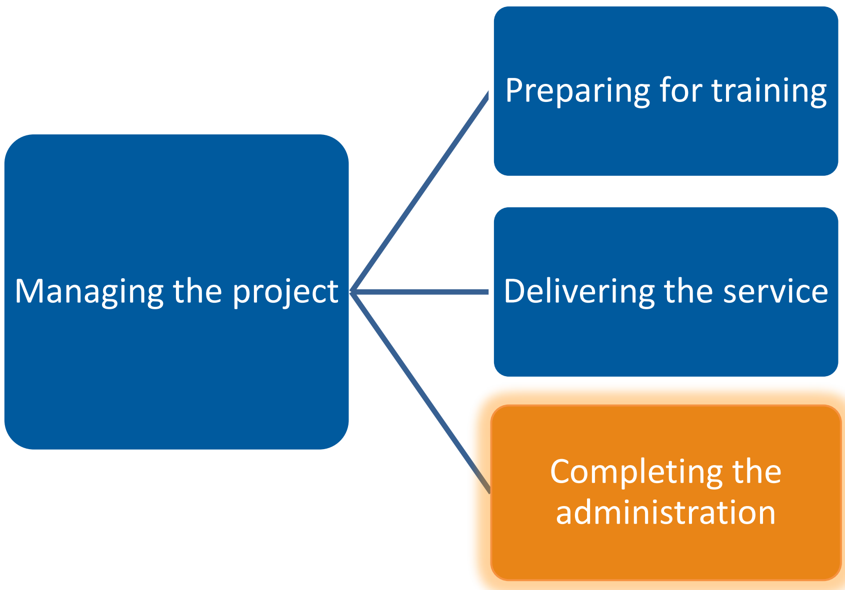
In this section you were asked to reflect on examples of projects you are familiar with. Prepare a collection of case studies describing what you have learnt from these examples. Share them with your colleagues.

COMPLETING THE ADMINISTRATION

All WELL training projects require administration to meet contractual requirements and training organisation compliance requirements.

This section covers the administration of the WELL training project.

The outcome of this section is a fully administered and compliant WELL training project.



UNDERSTANDING THE ADMINISTRATION PROCESS

The WELL Program is administered by the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) 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 training projects.

State/Territory WELL Coordinators are a valuable resource.

Their assistance includes:

- Clarifying the requirements of the WELL Funding Agreement
- Providing advice when there are project difficulties, such as late starts or insufficient participants
- Discussing project progress and outcomes
- Providing reporting advice
- Acting as a sounding board for possible changes and challenges

A list of State/Territory WELL Coordinator contacts is available on the WELL website.

WELL FUNDING AGREEMENT

Once funding has been approved, DIISRTE sends the Funding Recipient a letter offering the funding and two original WELL Funding Agreements. The Funding Recipient must sign and initial both copies and return them to DIISRTE by the date provided in the letter of offer. DIISRTE then signs the Funding Agreements and returns one copy to the Funding Recipient. The Funding Agreement contract starts from the date that it is signed by DIISRTE.

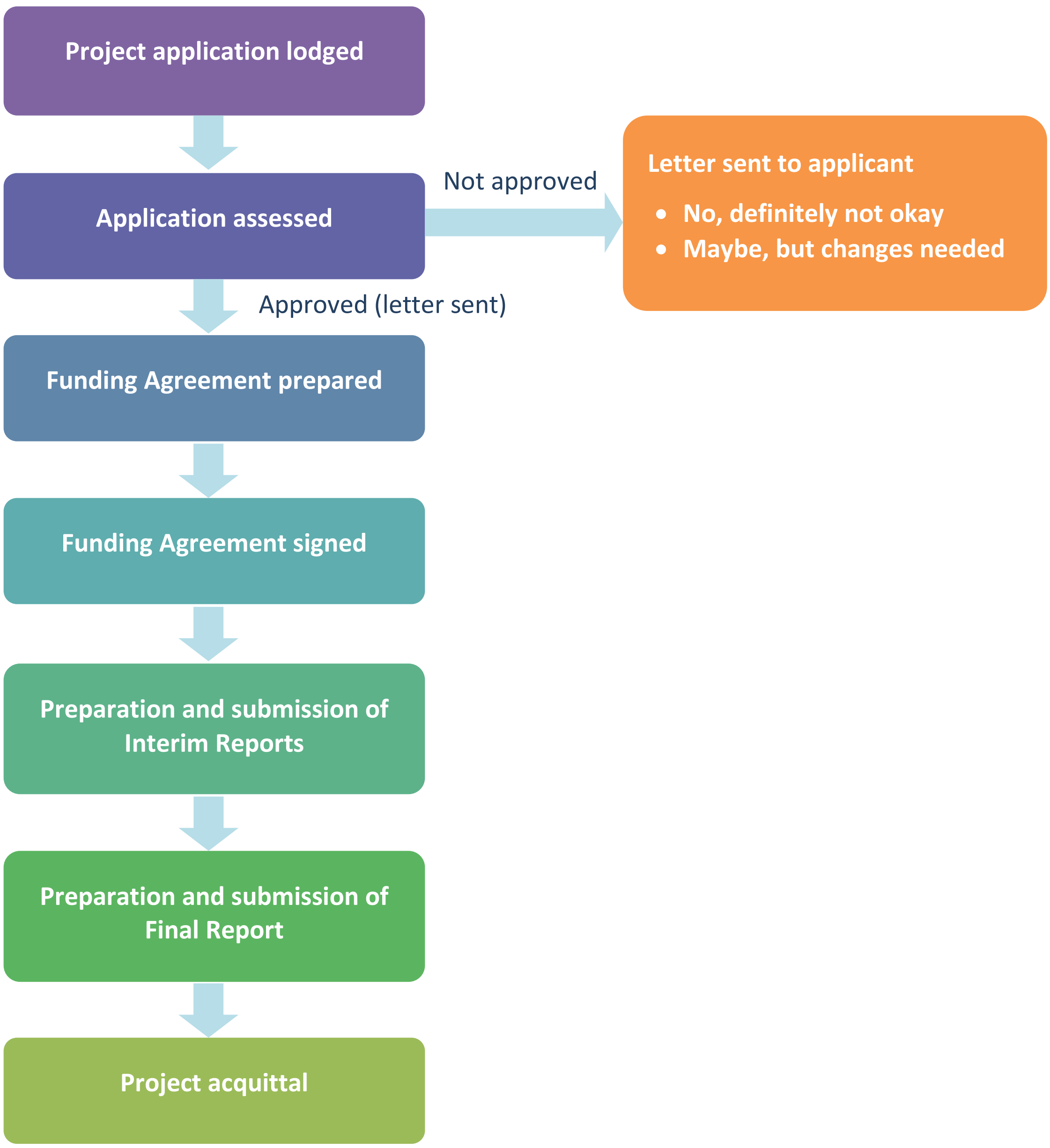
The WELL Funding Agreement is the legal agreement between DIISRTE and the Funding Recipient detailing the obligations and responsibilities of both parties. It details the timeframe, milestones, expected outcomes, payment schedule and reporting requirements of the WELL training project.

A sample of a WELL Funding Agreement is available on the WELL website.

ADMINISTRATION FLOWCHART

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 DIISRTE on a project by project basis and detailed in the WELL Funding Agreement.



KEEPING TRAINING RECORDS

A WELL training project is no different from any other nationally accredited training project when it comes to the records that must be kept. The training provider is responsible for managing records in accordance with their registration.

Familiarise yourself with the sample of a WELL Funding Agreement on the WELL website.

COMPLETING THE REPORTS

The completion and submission of WELL reports by their due dates is an important contractual requirement. It is the Funding Recipient's responsibility to ensure reports are submitted on time. Failure to submit a report could jeopardise the flow of the WELL funds.

MEETING THE REQUIREMENTS

A typical 12-month WELL training project has the following reporting schedule:

Type of report	Due
Interim Report	Three months after the date of the WELL Funding Agreement
Interim Report **Project Financial Statement (required only if a payment is due at this stage)**	Six months after the date of the WELL Funding Agreement
Final Report **Certified Detailed Financial Report**	At the completion date or before
Audit Statement	Within 60 days of the completion date

Templates for all the reports can be found at the DIISRTE WELL website. They are contained within the Funding Application and Electronic Reporting Package known as 'The WELL Form'. The WELL Form captures all information for a project from application to acquittal.

All reports need to be signed and dated by the Funding Recipient and submitted in accordance with the instructions on the WELL report.

All reports are assessed against the WELL Funding Agreement and the initial WELL training application.

Familiarise yourself with the WELL reporting templates in The WELL Form on the WELL website.

WRITING WELL REPORTS

The person who completes the reports should have a close working knowledge of the WELL training project and an understanding of the ACSF. Often the most appropriate person to complete WELL reports is the WELL practitioner, but this is not always the case. Language, literacy and numeracy outcomes are reported against the ACSF.

Reporting is an account of what has occurred over a certain period in a WELL training project. An honest account of what has occurred needs to be provided based on the feedback of the WELL practitioner, employees and employer and the outputs and outcomes of the training.

As a guide:

- Reports should present a complete picture, the successes and the challenges
- They should be comprehensive, especially when changes have occurred
- Details should describe actions taken or intended to deal with challenges

The Funding Recipient should keep the DIISRTE informed of the project's progress and any difficulties. Then if difficulties become major problems there are no surprises. The State/Territory WELL Coordinator is there to support the project.

The more the State/Territory WELL Coordinator understands the issues affecting a WELL training project, the more they can assist.

The combined series of WELL reports submitted over the duration of a WELL training project should tell the story of the project. Reports should be consistent and provide reasons for changes and discrepancies between what was planned and what actually occurred.

COMPLETING A FINANCIAL REPORT

Financial reports are required to check that funds approved for the WELL training project have been spent in accordance with the WELL Funding Agreement.

A qualified Financial Director or Accountant must complete financial reports.

An Externally Audited Financial Statement must be submitted within 60 days of the completion date.

Familiarise yourself with the Externally Audited Financial Statement in The WELL Form on the WELL website.

REQUESTING CONTRACT VARIATIONS

Sometimes, when there is a change to what was agreed to in the WELL Funding Agreement, the Funding Recipient can request a contract variation.

Contract variations may be needed for anything that is different to that stated in the WELL Funding Agreement.

A contract variation can be requested by contacting the State/Territory WELL Coordinator to discuss the reason or reasons for needing a variation. The Funding Recipient should then follow the State/Territory WELL Coordinator's advice. Once permission is granted, they must ensure the subsequent written request complies with the advice provided.

Where an employer seeks a change in training provider, in the first instance every effort should be made to resolve any problems that have arisen between the employer and the training provider.

Where differences cannot be resolved, the State/Territory WELL Coordinator must be informed. If the employer is the Funding Recipient it may be possible to request a contract variation to change training providers.

INVOICING

Services provided to DIISRTE attract GST. Tax Invoices **must** include specific information. DIISRTE's Tax Invoice Checklist ensures all the required details are included and the invoice can be processed without delay. Payments can only be made in response to a Tax Invoice.

Familiarise yourself with the Tax Invoice Checklist by visiting the WELL website.

TERMINATING A PROJECT

Sometimes it is no longer appropriate to continue with a WELL training project due to unforeseen events. In these instances the Funding Recipient needs to contact the State/Territory WELL Coordinator. Any unspent monies must be repaid.

REVIEW

This section has provided an overview of administering a WELL training project.

This 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.

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.

APPENDICES

WEBSITES

Important website references used in this resource are listed in the table below. For a more comprehensive list refer to the WELL practitioners' website.

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

Reference	Key content	Link
The official National Register of information on Training Packages, qualifications, courses, units of competency and training providers	Training Packages Qualifications Courses Units of competency Training providers	www.training.gov.au
The Australian Core Skills Framework (ACSF)	ACSF information ACSF case studies	http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework
WELL practitioners' website	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

Self Assessment Tool

Assessing yourself using this tool will help you to identify your strengths and weaknesses and prioritise your professional development needs with respect to implementing a successful 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
Language and literacy practice	
• 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	
Numeracy practice	
• 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 numeracy in the workplace	

Competency	Rating
• Developing numeracy skills in the workplace context	
• Applying adult numeracy methodologies	
• Competence in numeracy assessment	
The contemporary workplace	
• Understanding of regulatory, economic and labour market issues relevant to the industry, the enterprise and the employees	
• Understanding of workplace dynamics and culture	
• Design and delivery of workplace communication 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	
Vocational Education and Training system	
• Awareness of national and state VET policies	
• Working within the AQTF	
Program management	
• Client management	
• Writing WELL reports	
• Budgeting	
• Managing training programs in a workplace	
• Project management	
• Staff recruitment	
• Staff support	
• Applying the ACSF	
• Evaluating WELL training projects	

Competency	Rating
Training delivery and assessment	
• 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	

PROFESSIONAL DEVELOPMENT PLAN

Use this planning tool 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.	

PROJECT COMMUNICATION PLAN

Use this tool to document a stakeholder communication plan.

Instruction

Identify the key stakeholders, what needs to be communicated, how often, and the best method of communication.

Stakeholders	What needs to be communicated	Frequency of communication	Method of communication

Professional Development Session Plans

The following session plans have been designed to support the delivery of formal, group based professional development using this resource.

SESSION 1 – MANAGING THE PROJECT

Description

This session focuses on how to manage a WELL training project effectively.

Duration

Two and a half hours

Resources required

- *WELL Implemented. How to Successfully Implement a WELL Training Project.*

Session plan

Item	Time	Activity
1. 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.
2. Project scope	30 min	Discussion of what is meant by scope and scope creep. Discussion of scope management. Preparing of project communication plan.
3. Project time	30 min	Discussion of the importance of developing realistic timelines. Reading and discussion of the steps needed to develop a timeline.
4. Project resources	30 min	Discussion of what is meant by project resources. Discussion of the importance of managing resources.
5. Project budget	30 min	Discussion of project budgets.
6. Project relationship	30 min	Discussion of the importance of managing project relationships. Discussion of ways to support project relationships.
7. Summary	10 min	Summary of key points.

SESSION 2 – PREPARING FOR TRAINING

Description

This session focuses on the preparation that must occur before training can commence.

Duration

Two and a half hours

Resources required

- *WELL Implemented. How to Successfully Implement a WELL Training Project.*
- DVD *Not your usual practice: Educational voices in the workplace,* available from the WELL practitioners' website.

Session plan

Item	Time	Activity
1. 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.
2. The workplace	45 min	Discussion of finding common ground in the workplace. Discussion of myths. Discussion of how to talk about literacy and numeracy.
3. The practitioner	45 min	Discussion of practitioner qualities. Watch and reflect on excerpts from the DVD.
4. The training solution	20 min	Discussion of confirming the training solution.
5. The facilities	10 min	Discussion of preparing the training facilities.
6. The training resources	10 min	Discussion of preparing the training resources.
7. Summary	10 min	Summary of key points.

SESSION 3 – DELIVERING THE SERVICE

Description

This session focuses on all aspects of WELL training project service delivery.

Duration

Two and a half hours

Resources required

- *WELL Implemented. How to Successfully Implement a WELL Training Project.*

Session plan

Item	Time	Activity
1. 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.
2. Promotion to target group	20 min	Discussion of promotion strategies.
3. LLN assessments	45 min	Discussion of how to design LLN assessment tools. Discussion of how to deliver LLN assessments.
4. Training delivery	45 min	Discussion of what makes an effective WELL training project. Discussion of delivery mode options.
5. Monitoring	20 min	Discussion of need to be flexible and responsive. Discussion of importance of monitoring. Discussion of monitoring strategies.
6. Summary	10 min	Summary of key points.

SESSION 4 – COMPLETING THE ADMINISTRATION

Description

This session focuses on how to meet the administrative requirements of the WELL Funding Agreement.

Duration

Two and a half hours

Resources required

- *WELL Implemented. How to Successfully Implement a WELL Training Project.*
- The WELL Form

Session plan

Item	Time	Activity
1. 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.
2. Project administrative process	30 min	Discussion of the administrative process.
3. Training records	10 min	Discussion of training record requirements.
4. Reporting	30 min	Discussion of the reporting requirements. Review of The WELL Form.
5. Summary	10 min	Summary of key points

PARTICIPANT FEEDBACK SHEET

Overall, was the workshop worthwhile?

☐	☐	☐	☐	☐
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?

☐ ☐ ☐ ☐ ☐

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.