



## eLearning Performance Criteria – Learning Methodology and Framework

Objective	Criteria	Commentary
<b>LEARNING PURPOSE</b>		
Purpose of the learning	<p>The purpose of the learning should be directed at:</p> <ul style="list-style-type: none"> <li>• ensuring consistency across the industry that creates a permanent base line of knowledge and expectations</li> <li>• addressing emerging issues</li> <li>• supporting the regulator’s topical / seasonal / annual education campaigns</li> </ul>	<p>The Competency Course is designed to create awareness of:</p> <ul style="list-style-type: none"> <li>• applicable Acts, Regulations, Codes and Standards</li> <li>• support and expectations of Regulators and other stakeholders</li> <li>• obligations to keep others safe (co-workers and others)</li> <li>• industry specific risks, issues and responses</li> <li>• expected behaviour in common events</li> <li>• acceptable and unacceptable responses</li> <li>• dealing with inappropriate industry culture and attitudes</li> </ul>
Creation of an industry culture	<p>The learning that occurs after the initial learning should assist with the creation of a consistent industry culture and the eradication of:</p> <ul style="list-style-type: none"> <li>• inappropriate cultures</li> <li>• myths</li> <li>• known “work arounds”</li> </ul>	<p>Given the Competency Course is a pre-requisite to or a condition of employment (and potentially an ongoing requirement), it is a key component of creating a persistent culture of compliance.</p> <p>To enhance the success of these strategies the focus should be on:</p> <ul style="list-style-type: none"> <li>• reinforcing the message, for those people remaining in the industry long term, with “spaced repetition” exposure</li> <li>• incorporating enforcement and education aspects from Regulators into the Competency Course (e.g. how well does the information in the course remain relevant; how do past students become aware of emerging issues, new strategies or industry improvements?)</li> </ul>

Objective	Criteria	Commentary
<b>LEARNING FRAMEWORK</b>		
Framework of the learning	<p>The learning products will sit within a framework of:</p> <ol style="list-style-type: none"> <li>1. Pre-induction</li> <li>2. Site/workplace specific induction</li> <li>3. Ongoing training</li> </ol>	<p>Learning is not a one-off event - it must be reinforced on an on-going basis and contextualised to the learner’s specific workplace/job specifications etc.</p> <p>The <b>pre-induction</b> will prepare the learner for their site/workplace-specific induction, ensuring they are able to comprehend and apply the information provided at the next level. Online delivery enables a cost-effective, consistent and flexibility delivery of the pre-induction.</p> <p>The <b>site/workplace specific induction</b> through face to face interview will verify the learner understands the key concepts. This could be supported by a pre-quiz to screen and verify the learner’s ongoing understanding of pre-induction content and a post-quiz to verify the learner’s understanding of the site/workplace-specific content. The assessment could be online, face to face or both.</p> <p>The <b>ongoing training</b> could consist of a range of learning products such as regular refresher courses, toolbox talks, communication campaigns etc. to ensure ongoing understanding of existing learning and inform learners of new information/issues.</p>
<b>LEARNING STANDARDS</b>		
Comprehensive learning development model	<p>Courses should follow a comprehensive learning development model. Recommended industry-standard model is the ADDIE model:</p> <ol style="list-style-type: none"> <li>1. <b>Analysis</b> – Training Needs Analysis</li> <li>2. <b>Design</b> – Instructional Design Map then Storyboards/Prototypes</li> <li>3. <b>Development</b> – Production of the learning product, including all testing both technical and content based</li> <li>4. <b>Implementation</b> – Deploy the learning product</li> <li>5. <b>Evaluation</b> – Post-implementation evaluation and revisions</li> </ol>	<p>To ensure the learning product/course meets the learning requirements, all courses should be developed using a phased instructional design model combined with stringent internal quality assurance, reviews and testing prior to deployment.</p>

Objective	Criteria	Commentary
Instructionally-sound course structure	<p>Courses should follow a series of stages or events. Recommended industry-standard is Gagne’s 9 Events of Instruction:</p> <ol style="list-style-type: none"> <li><b>1. Gain Attention</b> – Capture the attention of the learner</li> <li><b>2. Inform Learner of Objectives</b> – Sets level of expectation for the learner</li> <li><b>3. Stimulate Recall of Prior Learning (if appropriate)</b> – Recall of existing, relevant knowledge so learner can correlate new information with prior knowledge</li> <li><b>4. Present Material</b> – Provide the content using a range of mediums (visual, auditory, kinaesthetic), ensuring new content is chunked to avoid overload</li> <li><b>5. Provide Learner Guidance</b> – Present content in different contexts and channels and through examples and case studies to enhance long-term storage</li> <li><b>6. Elicit Performance (Practice)</b> – Enable learner to practice new knowledge, skills or behaviour – e.g. Checkpoint questions</li> <li><b>7. Provide Feedback</b> – Should be specific and immediate feedback on learner’s performance to reinforce accurate understanding or provide error correction</li> <li><b>8. Assess Performance (Test)</b> – Through a final assessment or other measurement tool to enable learner to demonstrate mastery of the learning objectives</li> <li><b>9. Enhance Retention and Transfer</b> – Enable the learner to retain the new knowledge/skills and transfer them to different contexts – e.g. job aids, ongoing refresher training</li> </ol>	<p>In order to maximise the learning potential of a course and the learner’s experience with the course, it is important to ensure the course utilises sound instruction, design and adult learning principles, formats and processes.</p> <p>Delivering courses online in a modular (‘chunked’) format enables the learner to dip in and out of the learning in line with their attention span, which will maximise their retention of the new knowledge and skills and minimise the ‘tuning out’ and ‘information overload’ that can occur when learners are forced to complete a course in one sitting (such as in a face-to-face class).</p> <p>Online delivery provides a flexible response to the needs of a range of learner characteristics and demographics and provides a learning experience that reduces the risk of students:</p> <ul style="list-style-type: none"> <li>• Being overwhelmed by information</li> <li>• Having limited long term memory recall of the learning</li> <li>• Lacking an appreciation of the importance or significance of information or assigning all information the same importance, and</li> <li>• Being distracted due to limited attention span.</li> </ul>
Industry relevant and current course content and assessment	<p>Courses and assessments should be developed and reviewed in consultation with industry professionals (Subject Matter Experts) to ensure they are current and relevant to the industry needs.</p>	<p>Feedback from industry professionals and specialists is critical to the success of the course outcomes. The course and assessments must reflect the current industry state and provide outcomes appropriate to the industry.</p>

Objective	Criteria	Commentary
Location of learning objectives	<p>Students should be presented with learning objectives prior to:</p> <ul style="list-style-type: none"> <li>• the Course, so that students are aware of the overall expectation of the learning and in particular the workplace performance expectation for the learning where the course of is work condition</li> <li>• each module, so that students can place the learning material in context</li> </ul>	<p>Setting Learning Objectives, support Event 2 of Gagne’s 9 Events, which is to ‘Inform Learner of Objectives’. This frames both the information contained in the learning module and in the assessments.</p>
Use of module objectives and module summary	<p>Module objectives should be used in conjunction with these guidelines:</p> <ul style="list-style-type: none"> <li>• Objectives should be set using the SMART guide: <ul style="list-style-type: none"> <li>○ Specific</li> <li>○ Measurable</li> <li>○ Attainable</li> <li>○ Relevant</li> <li>○ Timely</li> </ul> </li> </ul> <p>Module summaries should be used in conjunction with these guidelines:</p> <ul style="list-style-type: none"> <li>• Should be concise and meaningful</li> <li>• Should be mapped to the module learning objectives</li> </ul>	<p>Module Objectives support Event 2 ‘Inform Learner of Objectives’ and help to set the learner’s expectation for the module. The Module Summary supports Event 4 ‘Present Material’ and helps to reiterate the key learning from the module.</p>
Use of language	<p>The language used must be:</p> <ul style="list-style-type: none"> <li>• appropriate to the learner profile (people working in the industry)</li> <li>• accessible and in plain English,</li> <li>• industry-relevant (with all acronyms/technical/new terms explained)</li> <li>• engaging and motivating for the learner</li> </ul>	<p>To maximise the learning experience and minimise the potential for confusion, language must be consistent and accessible based on:</p> <ul style="list-style-type: none"> <li>• industry jargon – with explanations</li> <li>• industry profile of learners</li> </ul>

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Supporting different learning styles	<p>The course interface should support different types of learning styles through a combination of:</p> <ul style="list-style-type: none"> <li>• text/images/diagrams (visual learners)</li> <li>• voiceover /learning partners/characters (auditory learners)</li> <li>• video (audio/visual)</li> <li>• interaction (kinaesthetic learners)</li> </ul>	<p>Given the knowledge of different learning styles, it is important that the learning be presented in a holistic way targeted to the main learning styles.</p>
Use of navigation buttons	<p>Buttons should be used in conjunction with these guidelines:</p> <ul style="list-style-type: none"> <li>• The suite of navigational buttons should use similar colours/font/shape etc. and be in the same location for consistency (e.g. Next button in same location on every page)</li> <li>• The minimum navigational buttons used should include Next, Back, Replay</li> <li>• Other buttons can be used such as within Checkpoint Questions or to display additional information etc.</li> <li>• Other buttons (non-navigational buttons) require instructional text that informs the learner ‘where’ they need to click and ‘what’ will happen when they do</li> </ul>	<p>Buttons enable the learner to engage and interact with the course rather than experience a one-way delivery of information.</p>

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Use of images	<p>Images should be used in conjunction with these guidelines:</p> <ul style="list-style-type: none"> <li>• Images should be a consistent style throughout the course</li> <li>• Image should be meaningful and relate to the topic content</li> <li>• Images should reflect (where appropriate) regulated and/or industry standards e.g. Exit Signs</li> <li>• Images should reflect real situations that the learner may encounter</li> <li>• Images should not feel staged, posed or fabricated or use clichés (e.g. thumbs up)</li> <li>• Diagrams should be straightforward and be representative of the content or message (e.g. a linear process should be portrayed as a linear diagram, not a cycle)</li> <li>• Icons should be used throughout to provide a consistent visual cue to aid the learning experience</li> </ul>	<p>Use of imagery can greatly enhance a learner’s understanding of key concepts. However, they must be used appropriately or they can detract from the learning experience.</p>
Use of voiceover	<p>Voiceover must be used in conjunction with these guidelines:</p> <ul style="list-style-type: none"> <li>• Voiceover should reflect or explain onscreen imagery, diagrams and examples</li> <li>• If voiceover is reflecting onscreen text, the text should be minimised (i.e. key words/phrases) and the voiceover should be aligned to the specific words as they appear –otherwise learners experience a disconnect between visual and auditory information</li> <li>• The selected voiceover artist should be suitable for the industry and target learners</li> <li>• Where appropriate, use separate ‘narrator’ along with several ‘characters’ which can represent different types of learners – the learner can relate to a character to help contextualise their learning</li> <li>• The tone and style of voiceover should be concise, conversational, active voice, engaging and not cheesy, insincere, fake or childish</li> </ul>	<p>The use of voiceover in combination with onscreen images/diagrams and text can help to support different learning styles and enhance learner engagement. However, voiceover must be used appropriately or it can detract from the learning experience.</p>

Objective	Criteria	Commentary
Use of video	<p>Video should be used in conjunction with these guidelines:</p> <ul style="list-style-type: none"> <li>• Selected videos should be meaningful and relate to the topic content (e.g. demonstrating steps in a process or modelling behavioural skills)</li> <li>• Videos should be professionally filmed and edited as low quality videos can reduce their credibility with the learner</li> <li>• The video duration should not be too long, although this will depend on the content requirements. Longer video should be broken into ‘chunks’ to aid learner retention and maintain engagement</li> <li>• Use text or a narrator where appropriate in videos to reinforce key learning points or provide guidance</li> </ul>	<p>The use of video can be a key tool in demonstrating key concepts, steps in a process and behavioural skills. However, they must be used appropriately or they can detract from the learning experience.</p> <p>Examples of where videos can be meaningful and relate to the topic content, include:</p> <ul style="list-style-type: none"> <li>• <b>Motivational video</b>, of a CEO in an Induction module describing how management support and value employees</li> <li>• <b>Expert video</b>, of a doctor describing the impacts of drugs on the body in a Drugs and Alcohol Awareness Course</li> <li>• <b>Behavioural video</b>, demonstrating good and bad negotiating techniques in a Negotiation Skills Course</li> <li>• <b>Contextual video</b>, contextualising new information in a realistic and relatable scenario</li> <li>• <b>Process video</b>, demonstrating the steps to use a Fire Extinguisher in a Fire Training Course</li> <li>• <b>Systems video</b>, demonstrating the functionality and usage of a new IT system</li> </ul>
Use of white space	<ul style="list-style-type: none"> <li>• White space is the space around and between visual elements</li> <li>• An effective balance of white space and visual elements eliminates the potential for visual clutter that can confuse the learner</li> </ul>	<p>An effective use of white space improves readability and comprehension and conveys a more professional look and feel.</p>
Use of transitions	<p>Transitions should be used in conjunction with these guidelines:</p> <ul style="list-style-type: none"> <li>• Transitions should be simple (e.g. appear or dissolve not extreme zooms or fly-ins)</li> <li>• Transitions should be meaningful</li> <li>• Select one (maximum of two) transition types to use throughout a course</li> </ul>	<p>Transitions can enhance learner engagement with the material. However, they must be used appropriately or they can detract from the learning experience.</p>



Objective	Criteria	Commentary
Use of checkpoint questions throughout modules	<p>Checkpoint questions should be used in conjunction with these guidelines:</p> <ul style="list-style-type: none"> <li>• Should be mapped to the key module learning objective/s</li> <li>• Should provide feedback to the learner</li> <li>• Should use a range of question types</li> </ul>	<p>Checkpoint questions support Event 6 of Gagne’s 9 Events, which is to ‘Elicit Performance (Practice)’. They enable the learner to apply new knowledge/skills in a safe environment prior to formal assessment.</p>
Use of job aids / “take-aways” / ongoing support	<p>Job aids / take-aways /ongoing support should be used in conjunction with these guidelines:</p> <ul style="list-style-type: none"> <li>• Be meaningful, practical, accessible and simple to use</li> <li>• Be mapped to key learning outcomes</li> <li>• Aim to enhance the learner’s ongoing retention and application of new knowledge and skills</li> </ul>	<p>Job aids and other ‘take-aways’ or ongoing support methods, support Event 9 ‘Enhance Retention and Transfer’ and help the learner to transfer their new knowledge or skills to different contexts.</p>

Objective	Criteria	Commentary
<b>ASSESSMENT STANDARDS</b>		
<p>Assessment approach</p>	<p>The approach should reflect and assess based on the relevant learning outcomes. Bloom’s Taxonomy can assist in devising the appropriate approach:</p> <ul style="list-style-type: none"> <li>• Remember: The learner should exhibit knowledge of terminology, facts, processes etc. – e.g. quizzes</li> <li>• Understand: The learner should demonstrate understanding by comparing, interpreting, describing etc. – e.g. short answer questions</li> <li>• Apply: The learner should apply new knowledge to solve problems in new situations – e.g. case study questions</li> <li>• Analyse, Evaluate, Create: The learner should demonstrate compliance through completing practical assessments, observations, projects etc.</li> </ul>	<p>The assessment approach must be mapped to the requirements of the Unit of Competency (if an accredited course) and reflect the relevant course-level learning objectives.</p>

<p>Assessment types – Simple</p>	<p>Quizzes (if appropriate) should be used in conjunction with these guidelines:</p> <ul style="list-style-type: none"> <li>• The number and location of quizzes should be aligned to the learner characteristics and course requirements, e.g.             <ul style="list-style-type: none"> <li>○ One single combined quiz at the end of a short course</li> <li>○ A quiz after each group of related modules (e.g. 3 quizzes throughout 9 modules)</li> <li>○ A quiz after every module (for long/detailed modules or learner’s with shorter attention span characteristic)</li> </ul> </li> <li>• Questions should be mapped to the module learning objectives</li> <li>• A range of question types (minimum of 3) should be used throughout the quizzes (e.g. multi-choice, multi-answer, fill in blanks, hotspots, matching, drag and drop etc.)</li> <li>• Not permissible as question types are:             <ul style="list-style-type: none"> <li>○ True and False questions</li> <li>○ Sole use of multi-choice questions</li> </ul> </li> <li>• Scenarios should be used (where appropriate) to enable the learner to apply the knowledge/skills in realistic situations</li> <li>• The potential answers for each question should not be ‘obvious’ but require the learner to know or understand the key concept in order to correctly answer the question – i.e. the learner should ‘know’ not ‘guess’ the answer</li> <li>• When a learner answers a question incorrectly, the feedback should provide ‘guidance’ not the ‘correct’ answer to allow them to genuinely demonstrate understanding on their next attempt of either that question (if not randomised) or a similar question testing the same objective (if randomised)</li> <li>• A selection of questions in each quiz should be randomised so if a learner fails their first attempt, their next attempt will include some new questions and some previous questions             <ul style="list-style-type: none"> <li>○ The randomised questions should not be the same questions with different ‘incorrect answers’ or similar questions with the same potential answers</li> </ul> </li> </ul>	<p>Quizzes are <u>not</u> appropriate for the final assessment component of an <u>accredited</u> course as they do not adequately assess and demonstrate the required knowledge and skills and do not meet the assessment criteria of a unit of competency.</p> <p>Quizzes can be appropriate for non-accredited, introductory courses (such as an online Induction). If appropriate, they can be a simple yet effective assessment approach. They can be used to assess the lower levels of Bloom’s Taxonomy and understanding of basic knowledge. The number and location of quizzes should be aligned to the learner characteristics and course requirements.</p>
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Assessment types – Intermediate	<p>A more complex assessment type should be used (where appropriate) such as:</p> <ul style="list-style-type: none"> <li>• Branching scenario-based assessment The learner makes a series of decisions which then branch the learner through different pathways – they then receive feedback on their decisions at the end and a pass/fail result</li> </ul>	<p>Where the higher levels of Bloom’s Taxonomy need to be addressed, more complex assessment types should be included.</p> <p>This assessment type is <u>not</u> appropriate for the final assessment component of an <u>accredited</u> course as there is no interaction with a vocationally qualified Assessor.</p>

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<p>Assessment types – More complex</p>	<p>More complex assessment type must be used (where appropriate) such as:</p> <ul style="list-style-type: none"> <li>• Short answer assessment The learner is asked a series of questions and is required to provide a written response (often used to apply new knowledge or skills to their specific context or workplace)</li> <li>• Verbal assessment The learner is asked a series of verbal questions and is required to provide a verbal response (often used to demonstrate communication skills and styles)</li> <li>• Case study assessment The learner is presented with a case study and asked a series of questions and is required to provide a written response (often used to apply new knowledge or skills to a new context)</li> <li>• Observation assessment The learner is asked to watch a video and then answer a series of questions that ask them to recall and interpret what they have observed</li> <li>• Demonstration assessment The learner is asked to film themselves demonstrating required skills/behaviours and provide the video for assessment</li> <li>• Practical assessment The learner is asked to complete a series of tasks and provide the appropriate evidence for assessment</li> </ul>	<p>More complex assessment types <u>are</u> appropriate for the final assessment component of an <u>accredited</u> course to adequately assess and demonstrate the required knowledge and skills and to meet the assessment criteria of a unit of competency.</p> <p>It is critical that the learner interacts with a vocationally qualified Assessor throughout the final assessments.</p> <p>These forms of assessment can address the higher levels of Bloom’s Taxonomy.</p>

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<p>Access to assessments (Simple, Intermediate and Complex Assessments)</p>	<p>Learners should not be able to complete assessments without completing the relevant module and/or course first.</p> <p>Learners must not be ‘provided’ or ‘guided to’ the correct answer.</p>	<p>Assessment is the only way to verify a learner’s experience and application of the learning objectives and outcomes.</p> <p>It is important to note that in the industry, some online and face to face training providers can/do ‘provide’ or ‘guide’ learners to the correct answer. Providing the answers or guides that act as answers, undermine the transfer and retention of the key knowledge and understanding and renders the learning experience meaningless.</p> <p>If answers are provided, the assessment process becomes a “tick box” approach to completing a course, rather than a validation of meaningful learning outcomes.</p>
<p><b>STUDENT COMPETENCY (Based on the Learning Framework above)</b></p>		
<p>Ongoing Assessment – Starting Work (White Card Specific)</p>	<p>Site Managers should have access to a pool of at least 50 questions to enable them to assess the worker’s suitability using 20 of the questions, including:</p> <ul style="list-style-type: none"> <li>• 15 standard questions (using a range of at least 3 question types such as multi-choice, multi-answer, matching, fill in the blank, hotspot, drag and drop etc.)</li> <li>• 5 scenario based questions (that ask the learner to apply their knowledge in a realistic context)</li> </ul>	<p>Under the National OHS laws, the possession of a Competency Course does not guarantee that the student has the knowledge and skills to walk straight on to the site and start work. For the PCBU to discharge their obligations they need to:</p> <ul style="list-style-type: none"> <li>• assess the student for competency on the course</li> <li>• assess the student’s ability to understand the site safety issues</li> <li>• train the student on specific site and task-specific issues</li> </ul> <p>Such an approach would respond to ongoing concerns about whether the Competency Course was properly completed, including whether:</p> <ul style="list-style-type: none"> <li>• it was falsely or inappropriately issued by an online or face to face provider</li> <li>• the student personally undertook the online course</li> <li>• the course (face to face /online) was of sufficient quality</li> </ul>

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<p>Ongoing Assessment – Continuing to Work (White Card Specific)</p>	<p>Site Managers can continue to monitor the suitability/maturation of workers through ongoing learning and assessment. This can be achieved through:</p> <ul style="list-style-type: none"> <li>• site based face to face ‘toolbox talks’</li> <li>• online refresher training</li> <li>• other learning products</li> </ul>	<p>Under the National OHS laws and the Codes of Practice, the PCBU is expected to continue with training. The ongoing time and cost of face to face training can be prohibitive and seen as a barrier to providing such training and meeting a PCBU’s statutory obligation.</p> <p>Given technology changes and the cheaper efficient access to training through online services, there are now highly economical and feasible methodologies for organisations to achieve compliance on an ongoing basis.</p> <p>These solutions help overcome current challenges such as FIFO workforce, remote and distance learning, and highly mobile workforces.</p>
<p>Ongoing provision of information</p>	<p>Students should have access to information on an ongoing basis to:</p> <ul style="list-style-type: none"> <li>• ensure they retain OHS awareness</li> <li>• improve their OHS knowledge</li> </ul> <p>Students should be made aware (unless they opt out) of:</p> <ul style="list-style-type: none"> <li>• changes to information / laws / fines</li> <li>• WHS Campaigns</li> </ul>	<p>Given the high penetration of technology in the world and the ease of access to past students through this technology, it is appropriate that RTOs provide ongoing, information directly to students.</p> <p>While this might be best achieved on an informal basis using current Regulator based communication channels, there is an opportunity for the RTO to develop an ongoing student support framework.</p>

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<b>SUPPORT</b>		
Support and personnel	<p>The learning product and assessments must be supported by competent personnel and meet the requirements of SNR15 (Standards for NVR Registered Training Organisations 2012).</p> <p>Support services are available to learners to provide general or technical support.</p> <p>Training and assessment support services are available to learners to provide specific support for training or assessment queries.</p> <p>Training and assessment is administered by a qualified trainer/assessor who:</p> <p>(i) holds the following three competencies from the TAE10 Training and Education Training Package:</p> <ul style="list-style-type: none"> <li>(a) TAEASS401B Plan assessment activities and processes</li> <li>(b) TAEASS402B Assess competence</li> <li>(c) TAEASS403B Participate in assessment validation</li> </ul> <p>or (ii) is able to demonstrate equivalent competencies to all three units of competency listed in (i)</p>	
<b>RETENTION OF INFORMATION</b>		
Compliance	<p>Student answers retained as part of the ASQA RTO requirements should be accessible to the Regulator (and Workers Compensation Insurer) to enable the Regulator to better understand the nexus between onsite incidents and:</p> <ul style="list-style-type: none"> <li>• Training</li> <li>• Response to training assessments</li> <li>• Site induction responses</li> <li>• Ongoing / Toolbox talk training</li> </ul>	<p>Access to the learning information of students would facilitate:</p> <ul style="list-style-type: none"> <li>• root cause investigations</li> <li>• corrective action for training and education services</li> <li>• ready confirmation of employer compliance with training</li> </ul>



