



FROM DATA TO DELIVERY BEST PRACTICE GUIDELINES

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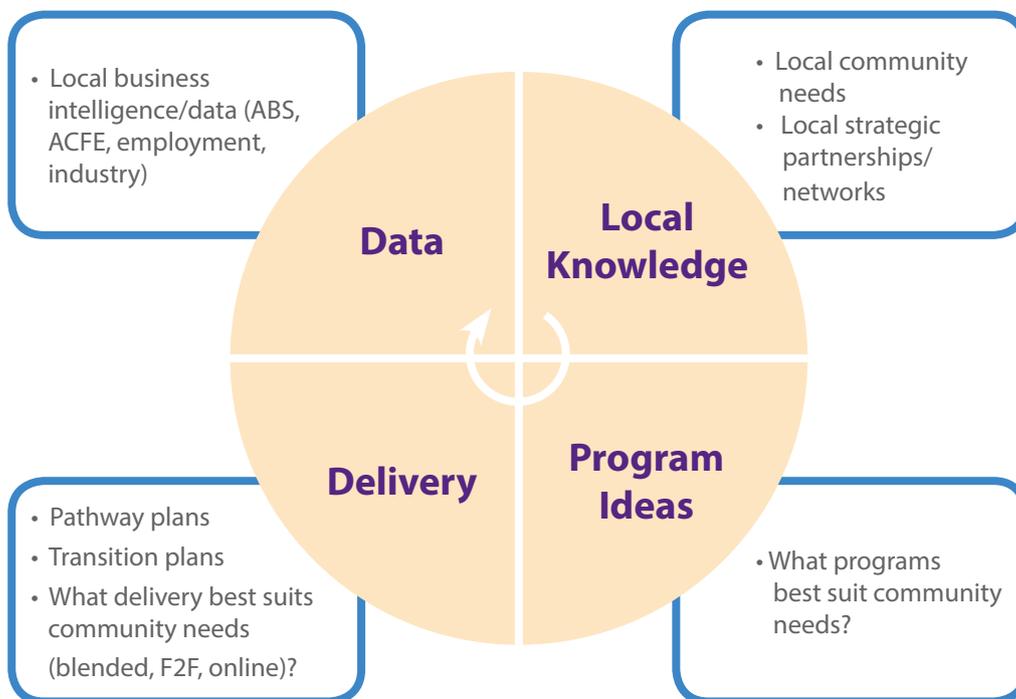
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INTRODUCTION

This publication was commissioned as an ACFE Southern Metropolitan Regional Council (SMRC) project to support Learn Local organisations to better operate within the contestable training market and to ensure they are following best practice principles in the design and delivery of pre-accredited programs.

The guidelines within propose a best practice approach to four priority areas identified by the SMRC:



This cycle is a continuous one of reviewing and planning.

By following this best practice framework, Learn Local organisations will be able to:

- better respond to community need;
- improve their approach to funding opportunities and strategic planning;
- improve partnerships and relationships with other organisations; and
- establish more efficient and effective processes for reporting back to management and the community.

DATA

What is Data?

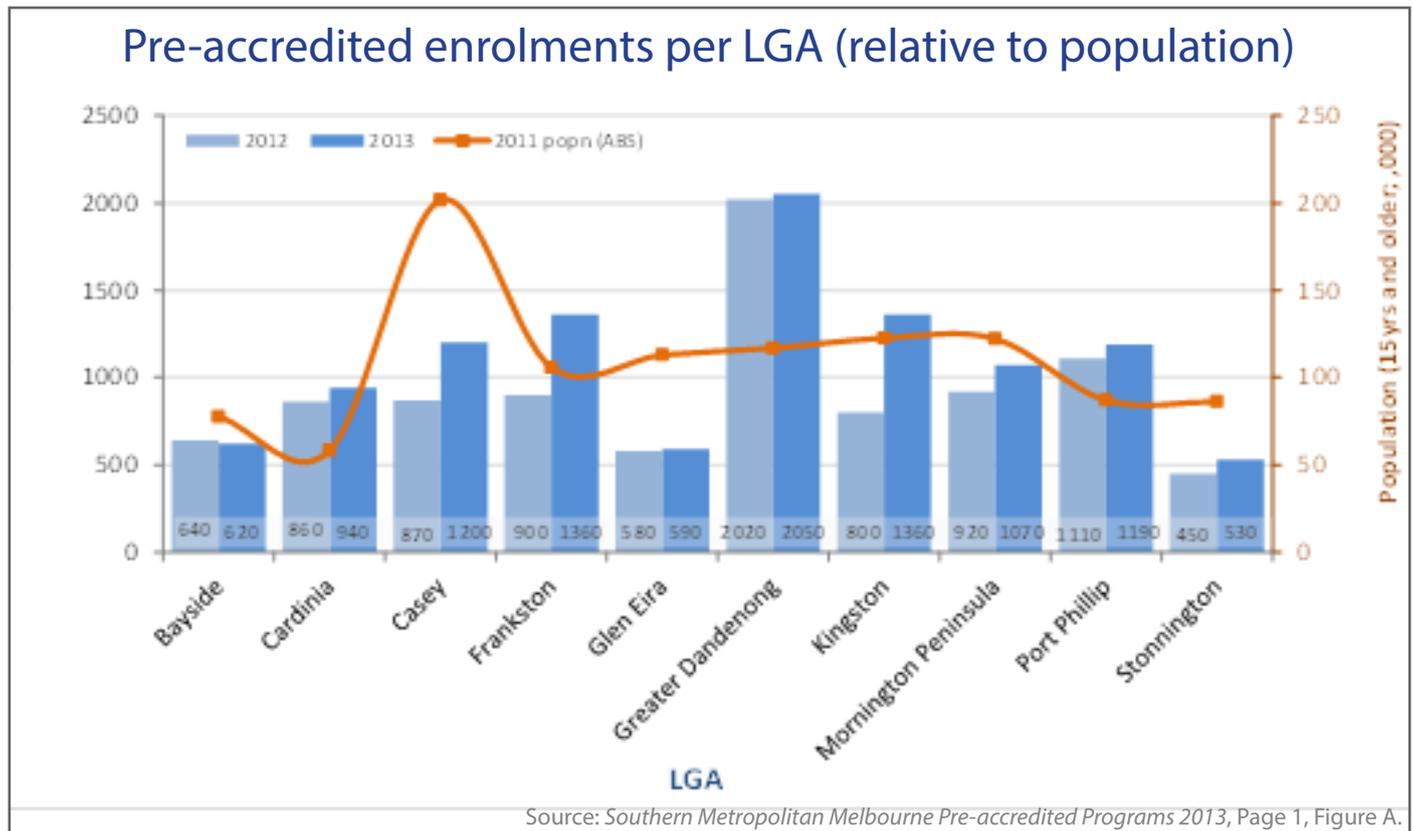
Data is statistics and factual information collected over time for reference and analysis. It can come from existing student databases, annual reports, internal and external reports, and government and community sources.

Quantitative and qualitative data are two different sources of data, each valuable in providing information.

- Quantitative data is typically expressed in numbers that can be counted, measured and graphed
- Qualitative data is observed or described and is often expressed in words to provide more detail.

Data is extremely useful in planning to identify gaps in service delivery, target audiences and skills in demand. It may also provide you with a snapshot of industry trends, demographic profiling and specific, quantified information on which to base decisions.

Data provides an evidence base for use in funding applications, or to support partnerships with government bodies and local community. It also contributes to more effective and efficient reporting processes.



DATA

Data Checklist

Use this checklist to help you build data resources

What do you need to know and why?

What is the story behind your data and how will it contribute to responding to community need as well as your Learn Local business development? This will help to inform what data you decide to collect.

What data do you currently collect?

Determine what data you capture for strategic planning and growth opportunities. Consider what data is currently missing and how you can fill the information gaps.

Do you have a demographic profile of your current learners?

Consider creating a table or graph which depicts demographic variables about your learners such as their age group, gender, employment and education status, suburb location, reasons for engagement with your Learn Local organisation, and cohort identifiers such as CALD background.

Do you conduct surveys?

Surveys of various stakeholders such as learners, trainers, employers and community partners can inform strategic and business plans. Consider designing your own Learner Satisfaction Surveys. To build and send your surveys, consider online management systems such as Survey Monkey (www.surveymonkey.com) and Survey Planet (www.surveyplanet.com).

Consider external data reports distributed by the Australian Bureau of Statistics (ABS), state and local governments and other education/community providers.

These may be available for free download online. Refer to **Appendix A** for a list of helpful links.

Are there any data compliance issues you need to consider?

Learn Local organisations must collect and report important compliance information. For example, it is important that enrolment forms contain the relevant AVETMISS compliant data and eligibility criteria. For further information on compliance regulations, refer to the latest *ACFE Board Pre-Accredited Training Delivery Guide* and the latest SVTS statistics guidelines (www.education.vic.gov.au/svts/). Keep up to date with current SVTS notifications to ensure the quality of your data meets departmental guidelines.

DATA

Data Checklist cont...

Have you considered benchmarking activities?

Benchmarking is the process of comparing your current activities to best practice, and will help you determine what you are doing well and areas for growth and improvement. Refer to **Appendix B** for a visual tool to help you with benchmarking activities.

When do you review/collect your data?

In order for data to be used effectively, data collection and review periods should be determined. Integrate collection dates into your annual planning and align to annual general meeting reporting. Throughout the collection process, consider the accuracy of your data.

Who is responsible for collecting and analysing data in your organisation?

Allocate this role to a staff member or team and consider the resources required. Consider integrating roles and responsibilities for data collection and analysis into individual workloads; engaging a volunteer or student; or outsourcing.

Data collection and analysis could be a collaborative effort with other organisations, such as a cluster of Learn Local organisations.

How will you analyse your data?

Qualitative and quantitative data require different approaches and analysis to reveal useful relationships, patterns and trends.

Understanding the story behind what your raw data depicts is important and can sometimes be a challenge. If you don't have the internal expertise to understand this story, consider collaborating with others.

How will your data be presented? Who will be accessing it?

Data can be used for strategic reporting, SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, annual reports, grant submissions, annual planning days, Committee of Management reports etc. Refer to **Appendix C** for an overview of a SWOT analysis.

Have you addressed your original intent?

If not, go back over this checklist to identify ways that you can improve your data collection and analysis process.

LOCAL KNOWLEDGE

What is Local Knowledge?

Local knowledge is an awareness and understanding of your local community. It is information gained from talking to community members, local agencies, local government etc.

Local knowledge can provide further opportunities for networking, partnerships and business development. It can also assist in identifying the relevance of current programs, and potential trends and linkages.

It is important to consider your local knowledge resources — what do you know about the people, industries and services in your program delivery area/s?



LOCAL KNOWLEDGE

Local Knowledge Checklist

Use this checklist to help build local knowledge

Is your local community changing?

From local community data analysis, consider emerging trends and gaps in provision.

What systems do you have in place to capture local knowledge?

✓ **Surveys**

✓ **Stakeholder Evaluation/Feedback Forms**

✓ **Customer Enquiry Records**

✓ **Community News**

Are you connected to local information sources such as community and council e-news and newspapers? Explore sites such as **ourcommunity.com.au** and **probonoaustralia.com.au**

✓ **Local Community and Council Reports and Updates**

Subscribe to your local council websites to receive these. Consider talking to local economic development and business staff at your local council

✓ **Open Days**

Find ways to gather feedback for future analysis.

✓ **Anecdotal Information**

This can include informal discussions with trainers and members of your community. Make sure you have a recording process to gather this information!

✓ **Networking**

Attend local network meetings, forums, seminars and community events to stay up to date with what is going on in your community.

✓ **Community Partnerships**

Partner with local schools, training providers, local traders, employment service providers, health services, community groups, clubs etc.

LOCAL KNOWLEDGE

Local Knowledge Checklist cont...

✓ **Industry Partnerships**

Who are your industry connections/partners? Consider potential opportunities.

✓ **Competitor Analysis**

Identify similar organisations in your area and compare their program delivery.

✓ **Opportunities for Collaboration**

Investigate opportunities for sharing knowledge and resources in order to maximise planning efficiency and effectiveness. Check Learn Local and community websites to find out about events and programs.

✓ **Case Studies**

Develop good news stories about learners into case studies to document learning outcomes and local achievements. Case studies are a good promotional tool across a range of media.

✓ **Social Media**

Social media can provide an opportunity to promote services and keep connected to local information. Connect with community networks through social media, and develop your own online presence through Facebook and Twitter. Consider what resources you have available and the potential return on investment.

Who is responsible for collecting and analysing local knowledge in your organisation?

Allocate this role to a staff member or team and consider the resources required. Consider integrating roles and responsibilities for local knowledge information collection and analysis into individual workloads; engaging a volunteer or student; or outsourcing.

Local knowledge collection and analysis could be a collaborative effort with other organisations, such as a cluster of Learn Local organisations.

PROGRAM IDEAS

How are Program Ideas Developed?

Program ideas and delivery are the driving force of your organisation. Program planning should be:

- proactive in nature — to ensure that your business continues to grow and engage new learners;
- reactive to your local environment — to meet community and industry needs and trends.



PROGRAM IDEAS

Program Ideas Checklist

Use this checklist to develop program ideas

How do you develop ideas for current and future programs?

- ✓ Consider the **demographic profile** of potential learners and how your courses will best meet the needs of this cohort.
- ✓ Read through your **data analysis reports** to determine what has been working well and what can be improved in future programs.
- ✓ Investigate **service gaps** in the market through data analysis and whether you have the resources to deliver programs that will fill these gaps.
- ✓ Review **local knowledge** to understand how your community is changing and adapt these changes to your program planning. What are people asking for?

How do you undertake engagement activities to increase awareness of your offerings and inform your program ideas?

Gaining feedback from engagement activities can inform your program planning to ensure it is innovative and improves your Learn Local profile.

Engagement activities may include open days, community consultation sessions, pop-up shops at local events, information/enrolment sessions, community days etc.

Who is responsible for program planning in your organisation?

Allocate this role to a staff member or team and consider the resources required.

Consider integrating roles and responsibilities for program planning into individual workloads; engaging a volunteer or student; or outsourcing. Program planning could be a collaborative effort with other organisations, such as a cluster of Learn Local organisations.

PROGRAM IDEAS

Program Ideas Checklist cont...

How is your curriculum linked to other pathways?

When drafting curriculum or A-frames, investigate how your Learn Local offerings will lead to other pathways.

Consider developing a Pathway Map (refer to **Appendix D** for an example). It can be a helpful tool to show learners the range of possibilities available to them as well as to reinforce your original intentions and assumptions about your course offerings. A Pathway Map should be broad and local, and should cover a range of training providers and industry areas.

Make sure to also account for the numeracy and literacy capabilities of your learners.

Do you link program planning with employment outcomes? Consider the following:

- ✓ **Identify skill shortages** in your local area (refer to the Data and Local Knowledge sections on pages 5–10) and explore program ideas around steady employment demand.
- ✓ Plan programs around **A-frame templates** to ensure that employability skills development is integrated into teaching.
- ✓ Do you track **destination data**? Add a question on your Enrolment Form that requests permission to track destination data and employment outcomes of learners. Make sure to follow up with surveys.
- ✓ Investigate **funding opportunities** that provide learners with the opportunity to investigate industries and requirements prior to committing to an accredited course pathway.
- ✓ Customise the curriculum to **address employability skill sets** by offering learners services such as feedback on resumes, interview skills etc.
- ✓ Strengthen **community relationships** (e.g. local government, industry and partnership organisations, and local traders) to further source employment opportunities for learners post-training.
- ✓ Strengthen relationships with **jobactive organisations/Employment Providers** to increase referrals to your training courses.

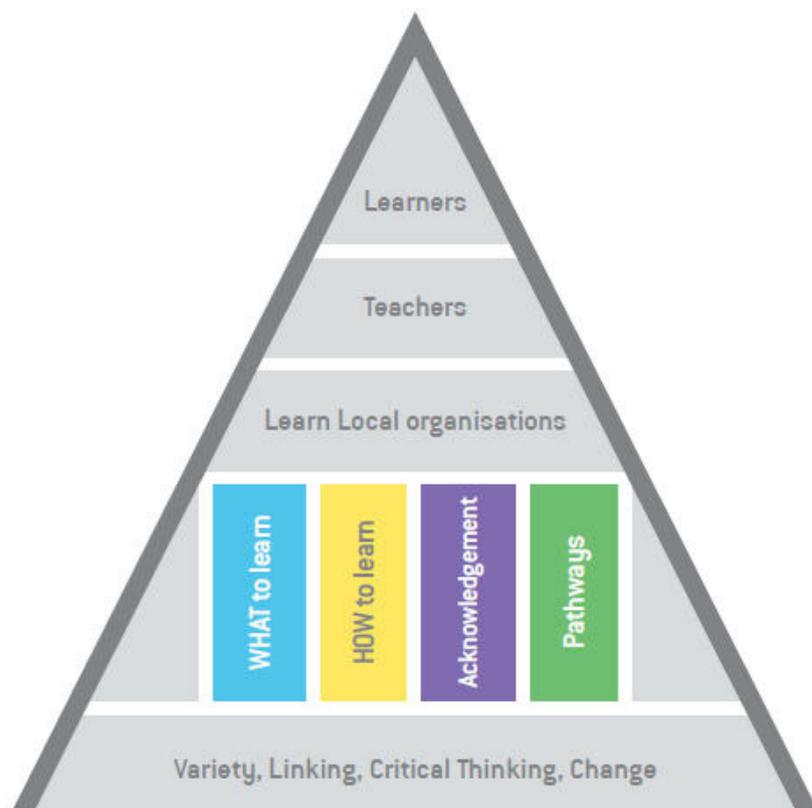
PROGRAM DELIVERY

How are Programs Best Delivered?

There are many approaches to program delivery and, as a result, you may be able to deliver your courses in a more efficient or effective way. Learners also process and learn new information in different ways. Delivery should always address learner needs.

Consider the following approaches to course delivery:

- ✓ face-to-face
- ✓ blended
- ✓ online
- ✓ shared resources
- ✓ rolling/staggered intakes
- ✓ smaller/larger groups etc.



PROGRAM DELIVERY

Program Delivery Checklist

Use this checklist to plan your program delivery

What factors do you need to take into account for delivering programs? Consider the following five major factors:

- ✓ **A-frames** — The A-frame is a system and process for planning and documenting educational practices. It aims to save time, provide consistency and improve quality. Visit www.education.vic.gov.au/training/providers/learnlocal/Pages/pqf.aspx for further information about A-frames.
- ✓ **Tutors/Trainers** — Qualifications and availability of trainers needs to be addressed early as it can be difficult to source good trainers when a full day of work can't be promised. You may decide to partner with other organisations to share trainers across programs to achieve delivery efficiencies.
- ✓ **Administration** — Ensure there are adequate resources for planning and coordination.
- ✓ **Venue** — Room availability and the best space for program delivery (size, location and services available) need to be taken into account. Course delivery at third-party premises such as schools and other community partners may sometimes be appropriate.
- ✓ **Materials** — Examine the quality, format (online versus hard copy), and relevance of materials such as toolkits and workbooks.

Other items to note:

- ✓ **Budgets** — The cost of setting up and running your programs may include: trainers, administration, materials, venue, utilities, staff, overheads, marketing etc.
- ✓ **ICT** — Does the room support Wi-Fi functionality? Are there enough computers/iPads, or will learners be required to bring their own? Do you have ICT support in case of technical issues?
- ✓ **Timing** — When is the best time to deliver programs based on each cohort (e.g. in school hours or evenings). Take into account school holidays and seasonal factors such as weather.

PROGRAM DELIVERY

Program Delivery Checklist cont...

- ✓ **Transport** — Is there adequate parking and public transport available? Consider linking courses to public transport timetables to ensure easy access for learners (e.g. community buses and Public Transport Victoria).
- ✓ **Special Needs** — Wheelchair access and alternative modes of learning and delivery may need to be addressed.
- ✓ **Catering** — Have you thought about offering food? Sometimes catering is a good incentive for learners to attend courses (provision of tea/coffee facilities and mealbreaks).
- ✓ **Induction** — You may wish to implement induction activities and end-of-course/graduation celebrations.
- ✓ **Compliance** — Fulfil your obligations regarding eligibility and other legalities where appropriate.

Do you integrate marketing and communications into your program delivery?

Marketing and communications are important tools that can help your program planning lead to successful delivery. Consider:

- ✓ **Learner profiles** — Create profiles to better understand your community and their motivations for learning. Useful information may be found on the Learn Local Facebook page: www.facebook.com/learnlocal
- ✓ **Promotional strategies** — Engage digital marketing (website, social media, e-newsletters etc), mail drops (once a term and delivered by volunteers is an effective and efficient approach) and face-to-face information sessions.
- ✓ **Advertising** in local media and online course directories, local school newsletters etc.
- ✓ Engaging with the Learn Local website: www.learnlocal.org.au

PROGRAM DELIVERY

Program Delivery Checklist cont...

How do you evaluate your program delivery to ensure you are on track?

It is important to consider the following methods of evaluation:

✓ **Learner feedback**

- **At the beginning of each course** — Ask learners to complete the A-frame Learner Plan (Part 1 — Learning Plan).
- **At the end of each course** — Ask learners to complete the A-frame Learner Plan (Part 2 — Learning Review) and trainers to complete the A-frame Course Plan (Part 3 — Course Evaluation).
- **Destination tracking** — Contact learners to track employment outcomes and destination data.
- **Pathway planning** — Re-visit the Pathway Maps you developed for the program and evaluate their effectiveness according to learner feedback.

✓ **Employer feedback** — Gather feedback annually to determine industry needs, the quality of training and learners. Consider distributing a survey or, if the resources are available, organise one-on-one meetings with local employers.

✓ **Tutor/trainer feedback** — Ask trainers to complete the A-frame Course Evaluation form at the completion of their course delivery.

✓ **Informal discussions with learners** — If the resources are available, consider a face-to-face group consultation with learners at the completion of their training (with the trainer absent) while they are still engaged in the course.

✓ **Survey Results** — Ensure you are capturing, collating and reporting results. Consider using SurveyMonkey (www.surveymonkey.com) as a tool for coordinating the survey process.

APPENDIX A: DATA RESOURCES

| | |
|-----------------------------|--|
| INDUSTRY | <p>Australian Bureau of Statistics (ABS) Australia's official and most comprehensive statistics resource. Free access to a full range of ABS statistical and reference information www.abs.gov.au</p> <p>The Social Atlas Census data is compiled into social atlases and presented as a series of regional maps that show population groups across selected areas atlas.id.com.au</p> <p>Industry Skills Councils The Industry Intelligence section presents Environmental Scans of the factors impacting industries and the implications for skills development and workforce planning (researched and presented annually) www.isc.org.au</p> <p>Department of Health & Human Services (DHHS) Find resources by topic or keyword including research, data and statistics www.dhs.vic.gov.au/about-the-department/documents-and-resources</p> |
| LOCAL/ COMMUNITY | <p>Local Learning & Employment Networks (LLEN) Select individual LLENs from the list and follow the website links for Environmental Scans (not mandated from 2015) www.education.vic.gov.au/about/programs/pathways/Pages/locatellens.aspx</p> <p>Adult, Community & Further Education Board (ACFE) Access Data Packs according to your region www.education.vic.gov.au/training/providers/learnlocal/Pages/datapacks.aspx</p> <p>Victorian Multicultural Commission (VMC) Access data on birthplace, language, ancestry, and religion by Local Government Areas www.multicultural.vic.gov.au/resources/publications</p> <p>Local government websites (in your area) A good resource for local news, council reports and plans, events calendars etc</p> |

APPENDIX A: DATA RESOURCES

TRAINING/ GENERAL

Victorian Training Market Reports

Industry, occupation and regional skills profiles and reports on the Victorian training market

www.education.vic.gov.au/training/providers/market/Pages/default.aspx

National Centre for Vocational Education Research (NCVER)

Research and statistics about vocational education and training (VET) nationally

www.ncver.edu.au

Victorian Applied Learning Association (VALA)

The peak organisation for applied learning practitioners provides books, articles, PowerPoints, resource links, handouts, units and e-learning tools to VALA members

www.vala.asn.au

Adult Learning Australia (ALA)

The national peak body for the Adult and Community Education field/s provides advice based on their own research

ala.asn.au/publications

Australian Apprenticeships & Traineeships Information Service

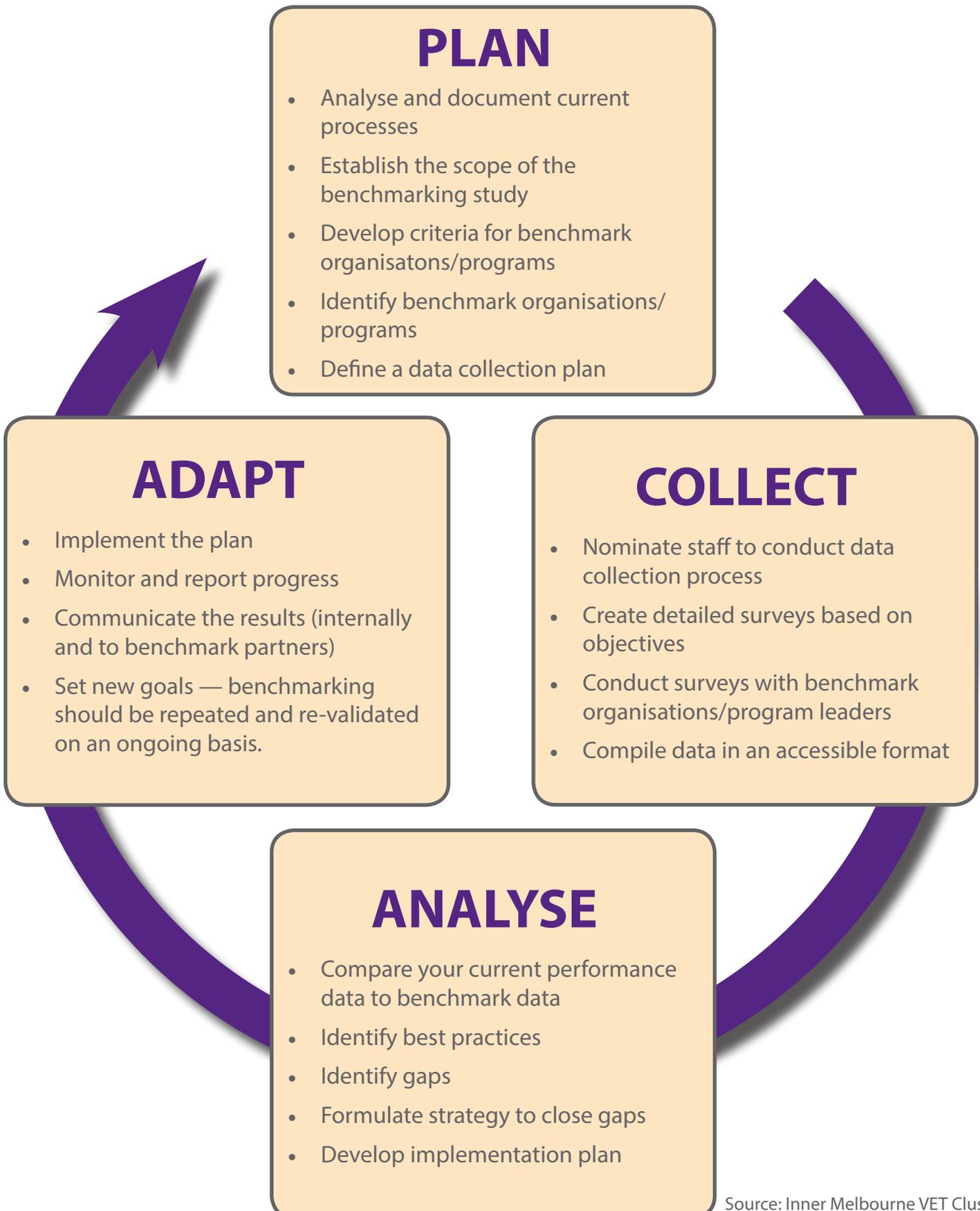
Apprenticeships and traineeships information and resources

www.aatinfo.com.au

WRITE YOUR OWN RESOURCES HERE

For example, bullseye posters may be helpful for pathway planning and can be found at www.education.gov.au/career-bullseye-posters

APPENDIX B: BENCHMARKING TOOL



Source: Inner Melbourne VET Cluster

APPENDIX C: SWOT ANALYSIS

A SWOT analysis is a study undertaken by an organisation to identify its internal strengths and weaknesses, as well as possible opportunities and threats. Follow the steps below to undertake a SWOT analysis of your organisation or of specific project and program proposals:

Step 1: Establish your objectives by defining the aim of the SWOT analysis.

Step 2: Complete the SWOT Analysis Template. Feel free to include other factors.

Step 3: Evaluate your SWOT list against the stated objectives of your program proposal. Do the positives outweigh the negatives? What is your conclusion?

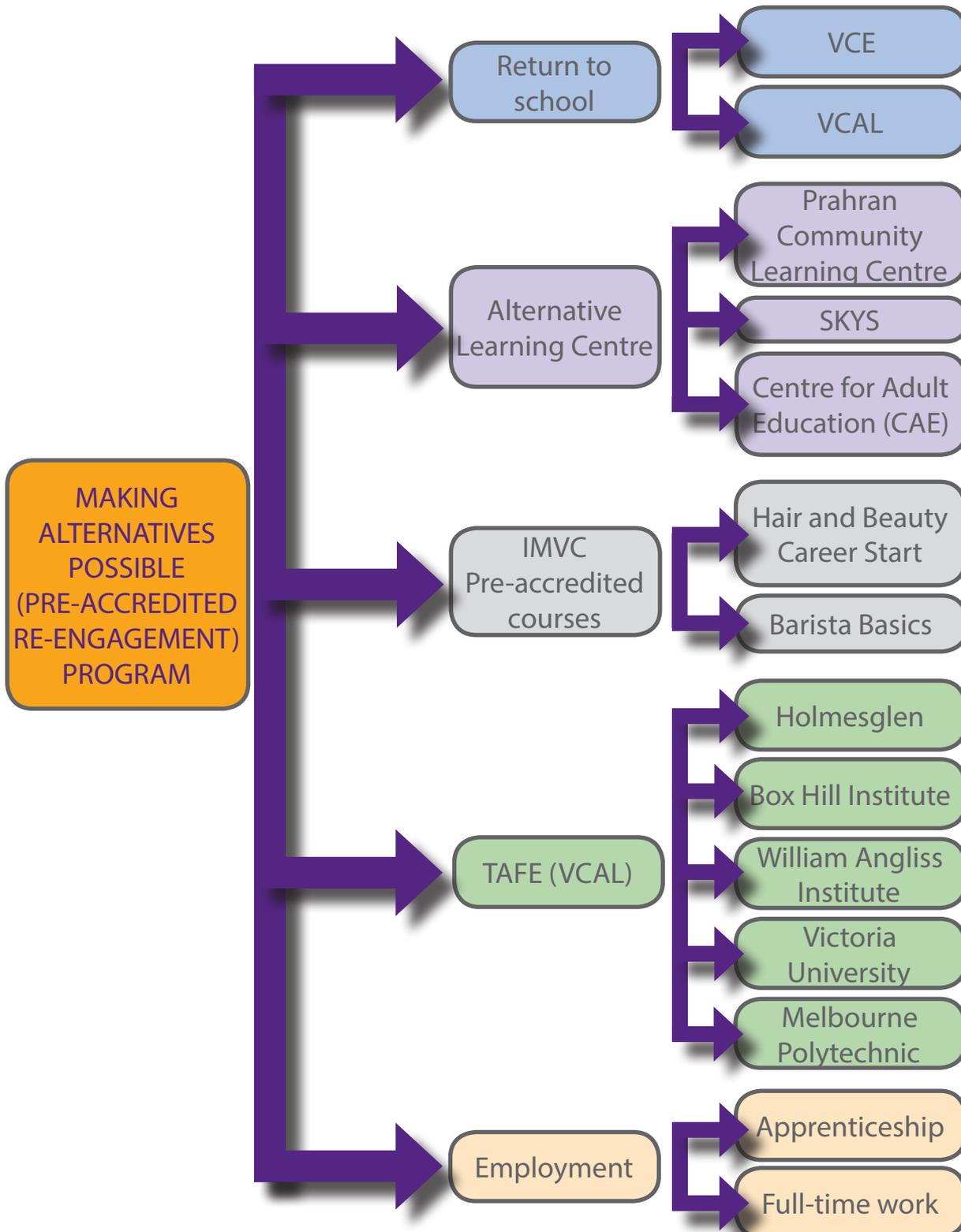
SWOT Analysis Template

| STRENGTHS | WEAKNESSES | CONSIDERATIONS |
|---------------|------------|---|
| | | <ul style="list-style-type: none"> • Organisational philosophy and values • Experience and knowledge • Management and staff capabilities and commitment • Resources, assets, processes and systems • Financial viability and sustainability • Venue, location and geographical considerations |
| OPPORTUNITIES | THREATS | <ul style="list-style-type: none"> • Reliability of data and awareness of need • Market demand, developments, industry trends and niche markets • Partnerships, agencies and networks • Competitors • Changes in government policy • Environmental effects • Timescales and deadlines • Resources and technology • Effect on core activities |
| | | |

Source: Langwarrin Community Centre Inc.

APPENDIX D: SAMPLE PATHWAY MAP

This is an example of mapping pathways available for a Learn Local course. Customise the Pathway Map to meet your course goals, considering internal and external providers.



Source: Inner Melbourne VET Cluster

