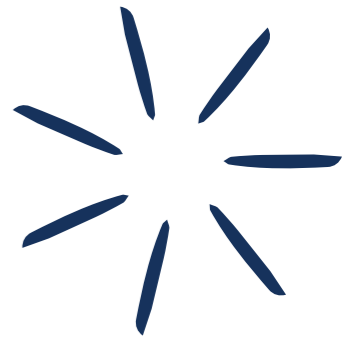


# Course design checklist

## For Learn Local and industry partnerships



### Background

The Strengthening Pathways for Adult Learners in Gippsland (SPALG) project has designed and implemented a range of Kick Start programs in health, disability, call centres, construction and digital technologies.

This Course Design Checklist provides you with a step by step guide on how to implement and deliver an industry supported Kick Start course. The Analysis, Design, Development, Implementation and Evaluation (ADDIE) model has been used.

### 01 Analyse

- Identify key industry sectors in your region that have good employment prospects for your students
- Target an employer
- Speak to decision makers in the organisation. For example, the Chief Executive Officer (CEO)
- Collaborate to find out what they want and why. Negotiations can be complex and time consuming
- Build relationships. This can take time
- Send the right person to the meeting and make sure you present a professional image
- Provide prospective industry partners with case studies or examples of how the training has worked well in other regions

### 02 Co-design

- Develop a program outline that provides enough information for the employer to establish if this is what they need. The A-frame Part A is your background document, not theirs
- Meet the needs of the employer – listening to what they want is key
- Ask the managers in the organisation what they look for in a good employee
- If you are going to target jobactive jobseekers as potential students, ensure the jobactive requirements and your industry partner's requirements align
- Promote your course through jobactive, local media outlets and social media. Ask for a meeting with all the jobactive case managers to provide an overview of the course. Write a media release and drop it in at your local media outlets
- Make sure you have all the details in your flyer; course overview, times, days, length of course, course fees (including concession fees)

### 03 Develop

- Develop a high level training timetable to use if you are interviewing participants
- Develop a budget for the course so that you know what you can pay teachers. This will be dependent on the minimum number of students
- Find the best qualified teachers and offer to pay them more if your budget allows. Consider advertising on SEEK
- Ensure you have contingencies in place if your trainer/s needs to be replaced at short notice
- Look for resources that will support your teachers. Many are free, including those at [www.gippslandlearnlocal.community/](http://www.gippslandlearnlocal.community/)
- Provide teachers with adequate planning time so that you can get quality session plans to share with other Learn Locals
- Investigate the possibility of conducting a LLN test with your learners
- Use Moodle as a repository. Your students are likely to need those skills for further study.  
  
We have the content for a wide range of courses including Kick Start your Career in the Disability sector and Kick Start your Career in the Health sector courses online at [SEV Connect gippslandlearnlocal.trainingvc.com.au/](http://SEV.Connect.gippslandlearnlocal.trainingvc.com.au/) Email [buchanbnh@bigpond.com](mailto:buchanbnh@bigpond.com) for login details.  
  
Moodle is a great way for the various teachers delivering the course to stay in touch with each other and ensure that there are no duplications or omissions in relation to course content.
- Encourage learners to articulate why they want to do this course in their learner plan Part A to help focus your teaching of the employability skills

Print out this checklist and tick things off as you go. You'll be able to clearly see what is next and how far you've come.

### 04 Implement

- Check with your industry partner if they want to interview students prior to course commencement. For many employers, this is a requirement. Be prepared to dedicate time to this
- If observational work experience is a component included in the course, you will need to confirm if police and working with children checks are required. Job actives can be very helpful in organising checks for their clients
- Check the ACFE Board Work Experience guidelines for proformas and detailed information  
  
[www.education.vic.gov.au/training/providers/learnlocal/Pages/Pre-accredited-Work-Experience.aspx](http://www.education.vic.gov.au/training/providers/learnlocal/Pages/Pre-accredited-Work-Experience.aspx)
- Impress on prospective students they are not guaranteed a job by undertaking the course and be prepared to deal with their disappointment if they do not get a place in the course
- Establish a line of communication with your prospective students – SMS can be effective. A text message at the end of each week and visits to the classroom also work well
- Use employer documentation as much as possible. For example, privacy and OHS policies and position descriptions
- Promote the work placement component to students as a key benefit
- If possible, involve the employer in mock interviews with the students (best held in the final week of the course). Their feedback to the students is invaluable
- Make sure your participants walk away with a CV and a letter of application that showcases their skills for that particular industry. Contextualisation is key
- Provide learners with plenty of opportunity to explore pathways through TAFE if they want to explore further study options. Invite your local Skills and Jobs Centres to present to the class

### 05 Evaluate

- Enable students to provide daily feedback through a blog (that is only visible to teachers) as an effective communication tool
- Conduct LLN assessments during Week 1
- Include teacher reflections on your Moodle
- Conduct moderation sessions as soon as possible after the course has finished, preferably on the final day. This ensures you get quality feedback and can include that in the next iteration of the course  
  
Check out the Pre-Accredited Quality Framework Kit at <https://www.education.vic.gov.au/training/providers/learnlocal/Pages/pqf.aspx>
- If at all possible, interview the employer after the course has been completed. We have never had an employer refuse and their feedback is invaluable
- Collect some quotes/testimonials from students and industry partners that can be used to promote your courses in the future
- Conduct destination surveys with your students; ask a staff member to check in with them three months after the course has finished  
  
A sample phone survey is available at [www.gippslandlearnlocal.community/](http://www.gippslandlearnlocal.community/)

