Learning System Design

In Safe Hands Educators In Safety Pty Ltd recognize the importance of needs analysis when developing training. The company does this by maximizing the contributions of knowledge through effective design and implementation of affective learning initiatives.

This system allows for gap analysis of the business, marketplace and market potential.

To ensure this occurs the following system has been established:

(a) Continual review of market through needs analysis.

(i) The needs analysis has six principals:

- The satisfaction and needs of the end user are met.
- Market research is essential to unify end user opinions, and to use quantitative and qualitative research to find the best direction for course designs.
- Appeal to the lowest common denominator in end user needs. Marketing to the lowest skill levels results in the largest potential market.
- Do comprehensive beta tests of courses continually to allow adequate adjustments.
- Continue to monitor user feedback after the course launch, and address comments quickly and keep an accurate record to apply to future releases.
- Great design, captivating and precise content to not only provide the best professional development but enhance reoccurring business.

(ii) Needs analysis data will continually be identified through timely:

- Focus groups
- Survey Monkey – surveys and questionnaires imbedded into courses.
- Comments and Suggestions through website, newsletter feedback.
- Media and observations of marketplace (Gap analysis)
- Customer requests and ideas
- Learning partners development
- Evaluation plan of all individual training

(b) The completion of Instructional Design document. (See Instructional Design policy and procedure)

(c) Through the Instructional Design document clear learning outcomes are to be established. These learning outcomes must meet SMART learning outcome processes ie:

- Specific
- Measurable
- Attainable
- Relevant
- Timely

(d) The Instructional Design documents design ensures clear learning outcomes are met through a logical process of introduction through a step by step module process.
This ensures:

- The development of modules allows for explanation of a specific learning outcome.
- Each learning outcome is only presented when the bases of relevant knowledge is achieved in the prior module to understand the new learning outcome.
- Professional research and explanation of lawful requirements and best practice guidelines.
- Information is provided in a timely manner throughout the modules to ensure the information supports the introduction of a learning outcome.

(e) In Safe Hands Educators In Safety ensure strict instructional methods are followed to facilitate achievement of the desired learning outcomes. To do this the principles of Bloom’s Taxonomy are utilised for developing learning outcomes and assessments.

(f) To ensure this process is maintained through development of learning outcomes. Each model of the child protection system is arranged to firstly revise previous learnings through knowledge and comprehension re-enforced learning principals.

Process:

The Instructional Design will demonstrate these principals. Research Development officer will present each course to the CEO demonstrating the instructional design before final approval.
Continual Review Process:

In Safe Hands Educators In Safety understands the importance of continual review of each course offered and the relevance within the specific industry being targeted.

Task:

A needs analysis of each course must be completed when:

- Legislative or industry changes impact the relevance of the course
- Poor engagement around the need for this course by targeted industry employees
- At minimum every 12 months

Head of Research is to ensure the above review process is undertaken. At minimum 12 months is from the original date of release of the course on the website.

Needs Analysis form is to be signed off by the CEO once completed by the Research Officer and recommendations made.