EDUCATION AND TRAINING PLAN SUPPORT GUIDE

Purpose

This guide has been prepared to support training providers when making an application to be part of the CEC Continuous Professional Development (CPD) program. As the new framework sees the introduction of two new categories Core and Elective, there are different levels of evidence that will be required to be submitted for a training course to be recognised in the Core category.

This document is to be used when completing your Education and Training plan. The intention is to step the applicant through the requirements to meet the course criteria and quality benchmarks as detailed in the CPD Framework.

Use the quick links below to jump throughout the document.

Quick links	

Writing learning outcomes

Use this checklist as a guide to construct a meaningful learning outcome/s for your education and training programs.

☐ Learning outcomes are clearly stated, in clear and unambiguous language.

☐ All learning outcomes clearly indicate what the students should learn.

☐ All learning outcomes use one verb that is aligned to the level of the course/program.

☐ The learning outcome is significant and meaningful in the long term.

☐ Learning outcomes provide a guide for the development of learning activities, teaching and assessment.

☐ All intended learning outcomes can be assessed effectively – you can envision assessment tasks able to achieve this.

☐ Learning outcomes are aligned to the ability level of the learner group.

Examples:

At the end of the course students will be able to demonstrate the ability to use mathematical and statistical techniques relevant to the solar installation process.

At the end of the lesson students will be able to identify environmental problems, evaluate problem-solving strategies, and develop science-based solutions.

At the end of the session learners will demonstrate how to safely erect and ascend an extension ladder on a domestic house.

Understanding andragogy

Malcolm Knowles developed the theory of andragogy to develop a theory specifically for adult learning. Knowles emphasises that adults are self-directed and expect to take responsibility for decisions. Adult learning programs must accommodate this fundamental aspect.

It is important to understand that theories and academic principles should not replace your own research and understanding of your target audience. The andragogy theory is recommended for the CPD program as a guide to building a successful learning program.

Characteristics of adult learning

Self-concept	Self-concept moves from one of being a dependent personality toward one of being a self-directed human being.
Adult learner experience	A person accumulates a growing reservoir of experience that becomes an increasing resource for learning.
Readiness to learn	A person's readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.
Orientation to learning	A person's time perspective changes from one of postponed application of knowledge to immediacy of application. As a result, his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.
Motivation to learn	As a person matures the motivation to learn is internal.

Knowles' four principles of andragogy

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for the learning activities.
3. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
4. Adult learning is problem-centred rather than content-oriented.

References

Knowles, M. 1975, *Self-Directed Learning,* Follet, Chicago
Knowles, M. 1984, *The Adult Learner: A Neglected Species,* 3rd ed, Gulf Publishing, Houston
Knowles, M. 1984, *Andragogy in Action*, Jossey-Bass, San Francisco

Student feedback example

This is an example of a learner feedback form built in Survey Monkey. Software tools are an efficient way to export reports and gain feedback from your learners. Paper based feedback, video testimonials and focus groups are other ways to gain student feedback.

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CLEAN ENERGY COUNCIL — Navigating Conflict - Learner Feedback

Introduction

Thank you for taking the time to provide feedback on your experience. Your comments will help us improve the education and training quality into the future.

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Course Content

1. Was the course description and learning outcomes clear and accurate?

◯ Clear & Accurate
◯ Unsure
◯ Confusing & Misleading

2. How often will you use the knowledge gained from this course at work?

◯ Daily
◯ Weekly
◯ Monthly
◯ Rarely

3. What was the most useful aspect of the course?

4. What was the least useful aspect of the course?

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5. How did you find accessing and navigating around the course?

Complicated	I got there in the end	Easy with no issues

● ──────────────────────────────── | 0 | Clear

6. If you found the online learning experience complicated, what aspect did you struggle with?

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7. How comfortable are you using digital technology?

○ I struggle to use my smartphone or navigate the internet on a computer.

○ I can use my smartphone but need help with settings. I can search the internet on a computer okay.

○ I can use my smartphone and computer to do most things, but I don't understand how it works.

○ I have a solid understanding of technology and can select software to use in multiple settings.

○ I have qualifications in IT and can write software programs to solve complex problems.

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8. Overall how satisfied are you with the course?

Extremely Dissatisfied	Dissatisfied	Unsure	Satisfied	Extremely Satisfied
★	★	★	★	☆

9. Please provide any additional comments or suggestions?

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[Prev] [Done]

Note: Take the time to think about your cohort and adjust the questions to suit them. Avoid making surveys too long winded and target the areas you believe you need to strengthen. However, ensure you have questions that relate to the quality of the trainer if you are conducting face to face training. Authentic feedback for the trainer is important for their professional development.

Referencing Australian standards

A key element of providing quality education and training is the accuracy of the content provided to CEC accredited installer and designers. When appropriate you must correctly reference the Australian standards and any dependant standard that my impact your topic. This requirement is mandatory for both Core and Elective courses. Importantly, Australian standards dictate the requirement to follow manufacture specifications and installation requirements. It is best practice to provide access to manufacture requirements via hyperlinks, embedded file download or paper copy for reference.

Use these examples below as a guide to best practice referencing of Australian standards:

Example 1:

Multi-hole glands

When installing DC isolators via cable gland, the cable gland is required to be rated IP56. Where multiple cables go through one gland, a multi-hole cable gland with the same number of holes as cables is to be used. Any holes not used must be sealed with the gland manufacture's approved sealing plug. - *AS/NZS 5033 Cl 4.4.4.6 (f)*

Example 2:

Unprotected earth connections —

In the first instance you must attempt to comply with the standard by using the same or similar metal to the mounting system. If this is not possible you must take steps to protect against corrosion. The most compliant method is to paint the earth connection as shown below. - *AS/NZS 5033 Cl 2.2.7 & AS/NZS 3000 Cl 3.3.2.5*

Submission checklist

The submission checklist details documents or items that must be uploaded as part of your application. You may merge each document into a single PDF or provide images embedded as an appendix within the Education and Training plan.

	All applications
☐	Completed an Education and Training plan
☐	Course Content • Course guide, PowerPoint slides, workbooks, handouts or similar • eLearning links to the course content to preview (this can be test environment) • Student Feedback survey or similar
☐	Expected trainer/facilitator/subject matter expert qualification evidence. This may be either: • Resume • LinkedIn profile • CEC accreditation number as we hold qualifications records.
☐	Link or attach your course information or learner brochure
Core applications (in addition to above)	
☐	Education and training team's qualification evidence. This may include: • Resume • LinkedIn profile • Copy of Cert IV in Training and Assessment Certificate or bachelor's degree • CEC accreditation number as we hold qualifications records.
☐	Assessment (if not embedded into the course)