

Guide to Completing TPP

Training Program Proposal

Author of Proposal	<i>Enter your name as the author of this proposal</i>
Title of program	<i>This could be the name of the qualification or name you have created for the course, e.g. Administration Skills Program</i>
Client (Name, organisation and contact details)	<i>Enter details of the client for whom this proposal is being prepared, i.e., a school, a business organisation, a government department, etc.</i>
Purpose of the training program	<i>Enter the purpose of the program. What is the proposed outcome or goal? This could be written as a SMART goal statement.</i>
Organisational and Legislative requirements (as applicable)	<i>What government legislation/regulations needs to be considered, e.g., WHS, Disability, etc? Organisational could include policies and procedures, or performance standards.</i>
Outline the evidence showing that the Training Program is required or would be in demand	<p><i>Write an overview justifying, based on your research, that this program is actually needed, or in demand.</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Check these 2 boxes to indicate you have documentation to support your research covered on</p> </div> <p>Copies provided of:</p> <p><input type="checkbox"/> Interview Notes</p> <p><input type="checkbox"/> Research conducted to support Training Program Proposal</p>
Target learner characteristics	<p><i>Enter details of the student cohort, i.e., who is it designed for.</i></p> <p><i>This could be a demographic of the student cohort, including age range, background, previous experience, potential issues, e.g., LLN, English as a Second Language, cultural diversity, disabilities, special needs, etc.</i></p>
Access and equity considerations	<p><i>What considerations do we need to make for persons from different equity groups to ensure they have the opportunity, regardless of background, to participate in training. Equity groups could include persons from non-English speaking backgrounds, disability, indigenous, women in non-traditional areas, etc.</i></p> <p>https://docs.education.gov.au/documents/2017-section-11-equity-groups</p>
Reasonable Adjustments and Support Strategies for learners with special needs	
Hearing impaired	
Sight impaired	
Low LLN ability	<div style="border: 1px solid black; padding: 10px;"> <p><i>Enter details of support strategies you would implement to support persons in any of these special needs categories. These categories would most likely have been identified in the Target Learner Characteristics section above. Strategies could include provision of specialised equipment or software, simplified language, alternate assessment methods, etc.</i></p> </div>
Physical disability	
Intellectual / Mental Health challenge	
Other (please specify)	

Client Interview Notes	<p>Date: <i>enter date of interview.</i></p> <p><i>You are required to "conduct" an interview with the client (as detailed in the Client box above). Prepare 5 to 6 questions you would ask the client to determine the need for the program and enter them in this section.</i></p> <p><i>Questions could include requests for information on the program required and why, number of students, background/previous experience, special needs, etc.</i></p> <p><i>Seek the help of a colleague, friend, family member, to role play the interview with you. Enter their responses to the questions under each question you have written.</i></p>
Research	<p>Date: <i>enter the date your research was conducted.</i></p> <p><i>What will you research? Demographics of catchment area where training is to be delivered? Job prospects for successful graduates?</i></p> <p><i>What sources could you use for your research? Examples could include;</i></p> <p><i>Australian Bureau of Statistics - demographics of geographical/electoral areas can be researched by entering a postcode</i> https://www.abs.gov.au/websitedbs/censushome.nsf/home/quickstats?opendocument&navpos=220</p> <p><i>Job Outlook website – different career options/industries can be researched by clicking on the appropriate tabs at the top of the page.</i> https://joboutlook.gov.au/future-outlook.aspx</p>

Training Package Code and Title	<i>The 3-letter code of the training package, e.g., SIT, BSB, TAE.</i> <i>Title of the training package, e.g., Business Services Training Package</i>		
Qualification/Skill Set/Individual Unit Code and Title	<i>The code of the qualification/skill set/unit.</i> <i>The name of the qualification, written in "title case"</i>		
Unit Code & Title	Status	Core/ Elective	
<i>Select 3 units or a cluster of units from the TAS you developed in Project 1. You are not required to do the whole qualification for this Project.</i>	<i>Enter whether the unit is current?</i>	<i>Enter whether unit is a core of elective unit.</i>	
Overview of content	<i>Write a brief overview of the content in the program. What are the key content areas to be covered?</i> <i>HINT: The Application section in the Unit of Competency can be a good source of inspiration when writing overviews.</i>		
Outline reasons for choosing the electives	<i>What was the reason for choosing these units? Relate this back to the full qualification in the TAS (Project 1) if applicable.</i> <i>Were they chosen to provide learners with a broad range of general skills in the particular industry area, or maybe they were more specific?</i>		
Existing resources	<i>What are the existing resources your RTO currently has to deliver this program?</i> <i>This could include learning resources, equipment, venue, trainers, etc.</i>		
Required resources	<i>What resources do you need to acquire/purchase?</i> <i>This could include learning resources, equipment, venue, trainers, etc.</i> <i>Maybe you need to update learning resources or assessments? Do you need to source suitable venues?</i>		
Learning environment/venue(s)	<i>What training venues do you have? Will it be your RTOS, or at the client's premises, e.g., a school?</i> <i>Does it need to be close to public transport? Do you need to hire venues?</i> <i>Is the venue safe/secure? Does it have disabled access? AV equipment?</i>		
Timeframe/Scheduling	<i>What is the timeframe and schedule for delivering this program?</i> <i>Dates, weekly schedule (days, start/finish times), how long does the program run for, i.e. # of weeks?</i> <i>NB. Quantifying the total delivery hours will help with the costing below.</i>		
Summary of costs	<i>Estimate the cost of delivering the program. Identify the different expenses and list in this section, e.g.,</i> <i>Resources, Venue hire, Trainer</i> <i>You do not need to do any detailed research on this. Estimates only.</i>		

Session	Key Topics	Training			Assessment methods/ instruments
		Elements/ Performance Criteria	Delivery Strategies	Resources	
1	<i>What are the key topics to be covered in each session?</i>	<i>List the Elements covered by this topic.</i>	<i>What is the mode of delivery, e.g., face to face, online, blended?</i>	<i>What resources do you need to have specifically for this session?</i>	<i>What assessment methods will you use for each session? These should align with the assessment methods listed in the TAS (Project 1)</i>
2					
3					
4					
5					
6					
7					
8					

Risk Assessment and Management Plan

Please photocopy a separate sheet for each potential hazard

Location	Where is the hazard located?	Date	Date identified/reported
Description of hazard			
Write a detailed description of the hazard.			

On the following chart, circle or highlight the most likely harm to a person if the risk happens (along the top). Next circle how often it COULD happen (right hand side). The risk priority (score) is the intersecting number.

		Risk priority chart		
Probability How likely could it happen?		Consequence How severely could it hurt someone?		
		Catastrophic Kills, permanently disables	Major Significant injury	Minor First aid only
		Permanent injury	Not permanent	No lost time
Very likely Could happen frequently		1	2	2
Likely Could happen occasionally		3	4	4
Unlikely Could happen rarely		3	4	5
Very unlikely Could happen, probably never will		4	5	6
What is the risk priority? (score from 1-6 from the above chart).		Chose control measures from the highest possible level in the following list:		
1 or 2	HIGH PRIORITY – Risk must be controlled immediately	<input type="checkbox"/> Elimination <input type="checkbox"/> Substitution <input type="checkbox"/> Isolation/ engineering <input type="checkbox"/> Administrative <input type="checkbox"/> Personal protective equipment		
3 or 4	IMPORTANT – Control or mitigate risk by agreed date and prior to next review			
5 or 6	DESIRABLE – do something to address the risk.			
Control measures/Action to take: (Include person responsible and required completion date)				
Now	What is the immediate solution to reduce/eliminate the hazard, e.g., use of power boards with leads taped to floor or covered by matting to address and issue with power leads?			
Later	What is the long-term/permanent solution, e.g., install more power points?			

In many cases, the best method of control for health and safety risks will be a combination of methods.