Code of Conduct Training Planner

# Consultation

| **Question** | **Details** |
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| Who needs to be consulted in developing training? | Draw on expertise and knowledge by involving:   * [Custodian/s of integrity education](https://www.wa.gov.au/government/multi-step-guides/integrity-framework-guide/plan-and-act-improve-integrity/21-roles-and-responsibilities) * Human resources team * Learning and development team * Conduct and standards team * Governance team * Legal counsel * Audit and risk team * Staff representatives * Public Sector Commission.   Staff can help make training relevant by identifying the types of integrity issues they face in their work. |

# Learners

| **Question** | **Details** |
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| Who needs to be trained? | * Agency staff * Board members * Suppliers * Contractors * Subcontractors * Stakeholders * Volunteers |
| Are all staff provided with core content followed by more specific training tailored for certain groups? | * Senior leadership/executive * Staff working in integrity risk areas (procurement, contract management) * Suppliers and stakeholders * Volunteers   For executive and manager training, emphasise their role in leading by example and setting the tone from the top. |
| How many sessions is the training? | Options range from one training session covering all aspects of the code to an introductory session followed by separate sessions on different topics. |
| Additional questions:   * How many staff need to be trained? * Are they at one site or across multiple sites? * Are they desk based or outdoors? * Are they new to the sector, agency or role? * What do they already know about the code? * Are there prerequisites for training? * How long has it been since learners undertook code training? * Will risks specific to learners’ roles be explored? * Are amendments needed to the training each time to accommodate different groups? | Consider:   * how many learners are in each training session – too many and it may be difficult to run activities effectively * the Induction to the Western Australian Public Sector as a prerequisite * case studies for specific occupational groups. |

# Learning objectives and outcomes

| **Question** | **Details** |
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| What are the objectives of the training? | Frame objectives from the agency’s perspective, why the training is being conducted and what the agency wants to achieve. Objectives focus training content. See [generic sample core content](https://www.wa.gov.au/government/publications/training-your-code-of-conduct-generic-samples-core-content). |
| What are the outcomes of the training, and what should learners know and be able to do to achieve the training objectives? | Outcomes are learner centric, concise, meaningful, achievable and measurable. If learners need to:   * **remember**, use words like list, recall, recognise, identify, describe * **understand**, use words like summarise, classify, clarify, predict, select * **apply**, use words like respond, advise, conduct, use * analyse, use words like distinguish, integrate, deconstruct, sequence * **evaluate**, use words like check, determine, judge, reflect * **create**, use words like generate, assemble, design, develop.   Express outcomes simply. Ensure the number of outcomes is proportionate to the length of the training. See [generic sample core content](https://www.wa.gov.au/government/publications/training-your-code-of-conduct-generic-samples-core-content). |
| How are learning outcomes tested during training? | Consider asking questions, using case studies and applying quizzes or polls. |
| How are learning outcomes measured after training? | Consider sending learners a survey or post training activity to test their knowledge and and/or ask what actions they are taking following the training. |

# Current training and design

| **Question** | **Details** |
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| Is training already being delivered and, if so, does it need updating? | For example, Accountable and Ethical Decision Making. |
| Who should be involved in designing training? | Consider staff from human resources, learning and development, governance/policy, conduct and standards, legal counsel, audit and risk. |
| Are there resources to assist in designing content? | For example, see [generic sample core content](https://www.wa.gov.au/government/publications/training-your-code-of-conduct-generic-samples-core-content). Training needs to reflect the agency’s code and policies and the leader’s integrity expectations. |

# Delivery and frequency

| **Question** | **Details** |
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| Who delivers the training? | Training should be delivered by confident facilitators who engage learners and understand the agency’s code, policy framework and operating conditions.  Consider:   * staff from human resources, learning and development, integrity/conduct and governance/policy areas * multiple facilitators presenting on their areas of expertise * external facilitators who are briefed and provided with relevant materials (policies and procedures, and agency specific examples and case studies) and if possible have an agency staff member there to clarify any agency specific requirements.   **Important**: Be clear in contract and engagement documentation about who owns the intellectual property. Check any copyright provisions that apply to the agency. |
| Who provides additional advice or clarifies matters with learners during training or after training? | Consider staff from human resources, governance/policy, procurement, conduct and standards, audit and risk, legal counsel. Advisors available to discuss topics after training further helps embed learning. |
| How is training delivered to account for different workplaces and working arrangements? | * Classroom – led by facilitator, presented in real time, learners attend in person (face to face), could be in the agency’s main location or a workplace off site. * Virtual classroom – led by facilitator, presented in real time using technology platforms to reach and interact with learners. * Online – learners access training on demand and completion is self paced. * Blended – combination of one of more of the above. |
| Do learners need access to devices? | Access to devices is essential for virtual and online delivery. For staff who do not have access to work devices, consider providing agency owned devices. Lack of access may mean virtual and online training are not viable. |
| When and how often is training delivered? | Consider:   * offering more regularly and at different times for shift workers * how soon after new staff start training is undertaken * for multiple training sessions on different topics, the time between sessions; and the impact of this on attendance and completion rates.   **Note**: Commissioner’s Instruction 40: Ethical Foundations requires refresher training to be undertaken every 3 years. |
| Is training inclusive? | Ensure staff are able to participate in all aspects of training. Modify resources and activities as required. |
| Are there constraints to preferred delivery or frequency? | Consider staff availability to attend (e.g. avoid training during periods of high leave) and staff availability to deliver training. |
| Additional considerations   * Is training endorsed by executive? * What else is the agency doing to raise awareness of its code? * What participant records need to be kept? * How are required records to be kept? | Ensure executive has a good understanding of the training and approves content.  Use consistent terminology and messaging in all integrity education and capacity building activities to reinforce learning.  Commissioner’s Instruction 40: Ethical Foundations requires agencies to keep appropriate records of how many current staff and board members complete training and year they complete it.  Consider a sign in sheets, QR code or learning management system. |