



Australian Government
Australian Taxation Office

Evaluation of Learning and Development An ATO Perspective

Canberra Evaluation Forum - November 2012

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Australian Taxation Office



[UNCLASSIFIED]

Introduction

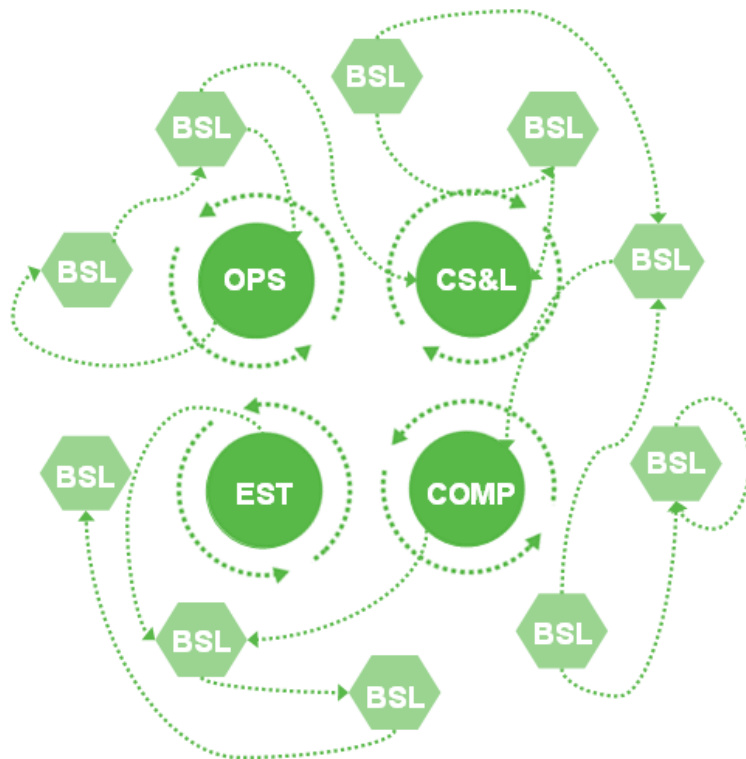
The purpose of this session:

- ATO Learning and Development – our journey over the past 2 years
- ATO Learning and Development – our projects
- Evaluation – Framework, principles, governance and pilot
- A Practical Perspective – A Business Scenario and proposed Evaluation plan

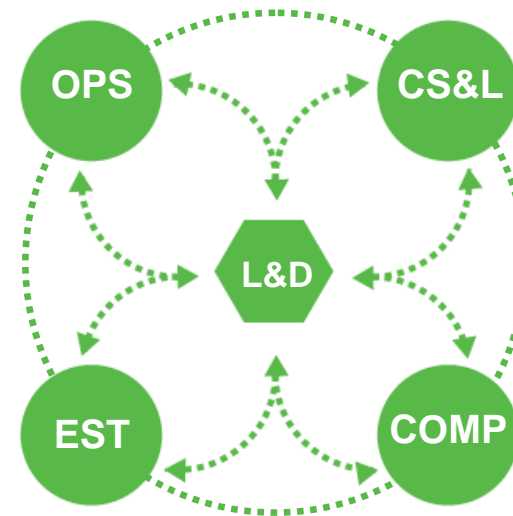
ATO L&D

Why did ATO L&D centralise?

Previously we had:



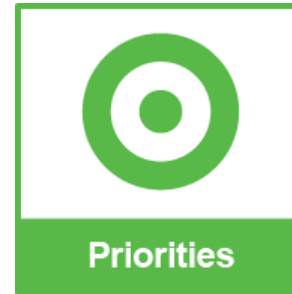
Now we have:



Benefits of centralising ATO L&D



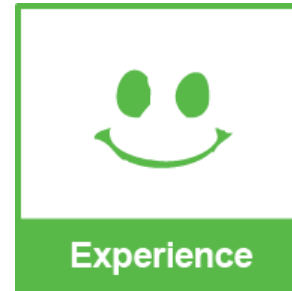
Better accountability and governance (external scrutineers), ATO wide reporting on L&D expenditure



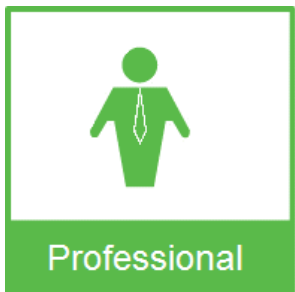
Better targeting of L&D efforts and expenditure to address the highest business priorities



Reduce duplication of effort across ATO



To improve the user experience of L&D.



Professional staff with relevant capabilities design and deliver training – use of SMEs



Enterprise wide system for Learning & Development (ESS L&D).

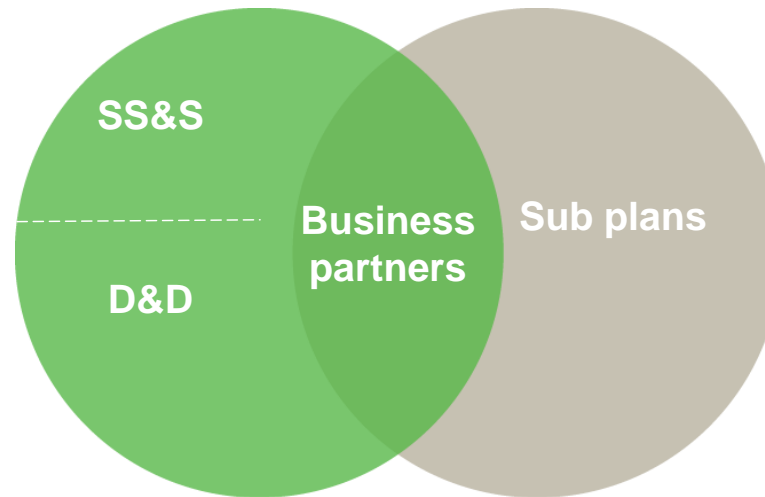
ATO L&D – centralised structure

Strategic and Shared Services

- Reporting, Prioritisation and Work Program
- Policy and Strategy
- Shared Services

Design and Delivery

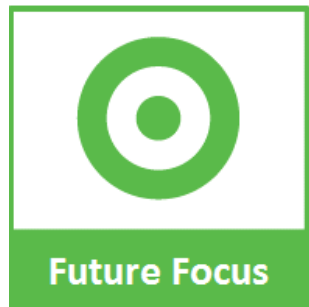
- The Learning Centres:
 - Tax Professional Information
 - Customer
 - Corporate Foundation & Leadership
- ATO Development Programs
- Design Services



Business Partners

- Corporate Services & Law
- Compliance
- Operations
- Enterprise Systems & Technology
- Senior Executive Service

Our focus for the upcoming year:



- Core training programs – job specific capability
- Leadership and Management
- Integrating formal and work based learning
- Improving the user experience
- Evaluation.....

ATO L&D Evaluation Framework – A Snapshot

The ATO L&D Evaluation Framework provides a high level overview of our proposed approach to evaluation.

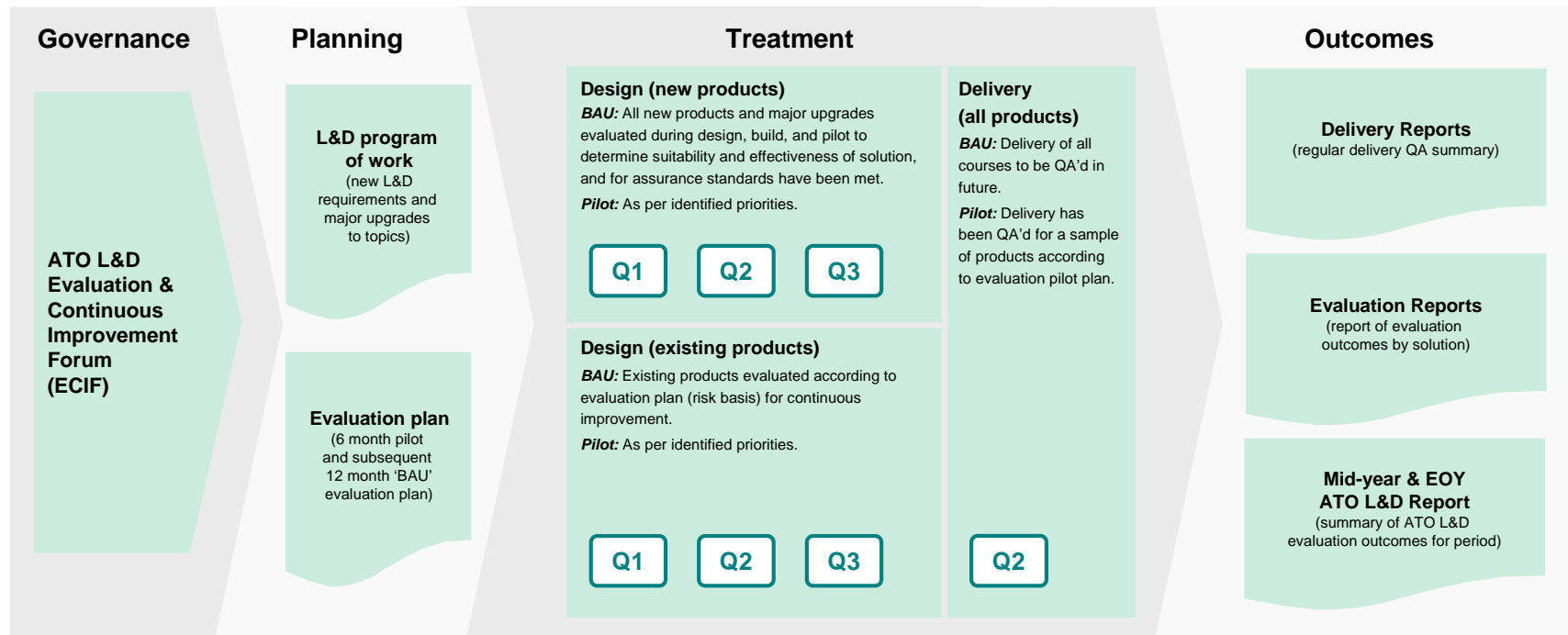
This approach includes:

- three key questions that frame our intent
- governance, in the form of the ATO L&D Evaluation and Continuous Improvement Forum (ECIF); this forum comprises the EL2 L&D leaders and business partners and oversees (1) the 6 month evaluation pilot, and (2) implementation of recommendations that result from evaluation pilot outcomes
- a risk-based approach to the identification of priority products and programs that will be targeted in the pilot period
- an approach that includes a high degree of business involvement in the collection and evaluation of data (particularly around Q3, "Did it make a difference in the workplace?"), supported by ATO L&D, and
- multiple outputs including detailed evaluation reports by course, and aggregate summaries as input into mid-year and end-of-year ATO L&D reports.

What was chosen:
Our priority for the pilot, underway, is to evaluate the following courses:

- Team Leader Induction Program
- TeraData SQL
- Certificate IV in Investigations
- Active Case Management – Compliance BSLs
- Ethical Behaviour Matters
- Managing Tier 3 Projects
- Client Services Skills Suite

Key questions	Subsidiary questions	Intent	Approach	Specific application	Outcomes
Q1 Was the solution we delivered the right one for the need identified?	Did we: <ul style="list-style-type: none"> ▪ correctly match solution to identified need? 	To ascertain that the business need is understood, that the right solution was delivered for each new need, and that existing solutions remain relevant	Peer-based analysis of the requirements gathering and scoping process	Pilot: <ul style="list-style-type: none"> ▪ A sample of new/existing courses will be evaluated BAU: <ul style="list-style-type: none"> ▪ All new courses and all major upgrades of existing courses will be evaluated 	<ul style="list-style-type: none"> ▪ Assurance (new solutions) ▪ Validation of our program of work (existing solutions)
Q2 Was the solution we delivered of a high quality?	Did we: <ul style="list-style-type: none"> ▪ create the right environment? ▪ use the right delivery method? ▪ make it accessible? ▪ make it appropriate to the audience? 	To provide assurance that both new and existing solutions meet the relevant standards	Peer-based QA of design, build, and pilot delivery, as well as ongoing peer and/or client-based QA of delivery for new courses and major upgrades of existing courses	Pilot: <ul style="list-style-type: none"> ▪ A sample of new/existing courses will be evaluated BAU: <ul style="list-style-type: none"> ▪ All new courses and all major upgrades of existing courses will be evaluated 	<ul style="list-style-type: none"> ▪ Assurance (new solutions) ▪ Assurance (delivery) ▪ Continuous improvement (existing solutions)
Q3 Did it make a difference in the workplace?	Is there evidence that: <ul style="list-style-type: none"> ▪ participants are able to apply learning? ▪ business effectively identified their need? ▪ business effectively identified attendees and ensured their attendance / training completion? 	To provide evidence to validate the ATO's investment in L&D and confirm that L&D activities contribute to successful business outcomes	Client-based assessment of outcomes, wherein business (supported by ATO L&D) will identify measures of success regarding effectiveness of L&D in the workplace, and will provide confirmation that attendees were the correct audience	Pilot: <ul style="list-style-type: none"> ▪ A sample of new/existing courses will be evaluated BAU: <ul style="list-style-type: none"> ▪ New courses and all major upgrades of existing courses will be evaluated on a risk basis 	<ul style="list-style-type: none"> ▪ Validation of our investment and confirmation that L&D contributes to successful business outcomes



ATO L&D Evaluation Framework – Criteria for Evaluation

What should we evaluate?

- products identified by business as Learning & Development priorities for 2012-2013
- high cost products which have a small specialised audience
- high volume, client contact related products
- products mandated by government/legislative requirement
- products with an enterprise wide audience
- classroom based products which are in high demand and require high investment of organisational resources

“Measures do not need to have a clear and direct correlation to the outcome, it can be based on the balance of probabilities”

Business area



Business Area – identify the business need

- The ATO must meet its legislative requirements as stated in paragraph 8.4 of the Commonwealth Fraud control Guidelines 2011
- Agencies must implement a rolling program of regular fraud awareness raising and **prevention training for all employees**, and where deemed appropriate to contractors

Business and ATO L&D



Business and ATO L&D – had a discussion to determine the right solution to meet the need.

- Based on the existing % of frauds reported and our obligations to comply with the legislation, we determined that there is a skill/knowledge gap in reporting fraud
- Business determined that the desired % of reportable fraud needed to increase and that there is an increase in the level of fraud awareness
- ATO L&D in collaboration with business identified the indicators and the measure that would be used to determine the effectiveness of the learning solution.
- ATO L&D provided advice of the appropriate learning solution. As part of the rolling program ATO L&D implemented an elearning solution.

Evaluation Strategy/Plan

Question 1 - Was the solution we delivered the right one for the need identified?

Indicators/Evidence

- Staff are more aware of fraud control & their behavioral & ethical responsibilities - 80% assessment pass rates, reaction survey, technical content clearance
- Risk owner confirms learning outcomes (LOs) are appropriate for the business need
- Risk owner confirms content is accurate, comprehensive & addresses Learning Outcomes
- Audit Committee, IAB Director satisfied module is accurate & meets business need

Question 2 - Was the solution of a high quality?

Evidence

- Quality assurance standards met (eg business need, learning outcomes, methodology, timeliness, audience etc...)
- Accessibility guidelines met (to make online content more accessible for people with disabilities)
- Initial reaction survey indicates satisfaction with product

Question 3 - Did it make a difference in the workplace?

Evidence

- Increase in hits on Fraud Policy Statement website
- Increased reporting of fraud by staff
- Staff survey results indicate increased staff awareness of fraud control and ethical responsibilities
- Staff completed training in required timeframe

Business area responsibility – Identify the business need; Identify the indicators of success; collect, interpret and analyse data in collaboration with L&D;

ATO L&D responsibility – Support business to: identify the capability gap; develop the evaluation plan; Drive the evaluation process; Provide report;

Reporting – Findings/Results and recommendations/improvements to be available within three months of implementation of the learning solution; Evaluation report produced by L&D in consultation with business.