

Design Patterns

“

Each pattern describes a problem which occurs over and over again in our environment, and then describes the core of the solution to that problem, in a way that you can use this solution a million times over, without ever doing it the same way twice.

”

Christopher Alexander - *A Pattern Language*, 1977

(Context was City Planning and Building architectures)

Our Learning Design Principles

Grow our people and businesses to better help our customers

OUR PRINCIPLES	Is it Learning?	Context is key	Learning requires practise	Simplicity is essential	Learning is a shared responsibility	Learning is easy to find and use.	Connection is crucial
OUR INTENT	We validate that learning will address the problem BEFORE starting design	Learning is timely and relevant to the audience and addresses the performance problem.	Learning without application is just communication.	Less is more	Business stakeholders, individuals & leaders have a part to play in the success of the learning solution.	Our solutions are accessible, inclusive and meet user needs.	Learning methodologies are used to encourage connection and individual needs.
KEY POINTS TO ACHIEVING THE INTENT OF OUR PRINCIPLES	<p>We seek to understand the business problem.</p> <p>We use data to validate the need and baseline performance.</p> <p>We seek to close an actual performance gap.</p> <p>If learning isn't the solution, we will recommend some alternatives.</p> <p>For more refer to Performance Consulting</p>	<p>Critical to ensure that data/case studies/examples are relevant</p> <p>Content is relatable to the audience you are looking to reach</p>	<p>We provide practice, reflection and reinforcement opportunities over time</p> <p>Learning is staggered to support performance uplift</p>	<p>Focus on what people need to be able to do</p> <p>Minimise duplication</p> <p>Reduce maintenance burden</p> <p>Refer people to the source of truth</p>	<p>Business SMEs are available to co-create learning</p> <p>Sign off milestones are adhered to</p> <p>Learning solutions include opportunities for individuals and leaders to play their part</p> <p>Success metrics are defined and measured through the learning solutions</p>	<p>Design to support independent learning.</p> <p>Inspire people to find out more.</p> <p>Learning is fit for purpose.</p>	<p>Individuals can find ways to connect to the learning in the way that helps them perform at their best</p> <p>Experiences encourage connection between individuals, leaders and SMEs to deepen knowledge and build skill.</p>



Design Standards

Standards	Resources
<p>Any solution MUST align and consider our:</p> <ul style="list-style-type: none"> • Purpose, Values and Behaviours • Code of Conduct • Key focus areas for the Group such as role clarity, accountability and identifying and managing risk. <p>Where appropriate, linkages should be made to relevant concepts to assist embedment.</p>	<p>Purpose, Values and Behaviours Code of Conduct Fix Simplify Perform Banking Code of Practice</p>
<p>User experience is central to the design. The solution MUST be easy to find and use.</p>	<p>lawsuffix.com</p>
<p>Any solution must meet Westpac Group Brand Guidelines including tone of voice.</p>	<p>Westpac Group Brand Guidelines Writing Style Guide</p>
<p>Any solution must meet Westpac Group Technical Specifications and be tested in the end-user environment (using the bandwidth and equipment).</p>	<p>Learning Technical Standards</p>
<p>Under NO CIRCUMSTANCES should there ever be any real customer or employee details contained in any design content or materials.</p>	<p>Refer next 2 pages</p>
<p>Any solution must point novices to underpinning knowledge (concepts, models, policy, procedure etc.)</p>	
<p>Learning must not replicate policy or procedure. Users should be pointed to the relevant resources so that they can access these easily during on-the-job activities.</p>	
<p>The solution must be sustainable in Business As Usual format.</p>	<p>Create a request via the HR Service Portal to engage the right stakeholders</p>
<p>Any solution must be meet Westpac Group Accessibility and Inclusion and Diversity standards.</p>	<p>w3.org Inclusive Design Guidelines Westpac Inclusion and Diversity</p>
<p>Where possible, deliver content that applies universally across all brands.</p>	<p>Simplify Content</p>
<p>All learning projects should look for opportunities to leverage content universally across the enterprise before designing bespoke and/or localised solutions. Our goal is to strengthen the core education DNA of Westpac Group. It also makes good risk management sense.</p>	<p>Create a request via the HR Service Portal to request a consultation on how best to achieve this.</p>
<p>Where possible, the business problem should be solved through experience and exposure on-the-job first before providing education (curating or creating resources or courses).</p>	
<p>All new learning should suggest or facilitate opportunities for practise on-the-job or in the community.</p>	
<p>Newly built systems must utilise in-application/ contextualised guided learning. Legacy systems should investigate in-application learning and where it is not possible use the system skilling guide.</p>	<p>Create a request via the HR Service Portal to request information on MyGuide. Systems Skilling Guide</p>

Thinking framework for customer data in training materials

A	Avoid it if you can	Use Test, Training or Simulation environments where possible and get Business Application Management attestation that the data used is scrambled or fictitious.
B	Business Attestation Kept on File	Its important that we can evidence that the business SMEs have confirmed that no customer or employee data is included.
C	Check all screen shots, documents and images are stamped	Make it clear that each image has been redacted, is fictitious or simulated. This helps when we maintain the material.
D	Delete original files	Where you have had to redact. Delete the original files so that only the redacted version remains. You will need to keep evidence that you have deleted the files and save this with the project documentation and source files.
E	Evidence must be kept with the source files	BCM approval, SME attestation, developer attestation and (when required) Privacy and Legal sign off should be kept for our records and transitioned with the source files.
F	Fictitious data is obvious	Even made up names and numbers could connect to a real customer. Examples include Charlie Customer Ph. 5555 1234, credit card 5163 9999 8888 7777.

SOLUTION

A thinking framework, guidelines or tools to help solve the problem.

PROBLEM

Describe the problem that the pattern solves and when to apply the pattern.
May also include conditions to be met.

CONSEQUENCES

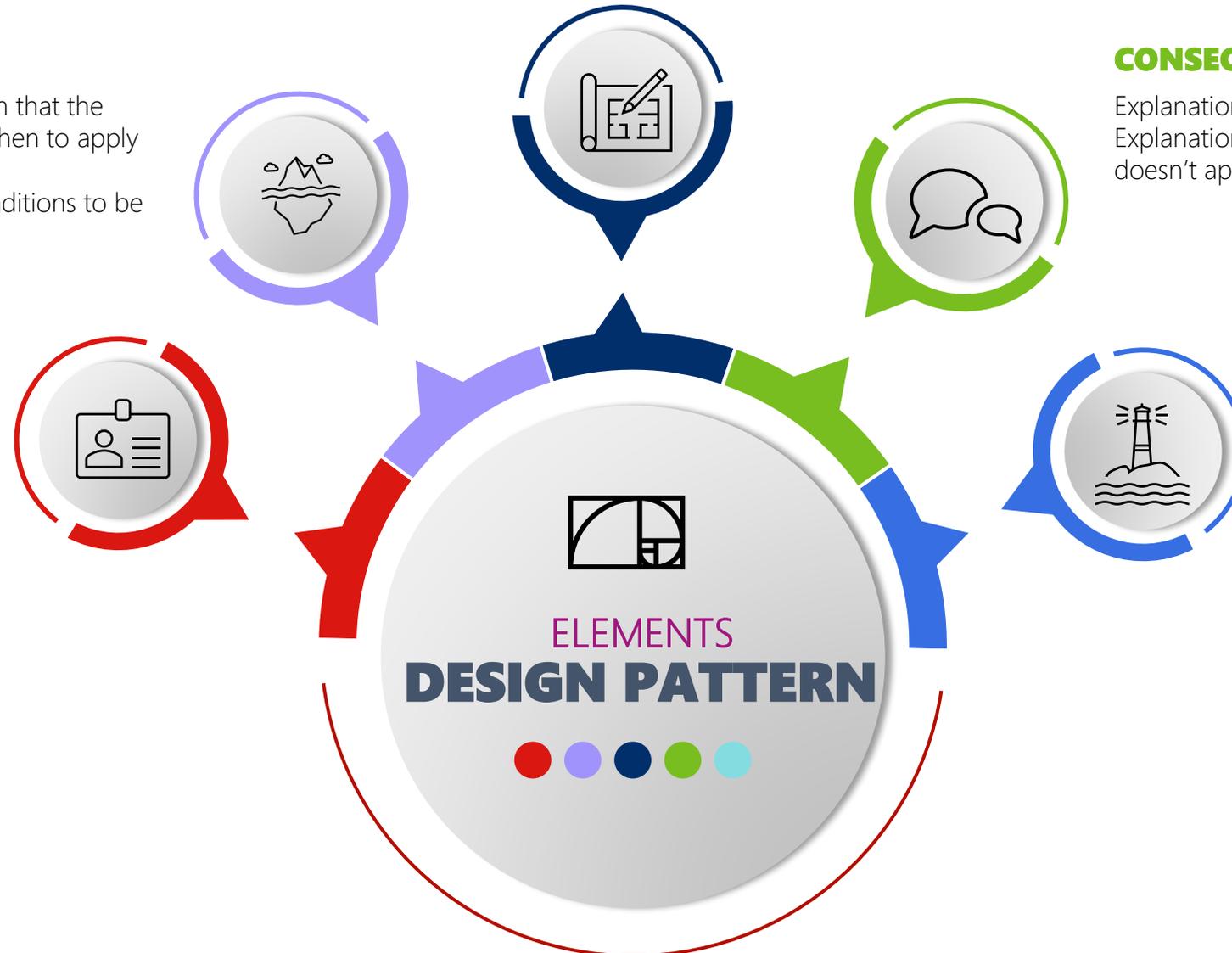
Explanation of impacts to users
Explanation of when the framework doesn't apply

NAME

Use terms that are familiar and explain what it does.

VISIBILITY

Where applicable promote it. People can't use it if they don't know it exists.



Create a learning experience

Employee Central / Learning & Development / Create a learning experience

> Create a Role Ready Experience

Create a learning experience



This page provides you with Standards, Guidelines and useful resources for creating meaningful Learning Experiences.
The infographic to left shows the process for agile style learning projects. You can also view the full [Learning Value Chain \(PDF 136KB\)](#) which outlines key stages, supporting systems, and links to resources.

Quick Links

- > Preferred learning suppliers

Contacts

- > HR Service Portal

The resources below will help you in completing the early parts of the process.

<h3>Diagnose & Define</h3> <ul style="list-style-type: none">> Learning Design Standards> High Level Design Proposal Template> Content Curation Guidelines> Vendor Brief template (Westpac Group Learning Brief Template)> Create a Role Ready Experience> Kick off Meeting Agenda> Performance Needs Analysis	<h3>Design</h3> <ul style="list-style-type: none">> Inclusive Design Guidelines> Guidelines for Assessment Questions> Digital Learning Technical Specifications> Content Tagging Cheat Sheet> Recording and publishing a How to video> Customer Data Review Checklist> Designing Learning with Media> Our Learning Platforms> CPD Eligibility	<h3>Develop</h3> <ul style="list-style-type: none">> Style Guide> Live Online Facilitator Guide> In person Facilitator Guide> eLearning Functional Testing Checklist> eLearning UAT Checklist
<h3>Launch</h3> <ul style="list-style-type: none">> Publishing Content for Launch> Train the Trainer Framework> Handing over to Business as Usual> Transition to BAU	<h3>Learning Project Management</h3> <ul style="list-style-type: none">> Learning Project Management> Learning Design Process> Retrospective Agenda	