






Designing RTO Training and Assessment Strategies

Dr Russell Docking



Key topics for todays workshop

- The lifecycle of a course.
- Understanding the Training Product.
- The Training and Assessment Strategy development process. (*Clauses 1.1, 1.2, 1.3, 1.7, 1.13 and 1.14*)
- Considerations when determining the amount of training. (*Clauses 1.2 and 1.7*)
- Getting the most from industry engagement. (*Clauses 1.5 and 1.6*)



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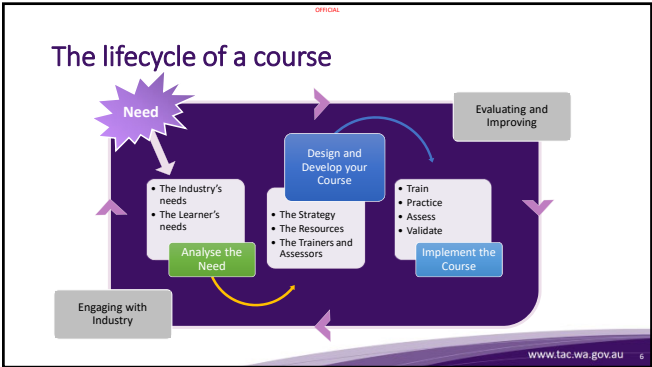


The focus on developing the Training and Assessment Strategy (TAS)

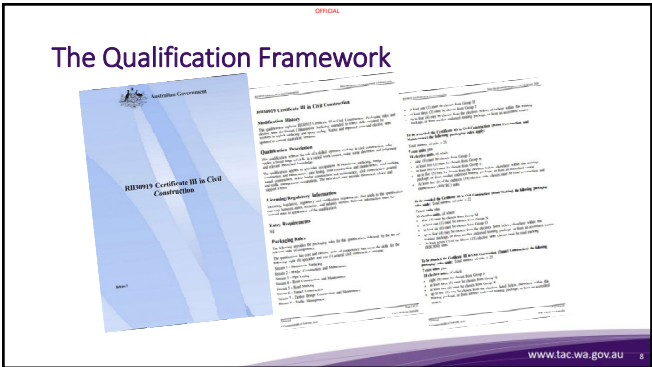
- We need the strategy to be considered holistically and reflect the RTO's ethos, policies and resources
- We need the strategy to be a useful living guidance document for trainers and assessors
- We need the strategy and its implementation to be relevant to industry and reflect current industry practice
- We need the strategy to meet the needs of our learner group
- We need the TAS to drive quality



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Core and Electives

Industry Needs

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Unpacking a Unit of Competency

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What about the Foundation Skills?

RII Training Package Companion Volume

- Training Package developers have adopted different approaches to describing foundation skills.
- Use the information in your companion volumes to guide your practice.
- The RII Training Package has a very descriptive companion volume where the general information can be used to help you understand foundation skills if your training package is silent.

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Foundation skills in practice

RIIMPO320F Conduct civil construction excavator operations

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Skill	Description
Reading	<ul style="list-style-type: none">Identifies and interprets information from workplace procedures, documentation, legislation and regulations
Numeracy	<ul style="list-style-type: none">Uses equipment operating capacity schedule to confirm safe weight load limits

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Foundation skills in practice

Foundation Skill: Reading

During this task will the person have to read any of these documents or similar:

Workplace policy and procedures	Signs and symbols
Standard Operating Procedures	Written workplace documents
Legislation	Safety Data Sheets
Codes of Practice	Spreadsheets
Standards	Standard Operating Procedures
Customer Orders	Emails, Memos
Equipment Manuals	

☐ Yes or ☐ No

List Workplace example below if 'yes' was ticked


Source: Provided by Sharon Stewart, WANTTS 2020

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The TAS

The Training and Assessment Strategy is a living guidance document for your trainers and assessors, it describes how you are going to deliver and assess the qualification, *your way*.
(Clauses 1.1 and 1.2)



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Purpose of the TAS

- The RTO has a structured and consistent approach to planning and delivering training and assessment for the specific program;
- This training and assessment is relevant to the requirements of industry;
- The training and assessment is relevant to the needs and characteristics of the learners;
- Documentation is available to training and assessment staff so that they are clear about how the program is to be conducted for the specific client group;
- The required materials and resources are sourced and available;
- Consistent high-quality delivery and assessment is made available to the target group and other stakeholders.

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We develop a TAS for...

A Training Product that is offered by the RTO.
This can be:

- A qualification
- A recognised skill set
- A stand alone unit of competency
- An accredited course

... or ...

When the needs of your client group are different and you take a different approach to deliver the Training Product



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Key components of the TAS

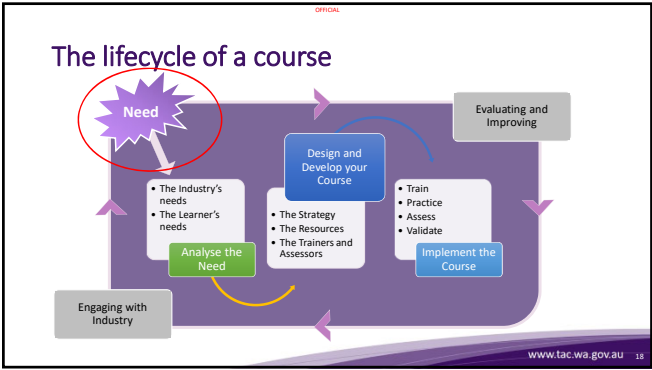
• Training product	• Assessment approach, resources, methods and timing
• Core and elective components	• Resources – Learning, Physical
• Target group and needs	• Staff involved – Trainers / Assessors / work place
• Mode/s of delivery	• Evaluation and monitoring strategies
• Entry / exit requirements	
• Training approach, amount of training, duration and scheduling	

TAC Fact Sheet: Developing Training and Assessment Strategies

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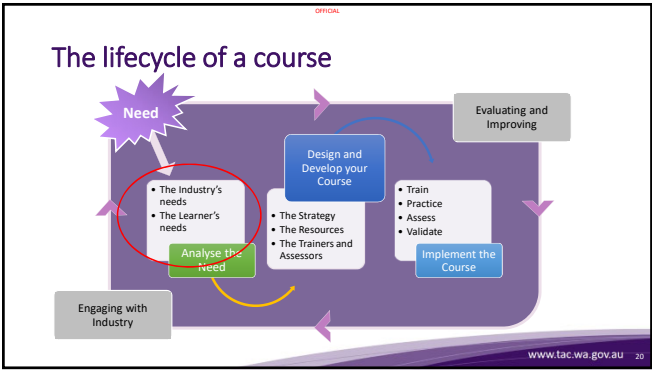
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RoadsWA

Training Providers - Build a Better Future


RoadsWA has won a contract to upgrade the Albany to Esperance Highway and is looking to partner with Training Providers to skill our workforce for the 3 year project. Compulsory briefing on June 2nd.

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RoadsWA – The Briefing



We attended the briefing and took notes to develop our proposal to RoadsWA.

Handout 1
Clause 1.5 & 1.6

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RoadsWA – The Decision

*Awesome RTO,
Thank you for your proposal to be a part of the Training Partnership for the Albany to Esperance project. Building a highway is a complex task that needs an exceptional team to be successful. We would like you to be a part of that team and look forward to working with you.*


CEO RoadsWA

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The initial idea

- RII30919 Certificate III in Civil Construction (Road Construction and Maintenance) – use electives to suit the 2 client groups
- Partnership for high risk units
- Block delivery – Initial longer block and then shorter role focused equipment blocks.
- Use a combination of RTO staff and RoadsWA staff for training and assessment.



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Where did we end up

- Two qualifications to be offered and electives decided
- Existing workers will complete Certificate III through a combination of Credit, RPL and workplace gap training with workplace assessment
- Block program for youth participants however the qualification will be Certificate III in Civil Construction (Plant Operations)
- Outsource License to units, RTO to manage for RoadsWA

Handout 2
Clause 1.5 & 1.6

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The Trainer and Assessor

Vocationally Competent *(Clause 1.13)*
Within the VET sector vocational competency in a particular industry consists of broad industry knowledge and experience, usually combined with a relevant industry qualification.

Industry Current *(Clause 1.13)*
Current industry skills means that the trainer/assessor has a thorough understanding of how the unit of competency to be delivered and/or assessed actually works within the workplace to current workplace standards

TAC Fact Sheet:
Vocational Competency & Industry Currency
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Who are our learners?

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Who are our learners?

(Clause 1.3 and 1.7)

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Learner Profile

Youth Cohort: MM - VET Coordinator Esperance SHS, JC, AD, LM - Job Service Providers Albany and Esperance, PC - PCYC Coordinator Esperance

Focus Area	Questions	Feedback	Implications for Training and Assessment
Motivation	What are the key motivators for the group	Financial independence Respect	Select trainer / assessor carefully, needs to be able to relate well to the group.
Goal	What are the goals for the group	Employment Many are seeking to move out of the area to avoid work on family farms – They have no interest in farm work but feel obligated to their family.	The qualifications offered in the program can potentially address both goals.

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Focus Area	Questions	Feedback	Implications for Training and Assessment
Education	What education level is typical	Year 12, about 70% will have achieved the WACE, with a Certificate II. The remainder will have completed some units from a Certificate II. The most common Cert II is the Engineering qual, with agriculture and business also popular in the cohort.	
	Will the group have completed other training	Possible but it will be individuals, not the cohort. Some of the students will have done OHS units with their part time employment, most have done the WorkSafe certificate and most also have drivers licenses. There are a number of the kids who have also done chemical spraying units.	VET Coordinator going to provide privatised data about the units the school students hold, we can use this in the recruitment process
	Existing knowledge related to units	About 50% of the kids come from farming families in the Esperance region, not so high from Albany. WHS, JSA, SDS, Work instructions and equipment manuals will all be very familiar to them.	Potential to offer some RPL or to look at some clustered training that is more aimed at refresher rather than teach from scratch.

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Focus Area	Questions	Feedback	Implications for Training and Assessment
Education	Existing Skills related to units	Driver's License, about half the group are likely to have driven large farm equipment that could include an excavator	Potential to offer some RPL or to look at some clustered training for practical that is more aimed at refresher rather than teach from scratch. May need to consider groupings of students dependent upon the levels of knowledge and skill that exist.
Learning	What approaches have been successful with the group	PC – PC YC has said his work with the kids in Small group sessions has worked well. When the kids are in a small group he can keep them all focused. Structured mentoring has also been used by the schools and has been successful.	May suit the possible groupings of students. We could also consider establishing workplace mentors for the cohort once they are in the workplace, potentially before for workplace practice sessions.

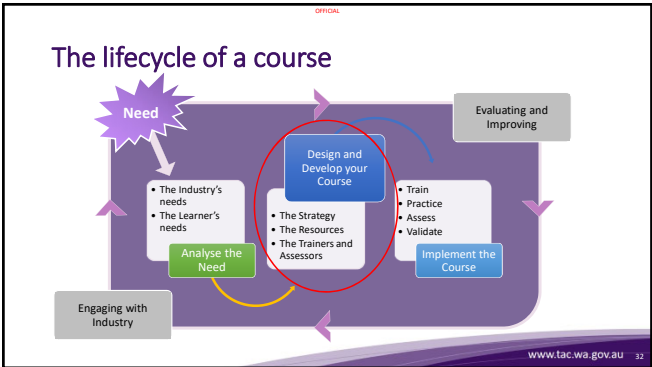
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Focus Area	Questions	Feedback	Implications for Training and Assessment
Ability	Level of technology skills	Good	
	Literacy and numeracy	Literacy is at acceptable levels but many in the group have numeracy issues.	Test and develop appropriate numeracy support.
	Independent learners	No, the group need a structured environment but cope well when that is provided.	Avoid self paced learning approaches, particularly in initial blocks. Develop study skills support for the cohort.

- Plan meetings with VET Coordinators in the next few weeks. Been hard to access Albany and Mount Barker.
- PC- PCYC has said he will be happy to start talking with and identifying kids who would potentially work well in the program. He knows many of the local youth and is willing to help in any way that is appropriate.

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What do the terms mean?

Amount of Training Taking into consideration: <ul style="list-style-type: none">Learners existing skills, knowledge and experienceMode of delivery/RTO resourcesNumber of units	Structured Learning <ul style="list-style-type: none">lectures or tutorials, on-line tasks and forums;may include assessments;structured workplace experience;workshop activities;projects, assignments;structured prescribed reading; andprescribed follow-up activities.
Volume of Learning	Structured Learning PLUS Un-Structured Learning <ul style="list-style-type: none">Private study, preparation & follow-upSelf-initiated learningResearch
Course Duration	The number of days, months or years to undertake the course from enrolment to completion.
Nominal Hours	Funding mechanism. Not a requirement under the AQF or Standards for RTOs

TAC Fact Sheet:
Amount of Training
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Approaches that work for your client group

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Improving participation and success in VET for disadvantaged learners

By Stephen Lento, Graham Marks, Anna Nossah, Graeme Newman, Esther Dzackie, Morgan Davies

Research report

23 March 2018

WPS 18/002/17 12.9

Description Summary Download Related items

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Impacts on the amount of training?

Shorter	Standard Learner	Longer
Learners existing skills, knowledge and experience		
Existing skills and knowledge		No knowledge or skills
Currently working in industry		Has not worked in industry
Relevant qualifications		No relevant qualifications
		Language, Literacy and Numeracy Requirements
Mode of delivery / RTO Resources		
Face to face intensive		Online / correspondence/ distance
Full Time		Trainee / Apprentice
RPL		Part Time
Low number of students per trainer		High number of students per trainer
Resources available for each student simultaneously		Resources need to be shared
Classes run every day		Classes only run once a week
Number of units being delivered as a proportion of the full qualification		
Low number of units		High number of units

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What will the standard learner need to achieve the outcome?

Unit code	F2F Theory	Practical Exercises	Online Exercises	Support Activities	Assign & Projects	Workplace Experience	Total Training Hours	Assessment		Total Assessment Hours	Total Course Hours
								Theory	Practical		
RIIBEF201D	5	10	0	3	2	10	30	4	4	8	38
RIICCM201D	5	5	2	2	2	2	18	2	2	4	22
RIICCM202D	7	10	7.5	0	0	10	34.5	1	3	4	38.5
Amount of Training							82.5	Assessment Hours		16	98.5

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How will this be altered for our youth client group?

Unit code	F2F Theory	Practical Exercises	Online Exercises	Support Activities	Assign & Projects	Workplace Experience	Total Training Hours	Assessment		Total Assessment Hours	Total Course Hours
								Theory	Practical		
RIIBEF201D	5	10	0	3	2	10	30	4	4	8	38
RIICCM201D	10	10	0	8	2	6	36	2	2	4	40
RIICCM202D	15	10	0	0	0	10	35	1	3	4	39
Amount of Training							101	Assessment Hours		16	117

To meet the needs of our client group we have...

- Removed online learning
- Increased f2f learning, practice and support in units involving numeracy skills
- Increased workplace experience for the skills to be practiced in context

So our amount of training for the unit has changed from 18 hours to 36 hours

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How will this be altered for our experienced worker client group?

Unit code	F2F Theory	Practical Exercises	Online Exercises	Support Activities	Assign & Projects	Workplace Experience	Total Training Hours	Assessment		Total Assessment Hours	Total Course Hours
								Theory	Practical		
RIIBEF201D	5	10	0	3	2	10	30	4	4	8	38
RIICCM201D	2	4	0	0	2	0	8	2	2	4	12
RIICCM202D	15	10	0	0	0	10	35	1	3	4	39
Amount of Training							73	Assessment Hours		16	89

To meet the needs of our client group we have...

- Removed online learning
- decreased f2f learning, practice and support in the unit as the experienced workers have been doing this on a day to day basis.

So our amount of training for the unit has changed from 18 hours to 8 hours

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Clustering

<p>The candidate must demonstrate knowledge of the following when conducting civil construction <u>skid steer loader</u> operations:</p> <ul style="list-style-type: none">• ground conditions• isolation procedures• equipment processes, technical capability and limitations• preparation for fire/accident/emergency• signs of operator fatigue and how it should be managed• interpretation of drawings and sketches• site isolation and traffic control responsibilities and authorities• Civil construction terminology• project quality requirements• basic principles of soil technology and soil compaction for civil works• basic earthworks calculations• Civil construction activity sequences of road construction, earthworks and drainage• methods for calculating safe working loads• operational, maintenance and basic diagnostics• housekeeping activities• vehicle refuelling requirements and procedures	<p>The candidate must demonstrate knowledge of the following when conducting civil construction <u>wheeled front end loader</u> operations:</p> <ul style="list-style-type: none">• ground conditions• isolation procedures• equipment processes, technical capability and limitations• preparation for fire/accident/emergency• signs of operator fatigue and how it should be managed• drawings and sketches• site isolation and traffic control responsibilities and authorities• Civil construction terminology• project quality requirements• basic principles of soil technology and soil compaction for civil works• basic earthworks calculations• Civil construction activity sequences of road construction, earthworks and drainage• methods for calculating safe working loads• operational, maintenance and basic diagnostics• housekeeping activities• vehicle refuelling requirements and procedures
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Block Structure

The delivery and assessment of the qualification will be broken into 5 blocks. Each block represents a logical grouping of units that will allow a work outcome to be achieved. Clustered delivery and assessment will be used in each block.

BLOCK ONE

RIICM205E

Carry out manual excavation

RIICM207D

Spread and compact materials manually

RIICM201D

Communicate in the workplace

RIISAM201D

Handle resources and infrastructure materials and safely dispose of non toxic materials

RIISAM203D

Use hand and power tools

RIIWH5201D

Work safely and follow WHS policies and procedures

BLOCK TWO

RIICM203D

Read and interpret plans and specifications

RIICM206D

Support plant operations

RIISAM204D

Operate small plant and equipment

RIICM201D

Carry out measurements and calculations

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Block Structure

BLOCK THREE

RIIBEF201D

Plan and organise work

RIICCM202D

Identify, locate and protect underground services

RIICCM208D

Carry out basic levelling

BLOCK FOUR

RIIMPO318F

Conduct civil construction skid steer loader operations

RIIMPO320F

Conduct civil construction excavator operations

RIIMPO324F

Conduct civil construction grader operations

BLOCK FIVE

RIIWMG203D

Drain and dewater civil construction site

RIIMPO321F

Conduct civil construction wheeled front end loader operations

RIIMPO323E

Conduct civil construction dozer operations

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OPTIONAL

The lifecycle of a course

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graph TD; Need[Need] --> Engaging[Engaging with Industry]; Engaging --> Analyse[Analyse the Need]; Analyse --> Design[Design and Develop your Course]; Design --> Implement[Implement the Course]; Implement --> Evaluate[Evaluating and Improving]; Evaluate --> Need
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Designing RTO Training and Assessment Strategies

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Industry engagement

(Clauses 1.5 and 1.6)


Industry is a key consumer of the outputs of the VET system. They employ the people who complete nationally recognised qualifications and are major users of the Training Products and services offered by RTOs.


It's vital to engage with them throughout the lifecycle of a Training Product to ensure quality training and assessment in line with industry requirements and appropriate for their needs. This builds confidence in the decisions made by RTOs among workers, industry and the broader community and enhances the standing of qualifications delivered through the national training system.

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What can engagement look like?

**Outgoing**
The RTO goes out into industry to learn of current industry practices and processes
This approach supports the current industry skills of VET trainers and assessors (Clauses 1.6b and 1.13b), and will contribute to the industry relevance of the training, assessment tools and practices (Clause 1.6a).

**Incoming**
Industry comes to the RTO to review RTO practices and processes
This approach enables RTO trainers and assessors to confirm that the strategies and resources they have developed or selected are consistent with current industry practices and expectations.

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Who can we develop relationships with in Industry?



- Enterprises
- The SSOs and IRCs
- Broad Industry Associations such as CCI and AIG
- Specific Industry Associations
- Unions
- Regulator Agencies
- Government departments and Agencies
- Community Groups
- Manufacturers
- Research
- *Local, regional and national*

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What kinds of activities are value adding?

Activity	Who would be involved in this activity?	What type of information / questions could be asked and gathered?	What works well about the approach	When in the qualification lifecycle can it be used?	What challenges can be encountered with this approach?
Joint Working Groups	The RTO staff, trainers and assessors, Enterprise experts that might include supervisors, managers.	<ul style="list-style-type: none">• Key skill development areas• Competencies to be developed through the program• Contextualisation of the Training Package• Integrating enterprise operating procedures with competency standards• Integrating enterprise performance standards with competency standards• Competencies delivered and assessed on-the-job• Competencies delivered and assessed off-the-job• Enterprise capacity to deliver and assess• RTO capacity to deliver and assess• Sequencing of delivery and assessment• Recognition of prior learning• Evidence collection and the use of simulation in evidence gathering	<p>This approach is particularly suited to situations where small RTOs or specialist units within larger RTOs are contracted to provide delivery and assessment solutions for individual enterprises.</p> <p>The approach produces a high level of enterprise / industry ownership and confidence in the strategies developed by the RTO.</p>	Most suited to the development and design phase of a project.	The approach is time- and resource-intensive and could be chosen by the RTO for liaison with companies with which they want to establish strategic alliances.

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What kinds of activities are value adding?


Questions:

- Who would be involved in this activity?
- What type of information / questions could be asked and gathered?
- What works well about the approach?
- When in the course lifecycle can it be used?
- What challenges can be encountered with this approach?

Activity:

- Workplace visits
- Industry meetings, networks or conferences
- Providing information from the RTO or from Industry
- Embedding Industry staff in an RTO or vice versa
- Establishing an industry focus group or advisory group


Complete **Activity 3** and put your answers in the chat box for discussion

 **10 Minutes**

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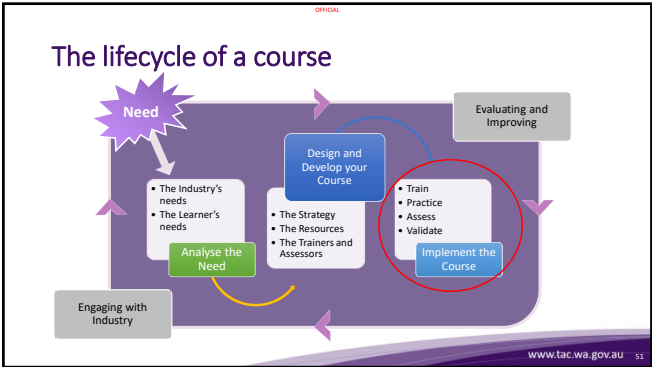
So what does our strategy look like now?



Awesome
👍
of course...

Handout 4

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Evaluating and Improving the TAS

- Training product
- Core and elective components
- Target group and needs
- Mode/s of delivery
- Entry / exit requirements
- Training approach, amount of training, duration and scheduling
- Assessment approach, resources, methods and timing
- Resources – Learning, Physical
- Staff involved – Trainers / Assessors / work place
- Evaluation and monitoring strategies

TAC Fact Sheet: Developing Training and Assessment Strategies
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ORIGINAL

References and Resources

- The Standards for RTOs
- The Design Model for Streamlined Training Packages
- Amount of Training TAC Fact Sheet
- Developing Training and Assessment Strategies TAC Fact Sheet
- Industry Engagement TAC Fact Sheet
- Assessment TAC Fact Sheet
- Vocational Competence and Industry Currency TAC Fact Sheet
- Assessment in the VET Sector – DTWD
- National Register of VET - www.training.gov.au


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Questions?




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