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TAEDES402 Use training packages and accredited courses to meet client needs case studies

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TAEDES402 USE TRAINING PACKAGES AND ACCREDITED COURSES TO MEET CLIENT NEEDS CASE STUDIES.

Overview

This unit is not about re-inventing the wheel. It is more about finding the vehicles to put the wheels on, duplicating innovation, using the wheels to get traction.

Although this unit is a TAE training package unit, the context of this eBook is a work setting. Most of the research has be undertaken to find non-formal and informal industry-based learning opportunities for trainers and assessors to update their industry currency for BSB training package units. To make this unit relevant Trainers and Assessors, we will look at running an RTO as a business providing training products, and the trainers and assessors are both internal and external clients of the business.

However, the Core Skill for Work (CSfW), part of the foundation skills included in all VET qualifications, defines "The term 'work' is intended to be applicable not only to employment contexts, but also in education and training, and broader community contexts". Skill are also transferable to "clients" in social settings, including "for purpose" (formally known as not-for-profit) organisation and sporting groups to extend the relevance outside the BSB training package products mentioned in this book.

All trainers and assessor must be aware of their requirements to maintain current industry skills directly relevant to the training and assessment being provided. However, many do not see the Training and Assessment Strategy (TAS) they are delivering. Even fewer would be aware of the requirements for an RTO to get a qualification added to scope.

This unit is not about developing training products, rather it is about how to use "approved" products. We will look at identifying how RTO's are required to ensure training and assessment strategies, and practices, are "responsive" to industry needs in this book. As a unit intended for an entry-level trainers, teachers, facilitators or assessors, this book aims to highlight the importance of maintaining you own knowledge of current industry skills, but also outline the benefits an RTO receives for an RTOs ongoing compliance (practices) by investing in professional development of trainers and assessors.

This also relates Fit and Proper Person Requirements of RTO management, and if there are any reasons clients, as members of the public, are likely not to have confidence in the suitability of an RTO that provides, assesses or issues nationally recognised qualifications as RTO CEOs are required to report on. To assist this, one of the case studies has units selected from the Diploma of leadership and management that map to each clause of the Standards for RTOs (2015), as a way integrating compliance into the financial viability requirements RTOs must maintain for continuing registration. The RTO CEO pathway listed in the case study was

developed by engaging industry consultants, and 4 of the consultants were speakers in the compliance field at the 2017 VELG conference.

We will look at the process the RTO are meant go through to have a product approved to market to client's needs, so the focus of this book will be around the RTO's compliance with Std for RTOs 1.5-1.6 Industry relevance, and industry engagement, separate to the professional development trainers and assessors are required to do.

To give you an idea of the amount of industry consultation required to offer a broad range of units, we set out to find industry experts who had workshops for Trainers and Assessors to undertake industry currency PD for every unit of the diplomas of Business, and Leadership and Management. From this, developed a preferred supplier list of more than 20 experts needed to cover every unit.

Even if an RTO was just offering RPL for any unit diplomas of Business, and Leadership and Management, it would need to have assessors that meets the currency requirements for every unit, so it is unlikely one assessor would be able to this on their own.

If an RTO advertises they can do RPL for any unit in the qualification and will provide gap training as a consumer warranty to ensure completion, the RTO also needs to have training and assessment resources ready for every unit, so this will limit the number of units an RTO can assess.

Apparently small changes to marketing material or training and assessment resources may help training packages and accredited courses to meet client needs; however this could have a cascading effect on compliance across many of the standards for RTOs.

This unit would also benefit RTO Business development managers, marketing agents and course advisors involved in sales processes to understand how their roles can impact on an RTO's ability to remain compliant, and holding this unit may form part of the RTOs written agreement (clause 2.3) with service providers as "services" is defined as (including) "any activities related to the recruitment of prospective learners".

WHAT IS "INDUSTRY RELEVANCE"

To start off, let's look at a context relevant to all trainers and assessors as a point of reference before moving onto other industries.

As the mandated minimum qualification for those who both train and assess to issue qualifications, TAE40116 effectively becomes the code of practice for the Standards for RTOs 2015 (SRTOs), and as such should be considered an enforceable undertaking. Even though it may not be explicitly stated, the core units of TAE40116 basically cover practical applications of all of Standard 1.

However, in the formal training industry, stakeholders are simultaneously both customers and suppliers, so have two separate government regulators. The regulators operate through an information sharing arrangement specialling in specific clauses of the SRTOs to monitor compliance.

Like any code of practice, there is not just one way to do anything, however if your practices are different to those listed you have to provide evidence are "as good or better". Compliance I not about being right, it is simply about not being wrong, being competent.

Industry relevance is defined in the Standards for Registered Training Organisations (RTOs) 2015 as:

1.5. The RTO's training and assessment practices are relevant to the needs of industry and informed by industry engagement.

1.6. The RTO implements a range of strategies for industry engagement and systematically uses the outcome of that industry engagement to ensure the industry relevance of:
   a) its training and assessment strategies, practices and resources; and
   b) the current industry skills of its trainers and assessors.

While there are industry specific training packages, some qualifications may crossover many industries, so the unit selection becomes important when selecting who is qualified to deliver training for each unit. For example, BSB50215 Diploma of Business, which is a generic course, still has to have units selected relevant to the skills and knowledge to achieve performance expected by the industry the RTO consulted with.

If the RTO selected units based on consultation with only small business, that RTO's TAS would not be suitable to accept candidates into their qualification who work for (or intend to) large organisations. Industry consultation with larger organisations would almost certainly have different unit selection (or at least different resources).

Although BSB50215 Diploma of Business may contain units from the Marketing field, BSB52415 Diploma of Marketing and Communication is considered a "technical trade" qualifications by the training package developers. The expectations are higher for candidates completing the same units if enrolled in a technical trade.

Effective leadership

If RTOs are leaders in the workplace training industry, why is it considered unacceptable for RTOs to tell people in other industries how to do their job?

The training package say what to do, but how to do it is set by industry. Many RTOs simply validate their own options of unit selection, essentially giving clients a multiple-choice quiz on a subject matter the clients are not specialist in. The units of the training packages selected are based largely on what they RTO feels they have to do to comply with the SRTOs.

Why industry engagement is not effective in this way may be best explained by Simon Sinek's advice on how leaders in business should consult with their team:

> *Even people who consider themselves good leaders who may actually be decent leaders, will walk into a room and say 'Here's the problem, here's what I think but I'm interested in your opinion. Let's go around the room.' It's too late.*

You have already created a bias and given away that you may not understand the clients needs, even if they do tell you.

> *The skill to hold your opinions to yourself until everyone has spoken does two things:*

- One, it gives everybody else the feeling that they have been heard. It gives everyone else the ability to feel that they have contributed. And two,
- you get the benefit of hearing what everybody else has to think before you render your opinion.

> *"The skill is really to keep your opinions to yourself. Simply sit there, take it all in and the only thing you're allowed to do is ask questions, so that you can understand what they mean and why they have the opinion that they have.*

This leadership strategy also fits in with the 4MAT instructional design model. Start with working out "why" they would want to get training from you (their needs), discuss "what" you could do for them, then "how" you could do it for them, finishing off with the benefits; "what if" you do the training for them? Find out what outcomes they seek.

If your course is "fit for purpose", the units in your course will meet the client's needs.

Modern leadership styles focus on belief that people learn by doing, and that 70% of knowledge is created this way, verses only 10% of knowledge created through training. Although this fits in with the 70:20:10 principle, legislation such as WHS and the Fair Work act require "proper" training to be conducted, however "formal" training is only required in industries where qualifications are mandated to undertake work.

INDUSTRY "BENCHMARKS"

While the assessment requirements in the training packages state "what" to do to demonstrate competency to a minimum standard for skills, "how" to do it is set by the industry and they proficiency accepted for job performance changes with each organisation within the industry.

This is what is known as the industry benchmark, and it changes with each learner cohort if they have access to different types of organisations even within the one industry.

The training packages released are only the minimum acceptable standard signed off by the Industry Reference Committee for the training packages. The training packages are developed over a regulated process taking at least three-years or more. The TAE training package, for example, took 6 years for a new release, so some industries are slower than others.

Looking at the "high risk" currency period implied in SRTOs of 3 years (see clause 1.10), due to the rapid diffusion of innovation in small businesses (largely early adopters and early majority), industry benchmarks change on average around every 6 to 9 month and industry experts update their training products around the same timeframes to maintain a competitive advantage.

Many trainers and assessors incorrectly believe that a "benchmark" is the same as the "standard" listed in the training package and that these are interchangeable. A benchmark, as a verb (as it is in this case), is to evaluate (something) by comparison with a standard so there must be a difference.

Put simply, a standard is "what" to do, and can be explicitly stated, but not how well it is done (performance). Competency is black or white, you either are or you are not, so a standard.

A benchmark in a competency-based training system has to be set above the standard, and is a measure of acceptable performance, set by an RTOs industry engagement, enforced by RTOs policies and procedures under Standard 2 (for RTOs).

While the training package says what to do, how it is done is set by the industry, and must be identified by the RTO through industry engagement. So, the industry benchmark is how proficient, as in how well they can do the job graduates are expected to be to be employed by each industry.

Quality is about exceeding customer minimum expectations, not what they need, but what they want as well. The SRTOs form part of the "VET Quality Framework" If you want to be part of the formal learning system issuing qualifications, you must do better than then the training industry quality benchmark set out in SRTOs.

If as a trainer and assessor for an RTO you feel you are being held to a higher standard than other types training providers, you are correct, and training industry quality benchmark relates to the training services provided, not the quality of the content you use to deliver training. The quality and currency of the content you deliver is set by the industry you deliver to.

If you choose to use training packages and accredited courses to meet client needs, i.e. your RTO's customers, you have to do what you claim you can do. This includes id you say you are providing "up-to-date training". Customer warranties are automatic in Australia and monitored by the ACCC, not ASQA, but ASQA may be asked to investigate what RTOs trainers do to update their industry currency.

The market for industry courses

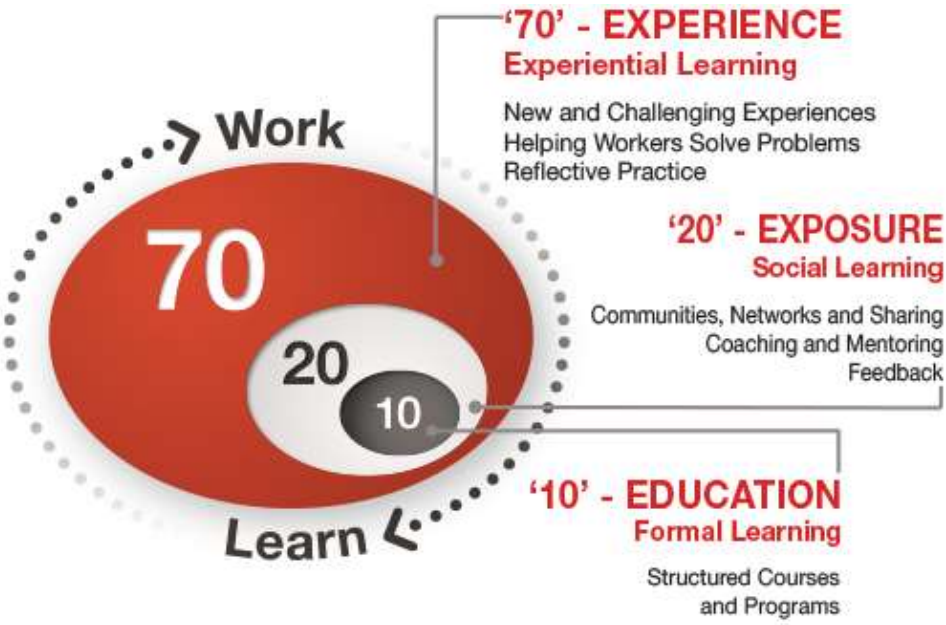
Industry, or non-formal learning (as defined in SRTOs), are developed to fill market demands for skills development. Developed by industry experts, they would rarely cover the requirements of a full qualification, but as a point of difference they focus on teaching the application of the latest technology use by skill sets within a qualification, so do compete with RTOs.

Even though no formal qualification is issued, credibility for the market driven short courses is gained from testimonials from clients who were able to implement into a real-world business what they learned in the workshops. The accelerated learning is achieved by focusing taking action and repeatedly completing task relevant to each individuals interest.

Rather than using assessment of competence to develop confidence, industry trainers focus on elevating stress to give clients the confidence to complete task in a specific situation under the guidance of the expert. Learner have direct access to a large amount of "tacit" knowledge to explain why it works for them. This is what is known as "unconscious competence", and learners don't really care about understanding why it work, just that it does.

The focus of industry courses is on application (acting) to create (tacit) knowledge, rather than teaching awareness (performance criteria) to create understanding (knowledge evidence) for application of explicit (knowledge) tasks.

Business will usually confirm that employees seem to learn at least 7 times faster than they do when undertaking formal learning when experiential see below. Removing the perceived risk from the consiquences of failure to lower stress and axiety are a major contributing factor to the accelerated learning.

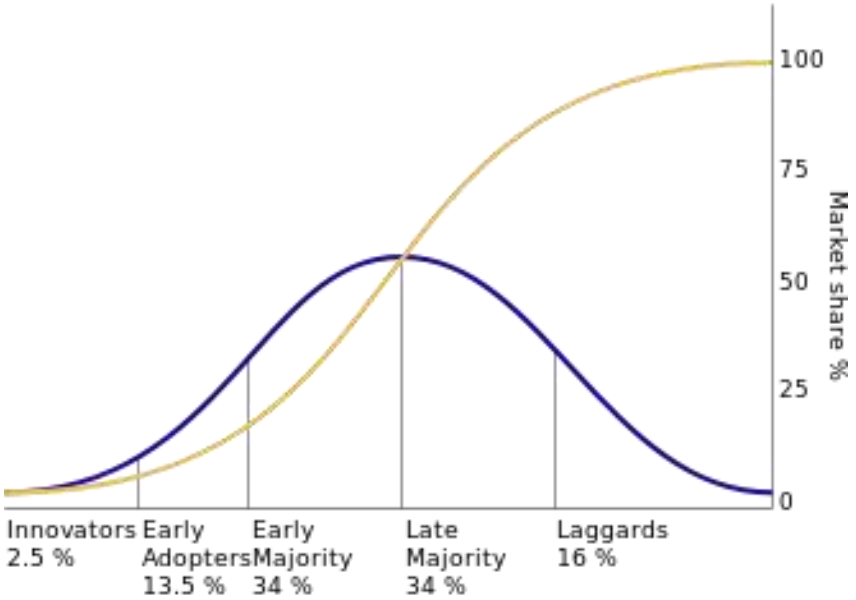


Source: www.702010forum.com

This 70:20:10 model is appear tranferable in "epicycles" throughout informal, non-formal, and formal learning, as RTO (particularly enterprise RTOs) have adapted as TAS that involves 10% of knowledge (Awareness, elements and performance criteria) delivered through learner guides and formative assessments, 20% of knowledge (understanding, Knowldege Evidence) through coaching by trainers and assessors, with 70% of the knowledge needed for competency (performance evidence) created by "repeatedly" completing tasks in a work context.

Under the diffusion on innovation, industry courses are generally attended by early adopters and the early majority, so to keep the interested of this market, training content is generally updated every 6 months.

RTOs deal more with explicit knowledge, which is tacit knowledge that can be codified into a learner guide to meet the explicit requirements from the training package. While learner may better understand why it works before attempting tasks, this is usually only required by the late majority and laggards, who will also only look to learn tried and testing technology, which is already on the way out of trend.



Why is this a problem? Well, it's not for larger organisations, as they use the same technology. But for the over 2 million small businesses in Australia, they essentially must retrain graduates many from the RTO on how to use more efficient versions of the technology.

For the first 50% of the population, graduates from the formal system are what is known to small business as "over-qualified". They ask question in interviews like "you have a qualification in graphic design, but how often do you use Canva?".

Why should RTOs worry? A dyadic relationship has developed between small and large businesses due to the rapid diffusion of innovation through the Small Business community. Larger companies contract work to fill skills gaps to maintain a competitive advantage in their market. Entrepreneurs identify developing skills gaps to provide solutions, and many entrepreneurs, unhappy with their current

employment situation, leave larger organizations to start their own business and are likely to do work for competitors, or, start a non-formal training course.

Still don't see the issue for RTOs? Simon Sinek that we mentioned earlier used this model to get traction for his ideas, and case study 4 at the end of this document outlines the industry currency requirements for RTOs to deliver a training program tailored to meet the expectations of QLD government "back to work" funding for small business.

To put the problem in perspective, Moreton Bay Regional Council is the 5th largest local government area in Australia (in population) has reported that 95% of the businesses in their area have less than 5 employees. The Council representatives (at the Meetup I was at last year) stated they are attempting to attract large businesses to the area to create employment, but is a lack of skills the problem such an apparently high proportion of the early majority in the area?

How industry course is content is developed

Below is the knowledge creation model that fits the process used by many experts to 'naturally' develop a course. There are also similarities to between these observations that indicate that this process could also be integrated into popular programs design to build a person's authority as an industry expert. To maintain a competitive advantage (over formal, non-formal, and informal learning) generally run an improvement cycle of 6 months and is constantly validated by client feedback.

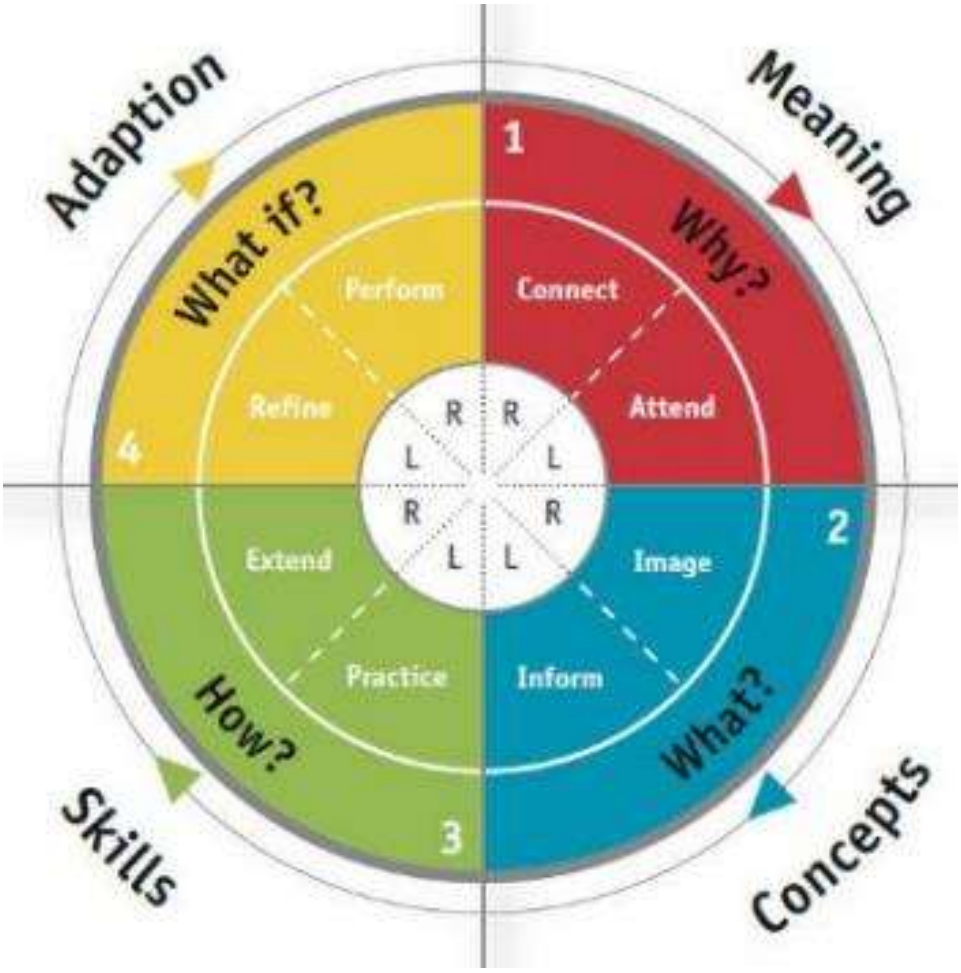
The first image is just to show you where a workshop would fit into a course development process (internalisation). this is just a brief outline, and you may need further information for you to make the connection between the theoretical explanation to the practical application in the workshop development process.

If you already have a workshop, you may need to take a step back from getting stuff into other people's heads (internalisation), to working out the order they need to get instruction in their heads (combination). To give you an idea, a chef writing recipes down as they go sits at the externalisation stage, in getting ideas out of people's heads (externalisation) in the course development process, so this needs to be done as a starting point for developing a course.

You may start with the combination stage thinking you can save time by writing down "what" you want to teach and putting it into a logical sequence for delivery. You still go back to the externalisation stage to fill in the gaps as to how you are going to do each "what" on your list, so it may not save time at all, and you may also find out (too late in some cases) you don't have all the knowledge your thought you had to deliver the workshop.

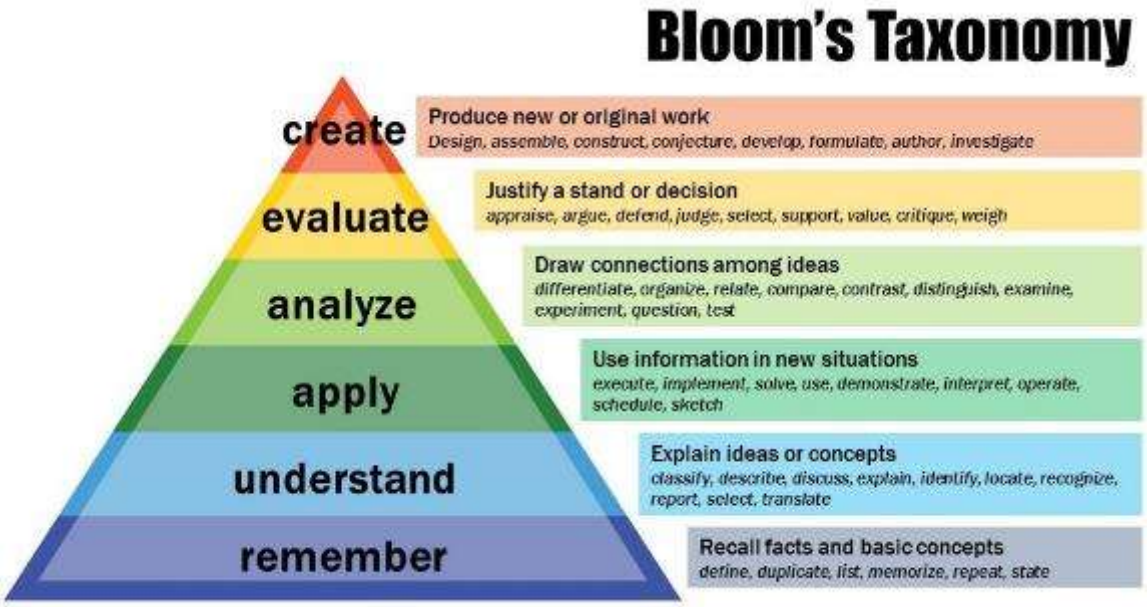
The other side of the coin is that if you blindly write down how you do everything without a structure, you may spend extra time developing content that you will not uses anytime soon, may go out of date before you do, and not be needed by you target market.

Below is the instructional design model used. It is similar to Sinek, but not the same. His work is about decision making, not knowledge creation, but confuses most these days and they mix up the what with how under this instructional design model.



Workshops are all about the "how" to, and "what if" (as in show me you can do it if this were to happen). The "why" is covered in your ads, and the what only just needs to be a reminder; kind of like when they say at the start of a flight where they are going to. It's not what you have done, it is more why they should listen to you.

How hard do they have to think? Little first, then a lot, but more correctly "simple", then "complex" thinking as they move up the model below in the workshop.



Get them to do it twice. First, "I'll show you…" which is the "how" above, and the "remember, understand, apply" lower level thinking (see 'Bloom's taxonomy' below).

Then, get them to do it with you step by step on their own business, which is the "what if" above using the Analyse, evaluate, and create thinking below.

If you get time, you can get them to do it again on their own business in a different situation, but don't just in and correct them so they have to think and just say "you tell me". This is important as getting testimonials is not about just if they can do it, clients need to be able to do it well.

Some training content may also be repurposed into promotional material for what you do, however when taken out of context things may have a different meaning to an unaware audience. Although you need to be authentic, appearing overconfident in your expertise may not help you sell your workshops

MEETING CLIENT'S NEEDS

Now you see what you are up against in regards to client expectations, you may understand why this unit is important, but it is also because it relates to text at the start of SRTOs, in the introduction to Standard 1:

> The RTO's training and assessment strategies and practices are responsive to industry and learner needs (RTO's clients) and meet the requirements of training packages and VET accredited courses

and:

> Clause1.2… the RTO determines the amount of training they provide to each learner with regard to:
> a) the existing skills, knowledge and the experience of the learner

The key words specific to the needs of clients are underlined above. This is also an indicator of when industry engagement is to occur.

Responsive to industry

This mean in response to industry needs, so RTOs have to engage the industry they have identified a learner cohort in before selecting the units.

The unit selection is done by matching job role performance benchmarks (for example, from a job description or work contract), with the performance evidence in the assessment requirements of each unit in the qualification.

This is also how the Recognition of Prior Learning (RPL) process should start (pre-enrolment), so effectively an RPL assessor has to develop (usually from a template) a new evidence collection tool for each RPL candidate. This may be also a reason why TAEASS502 Design and develop assessment tools may have been add as an essential unit for both the Assessor skill set (TAESS00011) and TAE40116.

If a qualification cannot be developed under the packaging rules for a qualification the RTO has on their scope, an RTO may apply to have another qualification added to match the industry needs. If the RTO cannot find a suitable training package for the industry, the RTO can develop and apply to have a VET Accredited course registered to cover a gap.

To get a qualification added to the RTOs scope, an RTO is required to (prior to applying):

1. define the RTO's target client group/s and describe how it will deliver the training product/s to meet client needs
2. demonstrate how each strategy has been developed through effective consultation with industry
3. demonstrate how each proposed trainer/assessor possesses (equivalence to) all relevant vocational competencies at least to the level of the training or assessment to be delivered

4. list all physical resources and equipment that are accessible at each proposed delivery venue
5. identify the range and format of all delivery and assessment methodologies and resources/tools to be used
6. describe how assessment processes, tools and judgements have been and will continue to be systematically validated

Using approved assessment tools

The 4th element of the unit TAEASS402 Assess competence, "Contextualise units and modules for client applications", contains performance criteria "4.2 Use advice on contextualisation produced by the training package developer or course developer to meet client needs".

The question is, where is this advice developed from? After industry engagement, and industry validation of the evidence collection tool, so must be done before you start your assessment (as this unit does not require you to develop tools).

As part of ongoing systematic validation of assessment practices (SRTOs 1.9) each training product (AQF qualification, skill set, unit of competency, accredited short course and module) is validated at least once every five years, with at least 50% of products validated within the first three years of each five year cycle, taking into account the relative risks of all of the training products on the RTO's scope of registration.

Why this timing of industry engagement is a key consideration for this unit comes down to two performance criteria that were moved from TAEASS402B (Assess competence) "Gather quality evidence" element to TAEASS402 "Prepare for the assessment" Element:

> 2.3 (now 1.3) Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel
> 2.4 (now 1.4) Determine opportunities for integrated assessment activities and document any changes to assessment instruments where required

Feedback can be given on how the collection tool can be improved, and how you as a trainer and assessor can "Contribute to validation outcomes" is covered in the unit TAEASS403 Participate in assessment validation.

While a candidate supplying evidence is not likely to be accepted as industry engagement under Clause 1.5-16 (SRTOs), it does count toward Trainer and Assessor professional development requirements (1.13b) to update current industry skills as may be informed by consultations with industry, including by training content that reflects current industry practice.

The only way to treat

everyone equally

is to treat

everyone differently

Sally Eberhardt

one size NEVER fits all!

Contextualisation vs. Reasonable adjustment

Under SRTOs 1.8-1 Principles of Assessment, the RTOs approved assessment tools must have sufficient assessor guidance to ensure evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

For this unit, it relates to element 4 "Contextualise units and modules for client applications", and Assessors must be given sufficient instructions in the evidence collection tools approved (and validated as industry relevant by) the RTO issuing the qualification to allow assessors to:

- 4.1 Use information from the client to contextualise units, or accredited modules, to meet client needs
- 4.2 Use advice on contextualisation produced by the training package developer or course developer to meet client needs

RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained.

Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency.

Reasonable adjustment

BSB Business Services Training Package (and TAE16) Implementation Guide(s) define reasonable adjustment as:

> *A legislative and regulatory framework underpins and supports the delivery of vocational education and training across Australia. Under this framework, providers of vocational education and training must take steps to ensure that learners with recognised disabilities can access and participate in education and training on the same basis as learners without disabilities.*

Sometimes reasonable adjustments, are made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of a learner with a disability. An adjustment is reasonable if it can accommodate the learner's particular needs, while also taking into account factors such as: the views of the learner; the potential effect of the adjustment on the learner and others; the costs and benefits of making the adjustment.

Adjustments must:

- be discussed and agreed to by the learner with a disability
- benefit the learner with a disability
- maintain the competency standards
- be reasonable to expect in a workplace (under the disability discrimination act)

Adjustments are not required if they could:

- cause the RTO unjustifiable hardship
- harm other learners.

Making reasonable adjustments requires the RTO to balance the need for change with the expense or effort involved in making this change. If an adjustment requires a disproportionately high expenditure or disruption it is not likely to be reasonable.

Assessing in simulated environments

Assessing in simulated environments Simulations must provide opportunities for integrated assessment of competence that include:

- performing the task (task skills)
- managing a number of tasks (task management skills)
- dealing with workplace irregularities such as unexpected
- problems, breakdowns and changes in routine (contingency management skills)
- fulfilling the responsibilities and expectations of the job and workplace, including working with others (job/role environment skills)
- transferring competencies to new contexts.

To further enhance the validity of assessment process using simulation, the assessor should consider:

- assessments covering a range of interconnected units of competency (clustering units)
- use of assessment checklists to ensure that all required performance and knowledge evidence requirements have been met
- use of self-assessment, peer assessment and debriefing activities
- use of authentic workplace documentation.

Assessment activities must be realistic and reasonable in terms of scale. Assessment conducted under simulated conditions should reflect those typically found in the workplace.

The following assessment checklist can be used to make sure that some key points are considered:

Does the assessment allow the learner to: Yes/No

- ☐ deal with typical customers, including difficult customers and diverse types of customers?
- ☐ use facilities, equipment and materials that meet current industry standards?
- ☐ plan and prioritise multiple tasks to meet deadlines?
- ☐ experience the typical workflow for the industry?
- ☐ require adherence to service standards, workplace procedures, health and safety requirements?
- ☐ work with others as part of a team?
- ☐ consider constraints and pressures met in the workplace, e.g. budget, time, availability of resources?

Developing Clustering Units

Many RTOs select individual units of competency as part of their Training and Assessment Strategy (TAS), and then try to group them together into "clusters". This is to try and reduce the amount of work required to be completed by the candidates, however, this only works if the skill sets required for each unit match up.

Although some may, it is often the case at RTOs simply "combine" units into a cluster, creating one big assessment, or try to cut corners and only partially test the requirements.

There is a whole section on how develop clustered assessment tools in the trainerpd.com membership section, so for now we will just focus on why you would want to go to the extra effort of clustering units.

"Mega" assessments have a negative effect on course progressions as candidate see the assessments as too much work. It doesn't matter how many parts you split it into, learners still see it as one big goal they must achieve without understanding how the milestones get them to the goal, and they disengage.

Over-testing and over-mapping "just to be sure" is also a give-away that the writer of the assessment tools doesn't really know what they are doing, as it indicates that a task has not been written to test any specific requirements. How can you expect an Assessor to use a tool if the developer of the tool doesn't even know what "must" be done?

Combining units (rather than clustering) also causes issues (with Assessors and Auditors) when a candidate is awards a credit transfer for a unit. Usually this requires an Assessor to go a complicated mapping document, which is usually accurate to the level required anyway, to remove question or task from the assessment tool.

That is your first sign that the units have not been clustered correctly. A correctly clustered assessment tools should be based on skill sets developed from industry consultation (not unit fields in the code, e.g. MKG, WOR etc…).

Usually clustering does not reduce the number of assessment tasks the candidate must complete if one unit is take out, however, the amount of work (answers, evidence etc) to "sufficiently" complete the tasks should be reduced. For example, the model answers may requires 6 bullet points, but a unit removed is mapped to 2 of the bullet points, the candidate is now only required to provide the other 4 bullet points. This is hard to explain to learners; as mentioned above, candidate just see the number of task as the amount of work.

Another sign of a well clustered assessment tools is student instructions that say something like "you answer must include…." After each question. This ensures the candidate covers all the requirements, however, if a candidate is not required to cover a part of a question an assessor can take out a red pen (or strikethrough font in MS Word) and go through the assessment crossing out the requirements. That way, Candidates see how much work they have saved themselves by using the credit transfer, and are less likely to be disenchanted by the fact the number of tasks has not reduced.

As a guide, we have found that effective clustered assessment adds the follow

1 unit = 100% 2 units = 150% 3 units = 175%

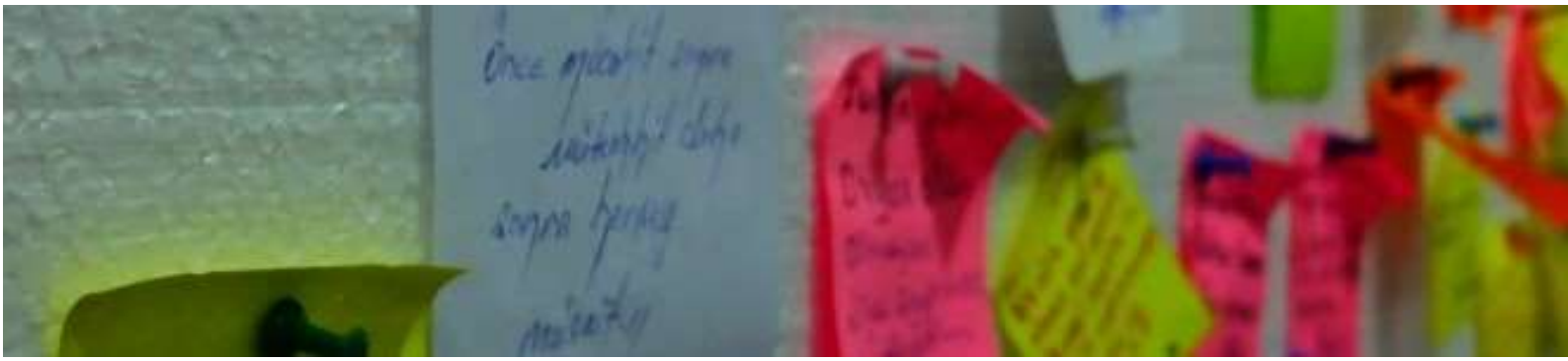
Adding in an extra unit just for the sake that it is part of the TAS could mean adding a 4th unit = 275% of the work of the original unit, and almost cancels out any improvement in progression gained from the first three units. You may as well deliver them individually (which is what most RTOs go back to). This goes back to the question "why would you want to cluster units?".

Is there a clustering process to follow?

Yes, and this is covered TAEASS502 Design and develop assessment tools, however clustering units required a degree of skills and industry currency far above the requirements for competency in this unit.

As recommended in the simulated business assessments above, clustering involves assessments covering a range of interconnected units of competency, usually as a project to be completed.

As an example, to identify what activities a project based clustered assessment tool should contain, the table below allocates focus areas from the Core Skills for Work (CSfW) framework "get the work done" skill grouping into project management processes:



Project Management process	CSfW focus area to get the work done
Identifying	• Planning and organising workload and commitments • Identifying problems • Generating ideas
Analysing	• Establishing decision making scope • Applying decision-making processes • Recognising opportunities to develop and apply new ideas • Accessing, organising and presenting information
Implementation	• Selecting ideas for implementation • Planning and implementing tasks • Using digitally based technologies and systems • Connecting with others
Monitoring and controlling	• Applying problem-solving processes • Managing risk
Review	• Reviewing impact • Reviewing outcomes

Projects have three phases:

- initiating or start-up;
- implementation or completing the tasks; and
- a closing phase as a project is defined as having an end.

Project management's links to educational principles

While the processes on the table above may be used in any phase of a project, the phases of a project are where the link is made to the educational principles outline in Bloom's Taxonomy.

The initiating phase of a project focusses on knowledge and comprehension thinking, so completing tasks as part of identifying and analysing processes in this phase should match the knowledge evidence requirements from units of competency.

While there can be some analysis thinking at this stage, it is generally used to select the best alternatives confirm understanding of the requirements rather than the full analysis level thinking as defined under Bloom's Taxonomy.

Application thinking can be demonstrated in the implementation phase of a project, and when including monitor and controlling processes, this usually maps to the performance evidence requirements of each unit of each cluster.

An effectively clustered combination of units should be based on the skill sets required for a single project. If multiple projects are required to allow Candidates to demonstrate all the performance evidence, it may again be an indicator of poor unit selection for the cluster, particularly at lower AQF course level. Another indicator that an RTO has just combined units, not clustered them.

Some performance evidence requirements call for review processes to be used, and as this is generally related to the continuous improvement process, so activities for Candidates to complete could come from the closing phase of a project.

However, full analysis, synthesis, and evaluation thinking would normally only be required in higher AQF level courses designed for decision and policy makers within an organisation.

As course packaging rules allow for units to be substituted from other levels and adding units with higher level thinking requirements may be a requirement of technical trades or in certain industries, however clustering these units may require Candidates to complete tasks that would not be realistically required by a workplace.

RELIABILITY PRINCIPLE OF ASSESSMENT

Industry benchmarks also cause issues for RTOs determining reliable outcomes using different trainers and assessors with different industry experience, delivering training to cohorts from a variety of industries.

> *Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.*

This may seem impossible to manage, however in the foundation skills incorporated into every training package, the Core Skills for Work (CSfW) framework has definitions of three generic levels of competency giving examples of the actions associated with competent job performance.

This can be used to provide assessor instructions on how to adjust assessment tools by changing the skills focus areas up or down depending on the

RTO course developers may use the CSfW generic stages of performance as guidance towards the different expectations for candidate must demonstrate. After consultation with industry, for the same unit in different qualifications a candidate has to demonstrate:

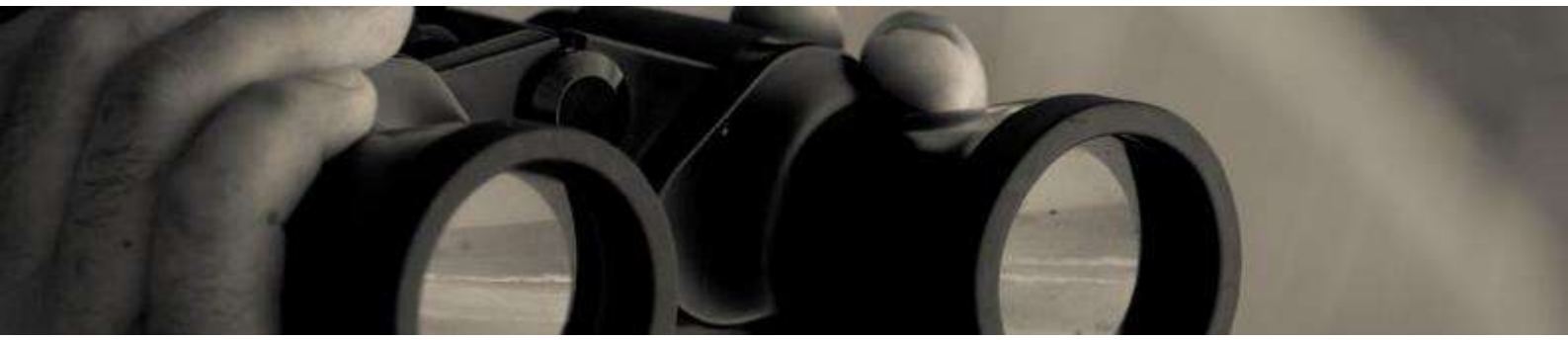
- A Capable Performer
  - Has sufficient practical experience of the Skill Area to identify patterns and organising principles and establish priorities for action.
  - Can comfortably apply the explicit and implicit 'rules' associated with familiar situations.
  - Adopts a systematic, analytical approach to tasks, especially in unfamiliar situations.
- A Proficient Performer
  - Has considerable practical experience of the Skill Area in a range of contexts and is moving from reliance on externally prescribed rules to recognition of principles that guide actions.
  - Organises knowledge and practical experience as patterns, concepts and principles, which makes it possible to assess, and respond to situations in an increasingly intuitive and flexible way.
  - Reverts to analysis and seeks guidance when making important decisions.
- An Expert performer
  - Has extensive practical experience of the Skill Area, with both a big picture understanding and an eye for relevant fine detail.
  - Operates fluidly, intuitively and flexibly in highly complex situations, drawing on knowledge and practical experience organised into highly refined patterns, concepts and principles.
  - Uses a combination of informed intuition and analysis in different situations, recognising that 'it all depends'.
  - Will often reconceptualise approaches and practices to produce more effective outcomes, while also recognising which rules and principles are always applicable.

An example a unit where this may occur could be BSBWHS401Implement and monitor WHS policies, procedures and programs to meet legislative requirements. While the unit code may indicate it comes from BSB41415 - Certificate IV in Work Health and Safety, the unit is not listed as a unit in BSB41415.

For the above example, However, it is a core unit in the technical trade qualification of BSB50615 - Diploma of Human Resources Management:

- a candidate completing BSBWHS401 as part of Diploma of HR would be expected to demonstrate expert performance as an advisor (likely a WHS officer) to other managers.
- a candidate in BSB50215 Diploma of Business candidate may only need operational WHS in some industries, so be a Proficient Performer
- a marketing co-ordinator may be limited in the operational involvement, so Capable Performance may be accepted as part of BSB52415 - Diploma of Marketing and Communication.

Under the rules of evidence (SRTOs 1.8-2) The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency, and the assessor is assured that the assessment evidence demonstrates current competency. To determine an outcome for that student, an Assessor must have currency in the industry the candidate provides evidence from.



CSfW generic stages of performance

1 A novice performer	2 An Advanced Beginner	3 A Capable performer	4 A Proficient performer	5 An Expert performer
Has little or no experience of the Skill Area on which to base actions. Is highly reliant on explicit 'rules' (e.g. instructions, processes, procedures, models), guidance and support and priorities determined by others, to guide activities.	Has some practical experience of the Skill Area and is beginning to recognise patterns (e.g. routines, regular responses, links and connections) that help understanding and influence action. Is still reliant on explicit 'rules' and on assistance to identify priorities, but can apply these more autonomously in familiar, routine situations.	Has sufficient practical experience of the Skill Area to identify patterns and organising principles and establish priorities for action. Can comfortably apply the explicit and implicit 'rules' associated with familiar situations. Adopts a systematic, analytical approach to tasks, especially in unfamiliar situations.	Has considerable practical experience of the Skill Area in a range of contexts and is moving from reliance on externally prescribed rules to recognition of principles that guide actions. Organises knowledge and practical experience as patterns, concepts and principles, which makes it possible to assess, and respond to situations in an increasingly intuitive and flexible way. Reverts to analysis and seeks guidance when making important decisions.	Has extensive practical experience of the Skill Area, with both a big picture understanding and an eye for relevant fine detail. Operates fluidly, intuitively and flexibly in highly complex situations, drawing on knowledge and practical experience organised into highly refined patterns, concepts and principles. Uses a combination of informed intuition and analysis in different situations, recognising that 'it all depends'. Will often reconceptualise approaches and practices to produce more effective outcomes, while also recognising which rules and principles are always applicable.

For specific examples work activities from the 3 CSfW skills clusters, see CSfW application guide book adapted by Oz VA.

AQF levels to employment outcomes.

Some RTOs have made the transition from VET in to Higher Education (Uni, or HE), and with the extension of the HELP program into VET (through VET FEE-HELP, now VSL), anomalies have been identified in the AQF levels and it is no longer considered a logical upward progression, and the ability to climb a tree (the AQF levels) is no longer seen as a measure of intelligence.

The 2 sectors of "tertiary education" seem to be split by bloom's Taxonomy, but crossover and appear to run in parallel (or in a cycles) in the middle levels. While Uni's, literally "in theory", tend to have an outcome of "creation" thinking that still

needed to be applied, the outcome of VET is to apply solutions created, and then look at improvement strategies creating solutions to fix problem.

One can not exist without the other and are equally important to each other. A theory can never truly be "proven", but can always be disproven by application, but you can also never improve something if it first doesn't exist.

Einstein said "you can't solve a problem with the same thinking that created it", so the problem may be that the problems cause by one sector may need to be solved by the other, or at least an understanding of what "job" they are all trying to do.

After talking to a HE consultant who helps RTOs apply to more up the AQF levels, we identified that may be the AQF levels may need to be redefined for the customers in a way the public would better understand; Why they would chose either, or both.

Certificate III and below – Focus on knowledge of, as in "awareness" of what to do, so workers/team members;

Certificate IV - comprehension, understanding how to get the job done, or which what do you do when...., selecting from alternative actions in a given situation, so team leader or line/project manager;

Diploma (5) brings in application thinking and why you would do things, so developing alternatives in an operational scope, and coming up with options for the Cert IV's to use, so department managers; and

Advanced diploma (6) is synthesis and duplication think, so where can we go from here and unlimited options, as in strategic thinking, so directors/GM, who would generally not be looking to continue study, or are people with long employment history looking to get back into study to confirm tacit knowledge.

There was a sign outside the GC TAFE campus that says "Uni, done differently", and while both are tertiary education on the AQF scale, the thinking required from level 5-6 and 7-8 actually runs in parallel, not sequential.

5-6 in VET is application-based thinking, as in doing it in a work setting, with some analysis and synthesis thinking as to where else could you do it.

Whereas 7-8 at Uni is analysis and synthesis thinking, and then where could you apply it. The result is knowledge of how to get things done in new situations.

The two streams effectively meet up again at master's level (9), and to be a master at something, you would have to apply synthesis and duplication thinking, which is also two different forms of innovation, but requires thinking from all levels of Bloom's taxonomy.

If the ability to climb a tree (AQF levels) is the measure of intelligence, it may come down to "emotional intelligence", not IQ. The real question is "why a fish needs to climb a tree anyway?"

So if you have a memory like a Goldfish (or can't remember why you studied), ask yourself do you want to stay where you are and just grow bigger gills (for a bigger pond), or do you want to (or can you) grow arms and legs if you need to climb the tree.

The outcome of both is personal development, just done differently. If you are looking for evidence of this, why was the HELP funding system extended down to AQF level 5? Acceptance of "neurodiversity" maybe, AKA thinking differently? Steve Jobs use to be seen as someone who thought differently, but now he would be considered more "neurotypical".

Possible Implications of redefining the AQF levels:

- Creating transitional zones from Secondary to tertiary, and VET to Higher education
  - VETiS AQF 3 -> AQF 4 -> AQF 7
  - VETiS (certain course, e.g. business) AQF 3 -> AQF 4 -> AQF 5 -> AQF 7 (2nd year, Credit given for application thinking demonstrated) or AQF 6
  - Level 5-6 (Application based) and 7-8 (analysis and synthesis) running in parallel using different thinking
  - Theory and resources developed by research departments AQF 7-8 course providers
  - Theory and resources validated as applicable and relevant by industry via AQF 5-6 providers
  - Cross-over allows for centralised assessment centre to monitor quality and progression so some VET providers. For example CRICOS and VSL as many students do not have access to a valid business (like 7-8 may not), although simulated business can be used, so 5-6 would need more 7-8 thinking
  - Stay in same industry = 5-6, New industry of new job roles = 7-8
  - Higher Ed courses linked to specific job roles, or credit transfer between 5-6 to 7-8 for knowledge and comprehension thinking.
    - Cert I to Cert IV Skill set training delivery done in a workplace by industry current experts at employment levels, programs supervised by qualified assessors. Lower level skill sets mapped to higher level course as career pathway.
    - Competency (including "end-point) Assessment only strategies up to level 8
    - Removes perception of higher or lower intelligence requirements and competition between 5-6 and 7-8 providers (i.e. TAFE and Uni), clear point of difference to potential learners

APPLYING INSTRUCTIONAL DESIGN

McCarthy (1996) developed a model, the 4-MAT system, used by many teachers in K–12 education. McCarthy is seldom cited in workplace instructional design, it does however have links to many popular current theories (such as Sinek's "start with why).

4-MAT system	Workplace training	Project management processes	Start with why	Buyer behaviour	Change management	Continuous improvement	Knowledge management (SECI)	Blooms Taxonomy	AQF levels
Why	I'll show you	Identify	Why should How could	Need	sense of urgency/ guiding coalition	Plan	Socialisation	Remember	Diploma
What	Do it together	Analysis	What	Identify/ Analyse alternatives	Formulate and communicate strategic vision	Do	Externalisation	Understand	Certificate III
How	You show me	Implement/ Monitor	How do	Purchase	Accelerate movement/ Celebrate wins	Study	Combination	Apply	Certificate IV
If	Practice	Review	Why would	Post-Purchase	Keep learning/ Institute Change	Act	Internalisation	Analyse/ Evaluate/ Create	Advanced diploma

Many learners may be unconsciously familiar with this model because if the implementation into the school systems, so feel comfortable to learn this way in a workplace.

A student who has the flexibility can easily change from one mode to another to fit the requirements of the situation. It is definite advantage over those who limit themselves to only one style of thinking and learning. The four learning styles identified by McCarthy are:

- **Type 1: Innovative Learners** are mainly interested in personal meaning. They need to have reasons for learning, reasons that connect new information with personal experience useful in daily life. Examples of this learner type are cooperative learning, brainstorming, and integration of content areas (e.g., science with social studies, writing with the arts, etc.). Common characteristics associated millennials and the group formally known as Gen Y.
- **Type 2: Analytic Learners** are primarily interested in facts and understanding of concepts and processes. They are capable of learning effectively from lectures, and enjoy independent research, analysis of data, and hearing what "the experts" say. Generally accepted as "normal" learning by Gen X.
- **Type 3: Common Sense Learners** seem interested in how things work; they want to "get in and have a go." Experiential learning activities work best for them using manipulatives, hands-on tasks, kinaesthetic experience, etc. Sounds like baby boomers, who also claim younger generations may have lost the ability to learn this way. it involves "discovery learning"; getting expose to information not relevant to completing current tasks that may be recalled later. These day, Google just takes you straight to the information you need.

- **Type 4: Dynamic Learners** more interested in self-directed discovery and seeking information to make their own decision. They rely heavily on gut feeling, and seek to teach both themselves and others as a collaborative learning process, and prefer more informal learning opportuinities. Any type of independent study is effective for these learners. They also enjoy simulations, role play, and games.

This last learning style (type 4) relies more on confidence that competency, so does not seem to be related to one age group over another. However, there is a developing preference in the work environment for Millennial with technology skills to collaborate with baby boomers with "common sense" and experience.

Traditionally, instructional techniques commonly used in schools best address the needs of the Type 2 Analytic Learner. However, many Millennial, and in fact most vocational learners, would consider themselves type 1 Innovative Learners, or type 4 dynamic learners.

This causes a conflict of interest between type 2 and type 1 (or type 4) learning styles and may also cause conflict between learner and educators in the formal training systems. Many formal VET training systems are not regarded as being relevant to a modern workplace, and this may be the case if the training and assessment strategy does not reflect the cultural change and more rapid diffusion of innovation.

Impact of attachment theory on training

Once a trainee knows '**why**', and '**what**' they want to do, learning how requires action, and trainees need to learn '**how**' to do things. However, this puts the trainee is a stressful situation where confidence in their own ability comes into question.

What happen if they can't do it? Continued progression in the 4-MAT system could depend on the trainer's reaction to this situation. Trainers don't have to always be then one doing the training, but a "buddy system" may also not be the best thing for a trainee either. The trainee is placed into what is to trainee is an unfamiliar or "strange situation".

Most attachment research is carried out using infants and young children, however, Psychologist Mary Ainsworth developed a technique called the "Strange Situation Classification" to investigate how attachments might vary between children.

Characteristics of Attachment

John Bowlby believed that there are four distinguishing characteristics of attachment:

- Proximity Maintenance - The desire to be near the people we are attached to.

- Safe Haven - Returning to the attachment figure for comfort and safety in the face of a fear or threat.
- Secure Base - The attachment figure acts as a base of security from which the child can explore the surrounding environment.
- Separation Distress - Anxiety that occurs in the absence of the attachment figure.

Strange situation classifications (i.e. attachment styles), based primarily on four interaction behaviours directed toward the caregiver (or in this case the trainer), may be demonstrated when the trainee is left alone and reunited with the trainer. Look out for:

- Proximity and seeking contacting
- trying to maintain contact
- Avoidance of close contact
- Resistance to contact and comforting

The first two on the list above indicate a lack of confidence, but not necessarily a lack of skill, and are cues that trainees feel more comfortable being directed, or coached into doing things.

The last two behaviours on the list indicate a trainee wants to be left alone, but this may not be through confidence in their own ability. Trainees still need to be monitored as trainees may not be competent in preforming tasks, and need to feel that it is safe to ask for advice if needed, however a trainee at this stage who is given unrequested advice may see it as unfair criticism or "micro-managing" performance. This would indicate a trainee would prefer a mentor more so than a coach.

Trainees may be embarrassed by failure, or just want to be independent, but whatever the reason, you must change your behaviour to suit the situation.

Humans start exhibiting these behaviours at a very early age, and when placed in stressful situations, they often revert to them. The greater the emotional response, the more stress they are under, and people don't learn while under stress.

This is where emotional intelligence comes into training, and picking up on "cues" from learners. The faster you take away the stress, the further the trainee will progress in the learning cycle.

If the cycle is successfully completed, a trainee will have more confidence to start the process again and continue learning new things.

Why do business coaches charge so much?

This is where it comes down to perceived value. It is common practice when teaching people how to monetise their expertise that if you charge $500 for a course, customers will assume they are getting less than a course that costs $2000. This technique has been around with rug salespeople for centuries; "we can do you a special price at 50% off if you sign up today" and they will still be better off.

However, seeing everyone else started doing the same thing, the ACCC would ask questions. This may include if the product/event was advertised for a reasonable time before a discount was offered. Normal, it goes the other way; free or discount tickets as a call to action to encourage customers to "get in quick" before the price rise closer to the date.

To add "value" to the course, coaches may offer you "all the tools you need to do 1 million dollars sales, using proven techniques, at no extra cost".

You'll notice they may say you will use the tools; to learn how to do it, and if you can in do it different situations, that is the "upsell", which is when a mentor is most effective and gets the best testimonials.

A coach could mentor, and it may be worth sticking with the person you know like and trust, but they need to have the "know how" to come up with the best way for you to do it, not just the best way for them if they had to do it. Big difference.

So what's the pecking order?

The way it seems to work now is:

- Mentors mentor coaches to analyses, evaluate, and create solutions for learners
- Coaches coach trainers how to get people to understand and apply things, then
- Trainers start people off getting them to remember and understand what to do.

Trainers give people competency….

Coaches give people confidence….

Mentors help you get better…at whatever you do.

Whatever level you are at, it's still up to you to do it.

The saying goes "no one can make you happy, but they can get you happier". Same goes with skills development; you must start with you head in the right place, because you can't learn when you are under stress. That is why "mindset" has become such a buzz word in business.

People can't make you happy, but some can sure make you sad.

If you think you can't, you'll be right, every time, and making people think they can't do something (or work it out) by themselves is another tactic that does sell courses. The more complicated it sounds, the better this sales tactic works.

Deciding on coaching or mentoring styles

Once a trainee knows **'How'**, they need to practice to see **'if'** they can do it on their own, and demonstrate that they are competent to complete the task. However, a trainee should never be left alone, and require supervision.

The may be mandated by legislation (for example, WHS acts), and two popular styles of supervision of trainees is coaching and mentoring.

There is a difference between coaching and mentoring, and the best method to use will depend of the 'attachment style' of the trainee (as described above). The difference between the two could be broadly described by deciding on who initiates the flow of information used to create the knowledge.

- Coaching style- The trainer provides direction to the trainee what to do irrespective of if the trainee asks for it. The trainer just tells the trainee what to do.
- Mentoring style – The trainer makes observations, and provides feedback and advice to trainee on how to do things better.

A method a trainer could use to decide if coaching or mentoring is the best options is an adaptation for adult learners of Ainsworth's 'Strange Situation' test.

You could follow a process such as:

1. Trainer and trainee enter a work environment and have a brief social chat
2. Trainer decided they had better do some work, and instructs the trainee to start performing task
3. A co-worker of the trainer comes along and starts to chat to the trainer about other business.
4. After a brief chat, the trainer pretends to remember an urgent call they need to make, and asks the co-worker if they would mind "helping" the trainee for a moment.
5. The co-worker has a brief chat to the trainee about what they are doing before the trainer leaves.
6. the trainer leaves, preferable to a place where they can still observe the interaction between the trainee and the co-worker (while pretending to be on the phone)
7. When the trainer returns, the trainer wait until the trainee notices them and notes the trainee's reaction. For example, do they stop what they are doing? The co-worker then leaves
8. The trainer continues instructing the trainee, however the trainer finds another excuse to leave the trainer alone and instructs the trainee to continue the tasks.

9. The trainer returns and notes how the trainee reacts. Does the trainee appear comfortable completing the tasks on their own, or do the stop and ask questions as soon as the trainer enters the room?

It would not be expected that a trainer is to (nor should they attempt to) diagnose the attachment style of the trainee. This process provides indicators only, and may put the trainee in situations that will give cues as to the trainees prefer management style.

Experienced trainer may naturally do this; however, this process provides an opportunity for trainers with less experience to play the role of the co-worker to develop their own emotional intelligence.

The trainer can use their emotional intelligence to identify cues to modify to behaviour. For example, will the trainee be more comfortable with the trainer telling them what to do as they practice (coaching), or does the trainee prefer to get into a rhythm performing tasks only occasionally asking for advice or feedback.

WHAT ARE THE CHANCES?

40%

DON'T IMPROVE

their employment outcomes after VET training - productivity commission report.

17%

DIE ON MT EVEREST

For every 5 people who make it to the top, 1 dies trying.

More chance you won't improve than

DYING ON EVEREST

does that sound right to you?

CASE STUDY 1

TRAINER TRAINEESHIP

This training package was intended to be a contextualised version for workplace L&D professionals to upgrade to TAE40116 under the Queensland government Higher-Level Skills program.

The aim is to assist individuals to gain the higher-level skills required to secure employment or career advancement in priority industries. Employers may also be able to access training to address workforce development needs.

The Higher-Level Skills program provides a government subsidy to support eligible individuals (Queensland residents) to access subsidised training in selected certificate IV or above qualifications, and priority skill sets.

This traineeship has been developed by relating the Industry engagement level definitions from the VET Practitioner Capability Framework to units from TAE40116 - Certificate IV in Training and Assessment, with consideration of skills sets required for job roles to work towards the TAE40116 - Certificate IV in Training and Assessment incorporated into a career pathway for trainers and assessors.

The traineeship covers the skills and knowledge required by employees of RTOs, industry enterprises, or self-employed industry expert, to deliver training in both accredited courses and non-accredited courses to work towards an AQF qualification.

The volume of learning requirements were developed in consultation with at least 3 RTO CEOs who have now successfully added TAE40116 to their RTO's scope, and is designed to be completed by candidates while still employed for their industry organisation.

Stage one - 3 months: Industry Expert Trainer

Persons entering the traineeship are likely to be able to provide performance evidence to provide work skill instruction as required by the units TAEDEL301.

This could be used as an entry recommendation to determine if a prospective learner would be a suitable TAE trainee, along with demonstrated expert performance to Core Skills for Work (CSfW) stage 5 while employed in a job role (in any industry).

Generic stage 5 performance descriptions include:

- Has extensive practical experience of the Skill Area, with both a big picture understanding and an eye for relevant fine detail.
- Operates fluidly, intuitively and flexibly in highly complex situations, drawing on knowledge and practical experience organised into highly refined patterns, concepts and principles.

- Uses a combination of informed intuition and analysis in different situations, recognising that 'it all depends'.
- Will often reconceptualise approaches and practices to produce more effective outcomes, while also recognising which rules and principles are always applicable.

Units of Competency to be completed:

- TAEDEL301 Provide work skill instruction (Likely via RPL evidence)
- TAEASS401 Plan assessment activities and processes
- TAEASS402 Assess competence (Core)
- TAEASS403 Participate in assessment validation (Core)

This completes the requirements of TAESS00015 - Enterprise Trainer and Assessor Skill Set, meeting the requirement for a trainer to work under supervision for an RTO under the conditions of standards for RTOs clauses 1.18a and 1.18c.

This person may provide training on behalf of the enterprise they are employed by, or deliver training resources supplied by an RTO.

Industry experts may be involved in validation (Clause 1.11, standards for RTOs, 2015) and may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment (Clause 1.13, standards for RTOs, 2015).

Stage two - Stream one - 3 months: Workplace Based Assessor

Units of competency to be completed:

- TAEASS502 - Design and develop assessment tools (to complete TAESS00011 - Assessor Skill Set), plus
- TAELLN411 Address adult language, literacy and numeracy skills.

Although this is an introduction to instructional design, the application of TAEASS502 would focus on matching job roles to units of competency to develop skill sets (clustering units), collecting evidence and the need for further evidence as part of an RPL process, Trialling assessment tools, and looking for other ways approved assessment tools can be contextualised to collect extra evidence of competency.

As a second level VET practitioner (industry engagement), trainees completing these units learn to build relationships with enterprises and stakeholders to ensure learning programs, and related assessment, meet the client's needs, including foundation skills required from ACSF (LLN) and CSfW framework stages of performance.

This person could be employed directly by the enterprise, or embedded in the enterprise by an RTO, to determine competency outcomes of employees undertaking training by the industry experts, under the condition for assessment only strategy (including RPL) listed in Clause 1.15 of the standards for RTOs (2015).

At this stage, the assessor cannot determine outcomes for the candidates they directly trained, so must be working under supervision of a qualified assessors under the conditions listed in clauses 1.17 to 1.20 of the standards for RTOs (2015).

This stream is intended for person who will remain in the employment of their enterprise, not work for an RTO, yet they will be qualified to assess competence of candidates train by others in their organisation, and meet the requirements under clause 3.1 of the Standards for RTOs (2015), and an RTO can issue AQF certification documentation.

This stream could be suitable for industries where there is a desire for RTOs to have stronger links with the industries they deliver training in, and it allows for a person still working in the industry to determine if the competency standards. This would be in demand for industries where qualification is mandated, and claims previously made that the competency standard assessed by RTOs has been at a lower quality than demanded by the industry. For example, a director in a childcare centre could be the assessor determining the industry competency standard to issue the mandated qualification.

Under clause 2.3 of the standards for RTOs (2015), the RTO would ensure that where services are provided on its behalf by a third party is the subject of a written agreement, and this may keep qualified professionals in their industry with extra incentives, such an assessor allowance paid by the RTO in addition to the workplace team member's normal hourly rate, or subsidised work placements providing extra team members to help as needed.

Employers are likely to support developing employees to this stages as they are unlikely to leave their industry to work for an RTO as they have not completed the TAE40116, and workplace based assessors are likely to become long term L&D professionals.

Continuing to complete TAE40116 is likely to involve the trainee moving out of industry into an RTO, to enable the trainee to build further skills as a second level practitioner after this stage is completed by moving onto Stage two stream two.

Stage two - Stream two - 3 months: Instructional Design

This stage two stream is intended for trainees who desire to move out of their industry employment into VET sector employment with an RTO.

The units undertaken at this indicate a shift of the trainee from the VPCF Industry and Community Collaboration area of Engagement, to focus as a second level practitioner in the areas of Vocational Competence and Workforce Development, including:

- Implements approaches to build vocational competence; leading to industry credibility

- Designs training and other solutions to meet identified workforce development needs

Units of competency to be completed:

- TAEASS502 - Design and develop assessment tools
- TAELLN411 Address adult language, literacy and numeracy skills

This part of the traineeship could be run simultaneously with the Workplace Based Assessor (stage two – Stream one). Workplace Based Assessor would return to their enterprise, and return to this point in the traineeship if they wanted to continue working towards TAE40116 later.

After completing the units required for TAESS00011 Assessor Skill Set, RTO based trainees would move onto a job role writing assessment tools in the RTOs resource development department, under supervision of an Assessment Validator. If the Validator only holds TAE50216 Diploma of Training Design and Development, the Validator would not be able to assess the trainee for any of the TAE40116 units listed below.

The trainees would complete the requirements of the following units next in the program:

- TAEDES401 Design and develop learning programs
- TAEDEL402 Plan, organise and facilitate learning in the workplace

The trainees would then develop learning programs for individual units of competency incorporating formative and summative assessment activities from the RTOs approved assessment tools into the learning programs.

The trainees will then undertake a practical industry placement to deliver a training program the trainee developed to a learner group of at least eight individuals completing the requirements of:

- TAEDEL401 Plan, organise and deliver group-based learning.

Stage three - 3 months: Course Design

The final stage of the traineeship is the complete of the final unit working towards TAE40116:

- TAEDES402 Use training packages and accredited courses to meet client needs.

Trainees are required to:

- analyse a training package and/or accredited course, to examine its component parts, identify relevant qualifications and units of competency or modules, and contextualise those to meets the specific needs of one client
- demonstrate a minimum of two examples of analysing training specifications, including at least one training package; the other may be

another training package or an accredited course that meets a specific client need.

On completion of this unit, the trainee should have the skills and knowledge to provide a training and assessment strategy suitable for a submission to ASQA to have a course added to an RTOs scope, or identify an industry need currently not currently being met by a training package that could be developed into a Vocational Accredited Course (VAC).

RTOs are required (from the ASQAnet submission page) to submit training and assessment a strategy for each qualification and each different cohort for each qualification (TAS). A trainee would have to:

- Define the RTO's target client groups, and describe how it will deliver the training products to meet the clients' needs.
- Demonstrate how each strategy has been developed through effective consultation with industry.
- Define what a trainer and assessor needs to have to be considered "qualified" to deliver the training, which is what ASQA checks in the new audit model. To assess, you need to know what is done as an outcome, but to train, you must know how to do it as well, not just what is done, so more expertise is required. It would also be the time for an RTO to get a qualified person in to help, as you need them to develop the rest of the TAS.
- List all the physical resources and equipment needed to deliver the training, which is why you need an expert involved. Std 4.1lii "*an RTO does not guarantee that a training product can be completed in a manner which does not meet the requirements of Clause 1.1 and 1.2* (the TAS). So, if candidate's assessment tasks require resources not on this list, and you don't provide it or tell them they need it before they enrol, it can be (and has been) a source for complaints. This is also the time an RTO will get an indication as to the financial viability of running the course.
- Now trainees know what to train, they can work out how to assess it, so trainees can start writing your assessment tools. ASQA would also like to see a sample of assessments and resources to risk assess the quality of training you intend to provide why applying to have a course added to the RTOs scope.

Trainees would be able to get a lot of RPL for this unit if they are already doing training in a workplace, and receive credit transfer for the skill sets completed to quickly complete the course. This will allow trainees to focus on and gain experience developing courses fit for purpose for their current organisation.

The trainee has now completed all the Units of Competency required to issue TAE40116 Certificate IV in Training and Assessment.

CASE STUDY 2

RTO CEO CAREER PATHWAY

The program is designed to develop the skills and knowledge required to work up from an entry level office or marketing agent job role, up to and including the role of a high managerial agent, including roles as compliance officers, compliance or administration manager, and RTO CEO.

BSB30415 - Certificate III in Business (RTO) Administration

This traineeship has been developed to provide a contextualised business administration course for entry level employees into the training industry. The focus of the course is to develop the skills required to use software programs used by office administration staff and skills to train others (including RTOs students) in the use of the technology, with additional knowledge of the requirements to use this technology effectively as part of training and assessment programs.

The course will be a "Training" stream of BSB30415 Certificate III in Business Administration, with the TAESS00013 Enterprise Trainer - Mentoring Skill Set and TAEASS402 Assess competence inserted as essential elective units.

The addition of the TAE skill set would be the primary contextualisation to the training industry, and this would allow Marketing agents and RTO administration staff to train student in the effective use of technology as a support service. This could include help with writing skills required to complete assessments through the selection of units from the BSB packages, such as BSBWRT301 Write simple documents.

Further contextualisation is achieved by selection units relating to administrative requirements of trainers that also relate to the RTO business administration field of work.

The addition of the TAE units would extend the contextualisation into the sales and marketing requirements of RTO management. This allows marketing agents and RTO enrolment staff a better understanding of what is required to complete a course, and allow prospective students to bet better informed about the requirements of the courses before enrolment (specifically clause 4.1l and 5.1 SRTOs 2015).

The units selected under the packaging rules for BSB30415 Certificate III in Business Administration (training) are:

Cores:

BSB30415 - Certificate III in Business Administration core units:

BSBITU307 Develop keyboarding speed and accuracy
BSBWHS201 Contribute to health and safety of self and others

TAE units (imported under packaging rules):

TAEASS402 Assess competence
TAEDEL301 - Provide work skill instruction
TAEDEL404 - Mentor in the workplace

Group A electives:

BSBADM307 Organise schedules (training plans)
BSBITU302 Create electronic presentations (training presentations)
BSBITU303 Design and produce text documents (learner guides)
BSBITU304 Produce spreadsheets (numeracy skills)
BSBITU306 Design and produce business documents (reading skills)
BSBITU309 Produce desktop published documents (marketing skills)
BSBWRT301 Write simple documents (Assessment tasks)

Group B:

BSBWOR301 Organise personal work priorities and development (course advisors)

BSBTBC Certificate IV in Business (RTO training and assessment compliance)

Qualification Description

This qualification is suited to those working as compliance officers within an RTOs compliance department, or as those supervising training and assessment practices delivered on behalf of an RTO. In these roles, individuals use well-developed skills and a broad knowledge base to apply solutions to a defined range of unpredictable problems and analyse information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication

Packaging Rules

Total number of units = 10

3 core unit plus

7 elective units, of which:

5 elective units must be selected from the elective units listed in group A below

2 elective units may be selected from the elective units listed below, or any currently endorsed Training Package or accredited course at the same qualification level

if not listed below, 1 unit may be selected from either a Certificate III or Diploma qualification.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

Core Units

BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements
BSBAUD402 Participate in a quality audit
TAEASS403 Participate in assessment validation

Elective Units

Group A

BSBADM405 Organise meetings
BSBINN301 Promote innovation in a team environment
BSBIPR401 Use and respect copyright
BSBITU401 Design and develop complex text documents
BSBLED401 Develop teams and individuals
BSBPMG522 Undertake project work
BSBRKG402 Provide information from and about records
BSBRES401 Analyse and present research information
BSBRSK401 Identify risk and apply risk management processes

Group B

BSBADM409 Coordinate business resources
BSBCUS401 Coordinate implementation of customer service strategies
BSBCUS402 Address customer needs
BSBCUS403 Implement customer service standards
BSBCMM401 Make a presentation
BSBCON401 Work effectively in a business continuity context
BSBEBU401 Review and maintain a website
BSBFIA402 Report on financial activity
BSBIPR402 Protect and use new inventions and innovations
BSBIPR403 Protect and use brands and business identity
BSBIPR404 Protect and use innovative designs
BSBIPR405 Protect and use intangible assets in small business
BSBITA401 Design databases
BSBITS401 Maintain business technology
BSBITU402 Develop and use complex spreadsheets
BSBITU404 Produce complex desktop published documents
BSBMKG413 Promote products and services
BSBMKG414 Undertake marketing activities
BSBREL401 Establish networks
BSBSUS401 Implement and monitor environmentally sustainable work practices

BSBWRT401 Write complex documents

BSB4TBC Certificate IV in Business (RTO Administration compliance)

Qualification Description

This qualification is suited to those working as compliance officers within an RTOs compliance department, or those supervising administration and marketing practices on behalf of an RTO. In these roles, individuals use well-developed skills and a broad knowledge base to apply solutions to a defined range of unpredictable problems and analyse information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.

Entry Requirements

Nil

Packaging Rules

Total number of units = 10
3 core unit plus
7 elective units, of which:

5 elective units must be selected from the elective units listed in group A below

2 elective units may be selected from the elective units listed below, or any currently endorsed Training Package or accredited course at the same qualification level

if not listed below, 1 unit may be selected from either a Certificate III or Diploma qualification.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

Core Units

BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements
BSBAUD402 Participate in a quality audit
BSBRSK401 Identify risk and apply risk management processes

Elective Units

Group A

BSBADM409 Coordinate business resources
BSBCUS403 Implement customer service standards
BSBFIA402 Report on financial activity
BSBIPR403 Protect and use brands and business identity

BSBITS401 Maintain business technology
BSBITU402 Develop and use complex spreadsheets
BSBMKG413 Promote products and services
BSBRKG402 Provide information from and about records
BSBRES401 Analyse and present research information
BSBWRT401 Write complex documents

Group B

BSBADM405 Organise meetings
BSBCMM401 Make a presentation
BSBCUS401 Coordinate implementation of customer service strategies
BSBCUS402 Address customer needs
BSBCON401 Work effectively in a business continuity context
BSBEBU401 Review and maintain a website
BSBINN301 Promote innovation in a team environment
BSBIPR401 Use and respect copyright
BSBIPR402 Protect and use new inventions and innovations
BSBIPR404 Protect and use innovative designs
BSBIPR405 Protect and use intangible assets in small business
BSBITA401 Design databases
BSBITU401 Design and develop complex text documents
BSBITU404 Produce complex desktop published documents
BSBLED401 Develop teams and individuals
BSBMKG414 Undertake marketing activities
BSBPMG522 Undertake project work
BSBREL401 Establish networks
BSBSUS401 Implement and monitor environmentally sustainable work practices

BSB51915 Diploma of Leadership and Management (RTO compliance)

Qualification Description

This qualification reflects the role of individuals who apply knowledge, practical skills and experience in leadership and management of a Registered Training Organisation (RTO). The qualification cover integration of the standards for RTOs (2015) in a business context, so is suitable for RTOs CEO's who many not have extensive experience in the VET sector.

Individuals at this level display initiative and judgement in planning, organising, implementing and monitoring their own workload and the workload of others. They use communication skills to support individuals and teams to meet fit and proper person requirements for managerial agents.

They plan, design, apply and evaluate solutions to unpredictable problems, and identify, analyse and synthesise information from a variety of sources.

Licensing/Regulatory Information
No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

Total number of units = 12

4 core units plus
8 elective units, of which:
4 elective units must be selected from Group A
up to 4 may be additional units from Group A or Group B

if not listed below, up to 2 electives may be from Diploma or above in the Business Services Training Package

if not listed below, 1 elective unit may be from any currently endorsed Training Package or accredited course at Diploma level.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome. (relevant standard for RTOs noted next to each unit)

Core Units

BSBLDR501 Develop and use emotional intelligence (7.1b)
BSBMGT517 Manage operational plan (1.1 to 1.4, 1.26-1.27, 8.5)
BSBLDR502 Lead and manage effective workplace relationships (1.5 – 1.7)
BSBWOR502 Lead and manage team effectiveness (1.13 – 1.20)

Elective Units

Group A

BSBFIM501 Manage budgets and financial plans (7.2-7.4)
BSBLDR503 Communicate with influence (4.1, 8.6)
BSBMGT516 Facilitate continuous improvement (1.9 to 1.11)
BSBMGT518 Develop organisation policy (5.1 to 5.4)
BSBMGT519 Incorporate digital solutions into plans and practices (3.1 to 3.6)

Group B

BSBCOM503 Develop processes for the management of breaches in compliance requirements (6.1 to 6.6, 7.1a, 8.1, 8.3-8.4)
BSBLED501 Develop a workplace learning environment (1.8, 1.21 to 1.24)
BSBMGT521 Plan, implement and review a quality assurance program (2.1 to 2.4, 8.2)

CASE STUDY 3 – PARENTS RETURNING TO WORK

Consultation with learning and development professionals has already identified using emotional intelligence to build better workplace relationships increased productivity. We have also identified the following possible organisational and community benefits from a training program using tools and techniques from existing parenting programs, including:

- People without children gain self-awareness to identify "child-like" behaviours that may trigger reactions from parents at their workplace, particularly sub-conscious reactions from Parents experiencing difficulties with their own children
- Adapt the strange situation test to be used by HR professionals to identify adult attachment styles as an indicator of the needs of new employees to lower stress and increase the effectiveness of induction and training
- Incorporate recognition of prior learning for skills and knowledge requirements of units of competency for qualifications for participants that have previously completed Circle of Security parenting course(s), who may already be "hard-wired" to think like a project manager, to transition skills into a workplace relationship context
- Introduce participants of the leadership program to tools, techniques and concepts to manage attachment needs that can also be used in a family and community context, and related options for further work opportunities as part of a career/life pathway (under Centrelink obligations for parents with school aged children)
- Education on acceptance of neurodiversity and recognizing unconscious bias to create more employment opportunities, focusing on the strengths of individuals in specific roles using empathy and needs based problem solving to overcome potential issues
- Encourage thinking required to develop neuropathways to facilitate the implementation of a more introverted and empathic (concern) leadership style desired by modern organisations. It has similarities with popular leadership requirements as promoted by Simon Sinek and the "servant leadership" style characteristics often used by projects managers.

The parenting courses undertake as part of the industry engagement mapped to the requirements of 3 Diploma level units, core units of the diploma of leadership and management:

- BSBLDR501 Develop and use emotional intelligence
- BSBLDR502 Lead and manage effective workplace relationships
- BSBWOR502 Lead and manage team effectiveness

Validation that training mapped in a community context from a worldwide parenting program was confirmed by the University professor who is also the parenting program director, and a leading child psychologist who consults to RTO also had an online training course mapped to the requirements of all three units.

RTO Course brochure, RTO name removed

Returning to work?

Line Manager Skills

LINE MANAGER SKILLS

Course Description

Are you a Mum looking at getting back into the workforce?

Are you concerned about having 'lost your place'?

Feeling like you don't have current / relevant experience or skills?

Wondering what employers are looking for …. and if you have it?

Lacking confidence in your own abilities?

What you may not realise is ……

You may already have a competitive advantage!

This Line Manager's Skills course is specifically designed to show how the skills you have learned as a parent are relevant to the skills that many employers look for in their staff.

You can gain the confidence back in your abilities as you see that you are practising many skills relevant to the workforce on a daily basis.

You will also learn about job descriptions, which will help you apply for a job, and know how the skills listed relate to a prospective employer's requirements.

In some cases, we can help you get back into the workforce to a better-paying and more flexible job than you had before taking time out to raise a family ……

Sounds good doesn't it?

Let us help you make being a parent an ADVANTAGE in the workplace – read on for further details.

Career Pathways

This course has no formal entry requirements, however the preferred pathways for candidates include:

- Lower level formal training in a business related field
- Vocational experience but without formal supervision or management qualification
- Experience in the organisation of activities as a volunteer for a charity or sporting organisation, or as a carer

Possible career outcomes (and further study options) after completing the units of competency may include:

- Department trainer (TAESS00014 - Enterprise Trainer-Presenting Skill Set)
- Workplace trainer and assessor (TAE40116 - Certificate IV in Training and Assessment)
- Department manager (completion of BSB51915 - Diploma of Leadership and Management)

- Learning and development manager (BSB50615 - Diploma of Human Resources Management)
- Project manager (BSB51415 - Diploma of Project Management)
- General manager/business owner (BSB50215 - Diploma of Business)

Course Delivery

Training and assessment will be conducted using a blended delivery model to cater for individual learning styles, which includes on-line activities, audio files linked to writing activities, face to face workshops and group activities, and self-guided activities using appropriate technology.

The three (3) units of competency to be delivered as part of this program are:

- BSBLDR501 Develop and use emotional intelligence
- BSBLDR502 Lead and manage effective workplace relationships
- BSBWOR502 Lead and manage team effectiveness

Each learner will be assigned a mentor, who will provide individual attention and support to assist learners to progress through the course in addition to the group workshops and learning resources provided. The mentor will be able to contextualise assessments to a specific industry to improve the employment outcome options.

Participants must have access to the following in order to complete their studies:

- Personal Computer or laptop with Internet
- Microsoft Office with Word, Excel, PowerPoint programs
- Adobe Acrobat Reader
- Email

Course Progression

Course progression will be monitored as candidates complete the following activities:

1. Online activities, receiving a certificate of completion for this part of the course, to give all learners an understanding of concepts, tools and techniques to be used throughout the course, and will also provide some answer for questions in the first assessment.
2. Complete the first assessment using information contained in the Audio files provided, with the assistance of the mentor if required, and submit the first assessment alone with your certificate of completion for the online course
3. Once your first assessment is complete, learners will attend a workshop where additional learning resources will be provided, and undertake the group assessments required as part of the course.
4. After the workshop, learners will continue to complete the assessments under the guidance of the mentor
5. A follow up tutoring session will be arranged by your mentor to complete team activities, and learners can seek assistance with the final assessments

6. Learners will complete the final assessments to receive the statement of attainment for the course

The course program is designed to be completed in a 10-week period, however learners who are unable to attend the workshop scheduled for their intake will have to attend a later session. As these sessions will be subject to availability, learners may be given up to 6 months to complete the course.

Just want to return to work?

You don't have to be looking for a management position to benefit from this course. While you may learn what managers should be doing, you also learn what employers want in all their staff. If you know what employers are looking for, it can give you more confidence to perform better in an interview, help get the job you want, and get your foot in the door. What you do next is up to you!

Do you already have skills?

If you think you need training, get it for the skills that you DON'T already have. You can get recognition for skills used while volunteering for a community or sporting group. Think outside of a workplace; Just by completing this form you are on your way to a couple from Section 1; have kids, been networking, or even been on any dates lately… have a look in section 2; And as a parent, you may only need to be shown how to apply points 4 and 5 in section 3…. Wouldn't you do points 1 to 3 in section 3 every day with your family?

Tick the boxes below you feel comfortable with, and we'll work with you on the rest: (see CSfW application guidebook).

Section 1 - Navigate the World of Work	Section 2 - Interact with others	Section 3 - Get the work done, grouped in project management process
Manage career and work life ☐ Identifying work options ☐ Gaining work ☐ Developing relevant skills and knowledge **Work with roles, rights and protocols** ☐ Working within roles and responsibilities ☐ Operating within legal rights responsibilities ☐ Recognising and responding to protocols	**Communicate for work** ☐ Recognising communication systems, practice and protocols ☐ Speaking and listening ☐ Understanding, interpreting and acting ☐ Getting the message across **Connect and work with others** ☐ Understanding yourself ☐ Building rapport ☐ Cooperate and collaborating **Recognise and utilise diverse perspectives** ☐ Recognising different perspectives ☐ Responding to and utilising diverse perspectives ☐ Managing conflict	1. Plan and organise 2. Make decisions 3. Identify and solve problems 4. Create and innovate 5. Work in a digital world **Identifying Processes** ☐ Planning and organising workload and commitments (1) ☐ Identifying problems (3) ☐ Generating ideas (4) **Analysing Processes** ☐ Establishing decision making scope (2) ☐ Applying decision-making processes (2) ☐ Recognising opportunities to develop and apply new ideas (4) ☐ Accessing, organising and presenting information (5) ☐ Selecting ideas for implementation (4) **Implementation Processes** ☐ Planning and implementing tasks (1) ☐ Using digitally based technologies and systems (5) ☐ Connecting with others (5) **Monitoring and Controlling Processes** ☐ Applying problem-solving processes (3) ☐ Managing risk (5) **Review Processes** ☐ Reviewing impact (2) ☐ Reviewing outcomes (3)

CASE STUDY 4 – QLD "BACK TO WORK" FUNDING FOR SMALL BUSINESS EMPLOYERS

The Back to Work – South East Queensland (Back to Work SEQ) program is a $27.5 million initiative designed to give businesses the confidence to employ long-term unemployed, unemployed youth (aged 15-24 years) and mature aged workers (aged 55 years or over) in South East Queensland.

Payments are made directly to the eligible employer, in three parts:

- Initial payment of $4,5001 after four weeks of continuous employment and approval of the initial payment application.
- Second payment of $5,2501 after 26 weeks of continuous employment with the same employer and approval of the second payment claim.
- Final payment of $5,2501 on completion of 52 weeks of continuous employment with the same employer and approval of the final payment claim.

This program requires learners to be employed by a small business owner (at least part time), and the OZ VA network trains the employee how to do the tasks largely being done by overseas virtual assistants for small businesses.

The intent is to "reshore" jobs going overseas, and it is cost competitive as the program teaches the most efficient use of the software used by virtual assistants. Graduate's outputs are achieved on average more than 3 times faster than on overseas VA, so a VA on $8-10 per hour from overseas is likely to be costing a small business over $30 per hour for the same output.

The course was developed by consulting Australia's first Not for Profit Association for Virtual Assistants and Virtual Business, and the units for the qualification were selected by mapping the industry skills requirements to evidence requirements for units from the Certificate iii in Business.

Research uncovered Communication issues and cultural differences, plus turnover of VA staff are also major issues that take up small business owners time, and increase the time take to complete task further as "slack" needs to be factored in to quotes, so "minimum hours" contract are common place (10 to 15 hours minimum hours for what may take a local VA 3-5 hours to complete).

The following 4-week course is designed to be delivered to small business employees as individual skills sets, or a as complete course working towards BSB30115 - Certificate III in Business.

The focus of the training is to get proficient skills to secure employment, and the issuing of the qualification is secondary to this and would be completed after the course through supplying evidence for RPL to for an RTO to issue the qualification.

The reduced timeframe of the course is achieved by identifying and recognising the CSfW gained in a community work context (specifically as a parent), and the

focus is on training to use the tools, techniques and technology required to know how to proficiently use these skills in a workplace to an acceptable industry benchmark.

The training package states what has to be demonstrated, not how the activity is to be undertaken (this is determined by the industry), so the training provided is above this minimum standard to provide a higher quality outcome for employers

The 4-week program outline is listed below, however, skills developed in each session are used in later sessions. It is recommended that learners complete the full 4 weeks in the instructional design order listed below to ensure learners have the knowledge of current industry best practice required to complete the tasks in later activities in the course.

This may affect the learner's ability to gain proficiency in the course and have an impact on the reputation of the organisation, and a certificate of completion for the course will not be issues if the trainer feels a learner is not proficient to the accepted industry benchmark.

Trainees are not enrolled with an RTO during the program, however if they choose to obtain BSB30115 - Certificate III in Business, evidence is collected by industry experts to cover the requirements of each unit and can be provided to an RTO of the trainee's choosing on application for RPL. We have consulted RTOs as preferred suppliers who have qualified assessor for the unit to streamline the process.

This program may also be suited for other funded training, for example QLD cert III guarantee, however the TAS requires access to a real-world business as a condition of enrolment as completion the tasks in a simulated business does not yield the proficiency required by small business owners.

1. Support services available to improve skills, and networking to make business connections
    - BSBREL401 Establish networks
    - Job network
    - Meetup groups
    - BSBWOR301 Organise personal work priorities and development
    - MS Outlook/Gmail for email communication and to time management
    - Core Skills for Work checklist
    - Job ads – desired and essential skills

1. MS word for resume copywriting skills
    - BSBITU303 Design and produce text documents
    - Writing blogs and marketing copy
    - BSBITU306 Design and produce business documents,
    - Templates and styles for work documents, including eBooks and flyers
    - BSBINM301 Organise workplace information
    - Google drive/drop box,
    - creating marketing and product education videos

2. Facebook advertising: writing ads, sales lead generation, appointment setting to warm leads, and "boosting posts" to specific audiences, and now how you can also make sales from Instagram
   - BSBPRO301 Recommend products and services
   - Writing ad copy using templates, gaining testimonials from clients
   - Website copy, creating landing pages
   - BSBSMB301 Investigate micro business opportunities
   - Facebook audience insights
   - Boosting posts and results
   - Sales funnels/lead generation
   - Auto responders, social media marketing

3. Using internet based "cloud" software and data storage, including Xero accounting software for data entry and producing reports
   - BSBFIA301 Maintain financial records,
   - BSBPUR301 Purchase goods and services
   - BSBITU305 Conduct online transactions
   - Including WordPress website shopping carts maintenance

4. Other Software to automate key business functions to save time and money
   - BSBSMB306 Plan a home-based business
   - Home office setup requirements
   - Mobile office requirements
   - Other software and technology
   - RTMS task monitoring system
   - BSBWHS302 Apply knowledge of WHS legislation in the workplace
   - Guide to WHS act
   - hazard identification and mitigation

Program Promotion

This flyer was produces in MS Word as an example for BSBITU306 Design and produce business documents for small business owners to see the quality of documents product by trainees during the course. course is completed.