

Building EYSAC Capability for Trainees Project

Webinar 1: The Training Package

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The VET Regulatory Architecture

- The national training system: Vocational Education and Training (VET) qualifications have been developed with the specific goal of preparing people with skills for work
- VET is designed to help people to join or re-join the workforce, move into a new career or gain additional skills in their existing career.
- VET is sector/industry-focused
- Achieving quality in the VET system is a shared responsibility that is regulated (ASQA, VRQA, TAC)
- Training packages are reviewed to ensure quality and relevance.
- Industry Reference Committees (IRCs) ensure that there is sector engagement at the centre of training package development. For education and care, there is a 'Children's Education and Care' IRC, comprising of sector representatives.

What is a Training Package?

- Training packages specify the skills and knowledge necessary to perform effectively in the workplace.
- They are detailed in 'units of competency' and also describe how these units can be encompassed into nationally recognised qualifications that are aligned to the Australian Qualifications Framework (AQF).
- Training packages consist of 'endorsed components of the training package' (units of competency, assessment requirements, qualifications, credit arrangements) and 'quality assured components of the training package' (implementation guide, learning strategies guide, assessment strategies guide, knowledge guide, foundation skills guide, work placement guide).

- The education and care training package currently delivers the Certificate III in Early Childhood Education and Care and the Diploma of Early Childhood Education and Care
- RTOs use the training packages to help design their curriculum and/or learning and assessment methodology to assist the learners to demonstrate they have the skills and knowledge specified in the training packages.
- The training is tailored to the individual's needs and can be contextualized to the circumstances of a particular employer and/or the sector.
- RTOs are required to ensure that their assessment materials are mapped to the assessment and performance criteria **and this is one reason for workplace coaches to understand what's in each unit of competency in relation to the performance criteria and knowledge. This can give the workplace coach insight and prompt her/him to ask questions of the RTO – the how, what and why of what is being trained and assessed.**
- RTOs are responsible for assessing and for issuing a nationally recognised qualification.
- To see the units of competency and what's within them – go to www.training.gov.au
- Registered Training Organisations (RTOs) in Tasmania must be registered with ASQA.
- RTO delivery methods include face to face training, online, and blended learning.
- Assessment, including recognition of prior learning, needs to comply with the assessment requirements of the relevant training package, it's conducted in accordance with the principles of assessment and the rules of evidence. The RTO must gather a range of evidence of the learner's competence.
- **Workplace coaches can ask the RTO to see the training and assessment strategy.**
- The evidence is assessed to determine whether an individual can perform to the standard expected in the workplace as expressed in the relevant endorsed unit of competency or module.
- **For workplace coaches, understanding what's in a unit of competency, provides a insight into what the learner needs to demonstrate**
- Assessment of competency and judgement of evidence must be undertaken by a person who meets the specific requirements for an assessor (Training and Assessment qualified)
- Direct evidence (observed or witnessed) – observation of workforce performance, oral questioning, demonstration or a challenge test.
- Indirect evidence – evidence of work that can be reviewed or examined – finished products, written assessments or tests, or a portfolio of previous work performed.
- Some evidence of competency can be gathered by other people – supplementary evidence. This can include reports from supervisors, colleagues, testimonials from employers, work diaries and evidence of training
- Principles of Assessment – fairness, flexibility, valid, reliable
- Fairness – The individual learners needs are considered in the assessment process and where appropriate reasonable adjustments are applied by the RTO to take into account the individual learner's needs.
- The learner can challenge the result of the assessment and be reassessed if necessary.
- Flexibility – the assessment is flexible to the individual learner's needs and draw from a range of assessment methods.
- Valid – any assessment of the RTO must be justified based on evidence of the performance of the individual learner.
- Reliable – consistency of assessment across assessors.
- Rules of Evidence – valid, sufficient, authentic, current.

- On the job training and support – firsthand experience performing tasks, related to the role from a more experienced co-worker or supervisor
- Whose role is it to provide ‘on the job’ training (practice, support and role modelling)?
Workplace coaches are critical participants in on-the-job training. The attributes needed are
 1. **good communication skills**
 2. **patience**
 3. **emotional intelligence and empathy**
 4. **willingness to share knowledge**
 5. **willingness to seek knowledge (as a workplace coach)**
- ANPs are a good source of information about trainees.
- Obligations (a training contract is a legal document)