

<b>POLICY:</b>	<b>TRAINING DESIGN DELIVERY</b>
<b>NVR Ref:</b>	<b>Standard 1</b>
<b>IBI Ref:</b>	<b>IBI-1-T 1</b>
<b>Purpose</b>	This Policy and Procedure ensures that structured training at the Institute is designed to produce outcomes that meet the needs of both the client and the regulatory authorities Australian Skills and Quality Authority (ASQA)
<b>Scope</b>	This Policy and Procedure applies to the design and development of all structured training programs offered by the Institute.
<b>Responsibilities</b>	<p>Responsibility for the design of structured training rests jointly with the CEO and the trainers involved in the development of the researches.</p> <p>Responsibility for the delivery of training rests with the trainer.</p>

PROCEDURE:	TRAINING DESIGN DELIVERY
NVR Ref:	Standard 1
IBI Ref:	IBI-1-T 1
Action/Method	<p><b>Identifying Appropriately Skilled Staff</b></p> <ul style="list-style-type: none"> <li>Identify staff with the most appropriate skills and knowledge for the program.</li> </ul> <p><b>Determining Training Needs</b></p> <ul style="list-style-type: none"> <li>Consult within the organisation and industry to ascertain what related skills exist, what training already exists, literacy levels, and potential number of people in the target group.</li> <li>Identify the gap in the skills base.</li> <li>Professional Recognition &amp; registration</li> <li>Common underlying learning outcomes</li> </ul> <p><b>Developing Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Analyse the required training and express in terms of Learning Outcomes and Assessment Criteria.</li> <li>Reference any relevant National Competency Standards.</li> </ul> <p><b>Identifying Training Criteria</b></p> <ul style="list-style-type: none"> <li>Is certification/registration required? If so, who will be the accrediting body?(ASQA)</li> <li>What access is there to existing formal training (consider shift arrangements, location)?</li> <li>What is the base level of literacy of the target group?</li> <li>Are there industry/national standards that must be addressed?</li> <li>What is the required training - a one-off event or does it need to integrate into a larger program?</li> <li>What timeframes exist?</li> <li>Are there any funding arrangements that could be accessed?</li> <li>Clustered or un-clustered design and/or delivery</li> </ul> <p><b>Designing the Training Program</b></p> <ul style="list-style-type: none"> <li>Determine whether Training designed should be based on a           <ul style="list-style-type: none"> <li>1. Un-clustered approach (single individual unit of competency)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ 2. Clustered approach (multiple units of competency)</li> </ul> <ul style="list-style-type: none"> <li>• Does a suitable unit or training package exist? If so, gather full details including a syllabus/competency standards document and delivery arrangements.</li> <li>• Can an existing unit be modified? If so, gather full details including a syllabus/competency standards document, and modify the Learning Outcomes and Assessment Criteria to suit.</li> <li>• Do new units need to be developed? If so, involve key 'experts' in the writing of the unit to current Standard and relevant Competency Standards.</li> <li>• Circulate the completed unit to other 'expert' people for comment and modification.</li> </ul> <p><b>Determining Delivery Arrangements</b></p> <ul style="list-style-type: none"> <li>• Determine whether Training is delivered is a             <ul style="list-style-type: none"> <li>○ 1. Un-clustered approach (single individual unit of competency)</li> <li>○ 2. Clustered approach (multiple units of competency)</li> </ul> </li> <li>• Seek course accreditation/recognition if required through the relevant Australian Skills Authority (ASQA).</li> <li>• Identify personnel and physical resource requirements, including prescribed qualifications and experience.</li> <li>• If required, instigate recruitment processes to meet the skills shortfalls within the Institute.</li> <li>• In addition to the Australian Quality Training Framework Standards, recruitment and selection related to specific training sectors will comply with any requirements imposed by the accrediting authorities and syllabus documentation.</li> <li>• Develop the training resources and verify these with other trainers before delivery.</li> <li>• Arrange venue and physical resources.</li> <li>• Identify and arrange any special requirements regarding access and equity.</li> </ul> <p><b>Delivering the Training Program</b></p> <ul style="list-style-type: none"> <li>• Trainers to be qualified both in training techniques and content (formal qualifications and suitable experience).</li> <li>• Enrol students.</li> <li>• Constantly monitor the progress of the training and modify strategy as required.</li> <li>• Provide students with written information relating to the course aims, learning outcomes, assessment criteria.</li> <li>• Record attendance on Course Role/ Training Plan.</li> <li>• Identify students that have specific learning difficulties / training needs and make any adjustments or extra support necessary on a per case basis.</li> <li>• Ensure that all Learning Outcomes are addressed.</li> </ul> <p><b>Assessing the Clients</b></p>
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	<ul style="list-style-type: none"> <li>• Assessment processes to be based on concepts outlined in TA Certificate IV in Training and Assessment (or equivalent).</li> <li>• Clients to be assessed on the basis of competent / not yet competent.</li> <li>• All performance criteria are to be assessed.</li> <li>• Details of assessment are to be documented.</li> <li>• Assessing the Course</li> <li>• Encourage students to complete a Student Feedback Questionnaire.</li> <li>• Management to review and validate the program:             <ul style="list-style-type: none"> <li>- Were the desired outcomes achieved?</li> <li>- What feedback (positive and negative) was received?</li> <li>- What changes should be made when the course is run again?</li> <li>- Were any non-conformances issued during the course? If so, review.</li> <li>- Were the objectives appropriate for the target group?</li> <li>- Were participants selected appropriately?</li> <li>- Were assessment methods and tools valid, reliable, sufficient and fair?</li> </ul> </li> </ul> <p><b>Documentation</b></p> <ul style="list-style-type: none"> <li>• Arrange the issue of certificates as per Standards for Registered Training Organisations (RTOs) 2015 using the student's Assessment Records for verification that competencies achieved.</li> <li>• Retain a copy of assessment results.</li> <li>• Delivery and Assessment Strategy (Training and Assessment Strategy)</li> </ul>
<p><b>References</b></p>	<ul style="list-style-type: none"> <li>• Student Evaluation of Teaching</li> <li>• Student Satisfaction Survey</li> <li>• Course Review</li> <li>• Issuing of Results – Procedure</li> </ul>
<p><b>Definitions</b></p>	<p><b>Agreed Program Delivery</b> means a document that contains all of the following information a. name and contact details of the RTO; b. title of qualification; c. competencies/modules to be obtained; d. scheduled hours for competencies to be obtained; e. timeframe for achieving competencies including the start date and end date of each competency; f. delivery modes to be used; g. assessment details and arrangements; h. party or parties responsible for the delivery and/or assessment of each competence; and i. record of RPL and Credit Transfer hours granted, as relevant.</p> <p><b>Clustering means the</b> process of grouping competencies into combinations which have meaning and purpose for learning, assessment or work related needs.</p> <p><b>Course Extension(s)</b> means the Course End Date has been extended to a date later in time than the original agreed Training Plan Course proposed End Date by Student request or as determined by IBI in the Student's best interests.</p> <p><b>Course Fee</b> means money received by IBI directly from a student or another person who pays the money on behalf of the student for a Course which the Institute provides or offers to provide.</p> <p><b>Course Withdrawal means</b> a Student is withdrawn from the Course due to either, a Student Request in writing, Failure of Student deemed by IBI not to be competent in a timely manner (NYC) and Failure of Student to consistently provide Evidence of Participation</p>

	<p><b>Evidence of Participation</b> means evidence that will be accepted for Government Funded  Students as outlined in Schedule 1, Clause 3.4 a, b, c, d, e, f, or g, of the 2012 Service Agreement.</p> <p><b>Full Fee</b> means non Government Funded students that pay a Course Fee.</p> <p><b>Government Course Fee or Tuition Fee</b> means the amount(s) that are equal to Delivered Training to an Eligible Individual (Student) based on the Victorian Purchasing Guide, hourly rate under the 2012 Service Agreement Skills for Victoria Program and supported by evidence of Evidence of Participation. (Tuition Fee Claims are structured so as to ensure consistency between the information recorded in a Student's Training Plan, IBI SMS and that included in Student Statistical Reports to the Skills Victoria Training System (SVTS)).</p> <p><b>Government Funded</b> means an eligible individuals which are funded by Higher Education and Skills Group (HESG) (formerly known as Skills Victoria) under this Schedule 2 of the Service Agreement.</p> <p><b>Service Agreement</b> means the 2013 Service Agreement - Victorian Training Guarantee Program. Higher Education and Skills Group (HESG) means <b>Victorian Government supports and facilitates access to training and tertiary education opportunities and are the Victorian Government's major funding source for skills training</b></p>
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## Review/ Amendment History

**Policy Approved by:** Chief Executive Officer

**Responsible Officer:** Chief Executive Officer

**Next Policy Review Date:** April 2017

Version	Date	Details
1.0	July 2014	Policy issued
2.0	Dec 2014	Updated to reflect Standards for Registered Training Organisations (RTOs) 2015
3.0	April 2015	Updated to reflect NVR 2015 Standards
4.0	April 2016	No material changes