



8-9 APRIL 2014

interchange

OVERVIEW

- Setting the scene
- Working the national VET sector
- The process for developing national training curriculum
- What we learned from this process

Setting the scene

- Strategies for developing skilled workforce

(Smith et al. 2012: 12).

- VET as one for of learning management system

(Australian Workforce and Productivity Agency 2013)

Australian VET sector

- Nationally recognised qualifications
- Registered Training Organisations
- Australian Quality Training Framework
- Training Packages
 - Units of competency
 - Assessment requirements
 - Qualifications
 - Credit and implementation arrangements

Developing the national curriculum

- Stage 1: Planning and negotiating the development of the training resources
- Stage 2: Developing the learning and assessment resources
- Stage 3: Validating the learning and assessment resources

Planning

- Proactive evaluation using the ED²O Evaluation framework (Environment, Design and Delivery, Outcomes)
- Engagement of TLISC and Instructional Designer
- Selection of units of competence

The Units

Track examination

- Examine track infrastructure

- Visually examine track infrastructure

Track maintenance

- Check and repair points and crossing

- Check and repair track geometry

- Implement track maintenance and construction

The Units (cont'd)

- Track construction
 - Check and repair track geometry
 - Implement track maintenance and construction
 - Read and interpret plans and specifications
- Core
 - Carry out measurements and calculations
 - Conduct workplace information briefings
 - Use communication systems
 - Implement and monitor OH & S procedures
 - Apply quality systems

Development

1. Developing an overall plan for the project
2. Identifying Subject Matter Experts to develop the content of the resources
3. Developing and reviewing the first draft of the
4. Reviewing draft materials and incorporating feedback into a second draft of the resources
5. Seeking an audit of the draft materials with an independent Australian Quality Training Framework Auditor
6. Seeking further feedback on a second draft of the materials from the Project Steering Committee and key stakeholders
7. Incorporating this feedback into a final draft of the resources
8. Conducting a validation exercise with a sample of the resources with selected rail organisations
9. Editing and formatting the final draft resources
10. Signing off and release of the completed materials.

The materials

- **Participant Guide**

An introduction; the learning tasks that assist the learner/employee to develop the knowledge and skills needed to demonstrate competency; the unit of competency that is the focus of the learning resources and a glossary of terms used in the learning resource.

- **Participant Assessment Workbook**

Details of the scope of the assessment tool with the assessment tasks mapped against the relevant elements from the unit of competency; a series of assessment tasks which includes tasks that must be demonstrated in the workplace and questions which allow the learner/employee to demonstrate their knowledge that underpins their performance and a form for Assessor details and feedback to be recorded for the learner/employee.

- **RTO/Facilitator Guide**

Details of each learning task (purpose, instructions for the facilitator, resources and an outline of the knowledge and skills to be covered in the learning process; assessment tools and marking guidelines; resources to assist with mapping learning and to record evidence; information on the use of third party reports; and information on recording final results.

<http://resources.tlisc.org.au/>

Reflections

- The VET sector can support learning management systems in Rail Organisations
- The VET sector alone cannot afford resources for enterprises to use without the development of a sound knowledge base which can guide decision making
- Development needs to be facilitated by VET sector experts and industry 'champions'
- Challenges – costs in terms of dollars and time

References

Australian Workforce and Productivity Agency (2013). *Future Focus. 2013 National Workforce Development Strategy.*

<http://www.awpa.gov.au/our-work/national-workforce-development-strategy/2013-workforce-development-strategy/Documents/FutureFocus2013NWDS.pdf> [accessed 21/2/14].

Smith, E, Pickersgill, R, Smith, A & Rushbrook, P (2005). *Enterprises' commitment to nationally recognised training for existing workers.* Adelaide: National Centre for Vocational Education Research.