Draft Practice Guide
Training

(Standards 1.1, 1.2)

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Published 17 December 2024

Outcome Standards for Registered Training Organisations

Quality Area 1 – Training and Assessment

What are the key concepts?

The following key concepts are covered in this practice guide:

Standard 1.1	Standard 1.2
• Training product requirements • Mode of delivery, structure and pacing • Condensed courses • Clustering • Training techniques • Work placements	• Identifying and engaging industry, employer and/or community representatives • Frequency of engagement • Using feedback

Achieving these Standards in practice

The following table lists examples of activities that may demonstrate compliance with the Standards, as well as risks to avoid. These examples are <u>not</u> a complete list of every activity or risk, nor do all the activities listed need to be completed to achieve compliance. Rather, they are a guide and should be considered within the context, size, scale and student cohorts of your RTO's operations.

Standard 1.1: Training is engaging and well-structured and enables VET Students to attain skills and knowledge consistent with the training product.	
Performance indicators	**Example activities and considerations for compliance**
The RTO demonstrates: a. training is consistent with the requirements of the training product b. the mode(s) of delivery enable VET Students to attain skills and knowledge consistent with the training product c. training is structured and paced to support VET Students to progress, providing sufficient time for instruction, practice,	• You can demonstrate that your training is consistent with the training product requirements as outlined on the National Register, such as meeting packaging rules and any pre-requisite requirements. • You can explain how your chosen mode of delivery (e.g. face-to-face, e-learning, workplace or blended methods) is appropriate for the skills and knowledge being delivered and has been considered against student needs. • You can demonstrate that your delivery structure and pacing has been designed in the context of your student cohort, the complexity of skills and knowledge to be acquired, resources available and industry expectations. • You provide students with sufficient opportunity to reflect on and absorb the knowledge, to practice their skills in different contexts and to apply them in varied 'real world' environments

feedback and assessment d. training techniques, activities and resources engage VET Students and support their understanding e. where the training product requires work-integrated learning, work placements or other community-based learning, necessary skills and knowledge are able to be attained in that environment.	before they are assessed. • The time set to complete a course can be justified in terms of how it enables students to achieve the required depth and breadth of knowledge and skills to meet competency requirements. • Where you are delivering similar or complementary units at the same time and have decided upon 'clustering', you have documented your rationale before proceeding. • You can demonstrate how students have sufficient time allocated to accessing relevant and required resources to support the training material. • You can demonstrate that you incorporate relevant and appropriate techniques, activities and resources in your training to engage students and support their understanding. • You can demonstrate that any work-integrated learning, work placements or other community-based learning has been incorporated in the training delivery at appropriate times to support and develop student's skills and knowledge. • You can demonstrate how you ensure environments for work-integrated learning, work placements or other community-based learning will enable students to gain the experience to develop required skills and knowledge.
	Known risks to quality outcomes

	• Assuming each student has the same skills, experience and learning style and applying an approach that does not take account of the student cohort, learning environment and training product requirements when designing and developing training.
	
	• Failing to have sufficient regard to particular industry licencing requirements in designing training.
	
	• Insufficient assurance that online training is delivering intended outcomes including assurance of:
	   o compliance with the training product when that requires skills to be attained in a physical environment
	   o the effectiveness of practical skill development for high-risk courses
	   o appropriate assessment of practical skills to translate to real-world capabilities.
	   o online learning content to ensure it is not condensed or diluted compromising the depth and quality of learning.
	   o sufficient personalised support and interactive guidance critical for effective learning
	
	• Failing to review your design and delivery of training after cohorts have completed the course, and missing opportunities to incorporate any lessons learnt and continuously improve
	
	• Accelerating or shortening the training without allowing students sufficient time for skill development and knowledge application.

Standard 1.2: Effective engagement with industry, employer and/or community representatives informs the industry relevance of the training.	
Performance indicators	**Example activities and considerations for compliance**
The RTO demonstrates: a. how it identifies relevant industry, employer and/or community representatives and seeks meaningful advice and feedback from those representatives	• You have processes in place to identify and routinely review the industry, employer and/or community representatives you engage with to ensure they are effective and appropriate to business needs. • You can show how you engage with a diverse range of industry, employer and/or community representatives to verify that training and assessment is reflective of broad industry practice. This will vary depending on, for example:

b. it uses the advice and feedback to inform changes to training strategies and practices c. training reflects current industry practice.	- the type and complexity of training you deliver - licencing, accreditation and legislative requirements within the industry - the structure and size of the industry. • You can show how training delivery is informed and continuously improved by direct and ongoing industry engagement – for example, in response to industry innovation, regulatory changes or emerging local skill needs. • You can demonstrate how this informs your approach for example to: - offering the qualification, course or skill set that will best meet the skill and knowledge needs of industry, employers and the community - structuring the most relevant electives for the training (in accordance with any training product packaging rules) - validating foundational skill and course entry requirements - verifying the skills and knowledge required by your trainers and assessors - determining the appropriate mode of delivery, training techniques and activities - establishing the amount of training necessary to ensure students sufficiently develop skills to an industry standard - implementing your assessment strategies, resources and practices in line with industry standards.	

Known risks to quality outcomes
• Relying on a generic template strategy that is insufficient to support real engagement with industry, employer or community groups • Single point in time contact with an industry representative to 'sign off' without any broader consultation or engagement does not demonstrate a commitment to meaningful advice and feedback • Failing to ensure that your engagement is sufficient and timely to capture current industry practices in evolving industries. • Not systematically incorporating learning from the feedback received to review and amend training strategies and practices.

Self-assurance questions

1	How do you know your training design and delivery is fit-for-purpose and consistent with the requirements of the training product?
2	How do you identify relevant industry, employer and/or community representatives and engage with them to ensure your training reflects current industry requirements, expectations and practice?
3	What has informed your understanding that the structure and pacing of training allows students to achieve the outcomes set out in the training product? How do you adjust this for different student cohorts?
4	How do you know trainers are appropriately skilled, qualified and resourced to deliver training in an effective and engaging way?
5	How do you monitor industry, employer and/or community representatives and student feedback and use this to inform improvements to training design and delivery?
6	How do you monitor whether work placements provide students with sufficient opportunity to gain the necessary industry-relevant skills and knowledge?