

Guidelines for Trainers

Policy:

This policy outlines the trainer responsibilities.

Procedure – How this is done:

At the beginning of the year you will be issued with an updated timeline of requirements for the year. (see attached)

At the end of the year you will need a folder for each subject with the following:

1. Competency standard – this is the curriculum document that informs you what skills and knowledge need to be taught.
2. Attendance Sheet
3. Term Planner or session plans if you prefer – This is your road map to how you are going to deliver and assess the unit.
4. The learning material – this is the material you use to teach the skills and knowledge (DEST-Resource Generator useful)
5. Assessment tools – the tools that enable you to make the decision – is the participant competent or not yet competent.
6. Continuous improvement data sheet – to be completed each year.
7. Industry skills council/s
8. Some samples of students work – one or two assessments form a range of what you deliver.

REMEMBER: this is an audit trail and the auditor will want you to show:

- The document you are teaching from – which must match the nationally accredited program *training.gov.au*
- Who complete the unit – which must match the RTO enrolment data
- When and what you taught and assessed – which must align to the competency standards
- The assessment (samples required) – which must meet the rules of evidence ie:
 - A valid, authentic, consistent, sufficient, current, reliable
- Evidence of continuous improvement. (policy and procedure folder contains *hard copy samples*)

Berendale School RTO Timeline Sample**February**

- commence assessment validations
- enroll new students in Vettrak
- provide new trainers with position description
- organise supervision timetable with trainers without Cert IV
- provide trainers with VET trainer requirements information documentation
- organise trainer meeting times
- organise rto admin meeting times
- distribute and collect trainer feedback form 1
- organise trainer industry updates where required
- provide timelines for the year to staff
- prepare meeting timetable
- finalise list of all year 11 and 12 subjects
- induction for any new RTO staff member
- distribute student handbook
- update and distribute staff handbook
- check VET course renewal dates

March

- update business plan
- rto staff performance appraisals
- reconcile Vettrak and VASS records
- complete assessment validations
- trainer meetings
- rto admin meetings
- student survey for CCOS

April

- make any changes to VASS before cut off date
- complete assessment validations
- trainer meetings
- rto admin meetings

May

- complete assessment validations
- trainer meetings
- rto admin meetings

June

- complete assessment validations
- make any changes to Vettrak and VASS before cut off date as set out in yearly Vass guide
- trainer meetings
- rto admin meetings
- organise audit with TRC
- internal self assessment

July

- complete assessment validations
- enter completed results on Vettrak
- prepare certificates for completed student results
- enter copies of completed certificates on rto drive
- collect evidence folder for completed units
- cut off date for changes to enrolments for VASS
- conduct trainer meetings
- conduct rto admin meetings

August

- complete assessment validations
- conduct trainer meetings
- conduct rto admin meetings

September

- complete assessment validations
- conduct trainer meetings
- conduct rto admin meetings

October

- complete assessment validations
- enter completed results on Vettrak
- conduct trainer meetings
- conduct rto admin meetings

November

- complete assessment validations
- complete industry consultation analysis
- conduct trainer meetings
- conduct rto admin meetings
- collect evidence folders for VET units
- collect all industry update trainer and employer reports
- complete results on Vettrak
- collect all student results
- complete all result entries to date
- prepare and complete all certificates and statements of attainment completed to date
- update policies and procedures

December

- complete all result entries
- prepare and complete all certificates and statements of attainment
- enter copies of certificates on rto drive
- conduct trainer meetings
- conduct rto admin meetings
- complete assessment validations
- collect assessment validation sheets from trainers
- update student handbook for next year
- update staff handbook for next year
- update rto course handbook for next year

TERM MODULE/UNIT PLANNER

Module Name:

Module Code:

Module Nominal Hours:

Term:

Weeks:

Teacher/Trainer:

attach to this planner a hard copy of the entire module/unit including all Learning Outcomes, Assessment Criteria, Assessments used and all student activity sheets related to each session.

| Week | Session Date & Time | Learning Outcome | Activities | Resources | Date of Assessment And method |
|-------------|--------------------------------|-------------------------|-------------------|------------------|--------------------------------------|
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Learning Material & Resources including documents from training.gov.au that address the learning criteria and outcomes required to teach the subject.



Registered Training Organisation

Registration No.21410

Berendale RTO

Continuous Improvement Data Sheet 20

Name:

Please outline:

Any learning and assessment resources/strategies updated/rewritten or revised:

Reason for update/review:

Any internal/external PDs attended relative to improvement in delivery of training and assessment:

Any information provided to learners and other stakeholders about learning and assessment through any of the following:

- **Quality Assurance forums - attendance**
- **Specialist Schools networks meetings - attendance**
- **Staff meetings - attendance**
- **Industry partnerships - projects**
- **LCPs - meetings**
- **Other**

Details of any of the following you have utilized, attended or with whom you have consulted in the development of your training and assessment tools:

- industry organisations
- industry training advisory bodies and skills councils
- unions
- specific clients
- occupational licensing and other relevant regulatory bodies
- networks
- community groups or other RTOs

Details of any updating of your qualifications and/or experience:

**Gaining access to new/different equipment or training/learning material:
Visited new internet sites**

Changing training and assessment facilities to better meet the requirements of learners:

Details of any:

Participation in industry release schemes:

Personal development through reading of industry journals:

Participation in projects with industry:

Shadowing or working closely with other trainers/assessors

Data from consultation with learners, enterprise clients, industry organisations and licensing bodies

Revised assessment tools, processes and practices

Professional development on assessment practices for assessors

Records of assessment validation activities

Benchmarking activities with other RTOs

In the delivery of your training and assessments please identify any contributions and/or engagement etc. made by other external parties who may have contributed to the learning and assessment process in any of the following ways:

Other personnel who have to provide support to the learners (both in learning and assessment and other support that the learner may require):

Any special projects that the learners have been involved in:

The opportunities learners have had to develop competency across the scope of the competency standards:

Opportunities for learning and assessment:

Providing skills development opportunities for the learner:

Gathering evidence of on-the-job performance for assessment purposes:

Providing opportunities for the learner to be withdrawn from routine work for the purpose of developing competence:

Ensuring duty of care and providing support

Partnerships with industry and local community providers which may have provided learning and assessment opportunities:

Pairing up the learner with a mentor

Providing extra time or opportunities for learning

Ensuring that the learner has access to workplace services such as counselling, if these are in place

Please provide details (if any) of how you have:
Updated the management of your learner records:

Sought/responded to feedback from students/clients/peers/stakeholders:

Sought feedback from students as to preferred delivery method for units. The feedback suggested

Shared professional development activities:

Stored records to ensure privacy:

You are aware of /have access to:

| | |
|--|-----|
| Policy and Procedure documents | Y/N |
| Resources | Y/N |
| Professional development opportunities | Y/N |
| Information and support when required | Y/N |
| Your roles and responsibilities | Y/N |

If no to any of the above how could your RTO improve this?

Thank you for providing this information.

INDUSTRY SKILLS COUNCILS

Industry Advice - National

Nationally, two key communication channels with industry are in place:

- a high level national **industry skills forum** led by DEST and involving key industry stakeholders;
- **10 Industry Skills Councils**, which replaced the industry advisory bodies (ITABS).

See www.isc.org.au

The Industry Skills Councils have two key roles:

- providing accurate industry intelligence to the VET sector about current and future skill needs and training requirements; and
- supporting the development, implementation and continuous improvement of quality nationally recognised training products and services, including Training Packages.

Ten of the councils have been declared:

- Services Industry Skills Council
- Transport and Distribution Training Australia
- Resources and Infrastructure Industry Skills Council
- ElectroComms and Energy Utilities Industry Skills Council
- Community Services and Health Industry Skills Council
- Agri-Food Industry Skills Council
- Innovation and Business Industry Skills Council
- Construction and Property Services Industry Skills Council
- Manufacturing Industry Skills Council
- Government and Community Industry Skill Council

2 samples of students work