



Draft Practice Guide

Training

(Standards 1.1, 1.2)

Ver 2.0
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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
<ul style="list-style-type: none">• Training product requirements• Mode of delivery, structure and pacing• Clustering• Training techniques• Work placements	<ul style="list-style-type: none">• Identifying and engaging industry, employer and 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 mitigate or control. These examples are not 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, well-structured and enables VET students to attain skills and knowledge consistent with the training product.	
Performance indicators	Example activities and considerations for compliance
An NVR registered training organisation demonstrates: <ul style="list-style-type: none">a. training is consistent with the requirements of the training product;b. the modes 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, feedback and assessment;d. training techniques, activities and resources engage VET students and support their	<ul style="list-style-type: none">• You can demonstrate that your training is consistent with the training product requirements as outlined on the National Register, including meeting packaging rules and any pre-requisite requirements.• You can evidence how your chosen mode of delivery (e.g. face-to-face, online, workplace, traineeship, blended methods, etc) is engaging and appropriate for the skills and knowledge being delivered and has been considered against student needs.• You can show how your delivery structure and pacing is 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, apply feedback, and practice their skills in different contexts / environments before they are assessed.

<p>understanding; and</p> <p>e. where the training product requires work placements or other community-based learning, necessary skills and knowledge are able to be attained in that environment.</p>	<ul style="list-style-type: none">• 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 are given sufficient time and access to relevant and required resources to support their learning.• You can demonstrate how you incorporate relevant and appropriate techniques, activities and resources in your training to engage students and support their understanding.• You ensure 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 select appropriately supervised environments for work placements or other community-based learning.		
	<table><tr><th>Known risks to quality outcomes</th></tr><tr><td><ul style="list-style-type: none">• Assuming each student has the same skills, experience, and learning preferences.• Applying an approach that does not take a holistic view of the student cohort, learning environment and training product requirements when designing training.• Failing to have sufficient regard to industry licencing requirements in designing training.• Insufficient assurance that online training or assessment will deliver quality outcomes – for example:<ul style="list-style-type: none">○ compliance with the training product when it requires skills to be attained in a physical environment○ the appropriateness of online practical skill development for high-risk courses or industries○ the potential for condensed or diluted training engagement, compromising the depth and quality of learning○ insufficient personalised support or guidance critical for effective learning.• Failing to review your design and delivery of training after cohorts have completed the training product, and missing opportunities to incorporate lessons learnt and continuously improve.• Accelerating or shortening training without allowing students sufficient time for skill development and knowledge application.• Not undertaking a review of purchased resources to ensure full coverage of unit requirements, or contextualising purchased resources to reflect your RTOs training delivery practices.</td></tr></table>	Known risks to quality outcomes	<ul style="list-style-type: none">• Assuming each student has the same skills, experience, and learning preferences.• Applying an approach that does not take a holistic view of the student cohort, learning environment and training product requirements when designing training.• Failing to have sufficient regard to industry licencing requirements in designing training.• Insufficient assurance that online training or assessment will deliver quality outcomes – for example:<ul style="list-style-type: none">○ compliance with the training product when it requires skills to be attained in a physical environment○ the appropriateness of online practical skill development for high-risk courses or industries○ the potential for condensed or diluted training engagement, compromising the depth and quality of learning○ insufficient personalised support or guidance critical for effective learning.• Failing to review your design and delivery of training after cohorts have completed the training product, and missing opportunities to incorporate lessons learnt and continuously improve.• Accelerating or shortening training without allowing students sufficient time for skill development and knowledge application.• Not undertaking a review of purchased resources to ensure full coverage of unit requirements, or contextualising purchased resources to reflect your RTOs training delivery practices.
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Standard 1.2: Engagement with industry, employer and community representatives effectively informs the industry relevance of training offered by the NVR registered training organisation.	
Performance indicators	Example activities and considerations for compliance
<p>An NVR registered training organisation demonstrates:</p> <p>a. how it identifies relevant industry, employer and community representatives and seeks meaningful advice and feedback from those representatives;</p>	<ul style="list-style-type: none"> • You have processes in place to identify and routinely review the industry, employer and/or community representatives you engage with and ensure they are effective and appropriate. • You can demonstrate 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:

<ul style="list-style-type: none">b. it uses relevant advice and feedback to inform changes to training and assessment strategies and practices; andc. training reflects current industry practice.	<ul style="list-style-type: none">○ the type and complexity of training you deliver○ industry-specific licencing, accreditation and legislative requirements○ the structure and size of the industry.● You can demonstrate 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 skills needs. You can demonstrate how this informs your approach to:<ul style="list-style-type: none">○ offering the training product that will best meet the needs of industry, employers and the community○ structuring the most relevant electives for the training (in accordance with any training product packaging rules)○ verifying foundational skill and training product 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○ designing your assessment strategies and practices in line with industry standards.		
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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 ensure trainers are appropriately skilled, qualified and resourced to deliver training in an effective and engaging way?
5	How do you collect industry, employer and/or community representatives and student feedback and use this to inform improvements to training design and delivery?
6	How do you evaluate whether work placements provide students with sufficient opportunity to gain the necessary industry-relevant skills and knowledge?



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