

25th February 2011

Education and Training Workforce Study
Productivity Commission
Locked Bag 2, Collins Street East
Melbourne Vic 8003

Dear Commissioner Woods

The Enterprise RTO Association welcomes this opportunity to respond on behalf of its members to the Productivity Commission's Draft Research Report on the vocational education and training (VET) workforce. We would be very happy to elaborate on any aspect of this submission and would welcome active involvement in any further discussions the Commission considers appropriate as it moves to develop its Final Report.

Yours sincerely

Chris Butler
ERTOA President

DRAFT ONLY

Introduction

1. The Enterprise RTO Association thanks the Productivity Commission for providing this opportunity to make a submission on behalf of its members to the *Draft Research Report: Vocational Education and Training Workforce*.
2. The *Draft Report* is a comprehensive and well researched document that accurately reflects the complexity and current realities of the Australian VET sector. The report provides valuable insights into the size and scope of the VET Sector and the essential characteristics of the workforce that supports it. It is refreshing to see enterprise RTOs explicitly acknowledged in the *Terms of Reference* and the *Draft Report* as a unique sector of the VET workforce that contributes considerably to the development of the Australian workforce.
3. Enterprise RTOs (ERTOs) have emerged as a significant component of the Australian VET sector in recent years. To be classified as an ERTO an Australian RTO must meet the following criteria:
 - The enterprise is a legal business entity within Australia
 - The enterprise is registered as an RTO
 - The principal business of the enterprise is not training and development
 - The primary target learner population for the RTO are the employees of the enterprise.

There are currently around 250 ERTOs across Australia. They include both government and private enterprises. Examples include The Australian Public Service Commission, Department of Defence, Qantas, Woolworths, Westpac and Calvary Health Care Services. These 250 enterprise RTOs collectively issue around 100,000 VET qualifications per annum according to recent research.

The Enterprise RTO Association (ERTO A) is the peak body representing ERTOs and meets regularly with the other VET peak bodies – TAFE Directors Australia, the Australian Council for Private Education and Training and Group Training Australia. A full listing of the current ERTOA membership is attached to this submission for information.

General comments

4. ERTOA is very pleased to see the *Draft Report* acknowledge both the complexity of the VET workforce and the relative dearth of information about its size and characteristics. It is the view of ERTOA that the Australian VET sector is composed of four distinct components; TAFE, private fee-for-service RTOs, enterprise RTOs and community service RTOs. Each of these contributes significantly to the skilling of the Australian workforce. However, the development of VET policy and quality assurance processes have been characterised by a 'one-size fits all' approach that has often resulted in what have been described as 'unintended consequences' for enterprise RTOs.
5. With very few exceptions ERTOs do not provide accredited training on a 'fee-for-service' basis. The full costs of the training are met by the enterprise as part of their normal business operating costs (although it should be noted around half of ERTOs report supplementing their investment in training with funds from traineeships and similar government programs). ERTOA suggests that this enterprise funding must be added to the government and fee for service funding shown in the *Draft Report* to achieve a true reporting of Australia's total VET funding.
6. The Productivity Commission's *Draft Report* notes amongst its key points that:
'The Vocational Education and Training (VET) workforce comprises 73,900 Technical and Further Education (TAFE) employees and an estimated 72,800 to 541,000 people working in other non-TAFE providers, with a mix of trainers and assessors, other professionals and general staff across the public and private sectors'.¹

A significant proportion of these 'non-TAFE people' deliver training and assessment services within ERTOs. The range of non TAFE provider employees (72,800 to 541,000) is in itself a concern and illustrates the lack of hard data.
7. ERTOA cautions against making generalisations about the VET workforce based on the data available from the public sector. In many instances the operations and issues of concern of public TAFE colleges are very different to those of RTOs from other sectors, especially ERTOs. Sections of the *Draft Report* relating to the *size and composition of the workforce* suggest that at best the TAFE workforce represents around 50% of the total VET workforce. However, there is a tendency in parts of the report to apply the label 'VET' to a statement when it is actually only relevant to, or based upon evidence from, the TAFE workforce.
8. ERTOs typically operate as quality workforce development enablers embedded within the business functions of their enterprise. Whilst some ERTOs receive government subsidies to assist them to develop their employees, many do not. Training effort and subsequent qualification and competency completion data is not captured in national VET statistical collections unless it has been publicly funded. This results in substantial under-reporting of Australian VET effort in total, and very considerable under-reporting of VET effort in ERTOs. ERTOA broadly supports the collection of appropriate 'VET activity' data as long as it reflects the realities of the enterprise training environment and is done in a way that is not onerous.
9. Whilst there has been some targeted research around the operations of ERTOs and the use of national qualifications by enterprises, there is little concrete information on the nature and scale of ERTO operations. A paper published in the *Journal of Education and Training* in 2009 examines the '*Australian phenomenon of Enterprise Registered Training Organisations*' and notes:

'Although ERTOs have been in existence for around 15 years they (enterprise RTOs) have

¹ Extract from Productivity Commission, *Draft research report (released 30/11/2010) 'Vocational Education and Training Workforce', Section 3*

received scant attention in scholarly literature’.²

The first comprehensive picture of the Australian ERTO was provided in the report of a DEEWR funded project titled ‘Profiling the Australian Enterprise RTO’.³ This contains a wide range of data on the organisational and operational characteristics of ERTOs and the significant level of VET activity they undertake. DEEWR has contracted ERTOA to update this report in 2011.

10. The characteristics and development needs of employees delivering training and assessment services in ERTOs are distinctly different from those encountered in a typical TAFE institute or private provider college. The Productivity Commission *Draft Report* identifies the following classifications of ‘VET trainers and assessors’:
 - *VET practitioners - Trainers and assessors with a substantive involvement in VET delivery, whether employed on a permanent, sessional or casual basis. They might be expected to be suitably skilled in the practices of teaching, training and assessment, and also to possess sound industry currency*
 - *Enterprise trainers and assessors - Trainers and assessors who deliver accredited training within their (non-education specialised) enterprise. They, too, might be expected to be skilled in training and assessment, and possess sound industry currency for the purposes of their enterprise’s activity*
 - *Industry experts - Industry workers who contribute to training or assessment in VET by transferring their specialised industry knowledge. They are expected to have high knowledge of current industry practice, but might not be required to be as deeply skilled in training and assessment as VET practitioners. They are also likely to have a more marginal attachment to the VET sector than practitioners. In practice, industry experts are likely to be difficult to locate within data collections, because VET training is unlikely to be their main job.*
11. The ‘73,900 Technical and Further Education (TAFE) employees’ group identified in the Productivity Commission’s *Draft Report* has been the main focus of almost all recent research examining the question of appropriate qualifications for trainers and assessors. Enterprise RTOs, however, employ relatively few of these so called ‘VET practitioners’. ERTOA cautions on making generalised recommendations based on research that only covers one sector of the VET workforce.
12. Enterprise recruitment strategies for trainers and assessors were canvassed in the round of interviews for a recently completed project commissioned by IBSA.⁴ Almost without exception enterprises sought to recruit their trainers and assessors from within the enterprise – the primary selection criterion being expertise in the equipment, processes, products and culture of the business. The crossover of VET trainers and assessors from the TAFE sector to enterprise RTOs was reported as being virtually non-existent.
13. The development of knowledge and skills in training and assessment typically occurs after recruitment, and there is a wide variety in the way enterprises undertake this development. A small minority require all trainers and assessors to have or undertake the Certificate IV qualification and provide substantial support to enable them to complete. Many others impose no minimum training and assessment qualification requirement at all. The Productivity Commission makes the following observation in its *Draft Report*:

‘It appears that many individual VET trainers and assessors do not possess the Certificate IV in Training and Education (TAE) or equivalent educational qualifications. One estimate from the NCVER puts the percentage of trainers and assessors with some type of teaching qualification at about 42 per cent in TAFEs and 8 per cent in the non-TAFE sector, drawing

² Smith, Erica and Smith, Andy (2009) ‘Making training core business: Enterprise Registered Training Organisations in Australia’, *Journal of Education and Training*, 61:3, 287-306

³ DEEWR/ERTO A Report, ‘Profiling the Australian enterprise RTO’, (Oct 2009), available from www.ertoa.org.au

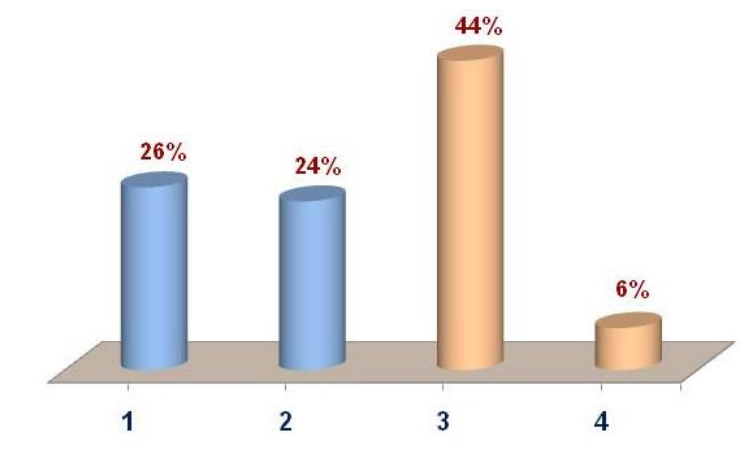
⁴ Report of TAE401 Skill Sets Project, an IBSA commissioned project, December 2010, unpublished

upon 2005 ABS survey data (Guthrie and Mlotkowski 2008). The Commission is to investigate this issue further for the Final Report'. (Page 3.9)

14. Within the typical ERTO there are two distinct classifications of 'enterprise trainers and assessors'. The first consists of 'dedicated trainers and assessors' – employees whose principal job function is the delivery of training and assessment services. The second, and much larger group, consists of 'workplace trainers and assessors' – business unit team leaders, supervisors experienced employees or volunteers who have a role in the delivery of training and assessment services which is not their principal job function. Recent surveys conducted by ERTOA suggest that up to 80% of the total training and assessment effort in a majority of ERTOs is provided by this second group.
15. In the latter part of 2010 IBSA commissioned a research project to '*Evaluate and report on the relevance and potential application of TAE10 skill sets as VET workforce development tools within enterprise RTOs*'. The research was undertaken by the Enterprise RTO Association and the final report was released on 22nd December 2010. The project included a survey of all Australian enterprise RTOs. The findings of the report are of direct relevance to the work of the Productivity Commission as they provide new insights into the characteristics and development needs of the workforce delivering VET training and assessment within the enterprise RTO training environment. A copy of the report accompanies this submission to the Productivity Commission
16. As part of this research enterprise RTOs were asked to profile the workforce engaged in the delivery of training that leads to accredited outcomes within their enterprise. The following extract from the report provides an example of the workforce profile which emerged.⁵

⁵ Extract from the Report of TAE401 Skill Sets Project, an IBSA commissioned project, December 2010, unpublished

Q4: Which of the following statements best describes the delivery of ACCREDITED TRAINING to employees of your business enterprise?



Key to responses:

1. **ALL** of our accredited training is delivered by dedicated workplace trainers
2. A **MINOR** part of our accredited training is delivered on-the-job by 'subject matter experts'(i.e. business unit team leaders, supervisors, experienced employees or volunteers) working closely with our dedicated workplace trainers
3. A **MAJOR** part of our accredited training is delivered on-the-job by 'subject matter experts'(i.e. business unit team leaders, supervisors, experienced employees or volunteers) with support as needed from our dedicated workplace trainers
4. **ALL** of our accredited training is delivered on-the-job by 'business unit' team leaders, supervisors, experienced employees or volunteers.

'The results provide clear evidence of two broad approaches to the delivery of training within ERTOS. Half of the responding ERTOS reported that the major part, or all, of their training was delivered by 'non-VET practitioners' – business unit team leaders, supervisors, experienced employees or volunteers with support and guidance as needed from dedicated workplace trainers (Responses 3 and 4). The remaining 50% of ERTOS relied on 'dedicated trainers' for the delivery of training (Responses 1 and 2). These two distinctly different training strategies result in different approaches to the professional development of trainers and the minimum qualification standards that are applied.

These findings confirm previous ERTOA profiling surveys and anecdotal evidence indicating that a significant proportion of training and assessment services within the enterprise RTO environment is currently provided by 'non-VET practitioners'. These individuals do not regard themselves as trainers or assessors and comprise what has sometimes been called the 'hidden VET workforce'.

Enterprise RTOs were then asked for their view on 'The minimum acceptable qualification for ALL employees delivering accredited training within our enterprise is the TAA Certificate IV'. 'Opinions were evenly divided on this issue - 52% of respondents agree that the TAE Certificate IV should be the minimum acceptable qualification for employees delivering accredited training while 48% were of the opinion that a lesser 'qualification' (e.g. a 'skill set') or even 'no qualification' was acceptable.'

'Further investigation indicated less than 25% of employees currently engaged in training delivery and/or competency assessment in ERTOS have completed a Trainer or Assessor Skill Set. The number who have actually completed the full Certificate IV Training and Assessment qualification is considerably less than that.'

Extract from TAE401 Skill Sets Project Final Report, page 14

The following points do not directly relate to the VET workforce but as they were canvassed in the Productivity Commission's report, ERTOA has chosen to make these comments.

17. In a discussion about pathways (page 2.18 - *The VET Sector*), the Commission's report discusses ways to meet the COAG targets for educational attainment. ERTOA argues that capture of all ERTO completions and the support and expansion of the ERTO model to other workplaces could substantially assist in meeting these targets. Assistance to increase the skills of trainers and assessors in workplaces and 'franchising' the established ERTO model to other workplaces would be a good first step.
18. The Commission's report discusses at some length the reasons for government involvement (including funding) in the VET sector (Section 4). ERTOA argues that innovative models need to be examined rather than just recommending increases to existing funding methods. In the recent report from Skills Australia titled *Creating a future direction for Australian vocational education and training* (Skills Australia, 2010), an argument is made for the VET sector to be more focussed on the development of workforce capability rather than just training. ERTOA supports this view and argues that relatively small funding to assist enterprises (including government departments and agencies) to adopt and maintain the ERTO model could have a very significant effect on skills acquisition and educational attainment.

Attachments . . .

Attachment 1: Specific comments

The comments in the following tables relate to specific sections of the *Draft Report* where the Association feels that some form of comment, modification, clarification or additional information is needed. Suggested changes to the Draft Report are highlighted in **RED** in the tables.

Draft Report page and document reference		Comment
1	Terms of Reference	Whilst not a correction ERTOA cautions against generalisations such as "... trend towards higher level qualifications" and "... increasing casual and part time employment" in the VET workforce. Whilst these may be true of the Australian workforce and general in the TAFE sector, they need to be tested in the other three VET delivery sectors. Our view is that they do not apply to the ERTO workforce.
2	Overview (xxxvi) - Table 1	This Table could be confusing at first glance because it mixes the quantitative measures used (enrolments versus qualifications completed). The ERTOs 'number of issued qualifications in 2008' (column 4) can be converted to enrolments using the same approximate multiplier observed in the public-funded VET sector (~ 4.5 enrolments for every completed qualification in a year). The figure in the ERTO's column can then be converted to enrolment estimate levels of $(77,787 \times 4.5 = \mathbf{358,000})$ and $(12,237 \times 4.5 = \mathbf{55,000})$. Using these figures in the table will make it easier for readers to obtain a more realistic comparison of the various sectors.
3	Overview (xxxvii) – First paragraph	Suggest the following change to the last sentence to reflect the total revenue (including enterprise funding) of \$3 685 million (See Table 2 note in (4) below) "...funding estimates, suggests a total private revenue of \$3.7 billion in that year (Table 2).
4	Overview (xxxvii) - Table 2	The table does not include an entry for enterprise-funded training. Quantitative measures of the actual training and development expenditure of Australian businesses have proven to be notoriously difficult to determine because of the wide variety of strategies used for the delivery of training within the enterprise and the absence of a consistent approach to the allocation of training budgets and the recording and reporting of training expenditure. In many enterprises the training 'budget' has been completely absorbed into the operational budgets of business units and cannot be reliably quantified. The following estimate of the level of enterprise expenditure on training is taken from a DEEWR funded research project completed in 2009. ⁶

⁶ DEEWR/ERTO A Report, 'Profiling the Australian enterprise RTO', (Oct 2009), available from www.ertoa.org.au

'The current total workforce of all enterprise RTOs, based upon the survey returns, is estimated at around 1.4 million employees. Combining this figure with an average expenditure per employee of \$1,550 allows an indicative estimate of the total annual expenditure of all enterprise RTOs on training and development to be made. **This estimate is \$2.1 billion**'. (Note that the 'average' figure of \$1,550 is applied to the total workforce of the enterprise. The actual expenditure for individual employees in any year will be considerably higher than this because not all employees of the enterprise will be undertaking training in a given year. Estimates of the cost to the enterprise of training a newly recruited employee range from \$20,000 to \$40,000. This figure is even greater for specialist training areas such as train drivers, pilots and police recruits.

It is recommended that this expenditure be reflected in Table 2.2 using a 45%/55% breakdown for government and private ERTA numbers:

Table 2 Government, fee-for-service and enterprise funding to government and private VET providers, 2008

	TAFE and other government providers	Private providers ^b
	\$ million	\$ million
Government recurrent funding	3 645	455
Fee-for-service	991	2 075
Enterprise-funded	945 ^c	1 155 ^c
Total	5 581	3 685

^c estimates based upon ERTA survey of ERTOs published in 2009

5	Overview (xxxvii) – first paragraph	<p>Suggest the following addition to the first paragraph under <i>Funding and the growth of the private VET market</i> to acknowledge that ERTOs actually make a significant contribution to total VET funding through the accredited training they provide free of charge for their employees – if this funding were not provided the shortfall in funding would have to be met through government or fee-for-service funding.</p> <p>'.... In 2008, public funding of private RTOs amounted to \$455 million and ERTOs contributed an estimated \$2.1 billion in 2009 to the costs of providing VET to their employees through their internal accredited training programs. These figures suggest total combined effective revenue figures of the order \$5 581 billion for TAFE and other government providers and \$3 685 for Private providers (Table 2).'</p>
6	Overview (xxxvii) – second paragraph	<p>Suggest the following change to the paragraph below Table 2.</p> <p>'....Others, including TAFES, use private fees to supplement public funding. The majority of ERTOs do not charge private fees and the training they deliver is predominately funded by the enterprise as part of their business operating costs.'</p>

7	Overview (xxxix) – second paragraph	<p>There is an implication here that all ERTOS access government funding. Recent research has clearly demonstrated that this is not the case. (It is a common view amongst ERTOS that the bureaucratic processes for accessing State and Federal VET funding are unnecessarily complex and often 'not worth the effort'). The following changes to the second paragraph are suggested</p> <p>Firms have always trained their employees in-house. In recent times many firms have leveraged their existing in-house training by seeking accreditation as RTOs. This enables them to deliver portable Australian Qualifications Framework (AQF) qualifications to employees as well as providing the firm with a nationally recognised quality framework for their training operations. Accreditation also enables firms to access available government funding to supplement their existing training investment, however, around half of ERTOS choose not to do so.</p>
8	2.8 - Figure 2.2	<p>With very few exceptions enterprise RTOs do not provide accredited training on a 'fee-for-service' basis - The full costs of the training are met by the enterprise as a component of their business operating costs (noting that around half of ERTOS <u>supplement</u> their investment in training with available funds from traineeships and similar government programs). The following change to the note (a) in Figure 2.2 is suggested:</p> <p>^a The fee-for-service and enterprise-funded activity of these RTOs is in scope but is not captured by accurate data</p>
9	2.9 - Diversity of RTO funding	<p>This section makes no reference to the significant accredited training expenditure by ERTOS that is funded by the enterprise. Suggest the following addition to the end of the last paragraph on page 2.9:</p> <p>'Some private RTOs, including many delivering to overseas students studying in Australia, rely exclusively on the payment of fees by students. The training provided by enterprise RTOs on the other hand, is largely funded by the enterprise itself at no cost to the employees undertaking the training.'</p>
10	2.10 - Table 2.2	<p>The table does not include an entry for enterprise-funded training. This is estimated to be of the order of \$2.1 billion per annum.⁷ See notes at Row (4) above. It is recommended that this expenditure be reflected in Table 2.2 using a 45/55 breakdown for government and private enterprise RTO numbers as follows:</p>

⁷ DEEWR/ERTO A Report, 'Profiling the Australian enterprise RTO', (Oct 2009), available from www.ertoa.org.au

Table 2.2 Government recurrent, fee-for-service and enterprise training revenue, government and private VET providers, 2008

	TAFE and other government providers	Private providers ^b
	\$ million	\$ million
Government recurrent funding	3 645	455
Fee-for-service	991	2 075
Enterprise-funded	945	1 155
Total	5 581	3 685

^c estimates based upon ERTOA survey of ERTOs published in 2009

11	2.10 – third paragraph	<p>To reflect the change to Table 2.2 above the following addition to the third paragraph is suggested.</p> <p>When VET providers outside the publicly-funded VET sector are considered, the contribution of fee-for-service and enterprise funding to the operations of all providers becomes much more significant. Indeed, fee-for-service and enterprise funding are the dominant sources of funding for private providers (table 2.2).</p>
12	2.11 - Table 2.3	<p>This Table could be confusing at first glance because it mixes the quantitative measures used (enrolments versus qualifications completed). The ERTOA 'number of issued qualifications in 2008' can be converted using the same approximate multiplier observed in the public-funded VET sector (~ 4.5 enrolments for every completed qualification in a year) the figure in the ERTOs (public and private) column can be converted to enrolment estimate levels of (78 x 4.5 = 351) and (12 x 4.5 = 54).</p>
13	Section 3 - <i>Profiling the VET workforce</i>	<p>ERTO A would welcome the additional research to illuminate the nature of the ERTO VET workforce</p>
14	3.3 - <i>Industry experts</i> dot point	<p>Add the following sentence to this paragraph:</p> <p>In the enterprise RTO environment experienced workers, team leaders and supervisors make a significant contribution to the delivery of accredited training within the enterprise but would not regard themselves as members of the VET workforce.</p>
15	3.9 - <i>Teaching qualifications</i>	<p>ERTO A would welcome the opportunity to contribute to the Commission's stated intention to 'investigate this issue further for the Final Report'.</p>
16	4.6 - Government involvement in the VET sector	<p>We have commented earlier in this submission about innovative funding models for the sector. We are not comfortable with the discussion here about "free riding". It is commonly reported by ERTOs that the provision</p>

		<p>of quality relevant training and the formal recognition of employee skills and competencies actually improves employee retention rates (with significant cost savings to the enterprise).</p> <p>ERTO A believes there are hidden costs met by employers as they train their staff. Using the ERTO model training provided to staff can be included in the national system and, at the same time, be quality assured and provide transferable skills.</p>
17	6.10 and 6.11 - Implication of a changing environment	<p>Whilst it is good to see an acknowledgement of employment based delivery (6.11) it is viewed from the point of a TAFE institution delivering in the workplace. This is a very narrow view of employment based VET and does not include the training models used by ERTOs.</p> <p>"An increasing reliance on this mode of delivery implies that VET trainers and assessors need to be increasingly flexible in terms of times and locations of training delivery"</p> <p>This does not acknowledge the way trainers and assessors work in ERTOs. ERTOs have existing models that provide this flexibility. Governments should look at different funding models to encourage ERTOs not just looking at how to make TAFE more flexible. (see discussion at point 8 above)</p>
18	8.25 - Improving workforce capability	<p>ERTO A would welcome additional discussion on the professional development needs of trainers and assessors. In 2008, with assistance from DEEWR ERTOA surveyed ERTOs asking about their PD needs. This report is available from the Association.</p>

Summary of specific comments on the draft findings and recommendations of the Draft Report

Draft report finding or recommendation		ERTO A Comments
Draft finding 2.1	The emerging tertiary sector might improve pathways and education outcomes for students, including those who experience disadvantage, but it is important that these improvements not diminish the traditional strengths of the Vocational Education and Training (VET) sector.	<p><i>The changes in the VET sector in the past two decades have encouraged a diverse range of providers. Australia has one of the most progressive and responsive VET sectors in the world.</i></p> <p><i>The emergence of ERTOs in the past decade has now produced a mature model of industry-based delivery and assessment that meets the needs of employers. ERTOA argues that there is much to be gained by VET policy makers and VET funders looking closely at the operation of ERTOs with a view to utilising the effective and cost efficient models in operation in ERTOs as a way to expand Australia's skills base as</i></p>

Draft report finding or recommendation		ERTO A Comments
		<i>well as expanding the number of workers with national qualifications.</i>
Draft finding 3.1	<p>The VET workforce can be characterised as follows:</p> <ul style="list-style-type: none"> • a predominance of dual professionals, with both vocational and educational skills • older than the wider labour force, as most VET workers gain industry experience before joining the sector later in their working life • high rates of non-permanent employment, compared to the workforce • highly mobile, with over 80 per cent changing jobs within the sector during their career. <p>The intentions of many older VET workers to keep working, and the sizeable inflows of new workers into the sector, should contribute to the aggregate supply of VET workers in the short and medium term.</p>	<p><i>Whilst ERTOA has no argument with this characterisation of the VET workforce, we caution against making generalisations based on research and data predominantly from the public VET sector.</i></p> <p><i>We are doubtful if any of the points at Finding 3.1 represent the true nature of the VET workforce in ERTOs. These generalisations need to be tested by targeted research.</i></p>
Draft finding 4.1	<p>A move towards greater managerial independence for public sector VET providers is likely to better enable them to respond to the more competitive environment they now typically face. However, the adoption of a full corporate model for public sector registered training organisations (RTOs) is unlikely to be appropriate, given the number of non-commercial objectives public providers are likely to have, and the desire for governments to retain both ownership and control.</p>	<i>ERTO A has no comment on this finding.</i>
Draft finding 4.2	<p>Increased use of explicit on-budget community service obligation payments to all VET providers (to compensate for provision of non-commercial activities) has the potential to improve transparency regarding the viability of Technical and Further Education (TAFE)</p>	<i>ERTO A assumes that there is no plan for explicit on-budget community service obligation payments to ERTOs. ERTOA has no comment on this finding.</i>

Draft report finding or recommendation		ERTO A Comments
	institutes and other government-owned VET providers, while also improving competitive neutrality across providers.	
Draft finding 6.1	Over the medium term, in the context of a tightening labour market, the VET workforce will be expected to deliver a greater volume of training, increase the quality and breadth of its training, cater for a more diverse student population, and operate under a more contingent and contestable funding system.	<p><i>ERTO A argues that the "VET workforce" operating within the models illustrated by mature ERTOs has ability to deliver greater volumes of training and qualification outcomes.</i></p> <p><i>ERTO A argues that targeted funding to set up and operate ERTOs would have a significant impact on meeting COAG qualification targets.</i></p>
Draft finding 7.1	Consistent national data about the size and characteristics of the VET workforce are lacking. Many administrative collections exist, at both the provider and jurisdictional level, but they are incomplete, disparate and not widely used or disseminated. Lack of quality data is an obstacle to effective policy making and workforce planning at any level, and to efforts to improve the capacity and capability of the workforce.	<p><i>Whilst ERTOA welcomes the attempt to measure and describe the workforce, recent mandated data collection processes have not taken into account the unique operating situation of ERTOs.</i></p> <p><i>ERTO A would ask that detailed discussion is held with ERTOA on behalf of its members before any additional work is done regarding this recommendation.</i></p>
Draft recommendation 7.1	The Ministerial Council for Tertiary Education and Employment should engage the National Centre for Vocational Education Research to develop a comprehensive instrument with which to identify the VET workforce as soon as practicable. This instrument should focus on measuring and describing the workforce, but not unduly increase the response burden for providers.	<p><i>Whilst ERTOA welcomes the attempt to measure and describe the workforce, recent mandated data collection processes have not taken into account the unique operating situation of ERTOs.</i></p> <p><i>ERTO A would ask that detailed discussion is held with ERTOA on behalf of its members before any additional work is done regarding this recommendation.</i></p> <p><i>Recent experiences with the development and deployment of instruments to underpin the Quality Indicators did not produce workable nor useful tools for ERTOs.</i></p>
Draft recommendation 7.2	The National Centre for Vocational Education Research should consider the information required to allow the critical determinants of quality teaching to be investigated quantitatively, and consider the best means of capturing student and industry satisfaction	<p><i>ERTO A argues that quality teaching in the VET system should be focused on outcomes. Do the skills meet the needs of the job? - are employers and employees satisfied with outcomes and the level and application of the skills?</i></p> <p><i>ERTOs offer a unique opportunity to share with the other parts of the VET delivery sector their methodologies and assessment processes to develop the skills their</i></p>

Draft report finding or recommendation		ERTO A Comments
	with the VET workforce.	enterprises need. <i>The term 'quality teaching' needs a very wide definition to resonate with ERTOS and their staff.</i>
Draft finding 7.2	Wage structures in the TAFE sector take no account of the relative scarcity of industry skills being sought. As a consequence, TAFE can find it difficult to attract and retain some VET trainers and assessors with particular industry skills without resorting to over award payments, while other VET trainers and assessors may be paid more than is necessary to recruit and retain them as trainers and assessors.	<i>This finding only applies to the TAFE sector and ERTOA has no comment on this finding.</i>
Draft recommendation 7.3	State and Territory governments should not have jurisdiction-wide industrial agreements for the TAFE sector. Current arrangements include caps on the use of casual staff, are prescriptive on hours to be worked in TAFE and encourage uniform wages and conditions. These have the effect of limiting the ability of TAFEs to respond quickly to changes in demand and disadvantage them relative to private RTOs. TAFE institutes should be able to select the mix of employment arrangements, supported by contemporary human resource management practices, that best suits their business goals.	<i>This recommendation only applies to the TAFE sector and ERTOA has no comment on this recommendation.</i>
Draft recommendation 8.1	The Certificate IV in Training and Education (TAE40110) should maintain its status as a high risk qualification. Auditing by state and territory regulators of RTOs with this qualification on their scope needs to be more frequent and more intensive.	<i>ERTO A, with funding from IBSA, has published a report on this issue. ERTOA would like to draw the Commission's attention to the report and its findings.</i>
Draft recommendation 8.2	State and territory regulators should publish information on audit outcomes and performance indicators for RTOs, to further incentivise providers to focus on quality	<i>ERTO A would welcome the publication of these data. ERTOA would also welcome the inclusion of completion statistics in the data.</i>

Draft report finding or recommendation	ERTO A Comments
training and assessment.	<i>Any publication of data needs to be followed by advice about who can access the services of the RTO. For example, access to most ERTOS is limited to employees of the enterprise.</i>
Draft recommendation 8.3 Industry and Business Skills Australia should amend the Evidence Guide for TAEDEL401A to require those seeking to demonstrate competence at the Certificate IV level to prepare and deliver at least four consecutive supervised training sessions. An assessor from outside an RTO delivering the unit should evaluate a student's competence through observation of two of these sessions.	<i>ERTO A, with funding from IBSA, has published a report on this issue. ERTOA would like to draw the Commission's attention to the report and its findings.</i>
Draft recommendation 8.4 Within two years of commencing employment, VET practitioners should have completed the Certificate IV from TAE10. Industry experts, working under supervision, should be encouraged but not required to obtain a Certificate IV in TAE. Within two years of commencing delivery of training or assessment, enterprise trainers and assessors working under the supervision of someone with the Certificate IV, should have completed the Skill Set relevant to their role.	<i>ERTO A, with funding from IBSA, has published a report on this issue. ERTOA would like to draw the Commission's attention to the report and its findings.</i>
Draft finding 8.1 On balance, the Commission concludes that the Certificate IV, when well taught, is an appropriate qualification for the development of essential foundation competencies for VET practitioners.	<i>ERTO A, with funding from IBSA, has published a report on this issue. ERTOA would like to draw the Commission's attention to the report and its findings.</i>
Draft finding 8.2 Many people actively engaged in the VET sector as trainers and assessors do not have the necessary minimum educational qualification of the Certificate IV in TAE or an equivalent qualification.	<i>ERTO A, with funding from IBSA, has published a report on this issue. ERTOA would like to draw the Commission's attention to the report and its findings.</i>
Draft recommendation 8.5 In order to improve delivery to Indigenous VET students, VET providers should attempt to secure the	<i>ERTO A has no comment on this recommendation. The makeup of the workforce in ERTOA member enterprises is governed by the recruitment and HR policies of the</i>

Draft report finding or recommendation	ERTO A Comments
<p>services of more Indigenous VET workers. Possible strategies include ensuring the presence of Indigenous staff members on recruitment panels and charging an Indigenous HR manager with attracting, coordinating and retaining Indigenous employees across their organisation. Recognising that it is difficult for VET to attract skilled Indigenous VET workers who are also being sought by industry, the VET sector should also put in place strategies to support Indigenous students to complete their studies within the VET sector.</p>	<p><i>enterprise.</i></p>
<p>Draft finding 8.3</p> <p>Considering the educational capabilities of the VET workforce:</p> <ul style="list-style-type: none"> • There is little evidence of the VET workforce currently having capability gaps in delivering training and assessment to students who may experience disadvantage. However, this is an area of considerable exposure for the VET sector in the future, with an ageing workforce and an anticipated increase in VET delivery to disadvantaged students. • There is tentative evidence of capability gaps relating to delivery of higher-level qualifications. • There is evidence of a significant capability gap in ICT skills among the VET workforce. • There is evidence of a capability gap in the ability of some VET practitioners and enterprise trainers and assessors to assess RPL and RCC. • There is evidence of capability gaps among VET managers and leaders. 	<p><i>ERTO A would support additional research into the needs of the VET workforce that specifically acknowledged the different methods of operation across the range of providers.</i></p> <p><i>ERTO A has done considerable work on models of RCC and RPL in its members. In the past few years NSW DET provided funding to look at these issues in workplace training and assessment. ERTOA draws the Commissions attention to the published reports from this work. See two project reports from 2009 at; http://www.ertoa.org.au/publications.htm under <u>Reports and Guidelines</u>.</i></p>
<p>Draft finding 8.4</p> <p>Industry currency is not well-researched or understood. While currency is often equated with industry release, or work in industry, maintenance of currency can occur through a variety of activities. There is evidence of</p>	<p><i>Industry currency is not an issue for trainers and assessors in the ERTO workforce. They are primarily subject matter and enterprise experts.</i></p> <p><i>ERTO A cautions against making generalisations about the VET workforce solely based</i></p>

Draft report finding or recommendation	ERTO A Comments
<p>currency gaps in the current workforce, particularly among those who have worked full-time in the VET sector for more than 10 years. Continuing professional development systems need to identify and address these gaps.</p>	<p><i>on an examination of the public model.</i></p>
<p>Draft recommendation 8.6 State and Territory governments should assess the adequacy of funding provisions for ongoing professional development of their VET workforce. Nongovernment RTOs should identify capability needs within their workforces and target funding accordingly. Professional development should be a joint responsibility of RTO employers/owners and employees. Skills Australia should consult with the sector and develop options for ongoing professional development that address competency gaps and/or contributes further capability development.</p>	<p><i>ERTO A draws the Commissions attention to the work it has done on PD needs of the ERTO workforce (see references in other parts of this response).</i></p> <p><i>Any consideration of PD requirements needs to be based on research that identifies and quantifies the entire VET workforce (not just those in the public sector) and looks critically at their needs. VET professionals operating within an ERTO have different PD needs to those operating in a TAFE college.</i></p> <p><i>ERTO A draws the Commissions attention to work it recently undertook for IBSA on development needs for the ERTO workforce.</i></p>
<p>Draft recommendation 8.7 Governments should not endorse or contribute funding to a registration scheme for VET trainers and assessors.</p>	<p><i>ERTO A has consistently argued that a registration scheme for VET trainers and assessors would serve no practical purpose. ERTO A strongly supports this recommendation.</i></p>

Summary of specific comments on the information requests contained in the Draft Report

Draft report requests for additional information	ERTO A comments
<p>Are VET providers (public or private) compensated for pursuing non-commercial objectives requested by governments? If so, does the level of compensation accurately reflect additional costs? What form does this compensation take? Is it transparently identified in government budget documentation and as income by providers?</p>	<p><i>ERTO A has no additional information to add.</i></p>

Draft report requests for additional information	ERTO A comments
<p>The Commission seeks further input on whether VET-in-Schools teachers should be required to have the Certificate IV in Training and Education.</p>	<p><i>ERTO A has no additional information to add.</i></p>
<p>The Commission seeks further input on the effects of the introduction of the modern award on industrial relations settings and performance incentives in private VET providers.</p>	<p><i>Employers within ERTOs who have a role in training and assessment are covered by conditions related to their parent employment enterprise. Any additional award for trainers or assessors within enterprises would not be supported.</i></p>
<p>The Commission seeks further information on any quantitative studies, with a focus on Australia, that seek to identify the relationship between the characteristics of trainers and assessors with the quality of student outcomes.</p>	<p><i>ERTO A is not aware of such studies but would welcome comparative studies focusing on RTO types and pathways and employment outcomes. It is our view that the RTO model most focused on employment outcomes is the ERTO model.</i></p>
<p>The Commission seeks information on the ability of RTOs delivering the Certificate IV in Training and Assessment to significantly increase their scale of delivery while also improving quality and compliance. It would also welcome information on the ability of state and territory regulators to more intensively audit and enforce compliance in the event of an increase in the number of RTOs delivering the Certificate IV. Finally, the Commission seeks views on the appropriateness of increasing from two to five years the transition period during which existing VET practitioners should be required to gain a full Certificate IV.</p>	<p><i>ERTO A, with funding from IBSA, has published a report on this issue. ERTO A would like to draw the Commission's attention to the report and its findings.</i></p>
<p>The Commission seeks input in the form of quantitative evidence on the relationship between teacher qualifications and teaching quality by level of qualification.</p>	<p><i>ERTO A has no additional information to add.</i></p>
<p>The Commission would welcome information on the additional knowledge and skills required by VET practitioners delivering within workplaces, and evidence on whether or not the workforce has adequate capability in this area.</p>	<p><i>In response to this request, and supported by funds received from DEEWR, ERTO A has proposed the following project:</i></p> <p><u>The VET workforce in enterprise RTOs</u></p> <p><i>The Productivity Commission report has asked for additional data and information on the VET workforce. The three sub-projects described below will allow ERTO A to respond to this need.</i></p> <ul style="list-style-type: none"> ✓ <i>Survey all ERTOs to establish the size and nature of their VET workforce.</i> ✓ <i>Establish the professional development needs of the ERTO VET workforce. How</i>

Draft report requests for additional information

ERTO A comments

are these needs met?

- ✓ *Update and re publish the ERTO Profile report completed in 2009 and largely based on data from 2008/2009.*

It is proposed this work will be completed and published by June 2011.

Anecdotally ERTOA members comment that external RTOs rarely understand workplace training and assessment to meet the business needs of an enterprise.

DRAFT

Attachment 2: Alpha listing of current ERTOA members

AAPC Ltd (Accor Hotel Group)
Abigroup Contractors Pty Ltd
Australian Broadcasting Corporation
Australian Customs and Border Protection Service
Australian Drilling Industry Training Committee Ltd
Australian Federal Police
Australian Public Service Commission
Australian Railroad Group
Australian Taxation Office
BIS Industries Limited
Boral Construction Materials Ltd
Brisbane Convention and Exhibition Centre
Calvary Home Care Services Ltd
Carter Holt Harvey Wood Products Australia Pty Limited
Centrelink
Department of Agriculture Fisheries and Forestry
Department of Defence
Department of Environment and Conservation (WA)
Department of Families and Communities (SA)
Department of Justice (Vic)
DP World Australia Limited
Energex
Ergon Energy Corporation Limited
ETSA Utilities (SA)
Excelior Pty Ltd
Fire and Emergency Services Authority of Western Australia
Fire and Rescue NSW
Fire and Rescue Service Qld
Foxtel Management Pty Limited
Friendly Society Medical Association Ltd
HBF Health Funds Inc
Honda Australia Pty Ltd
Hospitals Contribution Fund of Australia Ltd
Hungry Jack's Pty Ltd
IBM Australia Ltd
Insurance Australia Group Services Pty Ltd

Life Without Barriers
Macmahon Contractors Pty Ltd
McDonalds Australia Ltd
NSW Department of Corrective Services
NSW Police
NSW Rural Fire Services
OneSteel Manufacturing Pty Ltd
Orica Pty Ltd
Public Transport Authority of Western Australia
Qantas Airways Ltd
Queensland Rail
Rail Corporation NSW
Rebel Group Limited
Skilled Rail Services Pty Ltd
Staging Connections Pty Ltd
State Transit Authority of NSW
Surf Life Saving Australia Ltd
Surf Life Saving NSW
Surf Life Saving WA Inc
Sydney Water Corporation
Toyota Motor Corporation Australia Limited
TransAdelaide
Transfield Services (Australia) Pty Ltd
Victorian Arts Centre Trust
Village Theme Park Management Pty Ltd
Western Australia Police
Western Metropolitan Health Service (Vic)
Westpac Banking Corporation
Woolworths Ltd
Yum Restaurants Australia Pty Ltd

Final Report

A project to evaluate and report on the relevance and potential application of TAE10 skill sets as VET workforce development tools within enterprise RTOs

22nd December 2010

Page left blank for double-sided printing

CONTENTS

ITEM	PAGE
Summary of key points:	1
Recommendations:	3
Purpose:	6
Approach:	6
Background and context:	7
Survey target population and response profile:	12
Analysis of survey responses:	13
Classifications of enterprise RTO types:	21
Summary of responses to interview questions:	24

ATTACHMENTS	PAGE
1. Alpha list of participating responding enterprise RTOs	26
2. Review of broad data trends	28
3. Copy of the survey instrument	31
3. Scripts for follow-up interviews	34

Page left blank for double-sided printing

Key points

- There is strong in-principle support across the enterprise RTO sector for the concept of skill sets and their application as effective Vocational Education and Training (VET) workforce development tools. Over 90% of responding enterprises agreed with the statement *'Employees with a role in the delivery of training and assessment within our enterprise, under the supervision of a fully qualified trainer or assessor, are more effective if they have completed the relevant skill set.'*
- The results of the survey undertaken for this report provide strong evidence for the existence of three distinct styles of enterprise RTO operations. In this report these have been defined as:
 - ✓ Centralised
 - ✓ Integrated
 - ✓ Volunteer

Operational style appears to be the key factor in determining the enterprise's judgement of the usefulness of skill sets and willingness to actively support their implementation (see the descriptions of enterprise RTO types on page 21). Operational style appears to be of far greater influence than the size of the enterprise or whether it is government or non-government.

- Within the enterprise RTO sector there are two broad classifications of trainers and assessors. The first are 'dedicated' trainers and assessors for whom training and assessment delivery constitute the major part of their normal workload. The second, and much larger group, are 'workplace' trainers and assessors. These are employees with a role in the delivery of training and assessment services that constitutes a minor or occasional part of their normal workload. This second group typically comprises business unit team leaders, supervisors, experienced employees, and volunteers.
- All of the surveyed enterprise RTOs with 'dedicated' trainers and assessors required them to have completed the TAA/TAE Certificate IV qualification. However, opinions on the minimum essential VET qualification for workplace trainers and assessors varied widely with up to one third of respondents indicating that no formal training was necessary if they recruited 'the right person' and they worked under the supervision of a qualified trainer.
- Enterprise RTOs are clearly ambivalent about the value and relevance of the current Trainer Skill Set. Very few enterprise RTO report using the Skill Set as defined in the TAE10 Training Package, and enterprise RTOs tend to mix and match a variety of training competencies when designing development programs to meet the specific needs of their workplace trainers. A number of enterprises reported using:
 - ✓ Their own non-accredited trainer development programs, and/or
 - ✓ Useful and relevant competencies from other qualifications such as Customer Contact and Frontline Management.
- In the majority of surveyed enterprise RTOs training and assessing were treated as distinctly different job types – workplace assessors often had no training role at all and vice versa. Analysis of survey responses and subsequent follow-up interviews provided clear evidence that enterprise RTOs regard workplace competency assessment as a more 'demanding' activity than workplace training.
- There was a mixed response from surveyed enterprises on the question of business drivers for the adoption of Skill Sets. There was much stronger support for the

Assessment Skill Set as the required 'stand alone' qualification for workplace assessors than there was for the Trainer Skill Set for trainers. This was especially evident in enterprises where the competency assessment was associated with licensing, OH&S or other regulatory compliance requirement. The majority of surveyed enterprises appeared ambivalent about the practical value to their enterprise of the Trainer Skill Set and there was little evidence of a judgement amongst enterprise RTOs that an investment in the Training Package Trainer Skill Set represented real 'value for money'.

- For the majority of surveyed enterprise RTOs, compliance with AQTF 2010 was a strong business driver for the adoption of the Certificate IV qualification and to a lesser extent the Assessor Skill Set. However, this did not appear to be the case for the Trainer Skill Set.
- In the follow-up interviews enterprise RTOs were asked who made the decision as to the minimum essential qualification for enterprise trainers and assessors. Responses indicate that a minimum Certificate IV qualification for dedicated trainers and assessors is widely accepted at a corporate HR level within enterprises. However, decisions on the adoption of Skill Sets are frequently taken at a lower level in the organisation and are subject to the individual opinion of the RTO 'manager'. A number reported experiencing difficulty in convincing senior business managers of the value of an investment in Skill Sets, especially for workplace trainers.
- All surveyed enterprise RTOs reported that they prefer to recruit trainers and assessors from within the enterprise workforce and that the essential selection criteria were:
 - ✓ Expertise in the equipment, processes, products and culture of the business, and
 - ✓ Having the 'right' personal characteristics.

There are few reported examples of a cross-over of trainers and assessors from the VET professional/TAFE workforce to enterprise RTOs

- Very few of the surveyed enterprise RTOs reported experiencing difficulties in recruiting dedicated and workplace trainers and assessors. Many reported the selection of an employee or volunteer for a trainer or assessment job role was seen as an explicit recognition by the enterprise of the value placed upon the skills and experience of the individual. In some enterprises time spent as a trainer or assessor was seen to improve the employee's promotion prospects. A small number of enterprises reported recruitment difficulties where the employee lost access to overtime and other benefits in moving from the workplace to a training and assessment role.
- Up to 20% of enterprise RTOs include the TAA/TAE Certificate IV in their scope of registration. However, there was a strong view amongst the surveyed enterprise RTOs that better outcomes are achieved if an external provider is used to deliver training and assessment programs for enterprise trainers and assessors. Reasons given included:
 - ✓ This training is not 'core business' for the enterprise
 - ✓ An external provider exposes learners to a wider range of approaches, ideas and experience that is not available if it is all done internally within the business, and
 - ✓ Competency assessment of the enterprise trainers and assessors is less subject to 'internal pressures and influences' to lower standards and assess individuals as competent when they are not.
- Whilst all of the interviewed enterprise RTOs were aware that Trainer and Assessor Skill Sets existed the majority had gained this awareness from reading the AQTF 2010 documentation. With very few exceptions none had looked in detail at the relevant Training Package documentation and there was a very limited understanding of both the

content and the designed purpose of the Skill Sets. None of those interviewed were aware of any promotional or marketing material or resources for the Skill Sets and this made it very difficult for many of them to present a convincing business case for the adoption of the Skill Sets within their enterprises. A number of respondents reported experiencing a reluctance and lack of enthusiasm on the part of external providers to actively promote Skill Sets as a development option to completing the full Certificate IV qualification.

- Around half of the enterprise RTOs interviewed reported a tendency amongst workplace trainers and assessors and their business managers to regard the Skill Sets, especially the Trainer Skill Set, as 'a second best' option.

Recommendations

The following recommendations address the key issues identified in this review of Trainer and Assessor Skill Sets.

- | | |
|------------------|--|
| Recommendation 1 | <p>The concept of Trainer and Assessor Skill Sets be retained.</p> <p>There is a high level of in-principle acceptance of Skill Sets as valid and relevant development tools for trainers and assessors within the enterprise RTO environment. However, this acceptance is not always converted into practice for the reasons identified in this report.</p> |
| Recommendation 2 | <p>There is no identified need for modification of the Assessor Skill Set.</p> <p>The Assessor Skill Set is currently well accepted as a relevant and valuable 'stand-alone' qualification for both dedicated and workplace assessors, especially where competency assessment is associated with external licensing, OH&S and other regulatory compliance requirements.</p> |
| Recommendation 3 | <p>The content and designed purpose of the Trainer Skill Set should be reviewed to see if it can be better aligned to the needs of the enterprise RTO training environment.</p> <p>There were numerous suggestions from surveyed enterprise RTOs as to how the current Trainer Skill Set could be made more attractive to their enterprises and workplace trainers. These included:</p> <ul style="list-style-type: none"> ✓ Allow greater flexibility in the selection of competencies from the existing TAE10 Package when defining the Skill Set. Some respondents suggested that the specification of a specific Trainer Skill Set may be unnecessary – just allow enterprises to 'mix and match' competencies to suit their needs ✓ Consider the development of specific competencies for coaching and mentoring in the workplace. These skills would also be |

highly relevant to workplace supervisors and team leaders without a training role.

- ✓ Identify and document existing competencies from other Training Packages that could provide basic trainer skills that are more business-focused and appropriate to workplace trainer needs, and better aligned with the activities associated with their main job role. Surveyed enterprises have suggested that suitable competencies exist in the Customer Contact and Frontline management. Consider including these in a menu of electives for workplace trainers.
- ✓ Reduce the focus on 'class room' delivery techniques and add more emphasis on techniques for the effective demonstration of skills on a one-to-one or small group basis in the workplace
- ✓ Review the terminology to reduce 'VET-speak' and replace it with terminology that resonates more effectively with standard HR processes. This would also help business managers engage with, and better support, Trainer Skill Sets.

Recommendation 4

IBSA commission the development of resources and workshop materials to facilitate the integration of Skill Sets into the day-to-day business operations of enterprises.

Enterprise RTOs generally recognise the importance of a standardised generic definition of Trainer and Assessor Skill Sets, and the dangers of over-contextualising. However, there is a clear business need to integrate the Skill Sets as far as possible into the day-to-day business operations of the enterprise. Can the content and competencies be mapped to existing employee annual development plan processes? Can the competency assessment elements be mapped to existing job performance measures and tools that enable supervisors and team leaders to know how well individual employees are performing their jobs?

Recommendation 5

IBSA commission a pilot program to validate the Trainer and Assessor Skill Sets as a sound business investment for enterprise RTOs.

What is the business case for adopting the Skill Sets as the preferred development program for enterprise trainers and assessors? A common comment from surveyed enterprise RTOs was *"from a business perspective managers generally have difficulty understanding the value of 'Training Package' qualifications."*

Recommendation 6

A strong promotional and marketing initiative is required to establish Trainer and Assessor Skill Sets as a valid, 'value for money' option for the development of workplace trainers and assessors.

There is a clear and widespread lack of awareness of the content and designed purpose of the Skill Sets. Surveyed enterprise RTOs were unaware of any existing promotional or marketing resources that could assist them to implement the Skill sets within their enterprise.

Recommendation 7 The lack of any statistical information and meaningful research about the take-up and use of the Trainer and Assessor Skill sets needs to be addressed.

Page left blank for double-sided printing

1 Purpose

This is the final report on the findings and recommendations from a two stage project to 'undertake a consultation process amongst users of the Training and Education Training Package to review the currency and relevance of the Skills Sets carried over to the TAE10 package from TAA04', and make recommendations for improvement. The project scope and timeline were defined in the work schedule agreed in a contract between IBSA and the Enterprise RTO Association (ERTO A) dated 26th July 2010.

2 Approach

The agreed work schedule for this project was divided into two stages as follows;

- | | |
|----------|---|
| Stage 1: | <p>Design and distribute a national on-line survey of all enterprise RTOs to:</p> <ul style="list-style-type: none"> ✓ Establish a clear picture of the characteristics of workforce members currently engaged in, or contributing to the delivery of training and assessment services within the business enterprise ✓ Identify and document the type and level of training and qualifications currently held by those workforce members ✓ Identify and document the current gaps in the type and level of training and qualifications held by those workforce members. |
| Stage 2: | <p>Based upon the data collected in Stage 1, and in consultation with IBSA, identify ten enterprise RTOs for in-depth face-to-face interviews addressing the relevance, potential application and areas for improvement of the TAE10 Skill Sets within the enterprise RTO training and assessment environment. The interviews will also canvas options for raising the awareness of skill sets and their effective promotion amongst enterprise RTOs</p> |

The key activity for Stage 1 was the development and distribution of a national survey of Australian enterprise RTOs. The following criteria were used to identify enterprise RTOs listed on the National Training Information Service (NTIS):

- The enterprise is a legal business entity within Australia
- The enterprise is registered as an RTO
- The principal business of the enterprise is not training and development
- The primary target learner population for the RTO are the employees of the enterprise.

A search of the NTIS produced a list of 253 'enterprise RTOs' and all of these enterprises were surveyed. Almost 100 enterprises had responded to the survey by the closing date of 27th August 2010 (a return rate of ~ 40%). A full listing of the enterprises who responded and a copy of the eight question survey instrument are provided in the attachments to this report.

Survey responses were collected and analysed in detail and the key findings are detailed in the following sections. Nine enterprises were selected for the Stage 2 follow-up interviews from amongst those who provided a survey response. The selections were based upon the data

provided in the survey and were designed to allow the project to compare and contrast ideas and opinions, and draw conclusions from the following enterprise RTO groupings:

- Large versus small enterprises
- Government versus non-government enterprises
- High level of Skill Set support versus low level of Skill Set support
- High level of Skill Set completion versus low level of Skill Set completion
- 'VET professional' versus 'non-VET professional' delivery of training and assessment

The enterprise RTOs selected for interview are shown in the following list. The interviews were conducted in late November – early December 2010 either face-to-face or via the telephone using standard interview scripts.

NSW Fire Brigades	The Arts Centre
Accor Hotel Group	NSW Rural Fire Service
Westpac Banking Corporation	CGU Insurance
Australian Taxation Office	Surf Life Saving NSW
Woolworths Limited	

3 | Background and context

Appropriate training and assessment qualifications for 'VET practitioners' has been a topical and well researched issue for a number of years. At present there are three concurrent projects exploring aspects of VET teaching qualifications. The first is being implemented by the LH Martin Institute and seeks to 'research and make recommendations on the factors that affect the quality of vocational education and training (VET) teaching. This includes VET teacher qualifications and continuing professional development.'¹ The second, a National Centre for Vocational Education Research (NCVER) project, is 'mapping the range, type and focus of existing VET teacher preparation programs, the characteristics of students in these programs, and the extent to which programs differ by sector or state.'² The third, funded by NCVER and managed by Victoria University, is exploring the perceptions of recent graduates of the Certificate IV in Training and Assessment (TAA) about the extent to which they feel the Certificate IV prepares them for teaching.³

Discussion papers for two of these projects have recently been released. Both papers focus primarily upon the 'TAFE VET professional' and the Certificate IV as the minimum entry level qualification. Neither paper addresses the potential value, relevance or application of the Trainer and Assessor Skill Sets specified in the AQTF 2010, or acknowledges in any meaningful way the diverse characteristics and development needs of 'non-TAFE' trainers and assessors.

¹ Wheelahan, Leesa (2010) 'Study on the Quality of Teaching in VET', Overview, LH Martin Institute/ACE

² For further details see <http://www.ncver.edu.au/workingprogress/projects/10433.html>

³ Clayton, Berwyn (2010), 'Practitioner expectations and experiences with the Certificate IV in Training and Assessment (TAA40104)', NCVER

The Productivity Commission recently released draft report on the 'Vocational education and training workforce' notes amongst its key points that:

'The Vocational Education and Training (VET) workforce comprises 73,900 Technical and Further Education (TAFE) employees and an estimated 72,800 to 541,000 people working in other non-TAFE providers, with a mix of trainers and assessors, other professionals and general staff across the public and private sectors'.⁴

A significant proportion of these 'non-TAFE people' deliver training and assessment services within enterprise RTOs (ERTOs).

ERTOs typically operate as quality workforce development enablers embedded within the business functions of their enterprise. Whilst some ERTOs receive Government subsidies to assist them to develop their employees, many do not. Training effort and subsequent qualification and competency completion data is not captured in national VET statistical collections unless it has been publically funded. This results in substantial under reporting of Australian VET effort in total, and very considerable under reporting of VET effort in ERTOs.

Whilst there has been some targeted research around the operations of ERTOs and the use of national qualifications by enterprises, there is little concrete information on the nature and scale of ERTO operations. A paper published in the Journal of Education and Training in 2009 examines the 'Australian phenomenon of Enterprise Registered Training Organisations' and notes:

'Although ERTOs have been in existence for around 15 years they (enterprise RTOs) have received scant attention in scholarly literature'.⁵

The first comprehensive picture of the Australian ERTO was provided in the report of a DEEWR-funded project titled 'Profiling the Australian enterprise RTO'.⁶ This report was presented at the 2010 NCVER Research Conference ('No Frills'). It contains a wide range data on the organisational and operational characteristics of ERTOs and the significant level of VET activity they undertake.

The characteristics and development needs of employees delivering training and assessment services in ERTOs are distinctly different from those encountered in the typical TAFE institute or private provider college. The Productivity Commission draft report identifies the following classifications of 'VET trainers and assessors':

- *VET practitioners - Trainers and assessors with a substantive involvement in VET delivery, whether employed on a permanent, sessional or casual basis. They might be expected to be suitably skilled in the practices of teaching, training and assessment, and also to possess sound industry currency*
- *Enterprise trainers and assessors - Trainers and assessors who deliver accredited training within their (non-education specialised) enterprise. They, too, might be expected to be skilled in training and assessment, and possess sound industry currency for the purposes of their enterprise's activity*
- *Industry experts - Industry workers who contribute to training or assessment in VET by transferring their specialised industry knowledge. They are expected to have high knowledge of current industry practice, but might not be required to be as deeply skilled in training and assessment as VET practitioners. They are also likely to have a more marginal*

⁴ Extract from Productivity Commission, Draft research report (released 30/11/2010) 'Vocational Education and Training Workforce', Section 3

⁵ Smith, Erica and Smith, Andy (2009) 'Making training core business: Enterprise Registered Training Organisations in Australia', Journal of Education and Training, 61:3, 287-306

⁶ DEEWR/ERTO A Report, 'Profiling the Australian enterprise RTO', (Oct 2009), available from www.ertoa.org.au

attachment to the VET sector than practitioners. In practice, industry experts are likely to be difficult to locate within data collections, because VET training is unlikely to be their main job.

The vast majority of 'VET practitioners' are included amongst the '73,900 Technical and Further Education (TAFE) employees' identified in the Productivity Commission's draft report. This group is often referred to as 'VET professionals' and has been the main focus of almost all recent research examining the question of appropriate qualifications for trainers and assessors. Enterprise RTOs, however, employ relatively few 'VET professionals'.

Enterprise recruitment strategies for trainers and assessors were canvassed in the Stage 2 round of interviews for this project. Almost without exception enterprises sought to recruit their trainers and assessors from within the enterprise – the primary selection criterion being expertise in the equipment, processes, products and culture of the business.

The development of knowledge and skills in training and assessment typically occurs after recruitment, and there is a wide variety in the way enterprises undertake this development. A small minority require all trainers and assessors to have or undertake the Certificate IV qualification and provide substantial support to enable them to complete. Many others impose no minimum training and assessment qualification requirement at all. The Productivity Commission makes the following observation in its draft report:

'It appears that many individual VET trainers and assessors do not possess the Certificate IV in Training and Education (TAE) or equivalent educational qualifications. One estimate from the NCVER puts the percentage of trainers and assessors with some type of teaching qualification at about 42 per cent in TAFEs and 8 per cent in the non-TAFE sector, drawing upon 2005 ABS survey data (Guthrie and Mlotkowski 2008). The Commission is to investigate this issue further for the Final Report'. Page 3.9)

Within the typical ERTO there are two distinct classifications of 'enterprise trainers and assessors'. The first consists of 'dedicated trainers and assessors' – employees whose principal job function is the delivery of training and assessment services. The second, and much larger group, consists of 'workplace trainers and assessors' – business unit team leaders, supervisors, experienced employees or volunteers who have a role in the delivery of training and assessment services which is not their principal job function. Recent surveys conducted by the Enterprise RTO Association suggest that up to 80% of the total training and assessment effort in a majority of ERTOs is provided by this second group.

This characteristic is illustrated in the following table showing the responses from a recent unpublished survey of enterprise RTOs.⁷ The table examines the proportion of a normal workload assigned to the delivery of training and assessment services. For dedicated trainers and assessors the delivery of training and assessment services represent 50% or more of their normal workload in the majority of enterprises surveyed (~ 60%). By comparison, the delivery of these services represents less than 25% of a normal workload for 'workplace trainers and assessors' in the overwhelming majority of surveyed enterprises (~ 86%).

⁷ Extract from as yet unpublished Masters degree research project by R Conwell (rconwell@fsma.com.au)

Training and assessment delivery as a % of 'normal workload'

	<10%	10% to 25%	25% to 50%	50% to 75%	75% to 100%	100%
'Dedicated Trainer' staff:	9.5%	14.3%	19.0%	4.8%	47.6%	4.8%
'Dedicated Assessor' staff:	15.8%	15.8%	10.5%	5.3%	42.1%	10.5%
Workplace Trainer:	50.0%	35.7%	0.0%	7.1%	7.1%	0.0%
Workplace Assessor:	56.3%	31.3%	0.0%	6.3%	0.0%	6.3%

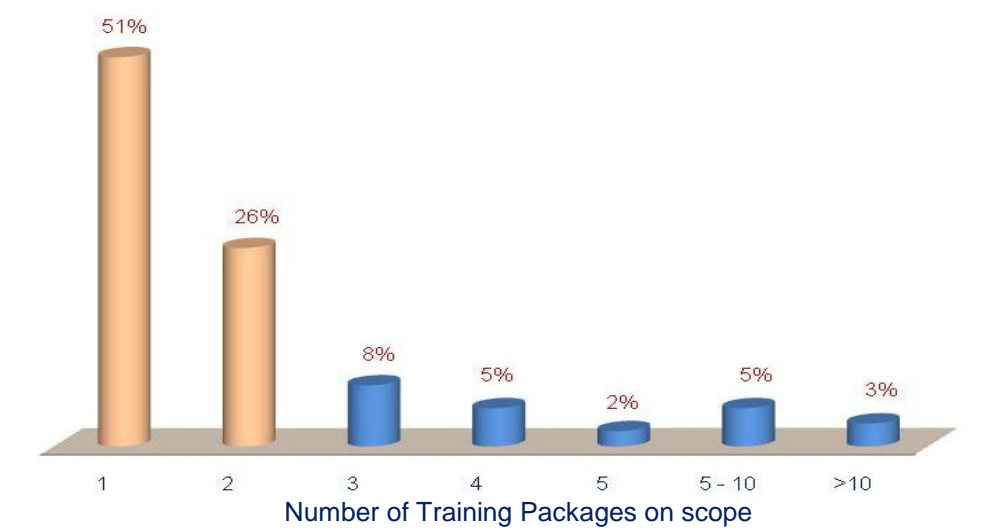
Another table in the same unpublished report canvassed the views of ERTOS as to the ideal minimum training 'qualification' for 'dedicated' and 'workplace' trainers and assessors.

Once again the differences are stark. Almost all the surveyed ERTOS regard the Certificate IV as the minimum essential qualification for dedicated trainers and assessors (~ 88% and 84%). There is a wide range opinions as to minimum required by workplace trainers and assessors, Based on the figures shown in the table it is clear that many ERTOS regard assessment as more challenging than training for workplace trainers and assessors in that ~ 64% agree that the Assessor Skill Set is the essential minimum qualification.

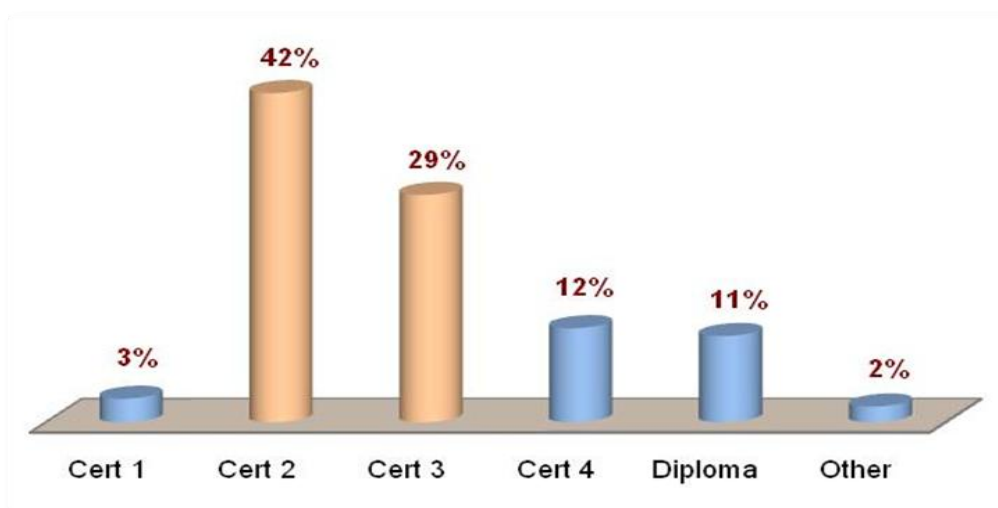
Minimum essential qualification for enterprise trainers and assessors

	No formal training qualification is essential	Working under the direct supervision of a qualified trainer	Three training units of competency	Three assessment units of competency	Certificate IV in Training and Assessment or its equivalent;
'Dedicated trainer' staff:	0.0%	4.0%	8.0%	0.0%	88.0%
'Dedicated assessor' staff:	0.0%	4.0%	0.0%	12.0%	84.0%
Workplace trainer:	4.8%	28.6%	42.9%	4.8%	19.0%
Workplace assessor:	0.0%	13.6%	0.0%	63.6%	22.7%

Another distinctive feature of the enterprise training environment concerns the scope of registration of the typical ERTTO and the AQF level of the training and assessment services delivered. The following chart is taken from the 'Profiling the Australian enterprise RTO' Report. It shows the distribution of ERTOS by the number of Training Packages from which they draw the qualifications shown on their scope of registration. Just over half of ERTOS draw their scope of registration qualifications from only one Training Package. The selected Training Package invariably reflected the core business of the enterprise as performed primarily by new recruits or front-line operational employees.



During 2008 ERTOS issued an estimated 90,000 qualifications. The distribution of these by AQF level is shown in the following chart, also taken from the Profile Report



The chart indicates that 74% of the qualifications issued by ERTOS are at Certificate III level or below. Qualifications at this AQF level focus on the development of psychomotor domain skills, especially in industries such as transport and logistics and manufacturing.

The psychomotor domain is skill based. The learner will carry out a procedure and/or produce a product. The three practical instructional levels include imitation, practice, and habit. The psychomotor domain is steeped in a demonstration delivery and the first level, imitation, will simply be a return of the demonstration under the watchful eye of the trainer. The practice level will be a proficiency building experience that may be conducted by the student without direct oversight of the trainer. The habit level is reached when the student can perform the skill consistently at a 'satisfactory' level. The training delivery is demonstration and proficiency building in nature. The evaluation will be based upon performance of the skill in the workplace.

The content that is needed to be known to do the skill is generally at the lower levels of the cognitive domain hierarchy requiring:

- ✓ Knowledge – the recall of specific items
- ✓ Comprehension – can recall, but can do a little more (e.g. paraphrase, define and discuss to some extent)
- ✓ Application – all of the above, but can take information of an abstract nature and use it in concrete situations.

Achievement of higher levels of the cognitive domain – analysis, synthesis and evaluation – are generally not training outcomes expected from this level of AQF qualification.

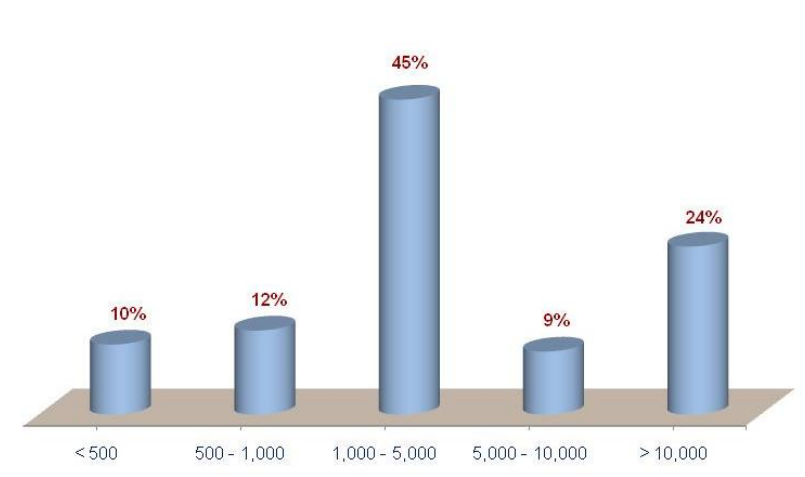
This characteristic feature of the enterprise training environment has clear practical implications for workplace trainers and assessors and the minimum qualifications they will need to perform their job well.

4 | Survey target population and response profile

The first three questions of the survey sought to establish the broad profile of the enterprises supplying the survey data. The purpose of this was to provide a measure of the degree to which the data may be skewed or biased by non-representative responses.

Question 1 requested the name of the responding enterprise. Only a small percentage of responding enterprises elected to provide their survey responses anonymously. A full list of the identified responding enterprises is provided in Attachment 1.

Question 2 addressed the size of the enterprise and produced a distribution of responding enterprises by 'total number of employees'. Responses are summarised in the following chart:

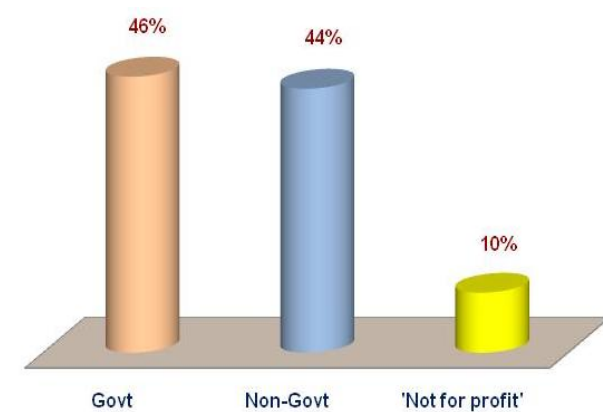


Nearly half of the responding enterprises had a 'total number of employees' between 1,000 and 5,000. A quarter of the responses were from 'large' Australian enterprises with more than 10,000 employees. However, there was also a good representative sample of smaller enterprise RTOs comprising those with less than 1000 employees.

Question 3 addressed the classification of responding enterprises by 'broad enterprise type' – government, non-government and not-for-profit. The findings are summarised in the following chart.

There was an almost even balance of government and non-government responses. These made up 90% of the responses. The remaining 10% of responding enterprises classified themselves as 'not-for-profit' – this group included several State Surf Life Saving Organisations and the disability support organisations Rocky Bay (WA) and Minda (SA).

The responses to these initial questions indicate that the survey responses are a good representative sample of the wider Australian enterprise RTO population.

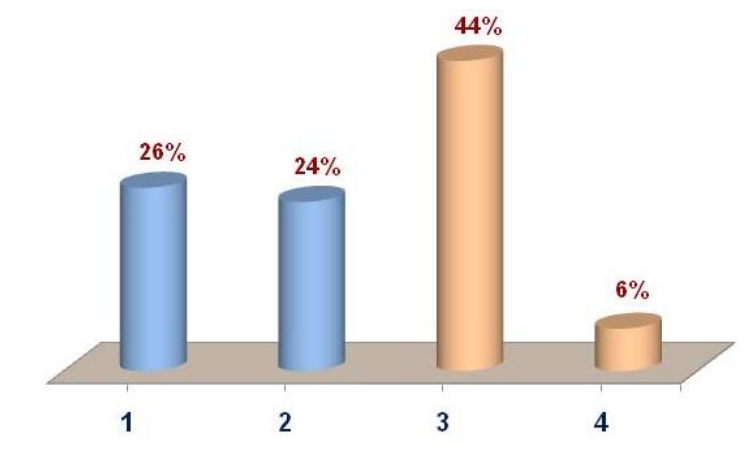


5 Analysis of survey responses

The remaining five survey questions addressed the broad characteristics of training and assessment delivery within enterprise RTOs. They canvassed information and opinions about the minimum essential qualifications for enterprise-based trainers and assessors, and about the value, relevance and use of the training and assessment Skill Sets.

Questions 4 was designed to collect data about the broad characteristics of enterprise workforce members currently engaged in, or contributing to, the delivery of training within the enterprise. The findings are summarised in the following table.

Delivery of training services



Q4: Which of the following statements best describes the delivery of ACCREDITED TRAINING to employees of your business enterprise?

Key to responses:

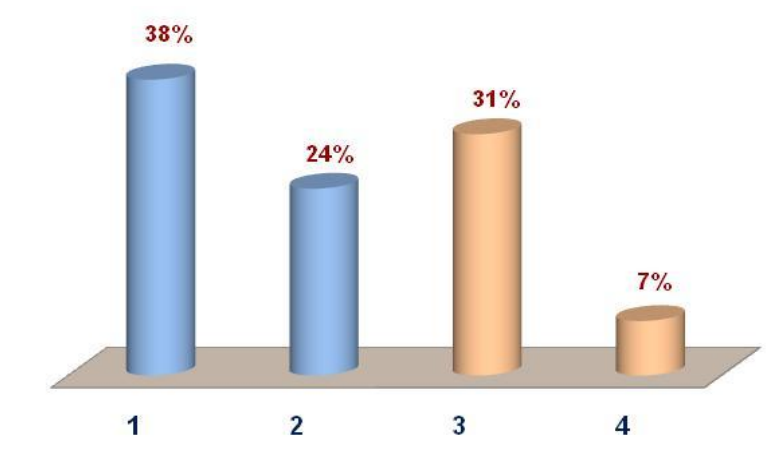
1. **ALL** of our accredited training is delivered by dedicated workplace trainers
2. A **MINOR** part of our accredited training is delivered on-the-job by 'subject matter experts'(i.e. business unit team leaders, supervisors, experienced employees or volunteers) working closely with our dedicated workplace trainers
3. A **MAJOR** part of our accredited training is delivered on-the-job by 'subject matter experts'(i.e. business unit team leaders, supervisors, experienced employees or volunteers) with support as needed from our dedicated workplace trainers
4. **ALL** of our accredited training is delivered on-the-job by 'business unit' team leaders, supervisors, experienced employees or volunteers.

The results provide clear evidence two broad approaches to the delivery of training within ERTOs. Half of the responding ERTOs reported that the major part, or all, of their training was delivered by 'non-VET practitioners' – business unit team leaders, supervisors, experienced employees or volunteers with support and guidance as needed from dedicated workplace trainers (responses 3 and 4). The remaining 50% of ERTOs relied on 'dedicated trainers' for the delivery of training (responses 1 and 2). These two distinctly different training strategies result in different approaches to the professional development of trainers and the minimum qualification standards that are applied.

These findings confirm previous ERTOA profiling surveys and anecdotal evidence indicating that a significant proportion of training and assessment services within the enterprise RTO environment are currently provided by 'non-VET practitioners'. These individuals do not regard themselves as trainers or assessors and comprise what has sometimes been called the 'hidden VET workforce'.

Questions 5 was designed to collect data about the broad characteristics of enterprise workforce members currently engaged in, or contributing to the delivery of competency assessment services within the enterprise. The findings are summarised in the following table.

Delivery of competency assessment services



Q5: Which of the following statements best describes the COMPETENCY ASSESSMENT process used for employees of your business enterprise?

Key to responses:

1. **ALL** of our competency assessments are undertaken by dedicated workplace assessors
2. 'Business unit' team leaders, supervisors, experienced employees or volunteers play a **MINOR** role in the on-the-job assessment of employee competency working closely with our dedicated workplace assessors
3. 'Business unit' team leaders, supervisors, experienced employees or volunteers play a **MAJOR** role in the on-the-job assessment of employee competency with support as needed from our dedicated workplace assessors
4. **ALL** of our on-the-job competency assessments are undertaken by 'business unit' team leaders, supervisors, experienced employees or volunteers.

Based upon these survey returns a majority of ERTOS (~ 62%) use 'dedicated assessors' for the delivery of all, or all but a minor part of their competency assessment services. This means that a significant number of ERTOS who use non-VET practitioners for the delivery of training back this up by using dedicated assessors for their competency assessments.

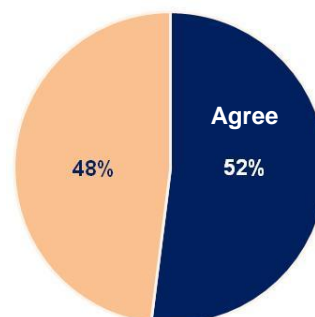
This is an interesting result in that it strongly suggests that ERTOS impose higher professional standards on assessors than they do on trainers.

Question 6 canvassed ERTO reactions to five statements associated with trainer and assessor qualifications and skill sets. The responses to each statement are summarised in the following table.

'The minimum acceptable qualification for ALL employees delivering accredited training within our enterprise is the TAA Certificate IV'

Opinions are evenly divided on this issue - 52% of respondents agree that the TAE Certificate IV should be the minimum acceptable qualification for employees delivering accredited training while 48% feel that a lesser 'qualification' or even 'no qualification' is acceptable.

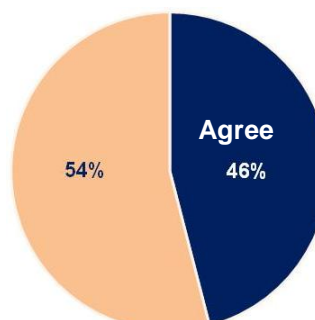
Follow-up interviews have confirmed that ERTOs who agreed with this statement primarily use dedicated trainers and include a formal requirement for completion of the Certificate IV in job descriptions. These ERTOs were generally not strong supporters or users of the Skill Sets.



'The minimum acceptable qualification for ALL employees conducting competency assessments within our enterprise is the TAA Certificate IV'

Once again opinions are divided here - although fewer respondents agree the TAE Certificate IV is the minimum acceptable qualification for assessors than for trainers (46% versus 52%).

ERTOs appear to make a clear distinction between trainers and assessors in determining the minimum essential qualification. The Assessor Skill Set is more widely regarded and accepted by many as the appropriate minimum qualification for employees engaged in competency assessment processes in the workplace. However, the essential criterion remains expertise in, and knowledge of the business processes skills being assessed.

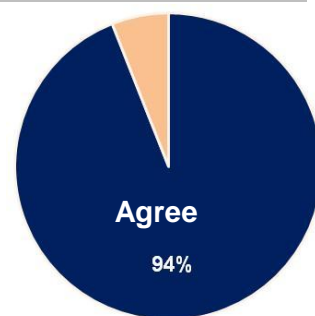


'Employees with a role in the delivery of training within our enterprise, under the supervision of a fully qualified trainer, are more effective if they have completed the 'Trainer Skill Set' competencies'.

'Employees with a role in the assessment of employee competency within our enterprise, under the supervision of a fully qualified assessor, are more effective if they have completed the 'Assessor Skill Set' competencies'.

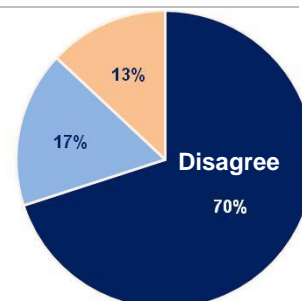
This result indicates a broad agreement amongst respondents that completion of the 'Trainer Skill Set' and/or the 'Assessor Skill Set' will improve the effectiveness of 'non-VET professional' employees engaged in the delivery of training and assessment services.

94% of respondents agreed that the 'Trainer Skill Set' can improve training effectiveness and 92% agreed that the 'Assessor Skill Set' can improve the effectiveness of competency assessment. However, based upon the responses to later survey questions this broad agreement does not appear to result in practical action for many ERTOs



'The Trainer and Assessor Skills Sets are of little real value within the training and assessment environment of our enterprise'.

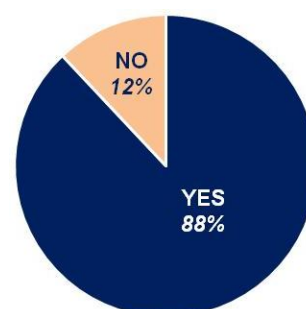
This result indicates that while 70% of respondents do disagree with this statement the remaining 30% either agree that 'Trainer and Assessor Skills Sets' are of little real value (~13%) or are not sure of their real value (~17%) within their enterprise training and assessment environment.



The reasons for the negative view of the value of Skill Sets expressed by the 13% of respondents were explored in the follow-up interviews. The majority of ERTOs reporting this view were centralised in their training operations and used dedicated trainers and assessors exclusively. Enterprise policy required the Certificate IV as a minimum acceptable qualification for appointment as a trainer or assessor and their training and assessment operations were associated with government licensing and regulatory requirements (e.g. bus and train drivers, electricity supply workers and finance and bank employees).

Question 7 was designed to identify those enterprises who claim to 'actively encourage and support the completion of Trainer and/or Assessor Skill Sets' by employees engaged in training delivery and/or competency assessment.

A surprisingly large majority of respondents (~88%) responded positively to this question indicating an apparent high level of support for these Skill Sets within the enterprise training environment. However, this support does not appear to be translated into practice. Responses to Question 8 indicate that only a small minority of enterprise employees engaged in the delivery of training and assessment have completed the relevant Skill Set in around half of the responding ERTOs.



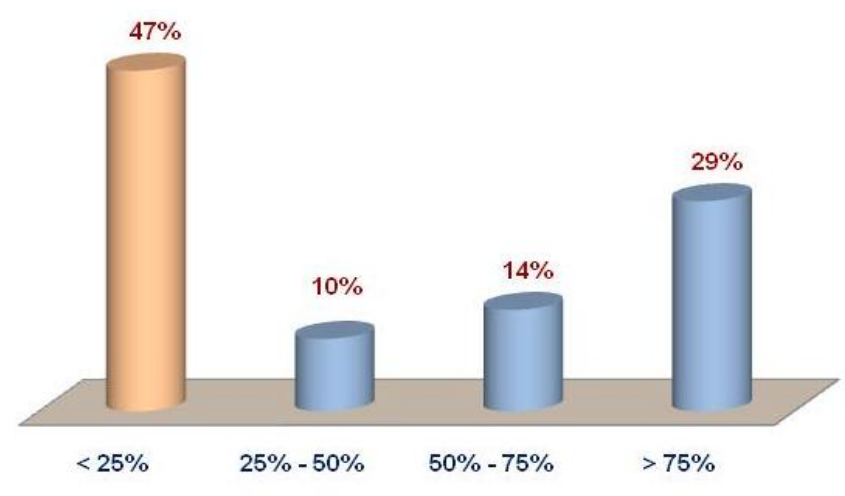
Around 12% of responding ERTOs indicated that they did not actively encourage and support the completion of Trainer and/or Assessor Skill Sets by employees engaged in training delivery and/or competency assessment. When asked why the ERTO had adopted this approach two broad reasons were given. The first reason is that enterprise policy requires all employees engaged in training and assessment to have the Certificate IV as a minimum qualification. The following statements were typical of these respondents.

- "Where competency training and assessment are involved, the organisation sets out a requirement for trainers and assessors to have the Cert IV in TAA. Anyone who is involved in accredited training and assessment and does not have the Cert IV in TAA is required to attain it, generally through recognition of existing skills or skills gained through working on the job under direct supervision."
- "Employees who are employed as Trainer/Assessors are required to complete TAA Certificate IV. While it is recognised that completing Cert IV will achieve the skill sets, it is organisation policy for Trainer/Assessors to complete the Cert IV."
- "There is pressure within areas of this enterprise that a full qualification is the only way that training of any kind can be delivered. This is reflected in some of the EBAs that are in force."
- "We have not pursued skill sets - where a person is involved in training and/or assessment of any accredited program, we require them to have the full certificate"

The second reason given was totally different and was typically associated with ERTOS in which a major part of accredited training is delivered on-the-job by 'subject matter experts'(i.e. business unit team leaders, supervisors, experienced employees or volunteers) with support as needed from our dedicated workplace trainers. For these ERTOS the essential requirement for a workplace trainer or assessor was expertise in the business process or activity being taught and assessed – the additional requirement to complete a Skill Set was not seen to add real value to the enterprise. Comments from these respondents included;

- *"Not high priority - priority is on skills related to core requirements of their job roles e.g. client related issues."*
- *Yes but not because the skill sets are defined within the training package we do it for AQTF compliance in the end its the compliance requirements that drive our use of the trainer and assessor qualifications not a belief in the skill sets. I would add that having large numbers of content experts with assessor skills does create a burden of compliance under the AQTF for management and updating of skills. I think its a false assumption that you need to be a trained assessor to utilise a standard tool that has been designed for application by content experts in the workplace, which from my experience is how most workplace assessors operate. I've yet to see within in any RTO workplace assessors that I would consider to be effective in the design of assessment tools, they are quite good at application. The financial costs of the compliance burden I believe has enterprises questioning the value and agility of accredited training.*
- *"Most have many years of experience in our industry and in assisting in training and gathering evidence for assessment (under supervision of Cert IV trainer/assessors). The skill set would probably be more accepted by and useful for more recent comers into the organisation."*
- *"Most training is done by subject matter experts, and if they were told they needed to conduct some form of training skill set to be eligible to complete the task, they'd find it a) too difficult and b) demeaning."*
- *"The concept of skills sets is much older then the actual documented skill sets within training packages for trainers and assessors and was really defined with the introduction of the AQTF and the requirements for trained assessors and trainers. For this reason I not a big fan of formalised or recognised skill sets because enterprises have been able to utilise skills sets as required with arrangements prior to their formal documentation so I think they add limited value. To be honest I don't think it matters whether they are formally defined within the training packages."*

Question 8 follows on from Question 7 to determine the degree to which 'theoretical' support of the Skill Sets has been converted into practical action. The question asked *'What is your best estimate of the current percentage of employees with a role in training and/or assessment within your enterprise who have completed a 'Trainer or Assessor Skill Set?'* The findings are summarised in the following chart:



The results indicate less than 25% of employees currently engaged in training delivery and/or competency assessment in just under half of the responding enterprises have completed a Trainer or Assessor Skill Set. This is a surprisingly low result given the apparently high level of support expressed in responses to Question 7.

Comments from ERTOs reporting >75% and those reporting <25% were sought. The first group included of ERTOs with dedicated trainers and assessors who were required to have the Cert IV qualification. Many of these took the view that the Cert IV qualification included the two Skill Sets in responding to this question. However, some of these ERTOs reported that the expert/specialist 'presenters' used to support their training did not have or were not expected to have any training qualification. Comments from this group included;

- All staff working for Excelior have completed either the BSZ40198 or the TAA40104
- College staff all have skill set. However, expert presenters probably less than 50%
- Staff delivering IT, Business and literacy numeracy always have full TAA, specialist staff e.g. horticulture, kitchen, construction generally have little TAA.

This first group also included ERTOs with a heavy dependence upon volunteer trainers and assessors. As a group they appear to be strong supporters of the Skill Sets and reported high levels of completion. Comments from this group included;

- Our "employee" pool is made up of paid and volunteer members, paid (1400 people) and volunteers (58000 people). Trainer and assessor skill sets are essential for our business to operate.
- Personnel in Fire and Emergency Services Authority (WA) cannot be endorsed to deliver a FESA training product unless they hold the four units of competency.
- All paid employees who have a role in training and assessment hold the Cert IV. All volunteers with a training role hold a minimum of DEL301, and all volunteers who assess hold ASS401, 402 and 404

The second group of ERTOs with low rates of Skill Set completions expressed a range of views as to the reasons for the low take-up by their trainers and assessors. This group was characterised by a high degree of ambivalence as to the value and relevance of the Skill Sets

both in the minds of the training managers and the team leaders, supervisors and experienced employees they engage to deliver training and assessment services. The range of comments from this group included:

- *The Trainer/Assessor skill set are valuable for an ERTA, however those providers delivering the TAA quals very often push to deliver a full qual only, and make it financially more viable to deliver the full qual. Realise this is not the issue being addressed here, but I think there needs to be more knowledge of the availability of skill sets which in turn would increase their uptake*
- *Skilled workplace supervisors are ideally suited to assist with training and assessment under the guidance of suitably qualified trainers and assessors - those creating assessment tools, and providing the outline for training delivery need the competence to understand and meet the requirements of the unit of competency - it is unnecessary and impossible to engage many skilled workplace experts in completing TAA units which they do not need, nor do they have an interest in*
- *From an L&D perspective, TAA is very relevant, from a business perspective managers have difficulty understanding the value of the qualification. The Choice of elective units in the TAE is set to add relevancy and value to the qualification. Some units of the TAA (Foundations of VET) were not well aligned to Enterprise RTO requirements*
- *Many of our staff are qualified trainers and assessors - which they combine with their real jobs. Skills sets and dedicated trainers and assessors skews the information here - as the former is not practical and the latter not a great option for staff who mostly are seeking a full qual*
- *Read that as close to zero for trainers. Obviously all assessors have at least the 3 or 4 BSZ units or the 4 TAA units, though we were pushing for all assessors to upgrade to a full Cert IV TAA*
- *All identified workplace trainer/assessors go through (external RTO) training in the skill set, then are coached by a senior Workplace Trainer/Assessor for a period of 3 to 12 months depending on need and is then encouraged to continue as a mentored relationship.*

Only a small percentage (~ 5%) of this second group indicated they were taking positive steps to improve the take-up of Skill Sets by their trainers and assessors. Reported comments included:

- *Developing a strategy to be able to up skill with the relevant unit of competency*
- *Currently increasing this figure with on-going 'skills sets' training.*
- *Not sure (about the value of Skill Sets), but this is something we are looking at for two main reasons:(1) reduce the cost/time of achieving a full Cert IV; and(2) ensuring people have the right skill set to deliver/assess training.*
- *Currently less than 25%, but we are in the process of rolling out a Cert 4 in Customer Contact which has a training and assessment skill set which will up skill approx 60 leaders. This will increase the % to 75-100%*

The second comment is an example of where some form of basic training and assessment skills development have been found in a business-focused training program undertaken by employees.

6 | Classifications of ERTO types

Analysis of the survey responses confirmed the diverse nature of ERTOs. The survey evidence strongly suggests the existence of three distinct ERTO organisational structures and operating styles.

Centralised

In a 'centralised' ERTO the RTO exists as a distinct entity within the organisational structure of the enterprise. The RTO entity is typically associated with titles such as 'College' and 'Centre of Excellence' and training is often, but not always, delivered in a specific specialised location rather than in the workplace. Examples include the Qantas and Westpac Centres of Excellence, the various Police Training Colleges and the NSW Fire Brigades Training Centres.

The majority of training and assessment delivery in these ERTOs is undertaken by dedicated trainers and assessors for whom the Certificate IV qualification is either a requisite for appointment to a trainer and assessor position, or must be completed after recruitment. These enterprises fully support trainers and assessors without the Certificate IV to complete it as soon as possible after recruitment.

Integrated

Here the RTO exists as a function embedded within the wider HR and business operations of the enterprise. The enterprise leverages its standard business processes and practices as far as possible to support the RTO function. The job title of the person responsible for the RTO function often includes terms such as Training Quality Manager and the role of the RTO is primarily to implement a quality assurance framework, based upon AQTF 2010, upon the wider workforce capability development activities of the enterprise. Notable examples of this type of ERTO include the Accor Hotel Group, McDonald's Australia, NSW RailCorp, OneSteel Whyalla and The Victorian Arts Centre

The majority of training in this type of ERTO is delivered in the workplace by non-VET practitioners that is - workplace trainers such as business unit team leaders, supervisors and experienced employees - for whom training delivery makes up a minor part of their everyday workload. The key requirement for recruitment of these workplace trainers is skills and expertise in the business processes of the enterprise. In many of these ERTOs there is no specified essential minimum qualification for trainers.

Competency assessment is generally performed 'on-the-job' often using the standard HR job performance measures of the enterprise to provide much of the assessment evidence. Some of these ERTOs do employ dedicated workplace assessors - especially where the competency assessment is associated with licensing or regulatory requirements. Examples include train and bus drivers, heavy plant operators and electricity distribution workers. These dedicated assessors are required to be highly credible experts in their field and have generally completed one or more of the Assessor Skill Set competencies.

Volunteer

These ERTOs exist to provide training and assessment services to organisations which are highly dependent upon the contribution of volunteers for the delivery of their services. The best examples of this type of organisation are the various Rural Fire Services and State Surf life Saving Branches. These organisations are amongst the largest Australian VET providers with many tens of thousand participants undertaking training and assessment predominately for competencies and qualifications from the Public Safety Training package.

Most of these organisations have well developed trainer and assessor 'structures' based upon various combinations of Skill Set competencies and the full Certificate IV qualification. For example, the NSW Rural Fire Service has the following classifications:

- ✓ Rural Fire Instructor – two units of competency from the Trainer Skill Set
- ✓ Assessor advocate – One unit of competency from the Assessor Skill Set
- ✓ (Full) Assessor – Two units of competency from the Assessor Skill Set
- ✓ Training Coordinator – TAA/TAE Certificate IV qualification.

NSW Surf Life Saving draws its trainers and assessors from members of its various branches and clubs and uses the following structure:

- ✓ Trainer - One unit of competency from the Trainer Skill Set
- ✓ Assessor – Three units of competency from the Assessor Skill Set
- ✓ Facilitators - TAA/TAE Certificate IV qualification.

In both organisations only a relatively small number of volunteers require the full qualification. For example, NSW Surf Life Saving has around 100 Training Facilitators working with and supporting many thousands of volunteer trainers and assessors.

The differences between these ERTO types is demonstrated most clearly by a detailed analysis of responses to Question 4 of the survey:

'Which of the following statements best describes the delivery of ACCREDITED TRAINING to employees of your business enterprise?'

Key:

- 1. ALL** of our accredited training is delivered by dedicated workplace trainers
- 2. A MINOR** part of our accredited training is delivered on-the-job by 'subject matter experts'(i.e. business unit team leaders, supervisors, experienced employees or volunteers) working closely with our dedicated workplace trainers
- 3. A MAJOR** part of our accredited training is delivered on-the-job by 'subject matter experts'(i.e. business unit team leaders, supervisors, experienced employees or volunteers) with support as needed from our dedicated workplace trainers
- 4. ALL** of our accredited training is delivered on-the-job by 'business unit' team leaders, supervisors, experienced employees or volunteers.

The three charts on the following page clearly show the differences in response to Question 4 for each of the ERTO types described in the above table.

Chart 1

Shows responses to Question 4 by 'Centralised ERTOs'. These represented ~ 48% of responses.

This type of ERTO reported that 100% of its training effort was either delivered by dedicated trainers only, or delivered by dedicated trainers with some minor assistance from business unit team leaders, supervisors, and/or experienced employees.

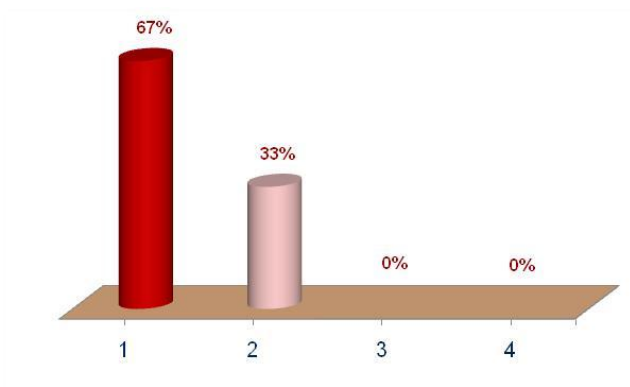


Chart 2

Shows responses to Question 4 by 'Integrated ERTOs'. These represented ~ 43% of responses.

This type of ERTO reported that 100% of its training effort was delivered on-the-job by 'subject matter experts' (i.e. business unit team leaders, supervisors, experienced employees or volunteers) with support as needed from dedicated trainers.

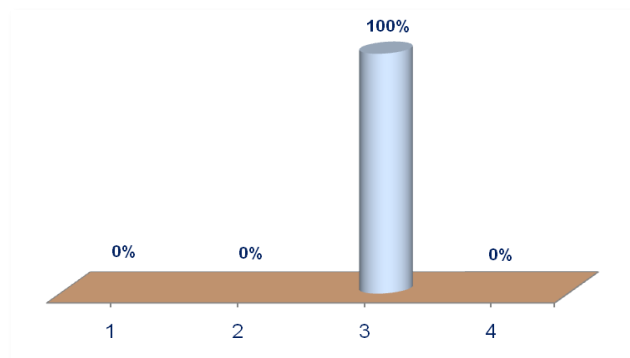
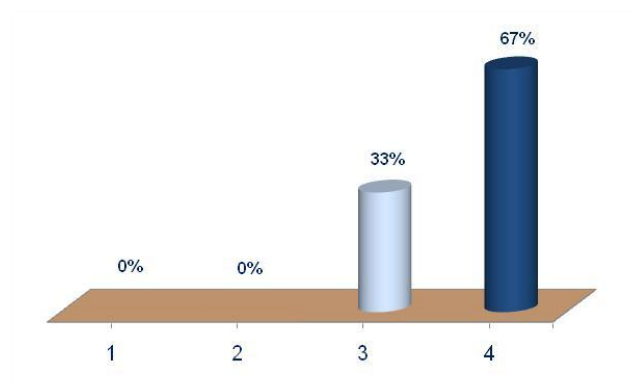


Chart 3

Shows responses to Question 4 by 'Volunteer ERTOs'. These represented ~ 9% of responses.

This type of ERTO reported that 100% of its training effort was either delivered by volunteers only, or delivered in the major part by volunteers supported where needed by qualified training co-ordinators or facilitators.



There were numerous other examples within the survey data to support the classification of ERTOs into these three types. For example, 80% of the 'volunteer' ERTOs expressed the view that the minimum qualification for trainers should be set lower than the Certificate IV compared to 49% of 'integrated' and only 23% of 'centralised' ERTOs. A similar pattern emerged for the minimum qualification for assessors – 80% of 'volunteer' ERTOs thought something less than the Cert IV was appropriate for assessors compared with 54% for 'integrated' and 35% for 'centralised' ERTOs.

7 Summary of responses to interview questions

Nine of the responding enterprises agreed to participate in a follow-up interview. Most of the interview responses have been documented earlier in this report. The following table provides a summary of the responses to specific interview questions.

Interview Question	Summary of responses
<p>1 In your survey response you indicated that all your training and assessment services are delivered by dedicated workplace trainers and assessors.</p> <ul style="list-style-type: none"> ✓ Are minimum qualifications and experience specified in job specifications? ✓ Are you able to recruit the qualified trainers/assessors you need? ✓ Where do you get them from? ✓ Does your enterprise support trainers and assessors seeking to obtain qualifications? 	<ul style="list-style-type: none"> • All of these ERTOS indicated that they regarded the essential minimum qualification to be the TAA/TAE Certificate IV qualification. Trainers and assessors are recruited almost exclusively from within the enterprise – there is little recruitment into enterprise from the TAFE sector mainly because the key selection criterion is expertise in the specific equipment, processes, products and culture of the business. • There was a surprising lack of awareness of the content and purpose of Skill Sets amongst this group although a small number reported using the Skill Sets as a type of induction program for new recruits without the Certificate IV. These recruits first completed the appropriate Skill Set before moving on to complete the full qualification. • Most of these ERTOS make a clear distinction between trainers and assessors and keep the two roles completely separate. In many cases the minimum qualification for assessors was the Assessor Skill Set combined with expert knowledge of the skills to be assessed. • None of these ERTOS reported any significant difficulty in recruiting trainers and assessors. In fact a number of ERTOS stated that their trainer and assessor positions were highly valued and seen as advantageous for future promotion to higher level positions. There was no shortage of applicants for any vacancies that arose. • Where an ERTTO has specified a minimum essential qualification they generally provided their employees with the practical support they needed to obtain that qualification, for example covering all the costs for enrolling into a Cert IV program at an external RTO. Most of these ERTOS reported “We pay for all the fees to complete the course as well as their salary to attend the training.”
<p>2 In your survey response you indicated that the major part of your training and assessment services are delivered by ‘non-professional’ trainers/assessors.</p> <ul style="list-style-type: none"> ✓ Who provides this training and assessment 	<ul style="list-style-type: none"> • The top priority for these ERTOS was knowledge and expertise in the business processes and activities of the enterprise. Almost exclusively recruited internally from amongst business unit team leaders, supervisors and experienced employees and volunteers. Training and assessment activities are often a minor component of, or a temporary variation to their normal workloads. • Usually not explicitly included in job descriptions – although a couple of enterprises included a generic requirement to ‘support the training and development activities of the enterprise’ in the job description

<p>within your enterprise?</p> <ul style="list-style-type: none"> ✓ Do their job specifications explicitly include a training and/or assessment function? ✓ Are you able to recruit the trainers/assessors you need from within your enterprise? <p>What difficulties do you encounter?</p>	<p>of all employees. A typical comment was <i>"Due to the fact that the majority of the training and assessment occurs on-the-job, with resources prepared centrally and provided to the trainers and assessors the full qualification is not required."</i></p> <ul style="list-style-type: none"> • Very few these ERTOS reported any significant difficulty in recruiting workplace trainers and assessors. In fact a number of ERTOS stated that their trainer and assessor positions were highly valued and there was no shortage of applicants for any vacancies that arose.
<p>3 Who within your enterprise identifies the level and type of qualification required by your trainers/assessors?</p>	<ul style="list-style-type: none"> • The majority of the enterprises with dedicated trainers and assessors indicated that the level and type of qualification for these employees was set as part of their wider HR workforce development strategy and was formally included in position descriptions. The qualification of choice is the TAA/TAE Certificate IV. The mandating of the Cert IV for AQTF compliance had some impact here. • However, in many enterprises with non-VET practitioner workplace trainers and assessors these decisions were most commonly made by the person responsible for the RTO function and appeared to be highly subjective especially with regard to the relevance and potential value of Skill Sets as a required qualification.
<p>7 Do you feel you are well informed about these Skill Sets? Where do you get your information about them?</p>	<ul style="list-style-type: none"> • There was a surprising lack of awareness and knowledge of the content and purpose of Skill Sets amongst those interviewed. Most respondents were aware of the Skill Sets only because they were included in the AQTF 2010 Documentation. • Very few of the respondents from 'centralised' and 'integrated' ERTOS had actually referred to the relevant Training Package document. There was a clear lack of knowledge and understanding of both the content of the Skill Sets and the purpose for which they were designed. On the other hand the 'volunteer' ERTOS are active supporters and users of the Skill Sets and have a clear idea of their value to their operations. • None of the respondents was aware of any promotional or marketing material related to Skill Sets.

Attachments

Attachment 1

An Alpha listing of all enterprises providing a response to the survey. Note that a number of enterprises chose to provide their responses anonymously. Hence the number of enterprises appearing in the list is less than the number of survey responses received. Nine enterprises agreed to participate in a follow-up interview – these are highlighted in red in the table.

Accor

ActewAGL
Adelaide Convention Centre
ALcoa
Ambulance service NSW
Aurora Energy Training
Australian Army
Australian Broadcasting Corporation
Australian Customs and Border Protection Service
Australian Public Service Commission

Australian Taxation Office

Bevilles Jewellers
BIS Skills Development Centre
Boral
Boral Construction Materials Limited
Brightwater Care Group (Inc)
Brisbane Convention & Exhibition Centre
Carter Holt Harvey Woodproducts Australia PTY limited

CGU Insurance

Country Fire Authority, Victoria (CFA)
Crown Melbourne Ltd
CSL
Department of Corrective Services
Department of Justice, VIC
Dept of Agriculture Fisheries and Forestry
Dept of Defence
Dept of Environment, Climate Change and Water
DFC College for learning & Development
DP World Australia
Education and Development Centre (now Learning and Development) SCGH / NMAHS
ETSA Utilities
Excelior RTO
Fire and Emergency Services Authority of WA
Foxtel
G4S Custodial Services
HBF Health Limited
Hollywood Private hospital
IAG
IBM
IBM Australia
KPS & Associates

Life Without Barriers
Minda Incorporated
National Pharmacies
NMAHS
North Metropolitan Area Health Service
Northern Territory Corrective Services

NSW Fire Brigades

NSW Health RTO

NSW Rural Fire Service

OneSteel Manufacturing
Onesteel Whyalla Steelworks
PFES College (NT)
Public Transport Authority (WA)
Qantas Airways Limited
Queensland Centre for Mental Health Learning
Queensland Corrective Services
Queensland Police Service
Queensland Rail
Queensland Urban Utilities
RailCorp NSW
Rivalea (Australia) Pty Ltd
Rocky Bay
RWWA
SA Ambulance Service
South Australian Country Fire Service
Staging Connections
Star City
State Transit Authority

Surf Life Saving NSW

Surf Life Saving South Australia
Surf Life Saving WA Inc
Sutherland Shire Council
Tasmania SES
TBSA
Thales Australia

The Victoria Arts Centre

Viridian New World Glass
Vocational Training and Education Centre of South Australia
VTEC-SA (Department of Correctional Services)
Western Health
WestNet Rail

Westpac Banking Corporation

Woolworths Limited

Wormald

End of survey respondents list

Attachment 2

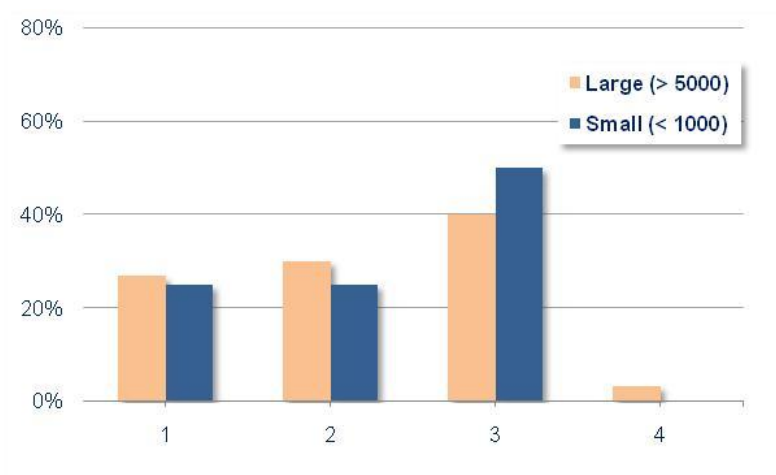
Review of broad trends in survey responses.

The survey data was further disaggregated to determine if there are any specific trends associated with the following broad characteristics of the responding ERTOs;

- Large versus small enterprise
- Government versus non-government enterprise.

Discussion about enterprise RTOs often start from the assumption that only large enterprises become RTOs because of the cost and complexity involved. This is not the case in practice. In the 'Profiling the Australian enterprise RTO' report referred to earlier this question was examined and the evidence clearly indicated that size of the enterprise had little bearing on the decision to seek registration as an RTO.

Whilst there are some differences between the responses of large (> 5,000 employees) and small (< 1,000 employees) enterprises no significant trend is evident. For example, the following chart shows responses to Question 4 of the survey.



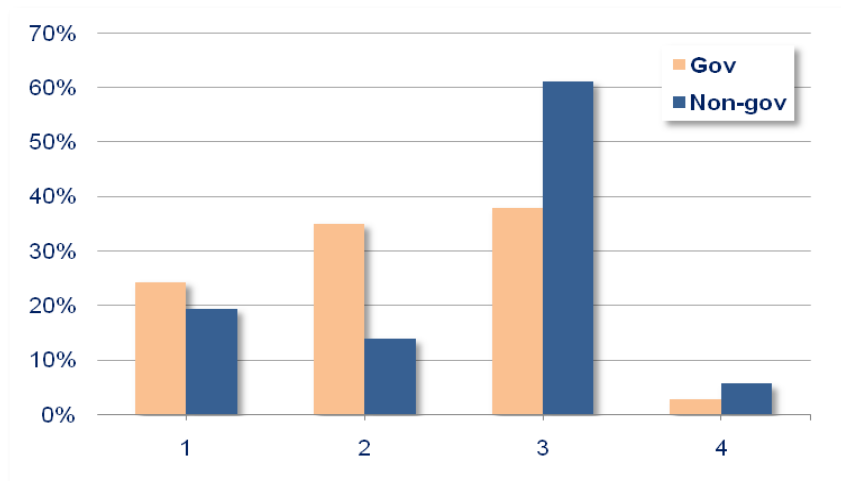
Key to responses:

1. **ALL** of our accredited training is delivered by dedicated workplace trainers
 2. A **MINOR** part of our accredited training is delivered on-the-job by 'subject matter experts'(i.e. business unit team leaders, supervisors, experienced employees or volunteers) working closely with our dedicated workplace trainers
 3. A **MAJOR** part of our accredited training is delivered on-the-job by 'subject matter experts'(i.e. business unit team leaders, supervisors, experienced employees or volunteers) with support as needed from our dedicated workplace trainers
 4. **ALL** of our accredited training is delivered on-the-job by 'business unit' team leaders, supervisors, experienced employees or volunteers.
-

In general large enterprise RTOs tend to be less demanding as to the minimum essential qualification required of their workplace trainers and appear to be slightly more active users of the Skill Sets, especially the Assessor Skill Set than small enterprise RTOs.

There are some more discernable difference between government and non-government enterprises, especially in responses to Survey Questions 4, 5 and 8

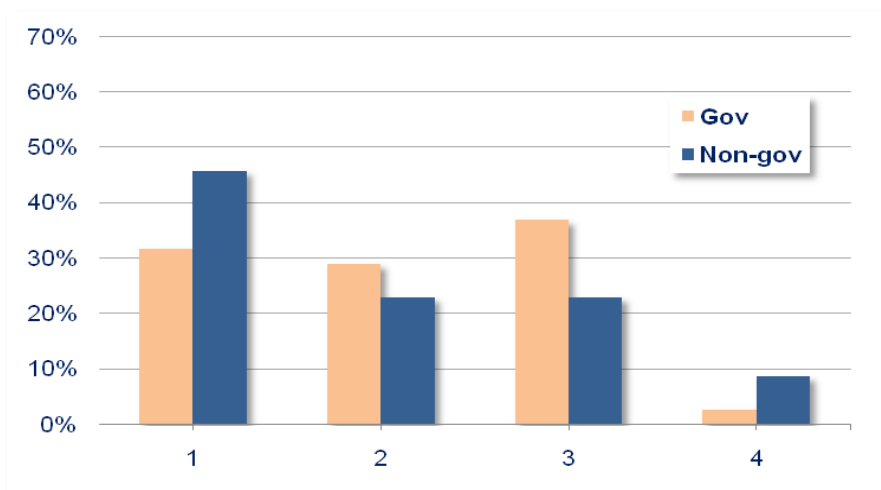
Responses to Question 4 indicate that a greater proportion of non-government enterprises (~60%) make use of business unit team leaders, supervisors, experienced employees or volunteers for the delivery of a major part of their training services than government enterprises (~38%).



Key to responses:

1. **ALL** of our accredited training is delivered by dedicated workplace trainers
 2. A **MINOR** part of our accredited training is delivered on-the-job by 'subject matter experts'(i.e. business unit team leaders, supervisors, experienced employees or volunteers) working closely with our dedicated workplace trainers
 3. A **MAJOR** part of our accredited training is delivered on-the-job by 'subject matter experts'(i.e. business unit team leaders, supervisors, experienced employees or volunteers) with support as needed from our dedicated workplace trainers
 4. **ALL** of our accredited training is delivered on-the-job by 'business unit' team leaders, supervisors, experienced employees or volunteers.
-

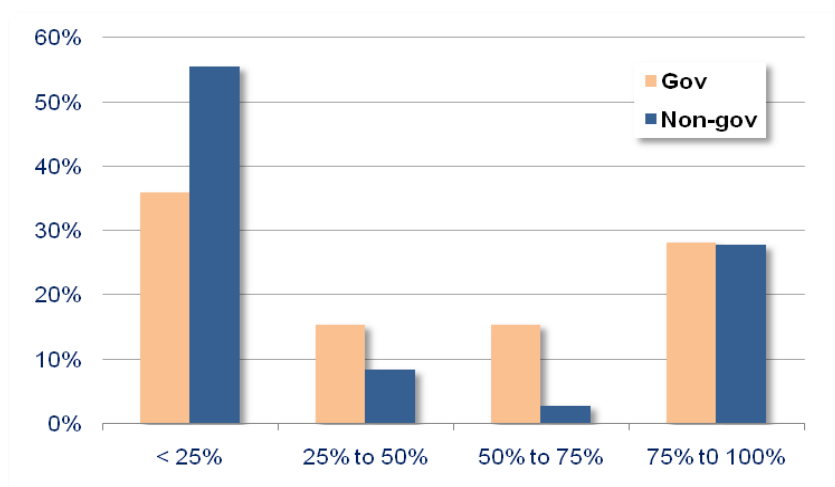
However, the situation is reversed when it comes to the delivery of assessment services. Here nearly half of non-government enterprises (~45%) use dedicated workplace assessors for the delivery of their competency assessment services compared to around one third of government enterprises. (See chart of following page)



Key to responses:

1. **ALL** of our competency assessments are undertaken by dedicated workplace assessors
2. 'Business unit' team leaders, supervisors, experienced employees or volunteers play a **MINOR** role in the on-the-job assessment of employee competency working closely with our dedicated workplace assessors
3. 'Business unit' team leaders, supervisors, experienced employees or volunteers play a **MAJOR** role in the on-the-job assessment of employee competency with support as needed from our dedicated workplace assessors
4. **ALL** of our on-the-job competency assessments are undertaken by 'business unit' team leaders, supervisors, experienced employees or volunteers.

Non-government enterprises also appear to make far greater use of workplace trainers without any type of qualification for the delivery of training than do government enterprises (~55% versus ~36% of enterprises) as shown in the following chart summarising responses to Survey Question 8 – 'What is your best estimate of the current percentage of employees with a role in training and/or assessment within your enterprise who have completed a 'Trainer or Assessor Skill Set?'.



Left blank for double-sided printing

Attachment 3

A copy of the survey instrument

IBSA Skill Sets

This brief survey is part of an IBSA-sponsored project to evaluate and report on the relevance and potential application of the specific Skill Sets for Trainers and Assessors included in the new TAE10 Training and Education Training Package. The Skill Sets consist of competencies extracted from the TAE40110 Certificate IV Qualification.

The survey is designed to provide a broad overview of the current status of Skill Sets within the enterprise training environment and will be followed-up and validated by a program of in-depth interviews with a range of enterprise RTOs during October 2010. The final report will be delivered to IBSA in November 2010.

Thank you for taking the time to complete the survey - your views on this important issue are greatly appreciated and this is a great opportunity to influence future national policy on defining appropriate minimum qualifications for employees with a role in training delivery and competency assessment within our enterprise RTOs.

Please contact John Churchill at john.churchill@performancefirst.com.au or phone 0419 276 017 if you have any questions at all about this project.

The deadline for submitting your survey response is cob on Friday 27th August 2010.

Many thanks

John Churchill

1. What is the name of your business enterprise?

(Note: Your responses will remain totally anonymous and the names of business enterprises will not appear in any report or documentation flowing from this survey.)

2. What is the approximate size of your business enterprise in term of number of employees?

Select from choices given:

Number of employees

3. Which of the following descriptions best describes your business enterprise?

Select from the choices given

Enterprise type

The following terminology is used in the next two questions:

ACCREDITED TRAINING - is any training undertaken by employees that contributes to the achievement of competencies and the issue of a nationally recognised qualification or statement of attainment to those employees.

COMPETENCY ASSESSMENT is any assessment process undertaken by employees that contributes to the achievement of one or more National Training Package Competency.

DEDICATED WORKPLACE TRAINER - an employee of the enterprise whose primary role is the delivery of accredited training to employees of the enterprise.

DEDICATED WORKPLACE ASSESSOR - an employee of the enterprise whose primary role is the assessment of national Training Package competencies.

IBSA Skill Sets

4. Which of the following statements best describes the delivery of ACCREDITED TRAINING to employees of your business enterprise.

- ☐ ALL of our accredited training is delivered by dedicated workplace trainers
- ☐ A MINOR part of our accredited training is delivered on-the-job by 'subject matter experts'(i.e. business unit team leaders, supervisors, experienced employees or volunteers) working closely with our dedicated workplace trainers
- ☐ A MAJOR part of our accredited training is delivered on-the-job by 'subject matter experts'(i.e. business unit team leaders, supervisors, experienced employees or volunteers) with support as needed from our dedicated workplace trainers
- ☐ ALL of our accredited training is delivered on-the-job by 'business unit' team leaders, supervisors, experienced employees or volunteers.

Please add any comments you may like to make.

5. Which of the following statements best describes the COMPETENCY ASSESSMENT process used for employees of your business enterprise.

- ☐ ALL of our competency assessments are undertaken by dedicated workplace assessors
- ☐ 'Business unit' team leaders, supervisors, experienced employees or volunteers play a MINOR role in the on-the-job assessment of employee competency working closely with our dedicated workplace assessors
- ☐ 'Business unit' team leaders, supervisors, experienced employees or volunteers play a MAJOR role in the on-the-job assessment of employee competency with support as needed from our dedicated workplace assessors
- ☐ ALL of our on-the-job competency assessments are undertaken by 'business unit' team leaders, supervisors, experienced employees or volunteers.

Please add any comments you may like to make.

6. Please rate your response to each of the following statements

	Disagree	Neutral/Not sure	Agree
The minimum acceptable qualification for ALL employees delivering accredited training within our enterprise is the TAA Certificate IV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The minimum acceptable qualification for ALL employees conducting competency assessments within our enterprise is the TAA Certificate IV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees with a role in the delivery of training within our enterprise, under the supervision of a fully qualified trainer, are more effective if they have completed the 'Trainer Skill Set' competencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees with a role in the assessment of employee competency within our enterprise, under the supervision of a fully qualified assessor, are more effective if they have completed the 'Assessor Skill Set' competencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Trainer and Assessor Skills Sets are of little real value within the training and assessment environment of our enterprise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IBSA Skill Sets

7. Does your enterprise actively encourage and support the completion of Trainer and/or Assessor Skill Sets by employees who have a role in training delivery and/or competency assessment?

- ☐ YES
- ☐ NO
- ☐ NOT SURE

In 'NO' can you briefly explain why Skill Sets are not actively supported for these employees:

8. What is your best estimate of the current percentage of employees with a role in training and/or assessment within your enterprise who have completed a Trainer or Assessor Skill Set?

- ☐ less than 25%
- ☐ 25% to 50%
- ☐ 50% to 75%
- ☐ 75% to 100%
- ☐ NOT SURE

Please add any comments you may wish to make:

Thank you for taking the time to complete this survey.

The final report for this project will be available from the ERTOA web site (www.ertoa.org.au) at the end of November 2010.

Left blank for double-sided printing

Attachment 4

IBSA/ERTO A skill sets project – Stage 2

Script for follow-up interviews – (Group 1)

1. Briefly describe the target population for the training and assessment services delivered by your RTO?

2. Briefly describe the organisational structure of your RTO?
Would you describe your RTO as an 'entity' or a 'function' within your enterprise?
Where is the RTO located within your wider enterprise organisational structure?

3. In your survey response you indicated that all your training and assessment services are delivered by dedicated workplace trainers and assessors.

Are minimum qualifications and experience specified in job specifications?

Are you able to recruit the qualified trainers/assessors you need?

Where do you get them from?

Does your enterprise support trainers and assessors seeking to obtain qualifications?

4. Who within your enterprise identifies the level and type of qualification required by your trainers/assessors?

5. Who within your enterprise approves the allocation of resources to support trainers/assessors seeking to obtain the required qualifications?

What type of support is provided?

6. In your survey response you indicated that your enterprise *'does not actively encourage or support the completion of Skill Sets by employees with a role in the delivery of training and/or competency assessment'*. Can you briefly explain the reasons for this?

7. Are there any changes to the current Skill Sets that would make them more attractive to your enterprise as a suitable qualification for your trainers/assessors?

8. Do you have any other comments about qualifications for trainers/assessors within your enterprise?

End of script for Group 1 interviews

Script for follow-up interviews – (Group 2)

1. Briefly describe the target population for the training and assessment services delivered by your RTO?
2. Briefly describe the organisational structure of your RTO?
Would you describe your RTO as an 'entity' or a 'function' within your enterprise?
Where is the RTO located within your wider enterprise organisational structure?
3. In your survey response you indicated that the major part of your training and assessment services are delivered by 'non-professional' trainers/assessors.
 - ✓ Who provides this training and assessment within your enterprise?
 - ✓ Do their job specifications explicitly include a training and/or assessment function?
 - ✓ Are you able to recruit the trainers/assessors you need from within your enterprise?
 - ✓ What difficulties do you encounter?
4. Who within your enterprise identifies the level and type of qualification required by your trainers/assessors?
5. Who within your enterprise approves the allocation of resources to support trainers/assessors seeking to obtain the required qualifications?
 - ✓ What type of support is provided?
6. In your survey response you indicated that less than 25% of employees with a role in training and/or assessment within your enterprise have completed a trainer or assessor Skill Set.
 - ✓ Do you think this situation has a significant adverse effect upon training and assessment quality and outcomes?
 - ✓ Do you regard this as a problem that needs to be addressed?
 - ✓ How would you go about increasing the % of employees undertaking and completing Skill Sets? Is there an ideal % in your view?
7. Do you feel you are well informed about these Skill Sets? Where do you get your information about them?
8. Are there any changes to the current Skill Sets that would make them more attractive to your enterprise as a suitable qualification for your trainers/assessors?
9. Do you have any other comments about qualifications for trainers/assessors within your enterprise?

End of script for Group 2 interviews