THE TRAINING GAME

WOMEN, WORK AND TRAINING REFORM IN AUSTRALIA

PRODUCED BY MICHELE SIMONS WITH ELAINE BUTLER AND KATE LAWRENCE
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WOMEN, WORK AND TRAINING REFORM IN AUSTRALIA

A TRAINING KIT TO ASSIST WOMEN WORKERS TO LEARN ABOUT THE NATIONAL TRAINING REFORM AGENDA

PRODUCED BY MICHELE SIMONS WITH ELAINE BUTLER AND KATE LAWRENCE

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PREFACE

WOMEN, WORK AND TRAINING: THE TRAINING REFORM AGENDA

Women, Work and Training, the Training Reform Agenda is a national project conducted during 1994 and 1995 (funded by the Department of Employment, Education and Training, and with the support of the Network of Women in Further Education). The project aims were to find out how well informed Australian women workers are about the National Training Reform Agenda (NTRA), and what they need to know to be able to take advantage of current training opportunities.

The researchers spoke with many women workers across the range of feminised industries and occupations (ie where most of the employees are women).

What we learned from these women was that:

- most were very interested in training;
- many were interested in careers rather than "jobs";
- the majority of women had little or no knowledge about the NTRA and the opportunities it held for them;
- many women are still not receiving access to training other than ad hoc or short courses and want information to help them ask for and negotiate about training;
- this information should be easily accessible at work places and through public communication channels, and
- the information should explain the important aspects and some of the jargon of the NTRA in plain English.

The Training Game assists trainers to provide information about the NTRA to women. The game has been designed for use across a wide variety of "training" contexts and locations. While the game is intended for women, the researchers acknowledge that not all women are the same. Like the women who took part in this project, they differ widely - in ages, life experiences, educational backgrounds, cultural backgrounds and hold many differing beliefs and aspirations.
Trainers may use a variety of methods to recognise this diversity amongst women. One way of doing this would be to introduce some discussion about different views, experiences and related issues after the teams have completed the quiz. For example:

- the reasons why some women work part-time;
- the advantages and disadvantages they gain from this;
- the barriers to promotion at work;
- what attracts women to particular industries;
- what the difference is between a job and a career, what career possibilities women believe are open to them, and what barriers they may experience;
- the experiences of Aboriginal women and/or women of non-English speaking backgrounds in relation to work and training.

These kinds of discussions require some care and we assume that the trainers will have some knowledge of the relationships between workers and their worksites. It is important to know the difficulties workers experience in common as women, as well as the differences which arise between them.

We would welcome any feedback you might have about the materials we have produced. In particular, if you have any ideas on how the materials might be improved, please send us your ideas. In asking for this feedback we acknowledge both the complexity of the National Training Reform Agenda and the rapid rate at which it keeps changing. For this reason it may well be necessary for you to update the materials from time to time. Our address is given at the bottom of this page.

We hope that you will find the materials useful in your training endeavours; and the groups (and individuals) you share them with will enjoy using them and learn a little more about training and its importance for women workers.

Michele Simons
Elaine Butler and
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INTRODUCTION TO THE TRAINING GAME

The Training Game assists trainers to provide information on the NTRA to women interested in training or those who participate in their training programs. The game can be adapted to suit any number of training contexts. For example, it could be used by industry training providers as an introductory activity in a training program. It could be used by a union or workplace trainer as a "once off" training activity for staff. It is also suitable for use in more formal settings such as TAFE colleges.

The Training Game has been designed as part of the project Women, Work and Training: the Training Reform Agenda, undertaken collaboratively by the Centre for Gender Studies at the University of South Australia and the Network of Women in Further Education (NOW in FE). Funding for the project has been provided by the Department of Education, Employment and Training (DEET) through its Training Reform Information Program (TRIP).

The aim of the project is to develop educational materials on the National Training Reform Agenda (NTRA) for women in feminised industries and occupations. In particular the project concentrates on the following aspects of the NTRA:

* skills and competencies and how the two are related
* the nature of competency-based training
* recognition of prior learning and the link with skills and competencies
* issues for women

In addition to The Training Game, a series of five leaflets (The National Training Reform Agenda, Training, Skills and Competencies, Recognition of Prior Learning and Opportunities for Women) and a poster (Unlock your future. Training is the key) have been produced to provide women with some basic information about the NTRA. A copy of each of the leaflets and the poster are included with this kit. All the materials in this kit are able to be photocopied for training purposes. We would ask, however, that you acknowledge the source of the materials.

MATERIALS INCLUDED IN THE TRAINING GAME KIT

* Instructions on how to compile quiz question and answer sheets
* A set of quiz questions and answers
* Example of a ready-to-use quiz
* Information sheets describing how to use the quiz with groups
* Leaflets
* Poster
* Bibliography

** A computer disk containing the questions and answer files for the game is available on request
AIM

The Training Game provides people who have an interest in training or those already participating in training programs with the opportunity to learn some basic facts about the National Training Reform Agenda (NTRA) and how it might affect women workers.

OBJECTIVES

After completing The Training Game, participants will be able to:

- recall some of the basic facts about the National Training Reform Agenda
- use information discussed through the game to talk with other women about the National Training Reform Agenda
- utilise the knowledge and language of the NTRA to pursue training for themselves and others at their workplace

Performance will be evaluated in collaboration with the facilitator who leads the game.

TIME NEEDED

60 - 90 minutes

MATERIALS REQUIRED

Copies of The Training Game Quiz - one per participant
Answer sheets
Prizes for the winning team
Brochures giving further details about the NTRA
PREPARING TO USE THE GAME

The following steps need to be completed by the trainer / group facilitator prior to using the game with a group

1. The quiz must be put together. Using the set of questions provided in this kit, the trainer needs to select the questions she / he thinks most appropriate to the group. For example, there are a number of “industry specific” questions. If the group is made up of women from the retail trade industry for example, it would be good to include those questions which relate specifically to that industry along with a number of questions relating to the NTRA in general. A sample quiz is provided in Appendix I.

2. The answer sheets need to be prepared. Just as the questions are selected and printed out for participants, so too must a list of the correct answers to the questions selected be compiled. You will also note that in addition to the answer to each question, there is also information about each answer. This is to assist the trainer / facilitator when she / he is scoring the quiz with their group. It will also facilitate further group discussion.

3. How the game will be played and how it will be introduced to the participants will need to be planned out. The game can be used at the beginning of a training program, or as a training activity in its own right. The sample session plan (Appendix II) shows how you might plan a session using the game.

4. Ensure you have some small rewards for the “winning” team (for example some chocolate frogs!) You may wish to reward all teams for participating, with different prizes for the winning team.
PLAYING THE GAME

The game is introduced to the group in a relaxed and non-threatening way, emphasising that it is a fun way of pooling the group’s knowledge about training in Australia at the present time. Reasons why it is important for workers to understand the NTRA might also provide further motivation for participation.

Divide the group into a number of teams - say teams of 4 - 6 participants

Explain that each team will be asked to complete the quiz. Hand out the quiz sheets. Set a time limit - 10 to 15 minutes (depending on the number of questions in the quiz). Numbers of correct answers are not that important (although there is a prize for the winning team) but participation, awareness raising and fun are important.

At the end of the time limit, go through the quiz, explaining and giving details of the correct answers. The notes attached to the answers will help. This part of the game can take a lot of time, particularly if the group is encouraged to ask questions and interact with each other as the answers are revealed. This part is most important. It is when you as session leader have the opportunity to input / share most knowledge and information about the NTRA and the many issues associated with it. It you are not sure of an answer check with the group or arrange to follow it up. Don’t forget the prizes!

At the conclusion of the quiz highlight that it is hoped that participants might be able to use their new knowledge to inform others in their workplace about the NTRA. Suggestions for how they might be able to do this include:

- playing the game with some workplace colleagues
- showing the game to one other person and explaining what it’s all about
- displaying the poster and leaflets in the workplace and discuss them with workmates
- asking for more information about training (refer to leaflets and posters for sources of this information)

Participants could perhaps brainstorm some ways they could use the game in their work setting. They could undertake to do this and report back at the next meeting (if applicable). Leaflets and the poster giving more details about various aspects of the NTRA can be distributed to provide further information.
QUIZ QUESTIONS

THE NATIONAL TRAINING REFORM AGENDA

1. The letters NTRA stand for
   A. National Training Recognition Authority
   B. National Training Rating Agency
   C. National Trainers Registration Agency
   D. National Training Reform Agenda

2. The NTRA consists of
   A. a series of policy directions, which were initiated during the period 1985 - 1989
   B. a series of rules and regulations for TAFE colleges
   C. new rules about who can provide training for apprentices
   D. rules about people being forced into training programs so they can improve their work

3. The NTRA was implemented because
   A. there was an increasing demand for skills at all levels in the Australian workforce
   B. many industries wanted to introduce new technology
   C. workers were being paid for jobs they couldn't do
   D. the unions demanded it

4. The NTRA is important because
   A. it provides a more flexible approach to who can provide training
   B. it emphasises what people can do rather than how long they have spent in training
   C. it ensures all qualifications are recognised across Australia
   D. all of the above

5. The NTRA is important for women because
   A. it ensures that everyone has a right to training
   B. it will provide opportunities for women to develop career pathways
   C. it will provide an opportunity for women to have the skills they already have recognised
   D. all of the above

The Training Game: Women, Work and Training Reform in Australia
Simons, Butler and Lawrence (1995) Centre for Gender Studies, University of South Australia
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SKILLS, COMPETENCIES AND COMPETENCY-BASED TRAINING

6. Competencies are
   A. tasks that people do at work
   B. a way of describing the knowledge, skills and attributes expected to be demonstrated by a worker in the workplace
   C. only relevant for trade-based skills like welding
   D. cannot be written for all industries

7. Which of the following skill areas are included in work place competency?
   A. task skills and management skills?
   B. work environment skills?
   C. work place learning and work place relationship skills?
   D. all of the above

8. It is important that women identify all their skills because
   A. it can assist them to select a training program most suited to their needs
   B. all are important if a job is to be described fully
   C. competency standards development uses knowledge of the skills required for a job
   D. all of the above

9. Competency standards
   A. are developed and owned by industries
   B. are developed by the National Training Board for an industry
   C. are written by TAFE colleges
   D. are developed by small groups of experts

10. Competencies standards describe
    A. the tasks that workers do
    B. the qualifications needed for a particular job
    C. the knowledge, skills and attributes that are expected of competent workers in the workplace
    D. how long a person needs to train before they are competent
11. In relation to the National Training Reform Agenda, the term CBT means:

A. Computer-based teaching
B. Competency-based training
C. Continuous basic training
D. Concentrated basic teaching

12. CBT is an approach to training which:

A. is just the same old system with a different name
B. only applies to the traditional trade industries which are dominated by men
C. places primary emphasis on what a person can actually do in the workplace as a result of training
D. will mean compulsory training for everyone in the workforce

13. Using the CBT system of training:

A. all training will be based on nationally developed competency standards
B. TAFE colleges and private providers will decide what will be in training programs
C. learners will decide what they need to learn
D. training will become more difficult to obtain

14. Competency-based training emphasises:

A. how long it will take to complete a training program
B. the way people will have to learn in order to complete their training
C. the competencies that a person must be able to demonstrate at the end of their training program
D. the need for exams to test what people know

15. Training programs which follow a competency-based approach:

A. describe in detail how everyone will have to learn the skills they need
B. ensure that everyone starts and finishes at the same time
C. tests trainees all the time to check that they are performing well
D. allows a learner to learn in many different ways, and to be tested when they feel they are ready
16. The term flexible delivery means
   A. that people can learn what they like in a training program
   B. that people will never have to attend classes again
   C. that learners will have more choices regarding course content, time, place and ways of learning
   D. none of the above

17. In a CBT system assessment is about
   A. assessing what a person can do and comparing that with the criteria set out in the competency standards
   B. comparing learners with each other
   C. taking lots of exams to get a certain mark
   D. none of the above

18. Training and assessment can take place
   A. at work (on and off-the-job)
   B. at TAFE
   C. with a private training provider
   D. all of the above

RECOGNITION OF PRIOR LEARNING

19. The letters RPL stand for
   A. Rating Previous Learning
   B. Real Prior Learning
   C. Registration of Prior Learners
   D. Recognition of Prior Learning

20. The process of RPL
   A. provides an opportunity for a person to have the knowledge and skills they already have formally recognised
   B. involves looking at your school records
   C. includes sitting for exams
   D. will test how well you know your job
21. When applying for RPL a person needs to

A. collect all of their school reports
B. document as many of their skills as they can, including those they have learned outside of their formal schooling
C. sit for a written exam
D. all of the above

**ACCREDITED TRAINING**

22. An accredited training course

A. explicitly states what competencies a person should be able to demonstrate at the end of the course
B. provides for the recognition of existing knowledge and skills
C. caters for a variety of different learning needs
D. all of the above

23. An accredited training course

A. is based on endorsed competency standards
B. has been approved at a State level
C. will provide you with a certificate
D. all of the above

24. An accredited training course that has been recognised by industry

A. ensures that what you learn in the course is relevant to the work in industry
B. means that it will cost more to attend
C. ensures that the industry will be involved in setting the examinations for the course
D. assumes that you have some prior knowledge of the industry

**GENERAL INFORMATION ABOUT WOMEN IN THE AUSTRALIAN WORKFORCE**

25. Clerical / administrative workers

A. are the largest occupational group in Australia
B. are just as likely to be men as women
C. usually work in the public sector
D. none of the above
26. What percentage of the clerical / administrative workforce are women
   A. 77.6%?
   B. 65.2%?
   C. 80.2%?
   D. 72.6%?

27. The number of women employed full time in the general construction industry in Australia (as at February 1994) was.
   A. 10,345
   B. 8,009
   C. 11,971
   D. 15,578

28. As of February 1994, the number of women who were employed full time in the retail trade industry in Australia was:
   A. 100,545
   B. 98,199
   C. 121,112
   D. 240,264

29. Just over half a million women work full time in the
   A. recreational, and personal services industry
   B. personal services industry
   C. community services industry
   D. public administration and defence

30. The number of women who work part time in the retail trade industry is
   A. 330,162
   B. 450,876
   C. 220,333
   D. 123,666

31. The number of women who work part time in manufacturing industries in Australia is
   A. 50,899
   B. 65,443
   C. 74,341
   D. 80,355
32. What percentage (approximate) of the part time workforce is made up by women?

A. 50%
B. 75%
C. 80%
D. 85%

PARTICIPATION IN TRAINING

33. What percentage of workers who had a wage and salary job undertook training during 1992?

A. 50%
B. 65%
C. 75%
D. 86%

34. In 1992 the percentage of wage and salary earners who undertook formal training (study or training courses) was

A. 35%
B. 47%
C. 50%
D. 60%

35. The percentage of wage and salary earners born overseas who participated in training in 1992 was

A. 35%
B. 40%
C. 45%
D. 50%

36. What percentage of women wage or salary workers undertook study or training courses in 1992?

A. 35%
B. 40%
C. 48%
D. 55%
QUIZ ANSWERS

THE NATIONAL TRAINING REFORM AGENDA

1. The letters NTRA stand for
   A. National Training Recognition Authority
   B. National Training Rating Agency
   C. National Trainers Registration Agency
   D. National Training Reform Agenda

2. The NTRA consists of
   A. a series of policy directions, which were initiated during the period 1985 - 1989
   B. a series of rules and regulations for TAFE colleges
   C. new rules about who can provide training for apprentices
   D. rules about people being forced into training programs so they can improve their work

The NTRA aims to develop a system of vocational education and training which is flexible and more able to respond to the needs of industry and workers. Training is seen as being a very important way of helping to improve the productivity and efficiency of Australian industries by ensuring that the workforce is flexible and highly skilled.

The NTRA was developed out of agreements with industries, unions and governments in cooperation with people who provide vocational education and training.

3. The NTRA was implemented because
   A. there was an increasing demand for skills at all levels in the Australian workforce
   B. many industries wanted to introduce new technology
   C. workers were being paid for jobs they couldn't do
   D. the unions demanded it

Since about the mid 1980's there has been a growing awareness that Australia was not able to compete internationally in terms of the productivity and efficiency of its workforce. A series of reports including the ACTU's *Australia Reconstructed* (1987) and the information collected by government officials travelling overseas to study other economies concluded that investment in the people in the workforce was going to be important for Australia's future.
4. The NTRA is important because

   A. it provides a more flexible approach to who can provide training
   B. it emphasises what people can do rather than how long they have spend in training
   C. it ensures all qualifications are recognised across Australia
   D. all of the above

The responses to this question describe the features of the new approach to training that is being developed as the NTRA is implemented. This new approach can be contrasted to the old approach to training which emphasised:

- training provision that was largely restricted to trade-based occupations and nearly always provided by TAFE colleges;
- the number of years spent in training and the type of qualification received at the end of that time;
- the need to sometimes re-train for the same job because qualifications were recognised in one Australian state but not in another.

5. The NTRA is important for women because

   A. it ensures that everyone has a right to training
   B. it will provide opportunities for women to develop career pathways
   C. it will provide an opportunity for women to have the skills they already have recognised
   D. all of the above

In the past women generally have had fewer and lower qualifications than men. Women have also had less access to training, particularly training which is supported by their employer and provided away from the workplace. There is also evidence to suggest that the training provided for women workers has tended to focus on narrow skills rather than the skills and knowledge needed to help build a career.

The goals of the NTRA include improving the opportunities for all workers to participate in training and to ensure that the outcomes from the training benefit both the worker and the employer. The NTRA is also charged with the responsibility of ensuring that there is equity in the provision of training for all workers, and in particular women and other groups such as people from non-English speaking backgrounds, indigenous peoples, and workers with disabilities.
SKILLS, COMPETENCIES AND COMPETENCY-BASED TRAINING

6. Competencies are

A. tasks that people do at work
B. a way of describing the combination of knowledge, skills and attributes
C. only relevant for trade-based skills like welding
D. cannot be written for all industries

Competencies are more than lists of tasks expected to be performed by workers. Competencies also encompass other skills which have been identified as being important if Australia is to have a flexible and multi-skilled workforce. Some of these skills include:

- the ability to manage two or three tasks at once, or to deal with crises or unforeseen circumstances,
- the ability to prioritise work,
- the ability to work co-operatively and to work as part of a team,
- the ability to solve problems and to communicate effectively.

What is interesting to note is that many of these skills are often not visible. They are hidden - like the submerged part of an iceberg. It is important for women to become familiar with this new approach to describing competencies so that they are able to identify and describe their existing skills as competencies and have them recognised.

7 Which of the following skill areas are included in work place competency:

A. task skills and task management skills?
B. work environment skills?
C. work place learning and interpersonal skills?
D. all of the above

When the focus is placed on skills there is a tendency to think in terms of the skills that can be seen - that is, task skills. But in order for a worker to perform competently there are number of skills that are equally as important as the ability to do the job but sometimes a little harder to see and to describe. These "other" skills are:

- task management skills - the ability to organise work, to co-ordinate a series of tasks.
- work environment skills - the ability to cope with the environment in which the job is performed (for example time pressures, physical demands)
- workplace learning skills - the ability to be able to transfer skills from one situation to another, to be able to think logically and draw conclusions from information,

- interpersonal skills - the ability to work as part of a team, to negotiate and to resolve differences.

All of these skills are essential components of a competent worker. (Field, 1990)

8. It is important that women identify all their skills because

   A. it can assist them to select a training program most suited to their needs
   B. all are important if a job is to be described fully
   C. competency standards development uses knowledge of the skills required for a job
   D. all of the above

9. Competency standards

   A. are developed and owned by industries
   B. are developed by the National Training Board for an industry
   C. are written by TAFE colleges
   D. are developed by small groups of experts

See answer to Question 13

10. Competencies standards describe

   A. the tasks that workers do
   B. the qualifications needed for a particular job
   C. the knowledge, skills and attributes required to perform to the expected standard in the workplace
   D. how long a person needs to train before they are competent

See Question 13

11. In relation to the National Training Reform Agenda, the term CBT means

   A. Computer-based teaching
   B. Competency-based training
   C. Continuous basic training
   D. Concentrated basic teaching
12. CBT is an approach to training which:

A. is just the same old system with a different name
B. only applies to the traditional trade industries which are dominated by men
C. places primary emphasis on what a worker can do in the workplace as a result of training
D. will mean compulsory training for everyone in the workforce

In the mid 1980's there was a growing awareness that the vocational education and training system in Australia was not meeting the needs of industry. A series of research studies revealed some significant issues:

- the traditional approach to training which emphasised the amount of "time served" (for example the traditional approach to training apprentices) was too rigid,
- there was too much emphasis on what was to be learned rather than the application of knowledge in the workplace and the ability for workers to perform to the required standard,
- industries felt they did not have enough input into how their workers were trained

It was thought that the introduction of a system of training based on national recognised competency-standards, which emphasised outcomes rather than particular ways of learning and allowed for a greater input from industry would deal provide some answers to these issues.

13. Using the CBT system of training

A. all training will be based on competency standards
B. TAFE colleges and private providers will decide what will be in training programs
C. learners will decide what they need to learn
D. training will become more difficult to obtain

Competency-standards are developed by industry in partnership with unions and other industry groups. They specify the knowledge, skills, attributes and the standards of performance required of workers. Once endorsed competency standards become the basis for the development of training programs.

It is anticipated that by the end of 1995, 90% of the Australian workforce will be covered by endorsed competency standards. [Examples of competency-standards developed for industries of interest to the group can be shown / discussed]
14. Competency-based training emphasises

A. how long it will take to complete a training program
B. the way people will have to learn in order to complete their training
C. **the competencies that a person must be able to demonstrate at the end of their training program**
D. the need for exams to test what people know

Because competency standards are the basis for training, the outcomes of training are emphasised. Trainees are expected to be able show they are able to perform the required competencies.

15. Training programs which follow a competency-based approach

A. describe in detail how everyone will have to learn the skills they need
B. ensure that everyone starts and finishes at the same time
C. tests trainees all the time, to check that they are performing well
D. allows a learner to learn in many different ways, and to be tested when they feel they are ready

Because CBT emphasises outcomes, learners are able to learn in the way that best suits them. Ideally a CBT approach to providing training should ensure that learners are able to learn using a variety of resources (for example books, videos, computers) and in a variety of ways (for example, practising in simulated work environments, by reading, observing, using computer based learning packages).

16. The term flexible delivery means

A. that people can learn what they like in a training program
B. that people will never have to attend classes again
C. **that learners will have more choices regarding course content, time, place and ways of learning**
D. none of the above

The NTRA is also concerned with ensuring that new opportunities to participate in training are made available. In order to this new ways of delivering training are being developed. Participating in training on-the-job is becoming more widespread, as is the use of strategies like the Open Learning Network which allows people, for example, to study for a University degree from home.
17. In a CBT system assessment is about

A. assessing what a person can do and comparing that with the criteria set out in the competency standards
B. comparing learners with each other
C. taking lots of exams to get a certain mark
D. none of the above

The use of competency standards means that the process of assessment becomes more open. Standards publicly state what is required of a worker in the workplace. Assessment, rather than testing to find out what you don't know, becomes a process where evidence is collected and then a judgement is made based on the criteria set out in the standards document.

18. Training and assessment can take place

A. at work (on and off-the-job)
B. at TAFE
C. with a private training provider
D. all of the above

One of the significant changes under the NTRA is the increase in the number of ways in which training can be undertaken. Opportunities to combine both on and off-the-job training will be enhanced. The number of providers of training will also increase.

RECOGNITION OF PRIOR LEARNING

19. The letters RPL stand for

A. Rating Previous Learning
B. Real Prior Learning
C. Registration of Prior Learners
D. Recognition of Prior Learning

20. The process of RPL

A. provides an opportunity for a person to have the knowledge and skills they already have formally recognised
B. involves looking at your school records
C. includes sitting for exams
D. will test how well you know your job

Under the more traditional approaches to training, everyone had to do a particular course of training - regardless of how experienced or knowledgeable they were. The NTRA is working towards a training system which is more flexible and which emphasises outcomes, and which ensures that training is relevant to both employer and employee needs.
The introduction of CBT has opened up new possibilities for people to have their current competencies recognised through a process called RPL. Because CBT emphasises outcomes, rather than where or how skills have been learnt, some workers will not have to undertake training in order to get their skills recognised. Instead, they will be able to participate in a process whereby existing skills and knowledge are documented and/or demonstrated in the workplace and then assessed against the criteria set out in the standards documents.

21. When applying for RPL a person needs to
   A. collect all of their school reports
   B. document as many of their skills as they can, including those they have learned outside of their formal schooling
   C. sit for a written exam
   D. all of the above

See Question 20

ACCREDITED TRAINING

22. An accredited training course
   A. explicitly states what competencies a person should be able to demonstrate at the end of the course
   B. provides for the recognition of existing knowledge and skills
   C. caters for a variety of different learning needs
   D. all of the above

The NTRA has opened the way for new approaches to providing training. In order to ensure the quality of the training, a framework (the National Framework for the Recognition of Training - NFROT) has been established whereby providers and their courses are registered and recognised. The framework established a number of principles which providers must address in the design and delivery of their training programs. An accredited training course will also have been recognised by industry as being able to provide training to the required standard.

An understanding of the characteristics of accredited training courses will assist people to make informed choices about what training is best for them in the development of their careers.

23. An accredited training course
   A. is based on endorsed competency standards
   B. has been approved at a State level
   C. will provide you with a certificate
   D. all of the above
27. The number of women employed full time in the general construction industry in Australia (as at February 1994) was:

A. 10,345
B. 8,009
C. 11,971
D. 15,578
28. As of February 1994, the number of women who were employed full time in the retail trade industry in Australia was:

A. 100,545  
B. 98,199  
C. 121,112  
D. 240,264  

This figure represents 35% of the total workforce in the retail trade industry. This industry includes department and general stores, clothing, fabric and furniture stores and household appliances and hardware retailers.

29. Just over half a million women work full time in the

A. recreational, and personal services industry  
B. personal services industry  
C. **community services industry**  
D. public administration and defence  

These figures are taken from Australian Bureau of Statistics figures dates February 1994. In Australian there were 118,579 women employed in Public Administration and Defence, 172,367 in Recreational and Personal Services (eg entertainment, sport and recreation, restaurants, hotels and clubs) and 45,155 in the Personal services industry (eg hairdressers, laundries and dry cleaners).

30. The number of women who work part time in the retail trade industry is

A. **330,162**  
B. 450,876  
C. 220,333  
D. 123,666  

31. The number of women who work part time in manufacturing industries in Australia is

A. 50,899  
B. 65,443  
C. **74,341**  
D. 80,355  

Manufacturing industries cover workers employed in the textile, clothing and footwear industries as well as food production, and the production of wood, wood products, furniture, paper, paper products, chemicals, metal products, transport equipment, leather, leather products to name a few.
32. What percentage (approximate) of the part time workforce is made up by women?

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<tr>
<td>A</td>
<td>50%</td>
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<td>B</td>
<td>75%</td>
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<td>C</td>
<td>80%</td>
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<td>D</td>
<td>85%</td>
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In general, even though more women are participating in paid work than ever before, they don't enjoy the same benefits and conditions as male workers.

Women are more likely to earn less than men and work on a part-time or casual basis. Women are concentrated in a narrow range of occupations. They often have less access to training and generally a fewer and lower qualifications than men. Due to family responsibilities many women move in and out of the workforce several times during their working lives.

The NTRA has the potential to offer women new opportunities to participate in training that is best suited to their needs, and to have their current skills recognised.

PARTICIPATION IN TRAINING

33. What percentage of workers who had a wage and salary job undertook any sort of training during 1992?

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<td>A</td>
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<td>B</td>
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<td>C</td>
<td>75%</td>
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<td>D</td>
<td>86%</td>
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This figure compares with 79% recorded for 1989. The largest component of this increase related to on-the-job training which rose from 72% in 1989 to 82% in 1992.

34. In 1992 the percentage of wage and salary earners who undertook formal training (study or training courses was

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<td>B</td>
<td>47%</td>
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<td>C</td>
<td>50%</td>
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<td>D</td>
<td>60%</td>
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There has been little increase in this figure since the last survey was undertaken in 1989.
35. The percentage of wage and salary earners born overseas who participated in training in 1992 was

A. 35%
B. 40%
C. 45%
D. 50%

Three quarters of this training occurred on-the-job.

36. What percentage of women wage or salary workers undertook study or training courses in 1992?

A. 35%
B. 40%
C. 48%
D. 55%

This percentage is almost the same as for male workers (46%). Unlike the previous survey (undertaken in 1989) there were greater percentages of females on all types of training EXCEPT for training supported by employers and undertaken away from the place of employment.

In Australia

- women generally have fewer and lower work qualifications than men
- more women than men have no work qualifications
- training for women tends to be short-term and basic (that is, they learn narrow single skills rather than broad career building skills and knowledge).
DEVELOPING YOUR OWN MULTIPLE-CHOICE QUESTIONS

Some trainers may wish to develop multiple choice questions that are more specific to their workplace or context. The following are some ideas and tips which will help you to construct your questions.

A multiple choice question consists of a stem and a number of responses or answers. One of the responses is the correct one; the others (usually three or four) are called distracters.

Examples of stems for multiple choice questions are

The letters NTRA stand for...
Training is important for women because.....

The following guidelines might prove helpful as you construct our questions

1. The stem should state the questions clearly and be worded so that only one answer fits

2. Make sure that the stem and all the answers fit together grammatically. The following example shows how a stem and a response (B) doesn't fit

   Women attend training because
   
   A. it enables them to progress in their career
   B. help them to do their job correctly
   C. it opens up opportunities for promotion

3. Make sure that your distracters are sensible and not too obviously wrong

4. Try to avoid negative statements in the stem - for example:

   Which of the following organisations are not training providers

   These types of questions can be difficult to read and can confuse participants

5. Be aware of the audience for whom you are designing the quiz. Remember it is meant to be fun - so limit the number of questions and don't make them too hard to answer. Build on your participants' existing knowledge.

6. If you are in doubt about a question, ask a colleague or a friend to have a look at it and give you their opinion.

7. After you have used your quiz seek feedback from your participants.
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The Training Game: Women, Work and Training Reform in Australia
Simons, Butler and Lawrence (1995) Centre for Gender Studies, University of South Australia
Permission to photocopy for educational purposes (not for profit)
THE TRAINING GAME
SAMPLE QUIZ

1. The letters NTRA stand for
   A. National Training Recognition Authority
   B. National Training Rating Agency
   C. National Trainers Registration Agency
   D. National Training Reform Agenda

2. The NTRA was implemented because
   A. there was an increasing demand for skills at all levels in the Australian workforce
   B. workers were not performing well
   C. workers were being paid for jobs they couldn't do
   D. the unions demanded it

3. The NTRA is important because
   A. it provides a more flexible approach to who can provide training
   B. it emphasises what people can do rather than how long they have spent in training
   C. it ensures all qualifications are recognised in Australia
   D. all of the above

4. The NTRA is important for women because
   A. it ensures that everyone has a right to training
   B. it will provide opportunities for women to develop career pathways
   C. it will provide an opportunity for women to have the skills they already have recognised
   D. all of the above

5. In relation to the National Training Reform Agenda, the term CBT means
   A. Computer-based teaching
   B. Competency-based training
   C. Continuous basic training
   D. Concentrated basic teaching
6. Competency standards

A. are developed and owned by industries
B. are developed by the National Training Board for an industry
C. are written by TAFE colleges
D. are developed by small groups of experts

7. Competencies are

A. tasks that people do at work
B. a way of describing the knowledge, skills and attributes expected to be demonstrated by a worker in the workplace
C. only relevant for trade-based skills like welding
D. cannot be written for all industries

8. Competency-based training emphasises

A. how long it will take to complete a training program
B. the way people will have to learn in order to complete their training
C. the competencies that a person must be able to demonstrate at the end of their training program
D. the need for exams to test what people know

9. In a CBT system assessment is about

A. assessing what a person can do and comparing that with the criteria set out in the competency standards
B. comparing learners with each other
C. taking lots of exams to get a certain mark
D. none of the above

10. The letters RPL stand for

A. Rating Previous Learning
B. Real Prior Learning
C. Registration of Prior Learners
D. Recognition of Prior Learning
11 The process of RPL

A. provides an opportunity for a person to have the knowledge and skills they already have formally recognised
B. involves looking at your school records
C. includes sitting for exams
D. will test how well you know your job

12. What percentage (approximate) of the part time workforce is made up by women?

A. 50%
B. 75%
C. 80%
D. 85%

13. What percentage of workers who had a wage and salary job undertook training during 1992?

A. 50%
B. 65%
C. 75%
D. 86%

14. What percentage of women wage or salary workers undertook study or training courses in 1992?

A. 35%
B. 40%
C. 48%
D. 55%
APPENDIX II
SAMPLE SESSION PLAN

SESSION. The Training Game

PROGRAM / COURSE

DATE:

SESSION AIMS:
The aim of *The Training Game* is to provide people participating in training programs with the opportunity to learn some basic facts about the National Training Reform Agenda (NTRA) and how it might affect them as women workers.

OBJECTIVES

After completing *The Training Game*, participants will be able to

* recall some basic facts about the National Training Reform Agenda
* use some basic information contained in the game to talk to other women about the National Training Reform Agenda
* utilise the knowledge and language of the NTRA to pursue training for themselves and others at their workplace

Performance will be evaluated in collaboration with the facilitator who leads the game.
RESOURCES / MATERIALS

Quiz question sheets (one per participant)
Answer sheet (for facilitator)
Prizes for the winning team
Brochures on the NTRA
Pens
Name tags
<table>
<thead>
<tr>
<th>APPROXIMATE TIME TO COMPLETE ACTIVITY</th>
<th>CONTENT</th>
<th>METHODOLOGY</th>
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<tbody>
<tr>
<td>5 minutes</td>
<td>Welcome participants</td>
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<tr>
<td>10 minutes</td>
<td>Aims and objectives of session Aims and objectives will be achieved by participation in an activity which will draw on your existing ideas and knowledge about training in Australia The activity is a team activity, and it will ne followed by some discussion</td>
<td>Divide group into teams of 4 - 6 persons Hand out quiz sheets</td>
</tr>
<tr>
<td>5 minutes</td>
<td>The aim of the activity is to pool your knowledge - it is not a test There is a time limit of 15 minutes</td>
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<td>15 minutes</td>
<td>Teams complete quiz</td>
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<tr>
<td>20 - 30 minutes</td>
<td>Go through each question in turn - ask for answer - discuss each answer - provide input from answer sheet - prizes for the winning team</td>
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<tr>
<td>10 minutes</td>
<td>Stress importance of women knowing about the NTRA How might participants share their new knowledge with other women?</td>
<td>Brainstorm ideas</td>
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<tr>
<td>5 minutes</td>
<td>Summary of activity Evaluation</td>
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