COMPETENCY BASED TRAINING

SOCIAL JUSTICE PROJECT

REPORT
A research project to examine social justice implications for the delivery of competency based training.

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on behalf of
State Training Board of Victoria
Funded by the Department of Employment, Education & Training

Commonwealth of Australia
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EXECUTIVE SUMMARY

Project Aim:

The aim of the project was to report on current delivery strategies of competency based training in both on-the-job and off-the-job venues, with a view to identifying flexible deliveries that may accommodate social justice policies.

The particular focus of the project was on identifying the delivery and assessment processes that may increase access to training.

Competency Based Training

Competency Based Training was defined as the system of training that places primary emphasis on what a person can do as a result of training (the outcome). A full listing of terms used in this report is contained in the Glossary.

Social Justice Groups

This term has been used in this report to define those people who, by virtue of their position, disability, or their social/economic or cultural situation, have not been well placed to take advantage of training and educational opportunities to date. Specific priority groups identified were the long term unemployed, people with disabilities, women, Aborigines and people from a non-English speaking background.

Methodology

Participants (particularly representatives of the Social Justice Groups) and providers of competency based system were surveyed by interview method. Selection of the TAFE and industry delivery sites allowed a sampling of different industry areas.

Evaluation Criteria

Access to training and successful outcomes were accepted as indicators of the implementation of social justice to training. Deliveries were analysed by several criteria: access, management of training, the role of the instructor/facilitator, delivery methods, the assessment processes and the amount of prescription in program content.

Report Structure:

This report is in several sections. PART A (Defining the Problem) outlines some of the features of the social justice groups that may need to be accommodated within competency based training. PART B (Case Studies) presents some models of enterprise and TAFE deliveries. PART C reports on the social justice implications of these deliveries and makes several recommendations.
Key Findings:

- Access considerations are related to language/literacy difficulties, information and incentives to train, the location of training, support mechanisms, the recognition of informally acquired skills, cost and selection for training.

- Self paced systems, if adopted, need to be used in conjunction with well prepared learning packages and a variety of resource materials to accommodate learner needs.

- Within competency based training, including self paced delivery arrangements, the instructor has a critical role as a manager of the learning environment. This may necessitate a responsiveness to problems faced by the individual in that environment.

- Within the workplace, the use of mentors for on-the-job instruction provides a useful method of learning, particularly for those not comfortable with formal training situations.

- Access to a variety of resources, particularly the visual, was preferred.

- A variety of assessment methods is used in TAFE and work-based deliveries which overcome language and confidence barriers.

- Appropriate program content is also critical for access to training and successful training outcomes.
RECOMMENDATIONS:

• That the instructor play a critical role within CBT of managing the learning environment which may necessitate adjusting delivery methods as appropriate.

• That delivery methods and resources be developed to accommodate those with language and literacy difficulties within mainstream systems.

• That language and communication skills be incorporated within courses of training and not just as part of bridging provisions that may not be utilised by staff.

• That continued efforts be made to publicise training related career paths.

• That employees be given assistance in identifying training choices by individualised training plans.

• That employees and educational institutions encourage individuals to get formal recognition of their skills to facilitate further training.

• That the learning syndicate model or group sessions be used for the formal workbased training sessions where possible.

• That both within the workplace or educational institution a co-ordinator or mentor be available to provide either support or on-the-job training.

• That training for the employed takes place within the workplace where possible.

• That continuing encouragement be given for employees to participate in train-the-trainer type programs.

• That enterprises be made more aware of the service of ethnic community advisors for in-servicing in methods of cross-cultural communication.

• That training organisers recognise the importance of the support role in the early stages of re-entry to training.

• That trainees are given information and assistance on the use and benefit of computer managed systems.

• That a range of resource material be available to accommodate the particular learning problems of social justice groups.

• That careful attention be given to appropriate methods for the delivery of theory content.

• That a range of assessment methods be used to incorporate literacy needs and other difficulties.

• That assessment be used as a way to facilitate and encourage the trainee by positive feedback.

• That there be more provision for flexible selection of modules in TAFE courses along the lines offered within the National Centre for Competency Based Training.
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PART A

1.0 INTRODUCTION

1.1 Background

Award restructuring and workplace reform are part of national initiatives to promote a skilled and flexible workforce for a more internationally competitive Australia. Within this wider context, the national training agenda recognises the need for improvement in both the quality of training and the extent of that training, with stated goals for more accessible, flexible education and training opportunities. Competency based training (CBT) has been adopted as the method of training to meet these requirements.

Concurrent with these moves has been a broader understanding of what is involved in occupational competency, as reflected in the National Training Board Guidelines. It is also recognised that there needs to be a more open system of skills formation, with strong industry involvement in the development and implementation of competency based training. Since 1988, both federal and state governments have tried to promote systematic, employment-based training in addition to that available through the TAFE and private provider systems. CBT is seen as the vehicle for the acquisition of competencies within the workplace or within formal training systems, and for the integration of on-the-job and off-the-job training.

There are many issues related to the adoption of a competency based approach to training. Some attention has already been directed to establishing implementation procedures. Projects, for example, have included the setting of national competency standards, modular course design, and assessment methods for the recognition of prior learning. However, the Commonwealth and State Advisory Committee report in 1989 ("A Strategic Framework for the implementation of a CBT system") recognised that social justice concerns for equal participation should also be addressed.

Training in general has a wider relevance for many groups of people. Statistics show that more than 70% of adult Australians have not completed the highest level of secondary school and of these many have had no formal vocational training (A.B.S: 1990). The opportunities for the minimally educated school leavers in the labour market have dramatically decreased in recent years. A large number of those who are employed work in the private sector within small organisations which offer limited training opportunities. There are also social inequalities in the selection for training. Issues of access and equity in terms of vocational training are critical and of general concern.

This project arose at the instigation of the CBT Secretariat. The Secretariat, as one of its first tasks, undertook an analysis of the distribution of funded projects, and discovered that social justice had not been addressed. The Equal Opportunities Unit of South Australian DETAFE agreed to co-ordinate a project proposal to deal with social justice matters and held a small workshop with national industry, union, DEET and state department representatives. This group agreed that there were many social justice issues and therefore possible projects, and decided to focus specifically on "flexible delivery of CBT" from the large potential pool of projects.

1.2 Project Focus

This report documents the findings from the first stage of what may become a three stage project which aims to develop and encourage the implementation of flexible delivery strategies.
The implications of a competency based approach to training and how deliveries may accommodate social justice policies were the major concern of this project. Particular focus was on identifying delivery and assessment processes that may increase access to training.

It was, however, recognised by the Project Team and the Steering Committee that other aspects of the training system were relevant for successful participation.

1.3 Project Aims for Stage 1

The aim in the initial stage was to report on current delivery strategies of competency based training in both on-the-job and off-the-job venues. The project outcomes identified for Stage 1 were as follows:

- to report on current delivery practices;
- to determine which delivery strategies have the most effective outcomes for social justice groups;
- to liaise with industries and enterprises to become involved as case studies for flexible delivery arrangements.

1.4. Optimum Social Justice Outcomes

1.4.1 Social Justice Policy

At State and National level the key objective of social justice strategies has been to develop a fairer, more just society for all Australians. This was spelt out more fully in the Commonwealth Government Social Justice Strategy for 1991-1992:

"The strategy is directed at expanding choices and opportunities for people so that they are able to participate fully as citizens in economic, social and political life and are better able to determine the direction of their lives." (4)

This same policy statement goes on to acknowledge that economic, socio-cultural, gender, racial and geographic factors may disadvantage people. Particular groups that are currently disadvantaged were identified as women, Aborigines, people from a non-English speaking background, people with disabilities, people with poor literacy skills and the aged. It was also recognised that disadvantage may arise at different stages in people's lives, such as after accidents and when unemployed. (refer Section 1.5).

Similar goals are implicit in many State policy directions, or have been spelt out in specific terms as is the case in Victoria. (5)

While labour market and educational programs may target specific groups, guidelines need to be determined to achieve effective training outcomes consistent with social justice, by the specification of:

- indicators of successful social justice implementation in training;
- groups that are most likely to be disadvantaged in a training system;
- the characteristics of those groups likely to impact on training outcomes.
1.4.2 Indicators of Social Justice Implementation in Training

For the purpose of this report, access and participation, as referred to in social justice policy statements, were interpreted within the educational context to mean access to training and successful training outcomes. The following explanations are offered for these terms:

1.4.2.1 Access

Access to training means the enhancement of opportunities for learning. This may be achieved by overcoming structural barriers such as current entry requirements, literacy and language barriers; overcoming physical and other "pivotal access"(6) issues such as work commitments and physical location; and access to appropriate learning methodologies.

Within a competency based training system, access implies potential entry into training systems that may take one of three forms:

- mainstream formal education either on campus or through distance/open learning arrangements;
- workbased training, either formal or informal;
- a combination of on-the-job and off-the-job systems of delivery. This relationship is shown diagramatically in Figure 1. Each of these systems will pose particular difficulties and barriers to access for many people.

![Diagram of Access to Competency Based Training](image-url)
1.4.2.2 Success

Successful training outcomes for participants may be affected or be influenced by a combination of factors; for example educational, personal, and vocational advancement factors (refer Section 2). The way of measuring successful outcomes could be by a variety of methods, such as

- successful completion of a program/module;
- enhancement of confidence and self esteem levels;
- career enhancement.

Within the context of this project the use of qualitative data was the main measure used. However, completion of training is to a large extent dependent on attitudinal factors. Opinions of participants, particularly of traditionally disadvantaged groups, were regarded as an important information source. Details of methodology used to gather data for this report are described in Section 3.

1.4.2.3 Access-Success Inter-Relationship

Access (for example, gender and ethnicity) and success are closely related throughout any training period and determine outcomes even after a training program has commenced and must represent a large component of current withdrawals from formal training systems such as TAFE, despite efforts at more flexible timetabling and delivery methods. The interconnection between access and success is illustrated in Figure 2.

[Diagram: Access / Success Interrelationship (Figure 2)]
1.5. Social Justice Groups

1.5.1 Definition

"Social justice groups" is the term that has been used in this report to describe groups who by virtue of their position, their social/economic/cultural situation or ethnicity, have enjoyed a limited number of the opportunities of society to date. As a consequence they are not well placed to take advantage of the opportunities that are currently available, nor likely to be made available in the near future.

1.5.2 Priority Groups

The groups identified for the purposes of the project as being most likely to be disadvantaged within training systems were the long term unemployed, early school leavers (such as those who had left at fifteen or under), Aboriginal people, people with disabilities, women, and people from a non-English speaking background. It was recognised that at times individuals will fall within several of these categories. It was also recognised that the level of education and training post year 11 within the community has been limited to date. Issues of access and participation therefore have a wider relevance (refer Section 1.1).

This raises three questions:

- What are the characteristics of these groups of people that need to be considered and reflected in the design, delivery and assessment of competency based training?
- How is a more equitable distribution of training to be achieved?
- How are successful training outcomes to be achieved?

Section 2 of this report details learner characteristics, and the Case Studies in Section 5 describe delivery methods and selection procedures used in some organisations. This provides a background for discussion of issues and possible solutions for the questions relating to access and success (Section 7).

1.6. Research Framework: Defining the Problem

A competency based approach, where it involves delivery of training, faces the same issues that are pertinent to any training system in terms of access and success. The question therefore is the most appropriate methods by which CBT can provide for the needs of individuals and meet current and potential problem areas. This would represent a proactive as well as reactive approach.

To attempt to identify appropriate delivery methods, several areas were explored in Stage 1:

- the issues that could restrict access to competency based training for these groups in both formal off-the-job training and formal and informal on-the-job training
- the delivery methodologies within CBT likely to lead to successful training outcomes.
- the assessment methods that would provide for social justice groups.

To attempt to answer these questions, this report explores some of the educational and social/cultural characteristics of these groups to identify the access/outcome issues. Section 4 describes some of the features of competency based training and specific
implementation issues that need to be related to the group characteristics. Section 5 presents case studies of on-the-job and off-the-job deliveries. Section 6 details some of the implications drawn from case studies of both TAFE and industry provision of competency training, and draws on the comments of providers and participants.

1.7 Additional Social Justice Issues

While the focus as detailed in the project brief was specifically on the delivery and assessment implications for the inclusion of social justice concerns within CBT, the Steering Group and Reference Group members advising on this project recognised that delivery of CBT should not be considered separate from the content of training. Several other important aspects must also be considered.

- Social justice concerns must be addressed at the design stage of program development to eliminate bias.

- The content of training where it is organisation specific and does not involve transferable skills may be of limited value if/when the employee leaves the enterprise or is retrenched.

- The recognition of non-TAFE providers, and the linkage between public and private sector training, are important factors in increasing access to accredited training.
2. DEFINITION OF SOCIAL JUSTICE GROUPS

2.1. Background Information

The educationally disadvantaged groups are likely to be those that lack the skills and qualifications to gain access to education and training opportunities.

2.1.1 The Long Term Unemployed/Unskilled Workers

Within the current environment of change and restructuring, current unskilled workers are likely to be the unemployed of tomorrow, unless they are able to access skill enhancement processes. A large component of unskilled workers are early school leavers with limited generic skills, basic levels in language and literacy and often negative educational experiences.

Training Implications:

- location of training
- delivery methods
- access issues
- language and literacy skills
- content of training.

2.1.2 Older Workers

Older workers, defined in this study as people over 45, often experience difficulty and show resistance to the notion of re-entering education after what may seem to be a long absence from "school". This problem is even more complicated if there are low literacy skills.

Training Implications:

- location of training
- delivery methods
- study skills
- appropriate counselling
- recognition of existing competencies.

2.1.3 People From a Non-English Speaking Background (NESB)

The problems associated with NESB educational pathways have been well documented. Pauline Mageean has highlighted some of these issues as follows:

- English language skills may be poor and for many, literacy levels were low in the first language. The long term migrants have often had less English tuition than the migrants who have been here for less than five years and may therefore have taken part in the English as a second language program, delivered through the Adult Migrant Education Service (AMES)
- there is a great diversity in migrant groups which necessitates flexibility in training delivery
- some cultural groups, either passively or actively, discourage the efforts of women to develop skills to join the workforce and to enter education
• particular cultural mores need to be considered within the learning environment by education providers. In some cultures, for example, it is not considered appropriate to question the instructor.

• not all migrants live in the cities, and rural isolation compounds other access considerations.

• in rural areas E.S.L. assistance may be erratic or provided by distance education techniques. Special support is not usually available for rural students who move into mainstream courses.

• there is a lack of knowledge/familiarity with the Australian education system and of the processes of getting recognition for qualifications. These processes are not linked to bridging courses or support/advisory services to enhance the adult learner's confidence. Mageean's research has indicated that rural immigrants are unlikely to know about TAFE.

• some migrants (particularly single males) have no supportive family networks.

The particular problems facing N.E.S.B. women in learning environments are covered in Section 2.1.5.

Training Implications:

• information
• access
• language skills
• culturally appropriate delivery methods

2.1.4. Women

Research shows gender segmentation in employment with women, particularly migrant women, concentrated in certain industries such as hospitality, retail, the social services, textiles and the clerical area. Women are often in lower paid jobs, jobs considered to be "semi-skilled", with limited access to formal training and career progression. 8

While some industries may have been more forward thinking in offering multiskilling opportunities, this has not been true in general, a point mentioned by several speakers at the Literacy and Industry: Partners in Productivity Conference, 1990. (Broadmeadows, Melbourne).

Women workers in some of the manufacturing industries referred to above are further disadvantaged because of the changing nature of these industries. Middle size firms are disappearing. There is a perception that men are a more stable source of labour and any training tends to be directed towards this group of people. Women, casuals, part-time workers and outworkers are disadvantaged in this situation.

Because of the traditional emphasis on technical skills, formally acquired, the interpersonal and organisational skills that women may gain in their unpaid work are often not recognised. Eva Cox and Helen Leonard's study in 1991 has documented the resultant
undervaluing by women of their skills. Similar conclusions are suggested by the early pilot of a Self-Assessment Questionnaire within the clerical area.\(^9\)

A further complication for women is the need to combine paid work with family responsibilities, creating further difficulties in accessing training. For women from a non-English speaking background, access to training is even more difficult.\(^{10}\)

**Training Implications**

- selection for training;
- access issues;
- confidence;
- recognition of existing skills;
- delivery methods

### 2.1.5. Women From a Non-English Speaking Background

Migrant women may experience more than the additive effect of being both female and having poor English skills. Often they are actively discouraged by husbands or families from educational pursuits. In employment they are found in low paid, low skilled jobs. Many (such as in the Textile area) are outworkers who do not work directly for an employer. The chances of their receiving employer supported training must be regarded as low.

A recent report from the Victorian Division of Further Education on the literacy needs of non-English speaking women highlighted the need to take account of the following groups:

- new arrivals housebound with children;
- new arrivals and those who have been here for some years;
- older residents with reasonable oral skills but poor literacy levels;
- women whose financial situation may impede attendance at educational venues.\(^{11}\)

The same report recognised that several important areas still need resolution. These would include whether gender and ethno-specific classes are appropriate for N.E.S. women, the effectiveness of new technologies in learning by adults and guidelines for negotiating with employers for training access.

**Training Implications**

- access;
- culturally appropriate deliveries;
- language and literacy levels;
- child care.
2.1.6 Homeless Youth

This group has low income support. They are the early school leavers disaffected by formal education and training. The group may include young offenders and for these improved access to information prior to leaving corrective care is essential.

Training Implications

- delivery methods;
- appropriate information counselling;
- financial support.

2.1.7 Aboriginal People and Torres Strait Islanders

The rate of participation in post-compulsory education and training has been lower than other groups in the community. Socio-economic background, living in remote areas, low school achievements, appropriate content, and unique cultural factors all impact on the training needs of Aboriginal people. Within the Northern Territory, initiatives to provide employment opportunities in remote areas are provided under the Aboriginal Employment Development Projects (AEDP).

Training provisions need to accommodate cultural patterns, low literacy levels, geographical isolation within the community centres and the fact that training is likely to be frequently interrupted. Aboriginal people are also said to have particular learning styles.

Training Implications

- literacy levels;
- cultural patterns;
- training within communities;
- culturally relevant training.

2.1.8 People With Disabilities

Disabilities may include hearing or visual impairment, motor disabilities, and temporary impairment resulting from accidents and strokes. These have implications not only for course content but also for location of training and delivery and assessment methods.

Training Implications

- location of training;
- course content;
- appropriate delivery methods;
- appropriate assessment methods.

2.1.9 Rurally Isolated People

People living in rural areas face a number of disadvantages when trying to access education and training, including distance from education facilities, limited access to the full range of courses available, limited access to information and student support services, extra costs associated with study and with travel, and telephone contacts with lecturers. For women, people of a non-English
speaking background, Aboriginal people and persons with disabilities these problems are compounded.

In addition, the rural decline in recent years has a number of implications for training:

• access problems have intensified with decreasing disposable incomes
• there is a need for retraining opportunities designed to open up other career choices.

2.2 General Characteristics in Relation to Training

While there are differences between the specific needs of the groups detailed in Section 2.1 it can also be said that there are identifiable characteristics common to many that need to be accommodated within competency based training.

2.2.1 Educational Characteristics

2.2.1.1 Prior Learning Experiences

• There are many students, for example the early school leavers and those from a non-English speaking background, who have had negative educational experiences or who have poor study skills. These may be compounded by a long absence from education.

• Adult basic education programs need to develop broad based, basic educational skills, particularly in literacy and numeracy, as a foundation for further training is well documented.(13) The disadvantages that workers experience, many of whom have low levels of literacy, can be seen in the draft module for Basic Workplace Education:

"It is assumed that before attempting this module the participant is able to read, comprehend and discuss printed information in English".(14)

• While skills may have been gained informally in the workplace or in life, these skills need to be assessed and recognised in an appropriate way to facilitate entry to training.

• Some migrants may be illiterate in their own language.

• Early school leavers (under 15) are not eligible within a formal vocational training system because of their age.

• Women, particularly those who have been out of the workforce during child rearing years, often lack confidence in their skills and in returning to study. Women repeatedly assert their preference for learning within a group situation.(15)

• Important areas in which workers at lower skill levels need training (in addition to technical skills) are social, work skills, occupational health and safety skills and problem solving skills.
These features have implications for the delivery methodologies, access to training and the management of training.

2.2.1.2 Approaches to Learning

The considerable research in this area accepts the importance of learner characteristics and a student-centred approach as the necessary focus within the learning environment. Some key points of this research are summarised below.

- There are a range of learning styles which should be considered.
- Action learning, with active participation in the learning process, leads to more effective learning.
- Relevance of content to the adult learner is particularly important.
- Adults need to know the objectives of what they are studying.
- While many adults prefer self directed learning, this is not necessarily true of all. It appears that many adults prefer more structured instructional settings.\(^{(16)}\)
- Adults often prefer to learn by watching others in a non-threatening situation
- Preferred learning styles may be influenced by the cultural background of the learner.
- Action research indicates women prefer to learn within a supportive group environment. In view of the issues raised in this report it is suggested that the same environmental supports may be appropriate for other adult learners.
- Many adults prefer interactive learning activities such as discussion and group work.
- Adults may have a high level of particular skills. This does not necessarily mean that they have study skills, and they may need help at the point they re-enter training in "learning how to learn".

Delivery of CBT may accommodate these learner characteristics and therefore enable increased access to and success in training outcomes. The aim of this report was to find out how and if this is to be achieved.

These aspects were explored with the training participants in order to establish some guidelines for appropriate delivery of competency based training.
2.2.2. Social/Cultural/Economic Background

2.2.2.1 Culture

Cultural backgrounds can affect the preferred learning styles and environment for many people, as described in Section 2.2.1.2. For example, there are differing cultural views of the role of instructors/learners. In many cultures, the learner is not conditioned to ask questions, and there are expectations of fairly structured learning environments.

2.2.2.2 Work Experience

- Work commitments for those currently employed restrict the time available for training unless this is provided within the workplace.

- The amount and appropriateness of past work experience will affect the learning in a vocationally oriented program.

- A distinction is made between paid and unpaid work in the recognition of skills. For example, the organisational skills that women may have gained in home activities are not recognised by society nor by the women themselves. Appropriate recognition processes are necessary to facilitate entry into training programs.

- There are many skills that are currently not recognised as they do not articulate into accredited courses.

- Overseas qualifications, and competencies that can be demonstrated by these, need appropriate recognition.

- Home duties for many limit access to training.

- People need to be aware of training possibilities in relation to career paths.

2.2.2.3 Access

A number of people falling within the target groups are disadvantaged because they are unable to access training venues for varied reasons (physical, location, time cost). People who are disabled, for example, may have difficulties in accessing buildings.

2.2.2.4 External Resources

A common threat to access is the lack of external resources. Examples include financial, social support systems and child care provisions.

2.2.2.5 Personal Resources

Self-confidence and survival skills are important factors that may inhibit participation and successful training outcomes. This has important implications for participation, support mechanisms and appropriate delivery methodologies.
2.2.2.6 Sexual and Racial Discrimination

Many of the groups characterised as disadvantaged for this report have traditionally been denied the career opportunities and time release by employers to participate in training. This is due partly to traditional stereotyping and assumptions that have been made about career paths. This is changing in many areas, e.g. the moves at Nissan and B.H.P. to include large numbers of women in training.

2.2.2.7. Cost

Where training is not available in the workplace, costs may occur in upfront costs of training and from wage loss in attendance time.

While there are Commonwealth funded programs to provide skills training for the unemployed, the "unskilled" employed workers also need consideration. The lowest paid workers such as in the Clothing industry are not likely to be able to afford training in other areas which may become necessary because of industry re-structuring.

2.3. Training Implications

It was recognised in this study that there are general problem areas affecting the access to training and successful participation of several groups of people, whatever the system. It should not be forgotten that even though CBT may seem overtly to offer a more open system of training, many of the same training problems will still be encountered.

It was also recognised that in many cases learners may have a combination of characteristics that have the potential to be barriers, for example, older migrants with little education face several of these barriers.

There are programs which provide for the development of basic education to develop generic skills. One example is in Victoria where a system has been developed to accommodate the plurality of needs of disadvantaged people. For example, the adult learner is catered for in programs which:

- operate in a variety of settings, such as neighbourhood houses, TAFE Colleges, CAE, workplaces and corrective institutions;
- offer part-time/full time study;
- provide one-to-one tuition or in a group;
- are taught by volunteer tutors/teachers;
- are delivered by technologies such as telematics, particularly for the distance learner.

What needed to be investigated is whether similar multi modal learning arrangements are being used for competency based training, how they are being used and whether they are appropriate across a range of content areas.

In an attempt to address these issues, Section 4 looks at the features of Competency Based Training, and the aspects of implementation of a CBT system that need to be examined in relation to the learner needs, as outlined in this section. This is followed by PART B: CASE STUDIES, with examples of workbased and off-the-job deliveries.
3. METHODOLOGY

3.1 Research Methodology

The following processes were used to gather information for this report:

- **Literature review of published research** and information on social justice groups and competency based training, as well as discussion with experts in these areas.

- **Identification of appropriate industry areas.** The criteria for selection were:
  - that training was likely to be competency based;
  - there was a large employment of migrant groups;
  - women were known to be employed in the workforce, such as in the Textile, Clothing and Footwear industries;

  The industries chosen were the Hospitality, Automotive, Metal, Clothing and Hairdressing Industries.

- **Contact with organisations**, based on several criteria:
  - where it was most likely that a competency based system of training may be in place based on the progress that had been made in the establishment of national standards;
  - where it was known that work based training had been in place for some time;
  - where it was known that disadvantaged groups were employed.

Information on possible enterprise delivery sites was gained by direct enquiries, from Industry Training Boards, or through TAFE Industry Consultants / Curriculum Officers who may have been involved in course design.

- **Dissemination of a prepared Information Sheet to Industry Training Boards/Committees**

- **Liaison with related projects in this area.** These projects included the following:
  - The Implications of the Introduction of a Competency-Based Training for TAFE Facilities.
Research at TAFE and industry venues offering training to social justice groups as well as competency based training.

3.2 Specific Data Collection Methods

Information for this report was gained by:

- interviews, usually in a face to face situation, but where long distance was involved the telephone was used. Given the characteristics described in Section 2 it was considered that a semi-structured interview format was the most appropriate way to collect in depth responses from training participants. Those interviewed included:
  - staff involved in training, using a prepared set of criteria to guide the process. (Details of these criteria are set out in Section 4). Within the TAFE system this involved Department Heads, Counsellors, as well as teachers involved in program deliveries. Within enterprises, interviews were with Staff Development Officers /Training Officers and Trainers.
  - participants, particularly (where possible) those falling within the social justice categories.
  - observation of classes, both within TAFE and at industry locations;
  - evaluation reports where available. Details of these are contained in the Bibliography;
  - information on participation and completion.

3.3 Project Management

Stage 1 was managed and guided by a tripartite Steering Committee representing the following organisations:

- Australian Council of Trade Unions (ACTU)
- Confederation of Australian Industry (CAI)
- Australian Committee on Training Curriculum (ACTRAC)
- CBT Working Party of the Vocational Education, Employment and Training Advisory Committee (VEETAC)
- Department of Employment, Education and Training (DEET)
- Office of the State Training Board of Victoria (OSTB)

In addition, a Reference Group was formed to provide valuable resource information to the Project Team. This consisted of representatives from the Victorian Office of Ethnic Affairs, the National Centre for Competency Based Training, the National Plan of Action for Women in TAFE, Goulburn Valley College of TAFE, and the Office of the State Training Board of Victoria.

A full listing of the members of the advisory groups is contained in the Introduction.

The Project team were members of the Training, Research and Development Unit at Holmesglen College of TAFE and the Project was managed by the Head of that Unit, Marie Dumais. The Project Officer was Shirley Evans, who was assisted by Janine Carruthers.
3.4 Research Limitations

3.4.1 Project constraints

The project brief required the collection of qualitative and anecdotal data only for this report and given time constraints, a fully validated study was not possible.

3.4.2 Industry Delivery of Competency Based Training

While an effort was made within the time constraints to identify all industry based training that was competency based (i.e. training that led to measurable outcomes), there may be some important delivery systems that have not been included in this report.

There was no central contact that could be used to access information on CBT deliveries within industry. General feedback from approaches made to industry and TAFE sources in N.S.W, Victoria and South Australia usually indicated that organisations were still in the process of undertaking a training needs analysis to identify competency areas for the introduction of a structured training system.

The level of awareness of CBT outside the traditional trades is still limited (17). In addition, according to ABS statistics, most employer groups in Australia operate as small businesses with little or no training infrastructure, and no resources to fund structured training.

3.4.3 Sample representativeness

Training participants within industry, whose responses were canvassed, were randomly approached, often within the constraints of shift times or during training sessions. The sample used in this report is therefore in no way a statistically representative sample.

It should also be recognised that many of the groups identified as disadvantaged may be outside the formal educational system, and outside a workbased system by virtue of their unemployment. There were therefore some groups whose opinions were not sampled.
4. COMPETENCY BASED TRAINING (CBT)

4.1 CBT System:

Competency based training is a system of training that places primary emphasis on what a person can do as a result of training (the outcome). Competencies are defined in performance terms as student performance outcomes. Five components of the C.B.T. system can be identified.\(^\text{(18)}\)

These are:

- **Performance outcomes** to pre-determined standards and specifications as determined by industry bodies, so that learners (and instructors) have a clear understanding of what is expected in demonstrating a competence. Performance outcomes may provide evidence of the knowledge, skills and attitude components that underlie the competency.

- **The curriculum (on and off-the-job)** to meet those standards.

- **Delivery patterns** that do not oblige learners to train in skills they already possess (by procedures for the recognition of existing competencies). Delivery patterns need to be geared to the needs of the learner so that competencies can be gained both economically and efficiently.

- **Mechanisms for the assessment** of competence against prescribed standards, available when learners (or instructors) believe the trainees are able to demonstrate the specified competencies. Assessment is vital for the awarding of credits or the recognition of the prior learning of individuals.

- **A record** of competencies gained which is available to learners on successful demonstration of competence.

Awarding of credits should allow an individual to move between different training systems.

The focus in this project was on the delivery and assessment methods, although the advisory bodies clearly identified that the definition of competency standards and subsequent design of the training programs are critical factors in social justice outcomes.

4.2 VEETAC Guidelines for CBT.

VEETAC guidelines identify key features for the implementation of CBT in Australia. Recommendations for delivery and assessment processes within the C.B.T system include the following:

- skill formation, both on and off the job, and where appropriate in an integrated fashion;

- a nationally consistent approach to recognising prior learning;

- progression to higher skill levels will be on the basis of assessment of performance levels, with recognition given to prior learning;
• training curricula are to be established to meet competency standards;
• accreditation of courses and the registration of providers;
• awarding of credits to enable individuals to move between different training systems.

The advisory bodies recognised that implementation of these proposals may have social justice implications, particularly as the assumption is usually made that flexible entry and exit points implies self paced learning as the major delivery mode.

4.3. Delivery Systems

In examining delivery systems for competency based training, issues can be grouped under three headings: organisation of the learning process, delivery methods and assessment of the competency.

4.3.1 Organisation of Training

The way organisations (both training institutions and enterprises) deliver competency based training will vary. There are a range of issues that need to be considered in the organisation of the training system:

• For each unit of competency, a student is given a clear indication of the performance objectives and what he/she is required to do to demonstrate competence.
• Provisions for flexible entry and exit points, with students being given credits when competencies can be demonstrated.
• Training provided by modularised learning programs.
• Self paced arrangements using modularised learning programs, whereby students/trainees can progress at their own pace, instead of progress being determined by the pace of other trainees or the teacher/instructor. This can take place within a group or individual learning arrangement.
• Students/trainees may have a list of competencies to choose from, providing that pre-requisite standards have been met.
• The specification of the role and the skills required of the teacher/instructor. Decisions may be based on performance specifications, trainees characteristics and whether or not delivery is in a self paced format. The teacher/instructor's role may become more of a facilitator or manager with self paced deliveries.
• Competencies may be gained at different venues, such as at institutions, distance learning centres, home or within the workplace.
• Availability of training, in terms of selection, facilities, resources/technology, and timetabling.

4.3.2. Delivery Methods

Delivery will often be influenced by the content area of the unit of competency, within the context of appropriate learning strategies, delivery methods, and resources. In any learning process a range of options is available. The choice of options needs to relate to participant needs to facilitate learning.
• A variety of learning situations may be accommodated within competency based training, such as:
  * individual learning
  * group level learning

• The options in instructional methods include:
  * lecture
  * discussion
  * interactive videos
  * computer based learning
  * videoconferencing
  * live work/activities
  * demonstration
  * role play
  * broadcast television

• Resources for the presentation of the above deliveries could include:
  * flip books
  * slide/tape programs
  * videos
  * computer programs
  * print-based information
  * wall charts
  * resource persons
  * overhead projectors
  * laser disk

4.3.3 Competency Based Assessment

4.3.3.1. Assessment Issues

There are many issues surrounding the choice of reliable and valid assessment methods to measure knowledge, skills and their application against prescribed standards (19). Assessment is a critical issue in competency based training.

Assessment processes are the means for external recognition of competencies. They can also represent feedback mechanisms for the individual. For those who have been outside the formal training system for some time, assessment can be a threatening process and may undermine re-entry to training. It is important therefore that the assessment process is handled with care, and that individuals have a clear understanding of where assessment will lead in terms of career paths.

Participants will vary in learning styles and in types of disadvantage, so a variety of assessment options should be available (for example, by demonstration, interviews, portfolios etc.). Decisions as to appropriate methods should take into account:

• the particular area of competency
• the purpose of the assessment
• the assessor
• the characteristics of the person being assessed
• where assessment is to take place
Assessment methods, location and choice of assessor should not disadvantage the applicant, particularly where he/she may have been outside formal training for some time. Assessors need sensitivity to the needs and backgrounds of trainees, which may result in supportive roles to encourage an assessment to take place. These factors may be critical in facilitating re-entry and are therefore important considerations in social justice implementation.

4.3.3.2. Assessment Categories

Performance of a competency is said to involve a combination of knowledge, skills and attitudes. Within each competency component there are a variety of choices that can be made.

- **Assessment of the knowledge component** may be print based (such as short answer, multiple choice etc.), an oral test or a computer based testing program.

In some areas such as hairdressing, the knowledge component is a pre-requisite for practical activities. Knowledge components are therefore assessed separately prior to action performance outcomes.

- **Assessment of a product** (in simulated or real work situations) allows for a number of applied skills and knowledge components to be tested against prescribed standards.

Learners with language difficulties would not be disadvantaged by this assessment method.

- Assessment of a process or performance may use one or a combination of the following:
  - a checklist of performance, under prescribed operating conditions
  - written tests, including
    - multiple choice
    - listing
    - true/false response
    - written response tests.
  - oral tests which may be appropriate for those with literacy problems
  - demonstration.

4.3.3.3. Availability of Assessment

Assessment should be available:

- at entry to training to test for existing competencies for certification purposes;
- progressively during training when it appears the learner can perform to the appropriate standard, subject to the availability of resources;
- at any exit points;
- in the workplace, if this is where competency can be demonstrated. This may be a less threatening environment;
• at the end of training;

Availability of assessment is critical to facilitate re-entry to training.

4.4 CBT and Social Justice: Evaluation Criteria

Conceptually it might be argued that competency based training as a system has the potential to accommodate individual training needs, particularly for those with minimal formal training. Thus some of the features outlined in Section 4.3 could maximize the participation in and access to training.

However, social justice is not just a question of access. To determine whether outcomes reflect social justice, several implementation questions need to be addressed. These questions include:

• **Access to training**

• **Management of training**, whether participants should be able to progress through a course as a group (lock-step), or at their own pace (self-paced), and the size of the group. This may be influenced by the location of training and by the content area of training.

• **The role and influence of the instructor** to maximize learning outcomes for all groups of people.

• **Appropriate delivery strategies**, whether these be instructional methods, use of standardised training manuals, group activities etc.

• **Amount of prescription** in program content for the individual, or whether open learning methods are used in relation to training content.

• **Assessment processes**, and how these need to be arranged to allow a student to enter and exit at different points, and to move through the content at their own rate.
PART B : CASE STUDIES

5. CASE STUDIES

5.1. Overview of Industry Areas

Section 5 gives examples of some of the applications of competency based training in enterprise settings as well as within TAFE. These have been selected to illustrate some of the social justice implementation issues for competency based training with a view to deriving appropriate models. The deliveries that are covered in this section are set out below within broad industry categories.

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<tr>
<th>INDUSTRY</th>
<th>DELIVERY SITES</th>
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<td>Metals</td>
<td>Portland Aluminium</td>
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<td></td>
<td>Containers Packaging</td>
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<tr>
<td>Textiles</td>
<td>Melbourne College of Textiles</td>
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<td></td>
<td>(Outreach Program)</td>
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<td></td>
<td>Bradmill</td>
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<td>Automotive</td>
<td>Richmond College of TAFE (Vic)</td>
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<td>Outer Eastern College of TAFE (Vic)</td>
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<td>Hospitality</td>
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<td>Authorities</td>
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<td>Hairdressing</td>
<td>Adelaide College of TAFE</td>
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For the purposes of this report, case studies have been grouped under two general categories, namely workbased deliveries and off-the-job deliveries within TAFE Colleges. Reference is also made, where relevant, to progress in integrated workbased/TAFE deliveries.
5.2 Workbased Deliveries

5.2.1 BRADMILL TEXTILES LIMITED
(Yarraville, Melbourne)

This organisation manufactures a range of denim, canvas, outdoor fabrics, as well as cotton and synthetic yarns out of two plants, one at Yarraville and the other at Bendigo.

Staffing is mainly on a full-time basis, with 349 of the total of 989 staff being women.

It is considered necessary to have a technical or mechanical background to gain middle management positions. Currently 67% of those in middle management positions have a technical background. Therefore part of the training path at Bradmill is to develop these skills in addition to more generic skills.

Bradmill works on a five year strategic plan. Mill Managers within the plant report annually on operations and indicate proposed training areas for the future year. Training decisions are the responsibility of Mill Managers though there is a strong functional link with the Training and Safety Manager. Each mill has its own trainer, in addition to a number of operator instructors (approximately 66 instructors throughout the operation).

Award Restructuring

There have been a few trials to establish guidelines for setting competency levels within the organisation and the number of people that might be located at each level. Consultative Committees have been on site for the last 18 months.

Training Provisions

Bradmill offers a range of courses in both the technical and supervision areas through Bradmill. All new operator recruits go through basic skills training as an induction program, followed by more advanced skill training. A supervision course, adapted for Bradmill operators, is available on site (3 hours weekly over 3 years), as well as the Certificate in Textile Technology, English in the Workplace, Quality Circle Activities, OH&S and apprenticeship training. Currently there is a pilot of a Leadership Development program.

With over 30 nationalities at Bradmill, there is strong encouragement for employees to take part in the English in the Workplace programs.

Most training is based on development of competencies and is assessed. The Leadership Development Program gives an example of this. The Trainee Session Notes state the objectives of the module and the performance assessment required. If performance is not to the required standard, the assessment can be repeated.

Access and Selection for Training

Participants are selected either by being nominated by supervisors, or by self nomination. All applicants then go through an interview process which includes:

- the identification of the present job profile of the applicant, and directions that can be taken;
- an Interview Selection process where points are allocated according to Key Selection Criteria (skill based);
• completion of a Career Progression Plan which includes an individualised training needs analysis for the applicant. Training deficits are outlined for applicants and they are given a clear guide of the training courses that may be necessary pre-requisites for selection (for example Outreach, or Quality Circles). A copy of this is given to the applicant and supervisor, so that all parties clearly understand the process.

Training is available to men and women. Women tend though to be operators and few apply for apprenticeships (currently only 1 of the 10 textile mechanical apprentices is female).

Management of Students

The emphasis is on group participation and self pacing is not used. Those students who moved from the Outreach program in the Certificate in Textile Technology into a College based, self paced format found the latter more difficult to cope with, and reported that they missed the interactions from other students and that the level of instructor support varied.

The Role of Trainers and Instructors

The instructor's role within the training outlined above is to instruct and provide resource information.

Training of personnel for these roles may be at three levels: the Operator Instructor program (where trainees develop competencies in developing a training plan), a Train the Trainer program, and the Leadership Development course.

Delivery Modes/Methods

A range of resources is used, including print (in the form of trainee notes), video, discussion, practical activities, role play, overheads.

Assessment in the first part of the Operators Course is by revision tests. By day 25, minimum standard is 100% pass rate. Recognition of Prior Learning processes are in place so that new operators can have competencies in parts of the Induction program recognised.

Assessment is usually by the instructor, but it can be with the involvement of the foreman in on-the-job assessment. Quality Circle Activities are also outlined as competencies within specific functional roles - for example, as team leader, participant, or instructor.

Outreach Program

In the Outreach program employees are selected to participate in the Certificate in Textile Technology course. Students are provided with the necessary learning materials from the Melbourne College of Textiles in the form of a handbook, accompanied by a workbook. The handbooks are sent back to the College several times during the particular unit of study and serves as an instrument for feedback and assessment.

College support is provided initially in the form of a manual giving information about the course, the learning and College support mechanisms, and a College tutor visits several times during the study unit. Learning takes place in allocated rooms, within Learning Circles which meet once a week .

Emphasis is on flexibility to accommodate individual student needs, and students are encouraged to tap into workbased expertise as appropriate. There is no time limit for completion of the course, and there is minimal teacher/College based direction. While there
was a sharing of information and mutual support, individuals in the group interviewed were often working at different areas within the particular unit of study.

Reactions of Students to Learning Circle Model

Six past students (4 migrants and two older workers), and the current Learning Circle were interviewed. They were positive about the Course and commented that the experience of learning in a group had motivated them and provided them with support ("helped them to get back into study").

Others in the group had helped them when they had difficulty. This was also true for the migrants who appreciated help using dictionaries. While the text format did not present too great a problem there were some difficulties in the written response assessment. All migrants had at some stage taken part in English in the Workplace courses prior to selection. More than half expressed a preference for more direction from the College, particularly for content areas outside their areas of work, and they seemed to be unaware of College support services. A preference for more audio-visual material to help in the technical areas was also stated.

Statistically, the Outreach program that runs from the Melbourne College of Textiles has only a 3% drop out rate. In view of the comments of the students at Bradmill some of the success of the model may be due to the positive encouragement from management at Bradmill and recognition of the relevance of the course for career progression, as a result of the Training Selection process. All six interviewed individually recognised the importance of training for their career.
5.2.2 PORTLAND ALUMINIUM

This smelting company comprises 45% Alcoa Australia, 10% First National Trust, with 10% owned by CITIC. The State Government holds the remaining 35% of ownership through Alluvic.

Organisation Structure

There are four operational areas which work as business units, and are responsible for their own training decisions. These are Smelting Services, Potrooms, Ingot and Anode. There are currently four staffing levels within these business units: the Area Manager, Area Supervisor, Supervisor and Operator level. There is one Plant Manager who is not part of the business units but has overall responsibility for total plant operations. There is, in addition, a Training Centre within the Administration Unit, with specialised training responsibilities.

Training Responsibility

Each area takes responsibility for the development of the appropriate technical skills (equipment, process).

Within the Training Centre there are Plant Training Co-ordinators with responsibility for coordinating training in the following areas:

• mechanical/electrical trades
• apprentices
• small group activities
• site machinery training, supervision.

The Training Centre also has responsibility for training in Administration, computer use and any plant wide generic training. The computer cataloguing facility allows access to the training record of each employee.

Each functional area has its own training area, and the Training Centre's facilities can also be used. Apart from specialised mechanical training which may be undertaken at TAFE, most training takes place in-house.

Staffing Details

Being a green field site and a new industry to the area has influenced the content of the training in the last few years. Recruitment has been from a range of occupational areas. Turnover has been reasonably low (currently 4%). The age range is from 18-56.

The current staff of 800 fall within the following categories:

- Electrical - 4%
- Metal Workers - 6%
- Production Personnel/Administrative - 90%

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Training Content

Relative to the nature of recruitment there have been three types of skill development:

1. Early vertical skills training to develop appropriate technical skills.

2. "Job broadening" skills to cater for multi-skilling and cross functional skill development.

Examples of this include the "Train the Trainer" programs and safety courses. To date 600 staff have taken part in "Train the Trainer" programs. It is seen as important for all to develop generic skills in design of training programs and communicating. Promotion to Product Controller is dependent on its completion and part of their role is on-the-job instructing.

3. "Three dimensional skills", such as those relating to personal development, motivation.

Access and Selection for Training

Company Vision Statements emphasize the development of "individualised potential" Training is not only accessible to all but positively encouraged. There are some who choose not to do the requisite training to move from Smelter Level 1 to Product Controller (5 out of the 500 in Production).

However, examples of those who have come into the organisation without technical skills but are now in positions such as Training Supervisor attest to the success of the philosophy. This is supported by practical measures such as, The 'Investment in Excellence' Series, designed to develop self awareness and confidence. Other wider support systems are regarded as critical in developing attitudes of growth in a range of areas.

Management of Training

Manuals are designed for group work rather than individualised, self paced learning. 'Team ethic' is seen to be important for effective work functioning, and group arrangements are therefore incorporated within the organisation of training. Most trainees want to stay within this delivery arrangement for formal training sessions.

Role of Instructor

The instructor serves as a resource and instructs in formal training sessions on-the-job. The emphasis on the Train the Trainer program delivered within the company allows this to happen.

Delivery

All modules for training to Product Controller level are competency based, with statements of objectives and assessment at the outset. Prepared written manuals are developed for each module, and these are delivered and often prepared by Product Controllers.

Competence is also developed under on-line operating conditions. Use of the "buddy system" is important in the development of competencies. This has a two-fold benefit in that it improves the esteem levels of the mentor and at the same time puts learning back into the context in which the skill is to be used. It also gives appropriate allowance for action learning and a focus on the notion of "learning" rather than "training". With informal training sessions, learning may be more readily perceived by staff as accessible information without mystique.
Resources

The following resource modes are used:

- Text based manuals provided to participants
- In-house videos
- Overheads
- Practical exercises
- Interactive computers
- Laser disk computer packages (e.g. in Potroom operations).

Assessment

Assessment of knowledge and skills may take the following processes:

- written or oral theory exam containing a mix of assessment devices such as diagrams to label, yes/no responses (with set pass rate)
- the participant is allowed to make the choice of the type of exam as it is recognised that some have trouble with delivery responses in written format. In this case the answers would be written down by the assessor.
- Practical Component where trainee is asked to describe details of operations.

Assessment is by the area supervisor to avoid complications with supervisor/staff relationships. If a participant does not meet competency standard, an attempt is made to identify the cause of the problem and to get feedback from the supervisor. The approach is "we want you to be successful". They may go through re-training and be given assistance to allow that to happen.

It is intended that as an accredited non-TAFE provider, with the proposed re-structuring, accredited TAFE courses will be adapted to Portland's operations and delivered on site.

Various TAFE assessors have already undertaken the "Assessment in the Workplace" program through Broadmeadows TAFE to allow this to happen. (1 from each functional area, as well as 3 Plant Training Co-ordinators).

Future Directions: Restructuring

Competencies have not yet been fully established for all the operator levels under the new classification system. When this does happen, RPL processes will be used to classify trade personnel.

It is intended to use accredited TAFE modules to allow portability of qualifications.
5.2.3 PORT OF GEELONG AUTHORITY

With funding from the Victorian Education Foundation for program development, basic workplace education is being delivered at the Port of Geelong. Staffing costs for instructors as well as time release for staff are the responsibility of the Authority. This training has come about after an auditing of staff in 1990 undertaken in conjunction with the Port of Melbourne, and the recognition that generic skills and levels of numeracy and literacy represented a very real barrier to further training for large numbers of staff. In collaboration with the Gordon College of TAFE where the course was developed, delivery arrangements and methodologies have been planned to facilitate staff re-entry into training.

There are three levels within the Certificate course, with a total of 54 Units, and it is intended that articulation into formal training will eventuate.

Access to Training

There are no educational pre-requisites for participation, but basic competency in English is required. Assistance is provided where appropriate by the Authority for basic literacy programs to be undertaken. There are some participants who have completed Year 11 and 12 standard but felt the need for the course. Some understood this as a refresher course and one necessary to boost their confidence levels, others still had low level generic skills.

There are no individual training plans for staff at this stage. Training to date has been in skill related areas, with recommendations for selected staff made by foreman to supervisors, or in some cases directly to Managers. Final approval is given by the Executive Officer for Human Resources. In the case of the new Workplace Education course, groups of staff were addressed by the Industry Training Consultant from Geelong TAFE, and they were able to self nominate. Applicants were interviewed individually by the College co-ordinator and counselled as to methodologies and time commitments.

Nearly all the participants at Level 1 were early school leavers, with not very positive learning experiences. While the local TAFE is located within walking distance from the Authority Headquarters, all expressed a reluctance to attend any courses there because of the association with "school".

Participation is facilitated by a 3 hour time release within worktime. In the case of the participants from Queenscliff, an extra hour travel time is allowed for. Attendees are also encouraged to contribute an equivalent amount of their own time in further study.

The labels for the learning units within the modules have been chosen carefully to avoid terms such as literacy and mathematics, which may have negative associations for the participants.

Management of Training

In the lower levels particularly, learning takes place within a strong, supportive, group environment, with support from peers and the instructor. Class size is restricted to 10 at Level 1, with a maximum of 15 at Level 2 and 15-20 at Level 3. Workbooks are being prepared for each module, consisting of activities, content and self-assessment questions. Within class sessions there is interaction but students can work through workbooks at their own rate. In reality at Level 1 those who were faster would 'help the others' and benefitted by having to spend less time in out of class activity. A preliminary evaluation by the Co-ordinator from the Gordon TAFE has found that
students even after the first ten weeks of the course, still preferred the group arrangement to an alternative individualised learning environment.

Where a student has not achieved the competency to the necessary level, they are able to remain in the group for the next competency, with continuing backup support from the Learning Skills Unit at the Gordon College or the Basic Education Unit.

Open learning principles have been built into the course design so that units may be undertaken sequentially, or through direct entry to a particular unit. It is possible for a participant to complete all levels within the one topic area, rather than all the Units within any one level. The Workbooks that are being developed will allow a self-paced vehicle and also flexibility for those who may wish to complete selected modules, but do not wish to attend group sessions.

Instructor's Role

The instructor's role is seen to be critical at entry and throughout the Course. While the individual instructor varies according to the competency area, the Gordon College consultant plays a major role in co-ordinating activities and attending classes on a regular basis to maintain contact with participants. The co-ordinator also arranges for backup support where any problems arise.

Delivery Methods

In the early stage the main delivery is by teacher led instruction, as well as group discussions and interactions. Participants also worked through the Workbooks containing activities and response questions. These provide a convenient resource which all those interviewed seemed to appreciate. Other intended delivery modes include audio tapes to accompany the booklets, videos and case study work.

Assessment

Methods of assessment include short answer responses, oral presentations and participation in class activities. Participants can be re-tested if they do not, at first testing, demonstrate the required competency.

Prior learning is allowed for with exemptions being granted if appropriate documentation is provided, or if the competency can be demonstrated. This is to be undertaken by the Gordon TAFE at no charge to the individual.

Participants' Reactions

Those men and women from Level 1 who were interviewed expressed the personal barriers felt by many at the notion of education. There were comments such as "people will think I'm stupid", or "I'm too old for change now" and "where will it get me?". There was also a hesitancy as to whether they would be able to perform, given the strong memories of earlier failures.

Participants all stated that the group support within the learning groups made them more comfortable and helped ease them back into study. A strong interactive environment was evident after six weeks.

At the same time, half the students appreciated the self-paced booklets. Typical comments were that these made them feel self-reliant and it was good to have a record. It is significant that those who made these comments were those in the group who appeared from all reports to be less educationally disadvantaged than others in the group.
The location of the training was also seen to be important. All those interviewed stated that they would not attend College because of what they perceived as associations with school, nor did they want to travel the distance from home to Geelong at night.
5.2.4 CONTAINERS PACKAGING

Containers Packaging (Footscray site) is a plant where can ends are cut and pressed from aluminium and steel. There is a large migrant representation within the employee groups working as operators and mechanics. Typically, of these the long term residents have received the least formal language assistance, while more recent arrivals have attended part time evening courses for a few months. More than half of the employees had less than eight years of formal education in their native country.

Containers Packaging is one of two sites where the Engineering Production Certificate (EPC.) is being piloted in the workplace for the training of process workers in the metal industry, with the co-operation of Western Metropolitan College of TAFE. Currently four modules are being trialled. Until recently, training at Containers Packaging has been by off the shelf courses; for mechanics, a 38 hour Induction course, and the M.T.I.A. Supervisors Course.

A Skills Audit is about to be conducted for the whole organisation. While a Training Committee has been established to develop plans for 5 years, 2 years and 12 months, any decision on training will depend on required standards. The Metal and Engineering Workers Union represent the largest union on site but also represented the Electrical Trades Union and the Printing and Kindred Industries Union.

Access to training

Selection of training takes place by consultative processes. The establishment of a training committee is essential in the new award arrangements, and the Containers Packaging developed their own procedures for this.

All decisions and approval for training at Containers Packaging is considered by a Training Committee which meets fortnightly, or as needs arise. This consists of the Training Manager as chairperson, and management representation, two union representatives and one shop floor representative. These representatives are nominated from the floor and enable the process workers and the trade employees to be represented. There is an equal number of management and production workers (3) to allow for an active employee role in the decision making process.

Employees can put an expression of interest to the Training Committee or directly to the Training Manager. This overcomes the potential blocking of approval from Supervisors as training necessitates time release and adjustment of rosters. For the eight months of the operation of this system, all applications have been approved.

The Training Manager reports on the decisions of the Training Committee to the Consultative Committee which meets on a monthly basis to consider industrial relations issues. This has the same balance of employee and management representation, and there is provision in its charter of operation for any personnel to attend, provided one week's notice is given.

The company has encouraged the participation of women in training and in the consultative processes. Four of the current 18 taking the EPC are women and 11 of the participants (65%) are from a non-English speaking background. Time release from shift time, as well as paid time in out of hours time for study and access to the Resource area, has been negotiated with unions.

Management of training

Learning takes place within the Learning Syndicates, at the Learning Centre set aside at the plant. A different leader from the group may be appointed each week, and sessions are run like a meeting. A group task may be organised, or an expert invited to attend. The intention is to work as a group even within a self paced format because of the support this provides for
participants who have been out of the learning context for some time. It was recognised that women particularly needed reassurance in a group situation and the existing relationship with the trainer from the English in the Workplace classes.

This model is more directive of the group than in the Textile Outreach program, with greater professional support, even though the intention is for the group to operate independently after a development period. The resolution of self pacing and group arrangement has not been resolved at this stage.

**Learning Model for delivery of EPC**

It was intended that both module development and delivery should develop work skills at an enterprise level. Delivery strategies and resource development have therefore addressed the following aspects:

- The literacy, ESL and numeracy skills of most participants was likely to be of a low standard. It is estimated that on the shop floor area 90% have an N.E.S.B. background, from approximately sixteen national groups.

- Adult learning is best achieved by the opportunity to relate their own life/work experience directly to the learning process.

- Formal learning situations are not likely to be a happy medium for most of the participants. Confidence and independent learning skills needed to be developed.

- The important potential of peer support in the form of "learning syndicates" of up to 10 trainees, to enhance communication and learning. A peer tutor is selected each week to run the group, and in the initial stages the tutor is trained and supervised by an instructor.

- Open learning principles that cater for a wide range of learning styles.

- The mentor role of workplace supervisors.

- The role of trainer to change from up-front teacher to manager of the learning process.

- Group and independent learning.

- Integration of on-the-job and off-the-job training by the TAFE teacher and workplace trainer working as a team in the learning syndicate tutorials. The Electronic Bulletin Board is used as a support link with the TAFE college. The workplace trainer is someone with expertise in the relevant modules, and any workplace "expert" can be called in on a particular content area.

**Role of Trainer/TAFE Teacher**

Instructional packages are designed as self paced instruments, and the role of the instructor is now that of a manager, or facilitator. The syndicates are seen as an important learning environment. It is intended that once each group is familiarised with the learning processes within the supportive group arrangement, that they will be able to study more independently as a group, assisted by workbased resources and technology, with the role of the instructor being minimal.

However, because many participants have a very basic functional skill level in English and literacy, it is the opinion of the Adult Migrant Education Service facilitator that some level of support will be necessary in the learning process to maintain confidence.
Delivery Methodologies

There have been considerable efforts in the four modules being trialled to develop resource material written in basic English, with limited use of jargon and strong emphasis on graphics. Students are provided with a prepared Manual which is worked on in class. A variety of other resource is offered, such as:

- the talking book (for all modules);
- interactive computers, where the touch screen device avoids any computer phobia. This Data Acquisition Processing System was part of Quality Control mechanisms throughout the plant.
- paper based packages;
- computer link to Western College of TAFE for student problems;
- videos and audio cassettes translated into other languages;
- infrastructure of Area Trainers who can relate to N.E.S.B. needs. These were observed to drop in on sessions to provide content or assistance where needed.

Assessment

A variety of assessment procedures allow for the poor literacy skills, such as use of oral assessment, response sheets and tape recording.

Assessment may be by TAFE teachers, or Area Trainers who have completed a Train the Trainer course from Western Metropolitan College of TAFE.

Reactions of Participants

Helpful support of others in the group was observed and expressed. It made it easier to get back into "school". The N.E.S.B. participants also found it helpful to have material presented in their language and were observed using the learning centre resources outside class hours.

The provision of training within the workplace and during paid hours was also an important consideration in terms of time and cost.
This organisation until last year consisted of two divisions: the hotel, and the catering sections. The hotel section was sold to Australian PUBCO to allow concentration on catering. Jobs are tendered for and include Calder, the Cup, Grand Prix, Moomba, Sydney International Centre.

Staff Arrangements

There are 60 permanent staff (including Administration (30%); Managers, and operators (70%).

There are 5000 casuals to allow for the flexibility necessary in the industry, 60 - 70% of these being women.

Training Programs

Management has been encouraged to recognise the importance of a training commitment, rather than using training in a remedial "fix it" way.

Programs are available on demand and there are induction programs offered before the big catering events. There are also programs offered that tie in with the Competency Profiles, and a number of programs have already been accredited by the Hospitality Review Panel.

Information and Access to Training

A Training "menu" is sent to Venue Managers. Supervisors may nominate staff, and give final approval, though attendance does not guarantee promotion to meet qualifications.

Information on courses is usually posted on notice board at venues. Applicants then receive communication back re delivery times.

Stress is now on flexibility, with staff taking responsibility in choosing their own programs, based on their recognition of weaknesses. If an employee requests training in a particular competency area, a structured program is designed by the Staff Recruitment/Training Manager and delivered in the workplace.

It was suggested that a major difficulty is not availability but motivation and lack of understanding (particularly with Front Line People) of the need for training and where it would lead. It was also pointed out that there was a need for more publicity of the Competency Profiles within the industry. Some of the older women who have worked at specific venues for some years did not understand the need for training and change.

Recognition of Prior Learning Provisions: Access Program

There is provision for people within the Hospitality industry to participate in a Career Portfolio program. "Access" information booklets are available for people within each of the streams. (Outlay $35, and payment for workbased assessors). These booklets detail the particular modules, so a potential applicant has the opportunity to identify competencies already held, and their own training needs. He/she can then choose to gain recognition for existing competencies by formal assessment by workbased Assessors (final records are kept at Tourism Training authorities in each State).

Two women are participating in the Access program currently with the encouragement of the Training Manager. It is hoped that this will demonstrate to others the value of training.

Access for New Staff
A significant new venture at A.V.S. that will enhance opportunities for new staff is a procedure whereby new staff will be recruited with a skills audit, and their training needs identified. A condition of employment would be that the applicant must participate in specified training programs.

**Delivery Arrangements and Management of Training**

Staff are included in decisions as to time etc. by negotiation after the initial session. Because of the content of training, delivery is usually in group sessions by demonstration. The instructor's role is as a resource and to provide feedback. Peer feedback on performance plays an important part in the learning process.

**Instructor's Role**

The instructor is an important resource in demonstration of the skill and therefore plays a critical role in the delivery of training content.

**Delivery Methods**

Delivery is mainly by demonstration and the use of videos. This may be supplemented by written material. Demonstration allows for observational learning whereby the complete task is presented in context, rather than information being provided in a segmented way from texts. Instructor's have all undergone a Train the Trainer program.

**Assessment**

Assessment is usually by presentation within the group. Peer feedback is usually on paper with no names given, to avoid embarrassment to the learner. If the required standard is not reached they may be tactfully asked to repeat the competency demonstration.

There are two registered workplace Assessors. Assessment usually takes place within the workplace.

**Future Directions**

Award restructuring has begun, and a more formalised training structure will therefore evolve.
5.2.6 HILTON INTERNATIONAL  (Melbourne)

Staffing levels vary within the Hilton from 450 to 700 allowing for seasonal fluctuations and current economic conditions. Two thirds of staff are permanents with approximately one third as regular casuals. The permanent staff numbers are decreasing with strategic downsizing of Management structures, and this will continue with award restructuring.

Approximately 40 nationalities are represented, and a lot of these are women. Approximately 60% of staff are female, and an increasing number of women are moving into executive levels.

Training Programs

Training within the organisation is directed at several levels. Any training at the Senior Management level may take place overseas, or in Sydney.

For Supervisors moving into management, some training may take place in Sydney, some at the local level. At the Supervisor level there is an in-house, structured 11 week program operating for one day a week over this period.

Underpinning these decisions is the thrust of the hotel culture with its focus on the quality service. This means that the organisation and therefore the staff need to be responsive to changing needs and requirements. Training may be used as needs arise. Where appropriate specific training will be offered to meet specific Department concerns (such as telephone skills for one of the Departments).

Proposed New Training Programs

These include five "Back to Basics" modules (1 hour duration) essential for all. It is proposed to make training more structured than is currently the case.

Also planned is an Orientation program to be used with new employees. This will include a checklist to encourage employees to find out the information themselves and therefore to take on the responsibility for their own learning.

While technical skills are important there is an appreciation of the importance of 'confidence' and the need for staff to develop this from a knowledge base. People are recruited into the organisation on the basis of "performance" and how they approach tasks, rather than on skills possessed, as it is recognised that skills can be taught.

Access to Training

When it is recognised that there is a training need different programs are publicised and made available to staff. Information about courses is usually posted on the Board and staff can express interest, subject to approval of the Supervisor. One of the problem areas identified with training is "selling" this to staff. This may be more of an issue with re-structuring in the industry.

All training approvals have to go through Department Heads if training involves time release for staff. For out of work time training programs staff are able to approach the Staff Development Manager directly. With management staff the main difficulty is with time availability. English in the Workplace programs have been offered for migrants but even though these are offered within work time these have had not been fully utilised by staff.

Decisions as to training within Departments are managed by the Manager concerned although records are kept by the Training section.
Staff are issued with a special Certificate from the Hilton as an incentive to undertake training and this is well regarded. Anyone appointed to Supervisor level is required to go through the Supervisor's program.

Delivery Arrangements

The aim is to make training as user friendly as possible. Staff have ready access to a Resource area which houses videos and other materials. Each Department has at least two trainers who have undertaken a train the trainer program.

A "buddy System" operates in that a supervisor may allocate a more experienced staff member to act as mentor for someone on their same shift, and where possible the shift allocation will work in with this.

To overcome non-attendance at times there is some consideration being given to offering the programs outside the shift hours. Currently some training is attached on to end of shifts to allow to work around this, so long as they are given notice. Location of training may be within the Training Room, or where there is any other appropriate area available.

Delivery Mode

Group workshops may be led by the facilitator, followed by role play, videos etc. Staff are introduced to a Resource area where there are learner modules as well as videos. There is also in this area Computer self instruction packages for software usage for general use.

There are also additional handouts given to the Supervisors as part of the supervision training. These demand some literacy skills, but this is an optional extra, not a core for mastery of the program.

Assessment

There are two Registered Workplace Assessors in Sydney and Brisbane.

Assessment process used within the Supervisors training involved the following process:

- written review;
- goal setting form;

Participants are then given a feedback sheet with a statement on any areas requiring review. This is to be discussed with their respective managers before a review session with the Staff Development Manager. If necessary this review session will be followed by later sessions on their performance, the intention being to work on the motivation and esteem levels of participants.

While the accreditation process has not been completed, some initial groundwork has been done in looking at positions in terms of competency levels. Stage two will involve looking for accredited training modules for identified competencies.

So far as the industry is concerned, the Director of Human Services at the Hilton expressed the view that by the end of 1993 a select number of organisations would have undertaken workbased reform, and linked training to career paths. However the smaller organisations which comprise a large proportion of the industry would not be in that same position. She expressed concern that administrative procedures and cost of resourcing are likely to be prohibitive. "There is the very grave possibility that the training tail will start to wag the employer dog instead of the other way around."

Because of promotional methods used, staff do not generally understand that access to training does not necessarily mean access to positions, if these are not available.
5.3 TAFE DELIVERIES

5.3.1 RICHMOND TAFE (National Centre for Competency Based Training)

All courses at Richmond are delivered in a competency based mode.

Access

Students are full time students doing an apprenticeship, or adult students wishing to do selected modules within the Skills Supermarket program. This is open to the public and the C.E.S. also sends unemployed adults along to complete chosen modules, provided there are available places, and applicants have the pre-requisite skills. This is determined by an assessment procedure at the time of application if the applicant considers they have the necessary knowledge. The cost of enrolment in each module is $12.

There are no literacy tests for participation for either entry. Few migrants had gone through an apprenticeship course at this college.

Student Management

All courses are managed in a self paced format, with enrolments taking place throughout the training year. As one student leaves, his place may be taken by another. Students normally attend in 'block release' for 5 days at a time, but there is flexibility so that attendance may be for one day, several weeks, or months depending on the needs of the employer.

This means that within any one block there will be students working on different modules and at different levels of the course. There is no deliberate attempt to keep students together in groups, although it is recognised that students learn from their peers. Allowance is therefore made for students to work together if appropriate, or for first year students to work in with Level 2 and Level 3 students.

Staff ratio of 10 to 1 is maintained, but with continuous enrolments this ratio will average out over the year to 14 to 1

Instructor's Role

Staff described this role as being facilitators/managers. It was recognised that the teacher needed to be not only knowledgeable at all levels of the modules but also able to handle students "more as clients". The instructors assist less able students and work through to show the areas of difficulty on any competency that has not been mastered. They may also guide the order of modules to discourage students from attempting only the easier ones. However, the decision on this is usually made by discussion with the employer as to which modules are of most benefit to the company at that point in time.

Delivery Methods

The facility arrangements are necessary for the self pacing operation. Within the sheetmetal area there is, for example, a Facilities Room (containing resources such as Activities Books, Computer terminals for computer managed assessment etc.), a Drafting Room and a Workshop area. The student may be guided in the order of modules and the choice of modules by the instructor.

Delivery Modes

Resource material is critical to the operation of the self paced format. A student commencing a new module in the Facilities Room will take an Activities Book which will indicate the variety of accompanying resource material for that module, such as slide/tape programs, videos, flip books.
These incorporate a reasonable amount of diagrams and photos and there are tape scripts for the hearing impaired on some of the videos. The Flip Books set out the required activities to achieve competency.

**Assessment**

Each program is written with objectives that must be achieved before a topic is completed.

Students need to work through a written response sheet to the required standard before completing the practical component. There is some provision in the assessment for a student with literacy or sensory problems. For example, assessment may be by oral response with an instructor.

The student is responsible for the computer recording of his progress, and this is checked at a later date by the instructor.

**Participant Reactions**

All the students interviewed responded positively to the clear indication of objectives for each module. One of the students was slower in his progress and indicated that he had taken time to adjust to this. They were aware of fellow students who often needed assistance because of literacy problems and how these would often need to spend longer with an instructor. Some frustration was expressed at the bottleneck at the end of the week block, prior to records being sent to employers.

**Implications for Trainees**

Some literacy skills are a prerequisite for the instructional packages, even though the standard of English is kept simple. The student is weaned away from reliance on the trainer, and early programs are organised for quick progress.

Staff reported that since the introduction of the self paced format, there have been improved student/teacher relationships, more motivated students with a generally faster completion rate. Success learning is included, and the students have more opportunity to help each other. It was argued that students know of expectations of them at Richmond and take little time to adjust to the system. However it should also be noted that the College has not had many migrants within the Apprenticeship courses. Because of resourcing costs, there is not always the option of choice for any one module.

Students who have been sent by employers are accepted. For the self paced system to work, it has to be said that the teachers are filling in the gaps in helping students with difficulties. The system therefore places particular demands on the teacher to "manage" the training, to manage the way students learn, and to compensate for any learner difficulties.

**SKILLS SUPERMARKET**

Richmond College also operates a "Skills Supermarket" based on open access principles. Application can be made direct to the College for a module/modules in competency areas of interest. Existing skills that may be pre-requisite for that module are then tested to establish the appropriate entry points. Commencement of the module is dependent on vacancies. Charges are based on module cost rather than the time an individual may take to complete it.

Adults are said to respond positively to this system. It should also be said that this may be related to their motivation to be able to learn a skill for which they see the immediate need.
5.3.2 OUTER EASTERN - AUTOMOTIVE

Student Participation

Students are full time employees. There have been no newly arrived migrants doing an Apprenticeship, but since 1986, there have been ten women. Only one of these women to date has completed an apprenticeship. The common reason for leaving was quoted as pregnancy. Currently there are two women and two older apprentices undertaking training.

Access Provisions

There are no entry requirements. Any literacy problems usually show up in the first unit. While the College contains a Centre for Literacy, attendance at the Centre during the course is a management issue. There is some stigma if students spend time away from the workroom and they tend to get too far beyond in their modules.

There is flexibility in access in that students can commence at any time of the year.

Students are eased into the program and told about the support Services available. This includes a College Counsellor and Child Care arrangements, currently used by one of the female apprentices.

Management

The system is said to be self paced in that students take responsibility for their own learning.

Within the first few modules, students are eased into the system to familiarise them with procedures. Staff reported that it was usually the younger students who took the most time to adjust and realise that it was "their time" and that they needed to take on responsibility themselves for organising it. One of the difficulties in adjustment that was reported by older students was the difficulty in locating the information to cover the modules. Explanations for this were twofold. There was scope for improvement in the order of activities and cross references in the handbook. If at the same time a participant has been away from education for some years there are issues of psychological adjustment that make this task seem even more difficult.

Within the block release system, there may be 45 students in the Workroom/Facilities Area at any one time with three teachers, any of whom can be approached. Because students may be at any level within their apprenticeship course, the demands on instructors is considerable. One of the frustrations expressed by students was that teachers were not always available when they were needed, and there was often a delay in assessment.

There have been two other arrangements that have been trialled at Outer Eastern College. Scheduled lessons at a certain time each day were offered, but it was found that not enough students would attend if they were engaged on another module which did not immediately relate to what they were doing.

Another arrangement was for one instructor to be responsible for a group of fifteen students, but this did not work well with maximizing staff time and the speed of the students.

Currently students will often work in pairs on a module, so the instruction or demonstration tends to be almost one to one. It was reported that the mature aged (post 18) students cope better, as they are more motivated.

As central records are kept and weekly progress reports issued, some check is kept on student progress.
Instructor's Role

The teacher within the system has the role of the assessor/facilitator and is also seen to be a critical resource. The staff interviewed reported the need to demonstrate, to give feedback and to identify student difficulties. Where possible there is the same contact teacher scheduled at successive block releases. Because of the range of student abilities, it was felt that students would not be able to work independently, even with better resourcing to allow this to happen.

Delivery Modes

For each level the apprentice is given a small information booklet that contains descriptions of each module and of the standards, as well as references to the appropriate section of the general text. Suggested time lines are given for each module. There is integrated delivery, and flexibility with use of resource material, consisting of:

- Reference books for theory components
- Unit/package (i.e. library of Service Manuals)
- Computer Program with graphics for parts of cars (not available for all modules)
- Video
- Flip Cards

This is the ideal, but the Centre is not fully resourced for all modules.

Assessment

There is flexibility of assessment with students able to choose their preferred methods from the following:

- demonstration;
- identification
- computer programs
- with oral testing.

This allows for literacy difficulties/learning preferences to be accommodated. The older apprentices reported that they were shy of using the computer assessment programs and avoided these. Each module when completed is stamped within a student record book, with a weekly collation of progress within the central record system by teaching staff.

Participants' Reactions

Interviews with women and the more mature aged apprentices showed a positive response to having clear objectives and the self pacing ("it's what you want") However they also expressed frustration in the time lost in waiting for instructors to help, or for assessment.

They appreciated the role of the instructor as an information source to supplement the knowledge content from the printed material and expressed the view that practical demonstration and feedback from the instructor was more important than any audio visual material.

One male student who was in his late 30s expressed the difficulty he had in getting back into a learning mode, and found it difficult for some time in finding out how the information sources worked.

The women tended to work together as they found the male apprentices unhelpful, until they got used to their presence, and seemed to look for them to make a mistake.

These students did not have contact with the same teacher during their block release time at College, but said they would approach the Co-ordinator if they had difficulties. They did not appear to be aware of the Counselling services available at the College.
5.3.3 ADELAIDE COLLEGE OF TAFE (Hairdressing)

The Competency Based Model used at the Adelaide College has evolved since its inception in 1988. The same model is used for Hairdressing at the Colleges at Mt. Gambier, Whyalla, Elizabeth, Croydon, and Noarlunga.

This evolution is based on several understandings: that students need direction initially, that there are essential core theory areas that need to be mastered as a pre-requisite for practical skills; and that subject areas (such as styling) are integrated rather than discrete skills.

The first ten weeks of the course (core knowledge component) are handled in a fairly conventional classroom arrangement. This is followed by coverage of the four subject areas in an integrated fashion, and completion of all the modules within one of these is actively discouraged. Each subject area consists of theory component followed by practical activities.

Access Provisions

Those participating in this apprentice training are employed full time and attend part time on a block release arrangement. Some of the current students have also participated in a Pre-employment program of a year duration which is College based and provides some work placements. Some credits are allowed for this within the apprenticeship.

All students are given a literacy test by the Centre at the outset. Where problems are identified, students are encouraged to seek assistance from the Literacy Centre located at the College.

Management of Students

Delivery arrangements could be described as a hybrid of lock-step and self pacing. Students start as a group of 12 and remain in that group for the first 18 months. At any one time there may be as many as 9 groups attending the Centre.

During this time there is a gradual progression in the control taken by participants in the learning process. In practice this means that instructors manage the knowledge component initially (particularly in the first 10 weeks) and they may continue to provide instructional material they consider appropriate for the group. However, because of the resource material that has been developed participants begin to take on this responsibility more and more. This becomes more evident in the practical activities that form an important part of each unit.

As a result of this increasing responsibility for the learning situation, students may progress at differing rates. Dependent on their motivation and planning abilities, some students are able to complete the scheduled course within 15 months. Because of this self-pacing component, some may not finish the course till much later. At the end of 18 months there is a re-grouping of those who have not completed the 704 hours, and new groups are commenced.

Role of Instructor

The instructor's role is seen as critical by both staff and participants. The role changes from instructor in the first 10 weeks to manager and facilitator. It was stressed that the instructor after this time needed to become more responsive to the particular needs of each student and therefore very adaptive. If necessary this would take the form of providing a supervisory and support role as the student's confidence was enhanced. This stress on the support rather than managerial role within a self-pacing system differentiated this system from other deliveries, and was evident in the student/instructor interactions witnessed.
Delivery Methods

A combination of Methods is used:

• Instructional methods, particularly in the early stages. This method may be repeated at different points in time if the instructor feels there is a gap in understanding.

• Self paced methods using the following resource material:
  • Printed Text to be used as a reference ('Hairdressing Reference")
  • Printed Learning Guides for each subject area. These are clearly and simply set out and include content, learning activities self-test exercises, and checklists of practical activities for each module.

  These checklists and descriptors would allow the required practical activities to be completed on the job if desired, providing that the competency can be demonstrated in the College based assessment. A sample checklist is included in the Appendix.

• Videos, produced and distributed through the State network by the Adelaide College.

• Computer Aided Learning. Currently an innovative program has been developed for one of the modules. It has a user friendly format with strong use of visuals, and students will be able to work through the content in their own time. The intention is to develop more of these as funds permit. An assessment process is built into this package.

Assessment

The theory components of the course are assessed by Computer managed systems which generate a battery of questions. As part of the initial induction, students are given instruction in the use of this, and one staff member is always on hand to assist in the Resource Centre where the computers are located.

There is scope for flexibility here, if difficulties are experienced because of literacy problems, the student may be given an oral assessment.

Students take on responsibility for ensuring that practical activities are signed off and recorded by the instructor both on the individual student record system, and on the staff central record system. The central records are then transferred to the computer data base which provides printouts of each student's progress.

The content of the early modules has been incorporated in some of the later assessment to ensure full mastery. On completion, also a final exam is given, which consists of short answers.

Participants' Reactions

The students interviewed and observed represented the potential extremes with a self-pacing system. Two of the students had been able to move through the practical activities fairly quickly and were about to take the final written exam. Two others still had more practical components to complete but were comfortable with this, while a male student was behind and needed instructor assistance in directing his activities.

All expressed a preference to learn at the College in the company of other students. It was pointed out that employers were varied in their willingness to instruct or, in many cases, inflexible in their hairdressing methods. Having individual folders with a log of activities that were to be completed and signed off by the instructor also made students motivated and "spurred them on " to catch up with the others.
However they admitted that because of the constraints of availability of models to work on, they had to be organised and forward plan to be able to complete all the practical requirements for a module.

The instructors were valued as a resource and co-manager of the learning process.
5.3.4 REGENCY PARK (ADELAIDE); COMMERCIAL COOKERY

Within the Hotel School there are approximately 800 apprentices enrolled in Bakery, Butchery, Food and Commercial Cookery. While CBT is in the process of implementation across the centre, it is more advanced within the delivery of Commercial Cookery following the development of the National Common Core Curriculum.

The Common Core Curriculum accepts an integrated approach to training but acknowledges that many employers do not have the capacity to provide the on-the-job training component. Regency Park in its implementation of this curriculum is trying to devise a system that recognises the role of both employer groups and participants, but accommodates any present deficiencies with industry provisions. It is recognised also that the kind and quality of the instruction experienced is most important.

The course is divided into: Primary Modules (pre-requisite for all other modules); Secondary Modules, which can be taken in any order; Operations Modules; Overview Modules and 100 hours of Electives. The following pages provide copies of the Training Maps and program descriptions provided to students.

Access

First year apprentices are indentured employees. There is also provision for people over 21, and current industry personnel employed as cooks, to complete the program on a full time basis over approximately 20 weeks. Two years subsequent practical placement will lead to Trade certification for these adults. Acceptance is dependent on availability of places, priority being given to first year apprentices.

Students are given a literacy test at the time of enrolment, and if it is considered necessary, College based help is available. The location of this is removed from the Hospitality area to avoid any embarrassment.

At enrolment students are provided with a handbook outlining the course structure, the implications of the "New Modular Based Training Program", and the provisions to test Prior Learning. They are also told of the format and the need for them to take responsibility under the flexible arrangements of the college operation.

Management of Students

A series of independent modules are run continuously throughout the year.

This timetable for module coverage is sent to employers prior to enrolments at the start of each year. This allows participants some flexibility in planning their off-the-job training. The Secondary options can be undertaken in any order. Some guidelines are offered as to appropriate time allocation and it is suggested that apprentices should not undertake a large block of College training because of the recognised need for a mix of on-the-job and off-the-job training. The procedures for challenge testing for any module for a competency that may have been gained in the workplace also allows for more control over the learning process by the participant.

Two constraints on an integrated on-the-job and off-the-job training should be mentioned. Firstly it was pointed out that while there is an expectation that the necessary skills, knowledge and application be developed through the apprenticeship, there is not at this stage the necessary culture within industry to take on more of the training role.

Availability of materials and their perishability is another major constraint for both instructor and apprentice in a self-paced delivery, a fact that is stressed within the Common Core documentation. This reality has to be worked around in assessment and training processes.
Within the College, modules are covered by, on average, two hours theory component in the afternoon, followed by six hours of practical work the following day. This is to allow the prerequisite information to become internalised and result in more effective learning. The theory associated with the practical modules is available in an open learning form as a tutorial aid, but it can be completed at the student's own pace.

**Instructor's Role**

In the early stages of the apprenticeship there is more in the way of formal delivery than is the case for the Secondary and subsequent modules when the instructor's role becomes more of a facilitator. However the instructor, because of the nature of the trade, remains always an important resource and demonstrator, and this was obvious in the sessions viewed.

**Delivery Methods**

A variety of delivery methods is used. These include class room instruction, demonstration, video, texts and self-paced workbooks. Currently five such workbooks have been developed. They are comprehensive in that they contain statements of competencies, content, learning activities followed by review questions. The information is presented in an easily accessible way with a mix of graphics where appropriate.

Needs of students with disabilities have been accommodated. For example, one student who was deaf was provided with an audio cassette so that classes could be transcribed. Any literacy difficulties are dealt with by assistance from instructors talking through the difficulties.

The overview modules are available in an open learning, self paced format with lectures and tutorials provided on an on-going basis.

**Assessment**

For each module within the Commercial Cookery Certificate assessment is either a challenge test or a formal assessment. Like the formal assessment, the challenge test consists of theoretical and practical tests, and a statement from the employer that an applicant is able to participate in a team, respond to instruction, and assist others to be organised. Competence is demonstrated by passing practical tests in all areas of the module, and 100% accuracy for the theory test. Details of times for challenge tests are subject to the constraints of availability outlined earlier.

Guidance as to the format for the theory tests is outlined in the workbooks. Questions may be framed by multiple choice format, true/false or short answer responses. Where there are literacy difficulties there is provision for an instructor to sit down with a student. Similar guidelines are provided for the practical component.

**Participant Reactions**

Students were observed rather than interviewed at Regency as they were undertaking the practical component of their module. What was evident was the importance of the instructor in guiding and demonstrating the cooking process. The flexibility in training was more evident in the recognition of prior learning processes (dependent on work related experiences) and on optional ordering for completion of modules subsequent to the completion of the primary module.

The overview modules are also available in an open learning-self paced format, with lectures and tutorials provided in an on-going basis within the practical modules.
6. ALTERNATIVE DELIVERY LOCATIONS

Distance learning can now utilise alternative delivery methods with modern technological equipment such as computers, satellite technology, teleconferencing, telematics, in addition to the traditional printed correspondence material.

There are several models for education and training provisions that are currently being used for the rurally isolated learner who also come from a range of disadvantaged groups (women, non-English speaking, people with disabilities, and Aboriginal people), that are not mutually exclusive.

6.1 Distance Learning : Study Centres

In each state there is a variety of community based centres, which act as venues for general interest programs, literacy programs and as study group meeting points for students doing college based courses. There is an increasing tendency for TAFE colleges in each state to utilise these centres, and in the Gippsland area in Victoria and in South Australia, mobile workshops and specialist teachers will visit the Centres at intervals to hold class sessions to supplement the printed course material that is provided. Use of these centres for TAFE based courses can therefore increase training opportunities in the rural community.

However, as has already been indicated in Sections 2.2.1 and 2.2.2, the educational characteristics of the social justice groups require particular delivery strategies to ensure successful learning outcomes. Information on experiences with distance learning arrangements in U.K., and from evaluations in South Australia with the open learning delivery of the Certificate of Rural Practice, (20) suggest the following requirements for the use of community centres as part of CBT delivery systems:

- initial support and counselling is essential;
- information needs to be provided through the local community agencies on courses and financial support mechanisms;
- opportunities for interactive group sessions is critical for the distance learner as a support mechanism;
- child care provisions for women who travel some distance to these centres;
- the use of the centres to house and maintain communication and learning equipment (such as fax, computers, telematics, television and teleconferencing equipment).

In Queensland there are 33 electronic support centres throughout the State. Access to computers can allow for the use of computer aided instruction, such as is being developed in the Fashion area in NSW as a means of enhancing access.

6.2. Distance Learning : Technology

Television is a cost effective way of delivering material to large groups of people as the experience in the U.K. with the Open College and Open University and in Canada has shown. For remote areas in Australia, satellite television enables wider access to remote areas. It is particularly useful for people with time or physical constraints who are unable to attend College based or community based venues; and for people that may be embarrassed about their problems in literacy and numeracy. Programs can also be viewed within the workplace and as in the United Kingdom, material can be adapted to meet specific language needs of different groups. Television allows for a visual demonstration of a skill. When it is combined with interactive facilities, the medium
becomes even more powerful as an appropriate delivery mechanism for the rurally isolated.

This can be achieved by:

- the use of "phone-ins" which represents a cost to the user.
- videoconferencing i.e. communication by two way televised transmission which represents major cost, facilities, and operates out of College locations. The cost in this case is to the provider. In competency areas that demand clear demonstrations for effective transfer of learning, this represents a useful way of providing distance learning. This delivery mode provides some interaction between instructor and learner, social support from other trainees in the group, and once the installation costs have been met, is more cost effective than a travelling tutor.

6.3 Delivery Within Aboriginal Communities

6.3.1 Community Educators

Within the States and the Territories there have been programs to extend training opportunities to remote communities. This accommodates the Aboriginal preference to remain within these communities. Community educators who live within the communities act as liaison with external Education networks. There have also been efforts to develop programs of relevance, such as the Community Management Program and Aboriginal Enterprise development programs in South Australia.

Many courses in the States and Territories operate out of Open Learning Networks. In Queensland, Aboriginal instructors are employed to deliver services to remote areas while within the Bachelor College in the Northern Territory, teacher training of Aboriginal people by Aboriginal people is one way of providing more culturally appropriate deliveries in the future.

The model used within the Northern Territory to deliver competency based training within the Certificate of Automotive Trades is one that also accommodates cultural needs and the preference for community based learning. Manuals with short sentences and lots of graphics have been developed within the Modularised Integrated Training System to cater for the literacy levels of trainees. The Adult Educators in the Communities spend several hours a week going through the manual with trainees. A trade instructor is also employed by the Community Councils to assist trainees by demonstration. Assessment takes place within the community at the end of each module with an assessor from Darwin. As there are no time constraints, the system allows the flexibility that Aborigines need, and the preference not to come into the town. However, the system is costly to operate.

6.3.2. Training Initiatives within the Towns

There are many initiatives to place Aborigines in employment; e.g. recent pre-employment training in the retail field in N.S.W through the Retail Trader's Association in that state. Input from Tranby College for Aboriginal people helped in the success of this initiative by making the content culturally specific. Most of the trainees within this short program were subsequently placed in employment.
SECTION C : FINDINGS AND RECOMMENDATIONS

7. SOCIAL JUSTICE IMPLICATIONS

The implications suggested by the case studies in Section B, and from the information gathered in researching this project are discussed below under the evaluation criteria.

7.1. Access

Feedback from TAFE and industry deliveries confirmed the importance of access as an issue in CBT. This showed up in various ways.

7.1.1. Educational Background

Educational background and learner characteristics were identified as important considerations in the delivery of CBT. For this reason there has been considerable interest expressed by a number of organisations, both in Victoria and from other States, in the basic education course being piloted at the Port of Geelong.\(^{(21)}\)

Solutions to language and literacy difficulties were reported to have varying degrees of success:

- English in the Workplace programs are not always successful nor utilised by staff, unless they are aware of what is being offered, where it will lead, and whether there are any risks involved \(^{(22)}\). This is reflected also in the feedback from the Hilton and Nissan.

- An alternative policy is used at Containers Packaging where learners are incorporated within a broadstream program once basic literacy levels of competence are reached. This approach has important implications for the delivery methods.

7.1.2. Location of Training and Time of Training

Location and time arrangements are general training issues, but in so far as they impact on training accessibility, they have important social justice implications for CBT implementation.

Research showed the important influence of location on access to training. Apart from those in trade areas, many of those interviewed fell within the categories described in Section 2.1. and they had not taken part in any post-school education. In general they expressed a reluctance to attend TAFE or institution based training because of time and other constraints.

Also evident was a disaffection with institution based learning, even when this was located close by, as in the case at Geelong (refer 5.2.3). However the same group of participants were happy to undertake training in the workplace with TAFE instructors.

An equally important consideration, particularly for women, was the time of training. For employees time release in work time allowed greater access to training. For people with responsibility for children who are not in employment, time availability was related to the availability of child care.
7.1.3. **Information and Incentives**

An important constraint on adults participating in further training is the lack of information about and awareness of the importance of training and of appropriate training directions. Research indicated that this may be less true of young people because of the greater emphasis in the '90's on completing Year 11 or Year 12 (23). However, there is still a need for assistance with training directions. Information needs to be targeted to reach specific groups (for example women, ethnic groups). It should not be assumed that potential trainees are a homogeneous group. Three potential solutions are suggested by the researcher:

- better publicising of training on an industry wide basis;
- information and advisory services to inform individuals of training potential.
- use of adult traineeship type systems or work placement schemes to accommodate adults;

There is much to recommend the procedures used at Bradmills, where applicants for training were interviewed and therefore provided with an individual training plan indicating areas for development. As well, the model that is to be trialled at Australian Venue Services (where new appointees are given a skills audit to identify areas of need) is a system that will be useful to monitor over time. The system is represented diagramatically below.

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Application -------------- Selection ----------- Recognition -------- Training Plan
                                    of Prior Learning
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**Figure 3. Model for the Development of Individualised Training Plan for new staff**

7.1.4 **Support**

Support at re-entry is a critical issue and is consistent with the research referred to in section 2.2.1.2.

The CBT models covered in this report indicate several ways of providing support:

- **Initial induction**, where students are advised of the learning and assessment procedures within the CBT system. Where there are self-paced systems, there is a critical need for the learner to have a clear understanding of his/her role in the process. The adult learner may enter training with existing competencies in technical areas, but learning skills may have to be developed. Counselling and support may be critical for the learner at any re-entry point.

- with a co-ordinator or "contact teacher, or a member of the organisation who acts in the mentor role.

- with support from peers as well as instructors in learning groups (refer section 7.2).
Support is also related to the role of the instructor (refer 7.3.1). In some of the CBT models the role of the instructor is reduced gradually, as the confidence of the learner and study skills improve, (for example, Adelaide College).

Support is also an issue in the management of training. While younger trainees may not need group support to such a degree, feedback from students returning to study, women, non-English speaking people and people with disabilities indicated a preference for "learning syndicate" type arrangements. (Refer 5.2.3 and 5.2.4)

7.1.5. Recognition of Prior Learning (R.P.L.)

Recognition of existing competencies may facilitate re-entry to training. There is also a need for information on procedures for the recognition of overseas skills, qualifications and experience as many of the training participants felt that their overseas work experience and training were not recognised.

Two procedures identified by the researcher for the recognition of skills should be noted here.

- The Access Program within the Hospitality area provides a good example of how an individual can gain access to information to identify existing skills. Published booklets provide information on competencies within different industry areas, and of the procedures to register for assessment, either in-house or through the State Tourism Training offices. Cost of registration is $35. Where the assessment was undertaken in-house staff reported satisfaction with the location.

- Within the clerical area the Self-Assessment Questionnaire that is being developed is working in the same direction to facilitate re-entry into vocational training.

For R.P.L. to be effective processes need to be visible, accessible and not costly for the individual. Lack of self-confidence can also be an inhibiting factor, particularly for women, and appropriate counselling, encouragement and information are critical for R.P.L. applications to be made. The two women who are using the process of getting formal recognition for their skills at Australian Venue Services have been supported in their application by the Training and Development Manager.

7.1.6. Staff Selection for Training

In general, within the organisations in this study, selection for training is still an issue, final approval being given by the supervisor or leading hand. This means in effect that within the current economic climate, training may be offered to those employees most likely to be of benefit to the organisation. Nearly all those interviewed at work-based delivery sites were receiving training because it had been suggested to them by their supervisor. Even though figures show that there has been an increase in the number of women participating in the Outreach program in the textile area (refer section 5.2.1), women may still be restricted because of their perception that training is not appropriate for them even where the organisation allows for self-nomination.

Any selection panel that includes women and other social justice group representatives is likely to be more encouraging of applications. However, these representatives need to be given training to become active participants in their role and not token representatives.
In line with trade union principle, there is an increasing practice for tripartite arrangements which have as part of their responsibilities the selection of staff for training. The Training Committee at Containers Packaging is one such example (Section 5.2.4) where women and people from a non-English speaking background are included. There is a balance in representation of management, Unions and the shop floor. This selection method may allow more equitable access to training and is worth monitoring over time.

7.1.7. Cost

The costs incurred with RPL assessment as well as training costs are likely to be factors in participation. Some TAFE Colleges are still in the process of calculating the likely cost to applicants. Organisations need to be made more aware of the economic sense of investing in staff training to improve productivity.

7.2. Management of Training

Decisions as to self-paced or group/instructor paced arrangements are critical for effective outcomes for many adult learners. While many students interviewed were able to use the self based approach to CBT system to their advantage and valued the perception of being in control of their own progress, this response was not unanimous. Other students may need more in the way of instructor assistance and support in developing skills in self-directed learning, particularly in the early stages (refer 7.1.4). An evaluation of the self pacing components in the Computer Managed Trials in N.S.W. has suggested that self pacing was less successful with students straight from school. Similar comments were made at Outer Eastern College that young apprentices need assistance to settle into the system. Women interviewed indicated their need for complementary strategies allowing group interaction and teacher input.

Where a self pacing format is used in conjunction with prepared learning packages as the prime instructional method, it appears from the data collected for this report that the learning packages should:

- be balanced by learner support mechanisms (7.1.4).
- include group sessions where possible.
- be supported by instructors who monitor weaker students or those who lack self-confidence in approaching instructors.
- Methods for monitoring progress is an important issue particularly in tracking the student progress relative to preset timelines. This is in effect replacing norm based assessment with another comparison measure. The feedback at many colleges from adults and those slower to progress indicated that this caused them concern. If their rate of progress was slower than others they were made even more aware of this. Therefore while such systems provide a useful method for monitoring students that are behind and need assistance, it needs to be used with care and consideration of the impact of the student.
7.3. Instructor’s Role

7.3.1. Role

It was recognised by staff at Colleges working predominately within a self paced learning environment that the instructor’s role was critical. At all times the instructor was the facilitator/manager of the learning (and provided feedback within the action learning process). This represents a role shift from group instruction to the management and resourcing of individuals with different learning patterns and needs. Awareness of different learning styles and of student difficulties may necessitate tailoring delivery as appropriate. With some students who are not educationally disadvantaged, in some content areas the instructor’s involvement as an instructor might be minimal when there are well prepared learning packages.

This changed role may be more demanding on the instructor in terms of interactions with the learner. It may also mean that students who are experiencing difficulties need to feel comfortable about asking for help. For this reason at some colleges such as Holmesglen an attempt is made to timetable staff so that at least one from a particular team of instructors is on duty during a participant’s attendance at College.

Self-pacing as one method of individualised learning must be accompanied by changes in institution and staff attitudes and understanding of the principles underlying the changes. Thomson’s review of individualised systems of instruction in TAFE colleges has commented on the need for staff development and for the staff to function as a team (26).

In addition it was also recognised by the groups advising on this project that the instructor was also an important resource for students having difficulties and needing assistance, particularly where there were no educational pre-requisites.

7.3.2. Choice of Instructor

The use of mentors (commonly referred to as the "buddy system" within many organisations) is a valuable form of on-the-job instruction which has been well received by the workforce in Portland Aluminium and the S.E.C in Victoria (27) and is used in the hospitality industry.

Where this is combined with a train-the-trainer type program as at Portland Aluminium, learning that takes place within the context in which skills are to be used allowing for an easier transfer of learning and successful training outcomes are more likely. This is consistent with studies within apprenticeship training in carpentry and joinery which found that young adult learners prefer to learn by the "live work" model, and training in the workforce by colleagues would allow this to happen (28). It would also allow for a focus on the individual "learning" as distinct from being "trained," in keeping with the needs of the adult learner (refer Section 2.2.1.2).

7.4 Delivery Strategies

Research on current practices and deliveries that might accommodate the plurality of needs and learning styles suggests the following:

- Participants appreciation of learning manuals/activity books that give clear indications of competency outcomes and activities, provided these are accompanied by support from instructors when appropriate.

- The need for any printed learning packages to incorporate learning centred approaches in the terminology, layout and use of graphics. Feedback suggested that some of the College based printed material is pitched at too high a level for the learner and does not include
sufficient workbased material and jargon. Examples of some material that has been developed in a user friendly style are set out in the Appendix.

- the important role which instructional methods may still play within CBT deliveries.

- The value of peer support in group learning techniques to facilitate learning and to foster communication and negotiating skills that are necessary in the workplace. The non-English speaking groups interviewed at Bradmill and Containers Packaging said that they appreciated learning from English-speaking students. The interactive needs of the learner was noted in the evaluations of the Video-conferencing Trials in South Australia. (29). Small teams can also be organised to work on specific competency areas, such as in the construction of house frames.

- The appreciation of participants, particularly those who have been outside formal training for some period, of a variety of learning techniques and resources. There appears to be a strong preference for the visual mode (either by video, demonstration, or graphics) and for some form of interaction. Evaluations of the Teleconferencing systems established in South Australia have also confirmed that participants need the opportunity for some interaction with an instructor regardless of the value of the distance learning materials. Within the hairdressing area in South Australia the intention is therefore to use this medium to supplement the use of the videos that are produced in case study.

- The need for a careful balance between the theoretical and practical components. In industries where pre-requisite knowledge is important (for example hairdressing and the automotive area) of interactive sessions are needed individualised learning rather than procedures which may be discouraging for many learners in the early stages of retraining.

- The importance of a range of learning materials is critical to allow for the learning styles and learning difficulties of people.

7.5 Assessment

There are several considerations in terms of appropriate assessment methods. It is important to note that a choice of methods (as appropriate for performance specifications) may reduce learner difficulties. This appears to be happening within both the industry and TAFE models described in this report.

Further, the use of computer managed learning for assessment methods was referred to as a hurdle in many cases, particularly for older students who were not computer literate. There are several inherent dangers in this method of assessment:

- it may test other skills, rather than the specified competency, and assistance is needed to make trainees comfortable with this medium. In some cases an instructor is always available in the Resource area (for example, at Adelaide College of TAFE and Holmesglen College of TAFE).

Older students were likely to be hesitant in asking for assistance when others appeared competent. This problem may be exacerbated in a mixed aged group, as preliminary evaluations of pilots of Computer Managed Learning in N.S.W. suggest that adjustment may be easier if performance takes place in a group (30).

The timing and ongoing nature of feedback and assessment may be important to ensure confidence and mastery. Feedback should be positive at all times.
The use of registered workbased assessors will enhance re-entry for those who are employed, so long as adequate monitoring procedures are available. This is beginning to happen within Commercial Cookery for example.

7.6 Amount of Prescription in Program Content

The Social Justice Consultative Committee in Victoria found that training programs are often targeted at all groups other than those most in need of it. Some consideration of program content and flexibility and open learning provisions, to allow access to appropriate competency areas as required, would be one way of opening up learning opportunities.

It was also recognised by the advisory bodies that a CBT approach to learning which focuses on the performance outcomes does not allow the trainee to start at a level appropriate to his/her skills and abilities in terms of learning. This is of prime concern for the implementation of social justice in training outcomes.

The open access approach as embodied in the Skills Supermarket at the National Centre for Competency Based Training allows access to areas of need and participants are often sent by the C.E.S. for specific modules. However, to make appropriate choices, disadvantaged groups may require more guidance.

The Open Learning provisions within the Office of Rural Practices course in South Australia allow selection of options from a range of other course areas. Feedback indicated that this was appreciated by users, many of whom found the course useful as a way of re-entering training or accommodating their specific needs (31). As programs become increasingly modularised this approach would allow training for specific competencies to be developed as required.

The same open learning provisions in terms of selection of modules from prescribed courses within TAFE programs would be useful to gradually build up the skill levels of those on workcare or disabled by illness. Again, this would necessitate careful counselling to allow appropriate selection of modules. This same approach would be appropriate for all groups.
8. RECOMMENDATIONS

8.1 Recommendations for CBT

Based on the issues raised in this report and their implications for competency based deliveries, certain processes for the implementation of access and equity considerations have been recommended by the project advisory groups. These have been organised in Sections that correspond to the areas of evaluation, with an introductory rationale for the recommendations included at the end of each section.

Rationale:

ACCESS

• Because of the extent of literacy and language difficulties within the workplace, and the limited use of available language programs such as English in the Workplace Programs (section 6.1.1.), delivery methods must accommodate those people within mainstream training programs. This can be achieved by a range of resource material, both printed and media based, which is user friendly. Examples include the resources being trialled at Containers Packaging and in the apprentice training in Hairdressing in South Australia.

• As language and literacy skills, particularly for NESB migrants, are likely to be a continuing need for future training, content may also need to be incorporated within training program design so that social justice groups recognise the importance and relevance of these skills.

• Lack of incentives to train and lack of information as to training related career paths is still a critical issue, even where training is available within the workplace (Refer 6.1.3). This is particularly so for those who have skills gained informally and on the job. Pre-training assistance to provide information on course selection is important. For those who are currently employed, there are models such as that used at Bradmill, where an employee is interviewed and given counselling on skill deficits and future training needs areas. This provides the employee with an individualised training plan. The same system can be used at the point of entry to employment.

• Indicators for successful training outcomes were not able to be explored in any depth in this project. The committee considered that it was necessary that more specific indicators be developed in consultation with the particular community groups (for example Aboriginal people). The model that could be used for this process is that used by the Federal Government in establishing Access and Equity strategies.

• R.P.L. processes, if appropriately used, may facilitate re-entry to training. However, the great impediment to their use is the lack of confidence and awareness of the informally trained, such as women, and the older workers and migrants, who may have a history of unrecognised overseas qualifications.

• Adults returning to study, particularly migrants and women, value peer support arrangements. Interactive group sessions meet the social support needs of participants and also provide the learning environment in which to develop problem solving, team skills and confidence in communicating, which are critical work related skills for many within the social justice groups described in this report. This is recognised, for example, in the Portland Aluminium deliveries. This can be incorporated either in the course design or by organising small teams to work at specific competency areas, such as in the team work on the construction of house frame.
Support may also be provided by the instructor/facilitator. Within the workplace a co-ordinator of a learning syndicate is beneficial to trainees, and within TAFE deliveries careful timetabling provide contact teachers which helps to ease trainees back into more self-directed learning patterns.

Training is preferred within the workplace as this overcomes time and family commitments, particularly for women, and is in a familiar environment. It also helps to circumvent negative associations with educational institutions.

Following from the findings the following recommendations have been made.

**Recommendation 1:**

It is recommended that the inclusion of language and communication skills be an important component of identified training plans, so that social justice groups have a clear perception of the linkage between these skills and career directions.

**Recommendation 2:**

It is recommended that delivery methods and resources be developed specifically to accommodate the requirements of those with educational disadvantage within broadstream programs.

**Recommendation 3:**

It is recommended that there be a continued effort to publicise training related career paths, particularly directed to the priority social justice groups.

**Recommendation 4:**

It is recommended that employees, where possible, be given assistance in making appropriate training choices by individualised training needs analysis and training plans.

**Recommendation 5:**

It is recommended that strategies be developed for assessing effective training outcomes for the priority social justice groups, using the process used by the Federal Government to establish Access and Equity strategies.

**Recommendation 6:**

It is therefore recommended that instructors, employers and educational institutions show sensitivity by encouraging individuals to get formal recognition for their skills, as this is likely to enhance interest in further vocational training.

**Recommendation 7:**

It is recommended that, where possible, provision be made for learning in groups such as in the "learning syndicate" model used at Containers Packaging.

**Recommendation 8:**

It is recommended that in all learning arrangements there be provision for a co-ordinator or contact teacher.

**Recommendation 9:**

It is recommended that competency training take place, where possible, within the work environment or by integrated on-the-job and off-the-job training systems.
INSTRUCTOR'S ROLE

Rationale:

- Competency Based Training is often perceived to be synonymous with a self-paced learning environment in which, by implication, the role of the instructor is greatly reduced. Research has suggested that the instructor’s role is critical as a facilitator/manager of the learning environment, to meet the particular needs and difficulties of the learners. In some content areas, this may also necessitate some delivery by lecture/demonstration methods.

- It was generally found that training for instructors (both within TAFE and industry) is an important factor for successful training outcomes. Effective trainers/facilitators are those who are knowledgeable in educational principles, particularly in relation to the needs of adult learners, in the diversity of learning backgrounds of people and appropriate learning environments.

- Effective trainers also need to have a clear understanding of the issues involved in "mainstreaming multi-culturalism". Lack of awareness of the core cultural values, such as the fact that in some cultures it is not considered appropriate to question instructors, can be damaging for effective learning.

- Information is readily available through services provided by ethnic community agencies (for example Grant-in-Aid, funded by the Department of Immigration, Local Government and Ethnic Affairs). Currently such services are not used by industry to any great extent, and few of these are known or linked to training, although a number of unions are now employing ethnic Liaison Officers.

- Community agencies can help in specific ways by in-servicing of instructors in the use of an interpreter and training in cross-cultural communication.

- The use of colleagues or "mentors", particularly those who have been through a Train-the-Trainer program, was well received by the workforce, particularly for on-the-job instruction.

Recommendation 10:

It is recommended that the instructor within CBT play a critical role as a manager of the learning environment, which may involve being a facilitator and, when necessary, an important resource.

Recommendation 11:

It is recommended that, within industry areas, greater encouragement be given for employees to participate in Train-the-Trainer programs.

Recommendation 12:

It is recommended that enterprises be made more aware of the availability of practical assistance from ethnic community agencies in learning to communicate in different ways with the range of ethnic groups.

Recommendation 13:

It is recommended that enterprises be encouraged to make full use of the mentor system for on-the-job instruction.
MANAGEMENT OF TRAINING

Rationale:

• While the proponents for a self pacing system argue that the system used in conjunction with well prepared learning packages caters for different rates of learning, the information collected in this project indicated that the priority social justice groups need support at developing study skills at the point of entry to training. In many cases because of skills that may have been gained informally, this point of entry may be at any stage of a course. The assumption should not be made that technical skills can be equated with learning and study skills. The support that is offered at entry can be staggered in a similar way as in many of the TAFE deliveries, such as at the Adelaide College in the Hairdressing area.

• The recording systems within many TAFE deliveries are used both for accreditation purposes and as a means of monitoring the progress of students, to identify those in need of help. Where computer based systems for assessment and recording purposes are used, this may create difficulties for returning students, both in their use and in the feedback on their progress relative to time lines. Care needs to be taken to avoid these potential problems.

Recommendation 14:

It is recommended that within any competency based deliveries, training providers understand the importance of the instructional support role in the early stages of re-entry to training.

Recommendation 15:

It is recommended that trainees in the induction process and throughout training be given assistance in a supportive way to use computer managed learning systems, and to understand the value of the monitoring process for them.
DELIVERY STRATEGIES:

Rationale:

In view of the range of educational disadvantage and the low levels of language and literacy of many people, a range of delivery modes which are user friendly and cater for the adult learner are necessary. The delivery modes used at Containers Packaging are a good example of this. Use of services such as the Adult Deaf Society for translators and of scripted videos also can be used to overcome physical disabilities for trainees.

In industries where it is considered that there is an important theory component that has to be mastered initially before any practical components can be undertaken (such as in hairdressing), it is important that these sessions incorporate interactive sessions to avoid a return to negative educational experiences.

Assessment is critical for the formal recognition of competencies. To accommodate some of the disadvantages that may be present and appear non-threatening, it is important that a range of assessment methods be made available.

Assessment is also a means of providing on-going feedback of progress to trainees. For many, therefore, it is critical that the feedback is used as a means of providing positive and constructive feedback as to problem areas by the facilitator.

**Recommendation 16:**

*It is recommended that there be a range of resource material available to accommodate the particular learning problems of social justice groups.*

**Recommendation 17:**

*It is recommended that careful attention be given to how theoretical material is to be incorporated in delivery and assessment to facilitate successful learning experiences.*

**Recommendation 18:**

*It is recommended that assessors make use of a range of assessment methods for the demonstration of competency, to accommodate literacy problems and other difficulties.*

**Recommendation 19:**

*It is recommended that positive feedback after assessment be used in a way which facilitates training and encourages the trainees.*
The definition of competency standards and the determination of course design are critical in terms of social justice implications. There is an inherent danger that the focus on outcomes does not allow sufficient consideration to be given to the needs of the learner.

Open learning provisions in relation to course content is one way to allow greater access to training, similar to the format used in the Skills Supermarket within the National Centre for Competency Based Training.

**Recommendation 20:**

*It is recommended that further research is necessary to determine how learner needs can be incorporated within the processes to establish competency standards and instructional design.*

**Recommendation 21:**

*It is recommended that there be more consideration given to the establishment of systems within educational institutions that enable flexible selection of required modules, provided prerequisite competencies have been met.*

### 8.2. Recommendations for Further Projects

The Steering Group advising on this project considered that there be two further stages. Stage 2 would aim to promote the findings of this report and develop models for trial within industry. It was suggested that this stage could be undertaken in three phases.

#### Stage 2

**Phase 1.** In collaboration with the Confederation of Australian Industry, conduct national seminars to promote the findings and recommendations of the first stage of the project. During this process invite submissions from organizations who wish to be involved with the *best practices pilot* phase of the project.

**Phase 2.** Enterprises and organisations recruited in Phase 1 to be used for the trial of specific models and delivery strategies in terms of developing "best practices"

**Phase 3** The preparation of a report detailing findings and recommendations.
Appenices
# Bradmill Textiles: Career Progression Sheet

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| KNOWLEDGE, SKILL          | LEVEL OF PRESENT KNOWLEDGE OR      |
| EXPERIENCE OR             | POSSESSION OF SKILL                |
| SPECIAL ABILITY REQUIRED  | TRAINING OR DEVELOPMENT NEED       |
| FOR TARGETED POSITION     | COURSES OR WORK EXPERIENCES        |
|                           | PLANNED (DATE)                      |
|                           | COURSES OR WORK EXPERIENCES        |
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**Checklist**

**UNIFORMLY LAYERED AND TEXTURAL COMBINAT MODUI**

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**MODULE 4-6 COMPLETED**

Lecturer's signature _____________________ Date ___

Employer's signature _____________________ Date ___

1. WHERE
2. WHAT
3. WHY
4. WHAT
5. WHAT
6. HOW
Self-Test Exercise

Test yourself by answering the following questions. If you need to know more about a question refer to your textbook. Repeat the test until you can answer all the questions correctly.

TRUE OR FALSE

1. The major characteristic of a uniformly layered cut is its totally activated surface.

2. All lengths are equal in a uniformly layered cut.

3. The projection angle used to cut the uniformly layered form changes.

4. A portion of the previously cut section is used as a length guide for successive sections.

5. Cross-checking ensures accuracy.

6. Why is a precise 90° projection angle difficult to maintain across the head?

7. What is used as a length guide throughout the uniform layering procedure?
# Checklist

**UNIFORMLY LAYERED AND TEXTURAL COMBINATIONS**

**MODULE 4-6**

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**MODULE 4-6 COMPLETED**

Lecturer's signature ______________________  Date _________

Employer's signature ______________________  Date _________
It is extremely important that only people who work in the area, are in the area. If a person has no reason to be in the Scroll area, you must ask them to leave. If you are not sure check with your leading hand.

Keeping a clean and tidy work area reduces the risk of accidents. Reporting hazards and cleaning up potential risk areas is all part of good housekeeping.

STOP answer questions seven (7) and eight (8) on your response sheet.
Personal Safety on the Scroll Machine

QUESTION 1

Label the diagram.

[Diagram showing overalls, safety glasses, gloves, safety shoes, earmuffs, hair net]

QUESTION 2

You always wear gloves when handling aluminium or steel sheet to avoid cutting your hands.

Please check your response.

☐ TRUE
☐ FALSE

QUESTION 3

Because it is very noisy and busy you must be aware of:

☐ delivery trucks
☐ forklifts
☐ other workers
☐ All of the above.
10. REFERENCES


6. Ibid.


21 Personal Communication provided by Lyn Wakefield, Industry Training Consultant, GOTECH, Gordon College, October, 1991

22. Information provided by Erik Lloga, Office of Ethnic Affairs, Melbourne, October, 1991.


24. Self Assessment Questionnaire Project (W.R.E.I.P.)


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11. GLOSSARY OF TERMS

Accreditation

Accreditation refers to official recognition or assurance by State accreditation authorities that:

. the contents and standards of a course or training program are appropriate to the certificate or award to which it may lead;
. the course or training program and methods adopted in delivering it are likely to achieve the purpose for which it was introduced;
. the curriculum, including assessment methodologies, will enable the achievement of the required competencies and national standards where these have been established by the National Training Board.

Articulation

Articulation refers to the formal linkage between different levels or different fields of study, including enterprise and industry-based training. Articulation arrangements allow the horizontal or vertical movement between programs or between education and employment.

Assessment

Assessment is the process of forming a judgement about a performance or product against performance criteria in a statement of standards.

Certification

Certification is the provision of a certificate or award, usually as a result of the assessment process, which could involve examination, practical tests, performance observation and the completion of assignments.

Competency

Competency comprises the specification of the knowledge and skill and the application of that knowledge and skill to the standard of performance required in employment.

Curriculum

An organised program constituted by a series of learning outcomes and association learning experiences.

Individualised Instruction

A process of learning whereby the individual learns by him/herself or is given one to one instruction. This can take place within a group situation.

Open Learning

This is defined as an approach to learning that is based on the needs of the individual learners by giving students as much control as possible over what and when they learn. Open learning systems may use distance education facilities.

Recognition of Prior Learning

A method of allowing credits for skills gained informally within the workplace or in life.

Self Paced Learning

The process whereby an individual can move through a learning program at his/her own pace.
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Women's Employment Branch


Women's Employment Branch