

## Step 3

### Determine target group needs

In addition to determining the broad industry, client and training package needs, RTOs also need to identify the needs of the target group and individual learners for the program.

#### Standards for Registered Training Organisations (RTOs) 2015

##### Learner Support:

1.7 The RTO's determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.

## Activity – focus on your program's target group

In your small groups, consider the target group of learners for your scenario and program:

1. What are the characteristics of the likely participants?
2. How do you determine the educational and support services needed?
3. What might be some of the implications for your training and assessment approach?

Some possible considerations are listed on the following page

#### Notes

Area for taking notes during the activity.

**Who are my learners?** Consider, for example:

- Industry sector, occupation and AQF level (e.g. operational, supervisor-team leader, management),
- Age, gender, cultural background
- Level of education and workplace experience
- Will they be in employment? Will they have access to a relevant workplace for training and assessment activity? Are they shift workers?
- Work practices and performance requirements
- Current skills — vocational and generic
- Skills-development needs
- Preferred learning styles
- Special needs - consider for example, special learning needs (e.g. access and equity, language, literacy, numeracy, disabilities etc.)?

**Other factors to consider:**

- Is access to training and resources an issue for them?
- Do they work on their own or as part of a team? Will I be training and assessing them in their work teams, or across the organisation? Or are they to be assessed across a number of organisations?
- Do they have access and/or the relevant skills to use a computer/ other relevant technology?
- Are they familiar with practical training versus theoretical?
- Timing – considerations such as workflow on the job, immediate licensing requirements for job etc.
- What are the sustainability issues I might need to consider (e.g. are they training for new sustainability jobs or greening old jobs? What are the current environmental impacts, regulations and issues impacting their role?)
- Other training and assessment factors?

## Activity - Modes of delivery

Before focusing specifically on your scenario, let's consider modes of delivery:

MODE	Implications/ requirements for TAS?
Online	
Blended	
Employment based	
Classroom based	
Other...	

## Clustering units of competency for training and assessment

Once the requirements of the training package qualification structure have been identified, the RTO can then choose the training sequence of the competencies within those guidelines and can choose to cluster several units where this seems sensible.

### What is Clustering?

Clustering is the way we group units of competency and structure the qualification for assessment/ delivery purposes that relate to real work applications.

### The NQC definition of clustering refers to:

“the process of grouping competencies into combinations which have meaning and purpose for learning, assessment, or work related needs”.<sup>17</sup>

## Step 7

### Determine monitoring, evaluation and improvement processes

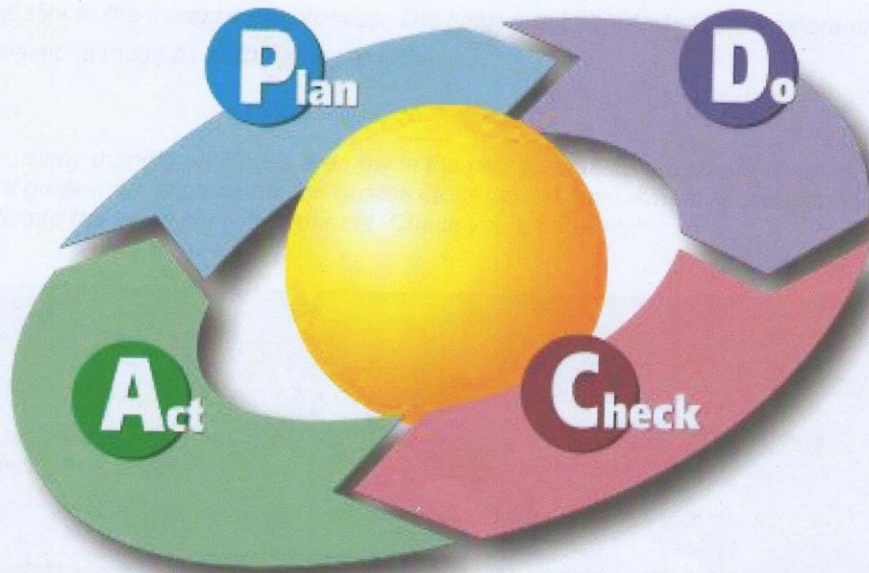
Standards for Registered Training Organisations (RTOs) 2015

Standard 2. The operations of the RTO are quality assured.

2.2 The RTO:

- (a) systematically monitors the RTO's training and assessment strategies and practices to ensure ongoing compliance with standard 1 and,
- (b) systematically evaluates and uses the outcomes of the evaluations to continually improve the RTO's training and assessment strategies and practices. Evaluation information includes but is not limited to quality/performance indicator data collected under Clause 7.5, validation outcomes, client, trainer and assessor feedback and complaints and appeals

**Step 7** in developing a learning and assessment strategy is to establish procedures to monitor evaluate and improve the program in operation and establish strategies for quality improvement. The Standards for RTOs (2015) emphasise the need to systematically monitor and evaluate for continuous improvement. One approach to this is depicted in the PDCA approach to continuous improvement shown below.



**PDCA (Plan-Do-Check-Act)** is an interactive four-step management method used in business for the control and continuous improvement of processes and products. It provides a useful framework for quality monitoring and improvement for our learning and assessment strategy.

## Plan-Do-Check-Act Procedure

### PLAN

Establish the objectives and processes necessary to deliver results in accordance with the expected output (the target or goals). Your documented learning and assessment strategy outlines the goals and expected results, including processes to achieve them - you need to plan how you will monitor and evaluate the achievement of these.

### DO

Implement the plan, execute the process, deliver the results – this is your implementation and monitoring phase. Collect data for review and analysis in the following "CHECK" and "ACT" steps.

### CHECK

Review and analyse the actual results (measured and collected in "DO" above) and compare against the expected results (targets or goals from the "PLAN") to determine any differences. Identify what you have learned. Charting data can make this much easier to see trends over several PDCA cycles and in order to convert the collected data into information. Information is what you need for the next step "ACT". This data forms part of your evidence for quality monitoring which will be needed for compliance against the NVR standards and, where appropriate, for other contractual compliance requirements e.g. APL contracts.

### ACT

Take action based on what you learned in the 'check' step. Any significant differences between actual and planned results should be acted on and quality improvements to your approach made based on these findings. Analyse the differences to determine their root causes. Determine where to apply changes that will include improvement of the learning/ assessment process, including learning and assessment 'products' e.g. learning activities/ methods; resources; assessment tools etc.

One thing to keep in mind when planning and undertaking quality improvement processes is that the learning and assessment strategy is a **'living document'** and will need to be monitored and reviewed for each learner group and context.

This is where **ongoing industry engagement for the purposes of quality review and improvement becomes essential.**

## Activity – Systematically monitoring and evaluating for improvements of your TAS

Consider the requirement of the Standards for Registered Training Organisations (RTOs) 2015

Using your scenario, brainstorm, in your small groups, **your approach to evaluation and quality improvement** by focusing on how you will:

- **collect** the data
- **analyse** the data
- **act on** the data

Consider the information and data to be collected, analysed and acted on – and what methods you will use to do this, from whom you will gather this data, etc. While discussing this draw on how your RTO currently undertakes this task and how it can be improved.

## Collect data

Data collection methods

Questions to be asked

Who to gather data from

## Analyse data

Methods, issues and approach