

Project Report

Best Practice approaches for training providers in supporting process manufacturing industries achieve their training objectives

Incorporating:

- A guide for training providers to assist in communicating with enterprises in order to achieve quality training outcomes relevant to business needs, incorporating
- A Code of Practice for organisations that assist companies to identify skill needs and access the training to address these needs

December 2004



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Acknowledgements

This resource has been developed as part of the Training Package Implementation Project. The project is sponsored and funded by the Office of Training and Tertiary Education (OTTE).

The Office of Training and Tertiary Education (OTTE) wishes to acknowledge the many individuals, groups and organisations that contributed to the development of this product.

The writer wishes to acknowledge the members of the Process Manufacturing Trainers' Network who willingly contributed their time to participate in five workshops to explore the quality issues related to manufacturing training.

This resource and its related development workshops has been coordinated and developed by Manufacturing Learning Victoria.

Introduction

Manufacturing Learning Victoria, in conjunction with key industry stakeholders, developed a Code of Practice to ensure high quality outcomes from training arrangements that companies enter into with training providers. This project was commissioned by the Curriculum Maintenance Manager - General Manufacturing at Chisholm Institute of TAFE and was funded as a Training Package implementation Project by the Victorian Office of Training and Tertiary Education.

This Code of Practice is embedded in an employer's guide to ensure that best practice approaches directly relate to identified employer and learner needs.

The aim of the Code of Practice is to address the significant concerns expressed by some companies about the quality of training outcomes from the providers they have entered into arrangements with. A Code of Practice agreed to and adhered to by all organisations who work with companies to assist them to achieve their learning and development needs, should achieve a consistently high standard of training outcomes.

The introduction of the Australian Quality Training Framework early in 2001 has greatly assisted in achieving a consistent approach to the way Registered Training Organisations conduct their business. However, there are aspects of quality practice and outcomes delivery that process manufacturing industries require and that are not being met, which this Code of Practice aims to address.

The Code of Practice will focus on the achievement of 'best practice' to assist all involved to deliver the best possible training outcomes and achieve the best value for our training dollar.

This is a self-regulatory system that aims to promote and monitor the training interventions provided to industry.

Training providers, trainers and assessors, New Apprenticeship Centres, Group Training Organisations, Industry Liaison Agents, Curriculum Maintenance Managers and companies are all invited to consider this Code of Practice and are encouraged to enter into an agreement.

The Code of Practice focuses on best practice approaches to:

- Marketing of services
- Provision of information to clients
- Exploration of available training options
- Contract development between companies and service providers
- Identification and clarification of client's wants and longer term needs
- Accurate costing of training and assessment in response to needs
- Professional development of staff and moderation/validation activities

This report represents the outcomes of five workshops attended by representatives of Training Providers, trainers and assessors, New Apprentice Centres, Group Training Organisations and Industry Associations. It provides a collation of materials developed and Training Provider resources resulting from the materials.

A guide for training providers to assist in communicating with enterprises in order to achieve quality training outcomes relevant to business needs

This guide provides a resource for training providers to use with employers in negotiating training agreements. Using this employer focused approach a training provider is able to mark the value of training and empower an employer to clearly articulate their training needs.

All you ever needed to know about selecting a training provider

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What's in it for me?

No matter what the industry, or the size of your business, training can have a positive effect on business performance and a measurable impact on the bottom line.

Successful training is focused and supports your business objectives.

Training appropriate to worker and employer needs increases the quality and flexibility of your services by fostering:

- accuracy and efficiency
- good work safety practices
- better customer service.

Over time, training will not only boost the bottom line, but reduce costs by decreasing:

- wasted time and materials
- maintenance costs of machinery and equipment
- workplace accidents which may result in lower future insurance premiums
- recruitment costs such as advertising and induction, through the internal promotion of skilled staff
- absenteeism.

Staying competitive in a global market place requires businesses to continually change their work practices and infrastructures. Training is used to manage and facilitate the implementation of new technology, work practices and strategies by delivering the necessary skills to your workforce.

There are a variety of benefits from training other than those that directly affect profit. Businesses which have implemented training have reported improvements in:

- staff morale and satisfaction
- 'soft-skills' such as inter-staff communication and leadership
- time management
- customer satisfaction.

Regular training and learning opportunities are an investment that will allow employees to prosper and develop their careers while giving your business a highly skilled workforce and a competitive advantage in the market.

Staff who receive ongoing training are more likely to commit to their employers because:

- completion of the training develops their careers
- the training enables them to take on greater responsibility and higher paid work.

Greater confidence and motivation leads staff to become less reliant on management and supervision.

Training in skills specific to your industry does not necessarily limit the benefits of flexibility. Staff who receive such targeted training often achieve improvements in:

- communication skills
- professionalism
- conscientiousness
- creativity and innovation.

Staff who possess diverse skills are generally more satisfied and positive in their jobs. This decreases the occurrence of work-related stress and improves the overall work environment.

Why use accredited training?

Accredited training is quality training. It is based on the Australian vocational and education training system which is:

- nationally-based
- industry-led
- client-focused.

The system ensures the accredited training your business receives is:

- relevant to your business and industry
- of high quality
- recognised nationally.

While all training is valuable, non-accredited training cannot guarantee the above factors. It is certainly not nationally recognised, which leaves your employees without a valued qualification or statement of attainment at the end of their training.

The National Training Framework

Education is one of Australia's best strategies to achieve social, economic and environmental sustainability.

Vocational education and training (VET) is 'education and training for work' and is one part of a broader educational network in Australia including schools, universities and adult and community education.

The Australian VET system is recognised as among the most sophisticated in the world because it is:

- An industry-led system
VET is the voice of industry (employers, unions and professional associations) and defines what outcome is required from training.
- A national system
The training system is jointly managed by state, territory and Australian governments in partnership with industry and training providers.
- Client focused
The training system's clients are the employers and individuals who currently use it or intend to use it. A simple, flexible, relevant system has been developed in response to client needs.

The fundamental elements of the system are:

- A quality framework
The Australian Qualifications Framework (AQF) defines all nationally recognised qualifications and the Australian Quality Training Framework (AQTF) is a set of nationally agreed standards ensuring high quality VET services throughout Australia.
- Registered training organisations
Training organisations must meet AQTF standards to become registered. Only registered training organisations (RTOs) can issue AQF qualifications and deliver training and assessment.
- Mutual Recognition
By a process of Mutual Recognition, all training organisations must recognise AQF qualifications issued by other RTOs. Qualifications are nationally recognised. This enhances mobility in the labour market.

The National Training Framework (NTF) is the Australia-wide system of vocational education and training (VET). The NTF is a partnership between governments, registered training

organisations, apprentices, trainees, employers and industry bodies that work together to ensure the effectiveness and quality of the training system.

Identifying training needs

- key questions
- training objectives e.g. recognize skills, up skill staff, task vs generic skills

See www.anta.gov.au/lnkPortal.asp

What is competency based training?

- history of curriculum and CBT

See www.ncver.edu.au/teaching/21006html

What are Training Packages?

- explanation of endorsed and non endorsed components

See www.anta.gov.au/tpkwhat.asp

About training providers

An organisation wishing to become an RTO must demonstrate its ability to comply with the Standards for Registered Training Organisations. The Australian Quality Training Framework (AQTF) is a set of nationally agreed standards that ensures the high quality of vocational education and training services in Australia.

These standards specify what a registered training organisation (RTO) must do to be compliant with the AQTF such as:

- having systems in place to provide quality training and assessment across all of its operations
- complying with Commonwealth and State or Territory legislation
- having effective financial management procedures in place
- having effective administrative and records management procedures in place
- recognising the nationally endorsed qualifications issued by other RTOs
- applying the access and equity principles to provide timely and relevant information to assist its clients
- having competent staff.

What do training providers do?

Training providers are differentiated by:

- scope of registration
- industry expertise
- delivery methods
- funding source expertise
- stages of service delivery

To find a training provider that delivers training to your industry area visit:

www.ntis.gov.au

select - Registered Training Organisations

select – Search for RTO by deliver

Selecting a training provider

See above.

Negotiating a training plan and agreement

Stage 1 Pre-delivery of service

Training and assessment:

| Service | Comment | Questions to ask | Pitfalls to avoid | RTO Code of Practice Checklist |
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| Qualifications packaging | <p>Each qualification is made up of competencies that must be packaged in accordance with the qualifications packaging rules. These competencies are either core competencies or electives and may be imported from other Training Packages. A training provider should work in collaboration with the employer to ensure that qualifications are packaged to meet the needs of learner. For example you may have five workers in the same position but one a safety rep, another production support, one a forklift driver , one a fabricator, one a moulder and one working towards a supervisory position. Qualifications can be packaged to meet the needs of each of these learners.</p> <p>The units of competency selected for each worker may be different to reflect their skill requirements.</p> | <p>Are you prepared to package qualifications to meet the individual needs of each of my workers?</p> <p>How will you work with me to do this?</p> <p>What experience do you have in packaging qualification in this industry?</p> | <p>Training providers who want to deliver the same qualification and the same packaging of competencies to all your workers.</p> <p>Employers who want the same qualification and packaging of competencies for all workers regardless of their specialist skills.</p> | <p>Training plan for each trainee which reflects the work that they currently do and needs of the enterprise have been prepared.</p> <p>Training plans will include: Name of trainee/s Units enrolled in Name of trainer and assessor for each unit Units aligned with learning resources and assessment tools Provision of start and completion dates Customisation notes Special needs</p> <p>The Qualification outcome of this training plan reflects the major operation that each trainee is involved in and is reflected in the qualification title.</p> |
| Appropriate facilities | <p>The location of training delivery is an important consideration. Training facilities should be safe, accessible, comfortable and appropriately equipped for the training delivery. This could be in a classroom, an office or in production. The best training is usually a combination of both on and off the job components.</p> | <p>Where will the training take place?</p> | <p>Training providers who say that all training should be conducted on the job or all training should be conducted in a classroom.</p> <p>Employers who cannot provide safe and appropriate training facilities in the workplace.</p> | <p>Appropriate facilities are available for on-the-job training and there is an equipped training room for off-the-job training.</p> <p>Completion of a safety hazard analysis for all training facilities.</p> |
| Delivery modes | <p>Training can be delivered in a variety of ways – in a classroom on site or in the workplace, on the job, self paced learning materials or online. These are all legitimate methods of training delivery with strengths and weaknesses. For example training in the workplace enables your policies, procedures, equipment and internal resources to be effectively integrated into the training. On the other hand training off site may introduce your employees to other people and processes and stimulate innovation when they return to work. Self paced learning helps to develop</p> | <p>What modes of training delivery do you offer and what are the strengths and weaknesses of each?</p> | <p>Training providers who tell you that their way of delivering training is the best way or the only way.</p> <p>Employers who are not aware of the options available to make an informed decision regarding the best delivery mode to achieve the desired training outcomes.</p> | <p>Information on the strengths and weaknesses of each delivery mode is offered and how they are aligned with the client's needs are provided in detail.</p> |

| Service | Comment | Questions to ask | Pitfalls to avoid | RTO Code of Practice Checklist |
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| | independent learning skills and on line learning helps to develop computer skills. Not all training providers deliver training in the same way and therefore it is important to explore the options and shop around. | | | |
| Appropriate training and assessment resources | All registered training providers must, as a condition of their registration, have resources available for every unit in every qualification they deliver and it is reasonable for you to ask to inspect these resources. The resources may be commercially available or privately developed and you will need to respect the copyright conditions. | Can I see the training resources that you use? | <p>Training Providers who rely heavily on print based resources to deliver training and assessments to people with low language and literacy levels.</p> <p>Generic or limited training resources that do not meet individual units of competency requirements.</p> <p>Employers who are unwilling to make available important information about the enterprise, the jobs and workplace documentation.</p> | <p>Ensure that you have a well prepared table aligning learning and assessment resources with units of competency.</p> <p>Provide evidence that assessment tools meet the requirements of the Training Package Assessment Guidelines and individual unit requirements.</p> <p>Indicate how the resources will be customised to meet enterprise and individual trainee needs.</p> |
| Ensuring a trainer match | Training is a personal service and the choice of trainer can determine the success of the program. Often the person who is trying to sell you the training program will not be the trainer. Even with all the right qualifications and experience, a trainer also needs to be able to blend into your company culture. | <p>Can I meet the trainer?</p> <p>Are you able to offer an alternative trainer to deliver the planned outcomes should things not work out?</p> <p>What other options will be made available if the trainer does not relate to our company culture or the trainer does not have the appropriate technical skills to train our operators?</p> | <p>Training Providers who are uncomfortable for you to meet the trainer before committing to the training program.</p> <p>Training Providers who do not have alternative trainers should training not progress effectively.</p> <p>Employers who are not willing to work collaboratively with the trainer to support them to achieve the training outcome.</p> | Indicate how trainers are selected to work with clients to achieve best outcome |

Management and administration:

| Service | Comment | Questions to ask | Pitfalls to avoid | RTO Code of Practice Checklist |
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| <p>Ethical marketing</p> | <p>Training is an investment in human resources capital and, even where funding is available, it is never free. All training requires adequate employee release, support from supervisors and the involvement from management and sometimes other business functions to be effective.</p> | <p>What is the enterprise expected to contribute to the training including both financial and in kind contributions?</p> | <p>Training Providers who tell you training is free.</p> <p>Training Providers who tell you training will not interrupt the workflow. and production.</p> <p>Training Providers who say that they will take care of everything with no requirement for enterprise resources.</p> <p>Training Providers who will only offer one qualification option. Eg offering only the Certificate III in Process Manufacturing when a Certificate III in a technical specialisation such as injection moulding is more appropriate to your workers.</p> <p>Employers who are not prepared to fulfil their financial and in kind responsibilities.</p> | <p>Promotional materials accurately reflect the cost of the training including the duration of training, provision for RPL/RCC and mutual recognition and Modes of Training.</p> <p>Promote investment rather than cost.</p> <p>Promote more than one qualification option for workers.</p> |
| <p>Recruitment, induction and professional development of trainers and assessors</p> | <p>It is reasonable to ask to meet the trainer and ask questions about their credentials. As a minimum the trainer needs to have a Certificate IV in Assessment and Workplace Training and must be able to demonstrate vocational competencies at least to the level of the training being delivered.</p> | <p>Who is the trainer and what are their qualifications and experience?</p> <p>Can you provide references of other enterprises where this trainer has delivered training?</p> | <p>Training Providers who allocate trainers based on who is available rather than who is best qualified or experienced to do the job.</p> <p>Training Providers who refuse to provide references.</p> | <p>Documented recruitment procedures distributed to all staff. Checklists are developed. Induction checklists are developed providing a section for acknowledgement by staff that they understand the procedures. This acknowledgement will include the staff member's signature and date.</p> <p>Staff are appropriately resourced, independent of employment status i.e. permanent and casual staff are resourced equally.</p> |

| Service | Comment | Questions to ask | Pitfalls to avoid | RTO Code of Practice Checklist |
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| | | | <p>Training providers who are not able to provide alternative trainer should problems occur.</p> <p>Training providers who are not able to provide trainers with the particular operative experience that your workers are involved in.</p> <p>Employers who are not prepared to spend some time inducting the trainer to their workplace</p> | <p>A professional development plan is prepared and maintained for each trainer and assessor.</p> <p>Trainers and assessors attend regular profession development workshops.</p> <p>Trainers and assessors attend regular moderation activities.</p> |
| Accurate costings | <p>When you source training you are buying a service in a competitive market. It is your prerogative to shop around and ask for various quotes before making a decision. Look at the quotes carefully and make sure they contain a full description of the service to be provided, the outcomes to be achieved, the length of the service, what is and what is not included in the quote, invoicing arrangement and what government funding is being accessed so that you are fully informed about what you are being offered and can make fair comparisons.</p> | <p>Can I have a detailed quote?</p> <p>Will you prepare detailed training specifications for trainees?</p> <p>Will you provide a detailed quote against the specifications?</p> <p>Will you source available government incentives and training funding and accurately reflect these in the quotation?</p> | <p>Training Providers who are reluctant to provide a detailed quote and training specifications.</p> <p>Open ended quotes that do not itemise training and assessment events and outcomes.</p> <p>Employers who are not prepared to pay a fair price for the training service</p> | <p>Training specifications are developed and accurately reflect fees and changes and the cost of the training.</p> <p>Clear training outcomes and dates for achievement of these are documented and discussed with the employer and trainees.</p> <p>The required employer commitment to the program is clearly presented and agreed to including:</p> <ul style="list-style-type: none"> • off-the-job training requirements • supervisor/mentor time requirements • use of facilities for training down time of equipment for on-the-job training • employee release time requirements for weekly training activities. |
| Contract development | <p>When you agree to go ahead with a training service it is reasonable to have a training contract. This contract should reflect what has been agreed to clearly outlining the obligations of both parties including information about the modes of delivery, customisation requirements, project management mechanisms, outcomes to be achieved, timing and cost.</p> | <p>Show me a draft contract</p> | <p>Training Providers who present contracts that lack sufficient detail about what was agreed.</p> <p>Employers who are not willing to commit to a fair statement of their contractual obligations.</p> | <p>Preparation of detailed contracts</p> |

Stage 2 Delivery of service

Training and assessment:

| Service | Comment | Questions to ask | Pitfalls to avoid | RTO Code of Practice Checklist |
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| Induction of trainer to the client | A new trainer may have experience in your industry but will not know your organisation including your safety procedures, the type and location of internal resources and facilities, key staff contacts and the work area. An effective induction process introduces a trainer to your workplace and gives them an insight into your organisational culture. | What is the process for inducting the workplace trainer to the company processes? | Training providers who think the trainer can start training without an induction Employers who are not prepared to spend time inducting the trainer to their workplace | Prepare an induction plan for trainers and assessors involved in the program and discuss with the client. |
| Learner induction | The decision to proceed with a training often takes place at a different level of the organisation than the actual training delivery. Therefore it is important at the start of the training program to induct the learners who may feel nervous and uncomfortable. This allows them to meet the trainer, get information about the training program both verbally and usually in the form of a student handbook and ask questions. Helping the learners to feel more at ease at the start of the training program ensures that the transfer of learning will be more effective. | What will happen when the trainer first meets the learners? How much time will be allocated for the trainer/assessor to become familiar with the workplace and the learners? | Training Providers who think that the enrolment process is the induction. Training providers who do not allocate time for staff induction in the training specifications and costing. Employers who are not prepared to help market the training internally to managers, supervisors and workers to support a positive start. | Induction plan is prepared for learners and discuss with the client. |
| Integration of workplace policies, procedures, work samples and forms | Training Packages have been developed to meet the needs of industry not your specific enterprise. Trainers should customise the training and assessment to your enterprise by using your workplace policies, procedures, work samples and processes and forms. | How will the training and assessment incorporate enterprise based policies, procedures, work samples and processes and forms | Training providers who use generic policies, procedures, work samples and forms in their training. Employers who do not make available workplace policies, procedures, work samples and processes and forms. | Enterprise based policies, procedures, work samples and forms are integrated with training and assessment materials and are demonstrated to employers. |
| Integration of workplace supervision | Training doesn't only happen when the trainer is visiting. It is happening continually and it is often the learner's supervisor or manager whose role it is to support their skill development or alternatively workplace mentors are trained by the training provider. An effective training program will recognise and support | What specific involvement do you expect from our supervisors and staff? Will you assist in the | Training Providers who do not recognise the role of supervisors and mentors or who only require supervisors to sign off the paperwork. Employers who do not want | Outline in a plan the people that will be involved in the training and assessment, the role each person and the time requirements for each person involved. |

| Service | Comment | Questions to ask | Pitfalls to avoid | RTO Code of Practice Checklist |
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| | this relationship and therefore involve supervisors in the training program. | empowerment of our staff as workplace mentors? | their supervisors and managers to be involved in the learning process. | |
| Adaptation of training and assessment resources to meet client needs | Training and assessment resources are developed to suit as wide a range of clients as possible and should be customised to meet the needs of your enterprise such as your policies, procedures and forms and your learners such as any special needs (eg literacy difficulties). | How will you customise these resources to meet the specific needs of my enterprise and my employees? | <p>Training Providers who are not prepared to customise resources to meet the needs of the enterprise or the learner.</p> <p>Employers who do not make available workplace policies, procedures, work samples and processes and forms.</p> | Customised resources are prepared. These are confirmed with the employer/supervisor/mentor. |
| Responsive to customer needs | During the life of a training program in a competitive and dynamic business environment your training priorities can change. These changes can include logistical changes such as restructuring of shifts, technology changes such as new equipment, process changes such as new materials or business changes such as mergers and acquisitions. Whatever the change you will want to be confident that your Training provider can respond to these changes. | <p>What if half way through the training program our skill development priorities change?</p> <p>Also ask other specific "What if?" questions relevant to your business and your industry.</p> <p>Can I have references for two other recent training clients in my industry?</p> | <p>Training Providers who are not prepared to respond to your changing needs.</p> <p>Training providers who tell you not to worry, that they are experienced and will take care of everything – without telling you 'how they will do this'.</p> <p>Employers who do not communicate changes that may impact the training</p> <p>Employers who are not prepared to renegotiate the training program when changes occur</p> | Training contracts have built in flexibility for client contingencies and outline the steps that will be carried out to address changes. |
| Training strategies that facilitate transfer of learning between theory and practice | The benefits of training are realised when the learning acquired is put into action in the workplace and integrated into day to day work activities. Effective training strategies facilitate the transfer of learning between theory and practice. | <p>What strategies do you use to ensure that what is learnt in training is put into practice in the workplace?</p> <p>How do you ensure that competency has been achieved?</p> | <p>Training Providers who think that learning activities and real work practices are separate activities.</p> <p>Training providers who have no strategies to ensure that competencies have been achieved.</p> <p>Employers who do not support the learning process.</p> | Training plans and training and assessment resources demonstrate a clear link between theory and practice and strategies for ensuring competency achievement. |

| Service | Comment | Questions to ask | Pitfalls to avoid | RTO Code of Practice Checklist |
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| <p>Flexible approach to enable all learners to be successful</p> | <p>Not all learners are the same. Differentiators include language, literacy or numeracy skills, positive or negative memories of school, motivation to learn, shift arrangements, etc. Training arrangements that are flexible and responsive to the needs of learners ensure that each individual learner has the greatest chance of a successful outcome.</p> | <p>How will you ensure the success of the training for all learners?</p> <p>How will you address different learner needs such as language and literacy needs, reluctant learners, learners with a disability?</p> | <p>Training Providers who offer a fixed approach to training and are not prepared to consider other alternatives.</p> <p>Training providers who can not offer strategies for addressing individual learner needs.</p> <p>Employers who are not prepared to work with the trainer to address different learner needs.</p> | <p>Training plans are customised to meet the needs of each learner and communicate this employers and learners.</p> |
| <p>Provide innovative, authentic learning experiences</p> | <p>Not all learning experiences are the same. Adults learn best when they see a need to learn. Effective training happens when the learning experiences have meaning and value and at the same time are motivating and challenging.</p> | <p>What strategies do you use to engage learners in a meaningful way?</p> | <p>Training Providers who you don't think will be able to engage your workers effectively.</p> <p>Employers who do not have a positive approach to supporting the training</p> | <p>Client survey results and actions implemented as a result of client feedback</p> |
| <p>Ensuring attention to inclusiveness and equal opportunity</p> | <p>All registered training providers must, as a condition of their registration, have procedure in place which incorporates access and equity principles including a duty to provide reasonable adjustment.</p> | <p>What reasonable adjustments can you make to meet the specific needs of my enterprise and my employees?</p> | <p>Training Providers who are not prepared to explore effective reasonable adjustments to be inclusive of all learners.</p> <p>Employers who are not prepared to accommodate strategies designed to address the needs of workers with special needs.</p> | <p>Staff participate in access and equity professional development</p> <p>Preparation of access and equity plans</p> |

Management and administration:

| Service | Comment | Questions to ask | Pitfalls to avoid | RTO Code of Practice Checklist |
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| Adequate risk management and reporting | Training programs do not happen in a vacuum and any issues that might affect the training need to be identified and dealt with openly in a timely and effectively in a timely manner before they become problems. | <p>What mechanisms will be put in place to identify and respond to risks?</p> <p>What strategies will be adopted for regular reporting on progress, over coming difficulties and progression issues.</p> | <p>Training providers who say that there will be no problems.</p> <p>Employers who say that there will be no problems.</p> <p>Employers who think the Training Provider will have answers to all problems.</p> | <p>Risk management plans are presented to employers.</p> <p>Training specifications contract include progression discussion opportunities.</p> |
| Timely and accurate administration | Training must be supported by effective administration, particularly where funding is accessed. Effective administration means that all training and funding body administrative requirements are managed and maintained accurately and efficiently and smoothly by the Training Provider requiring input from the employer only where absolutely necessary. Ineffective administration means that funding may be delayed, records may be lost and the training may lose its focus due to administrative problems. | <p>What administrative effort do you need from me?</p> <p>Can I have references for two other recent training clients in my industry?</p> <p>How will outcomes be measured and recorded?</p> | <p>Training Providers who have a reputation for poor training administration.</p> <p>Training providers who tell you not to worry and are not prepared to procedures for managing records on request.</p> <p>Employers who do not fulfil their administrative obligations</p> | Ensure that administration is adequately resourced and well organised |
| Contract management | The Training Provider is responsible for the management of all contracts associated with the training. This includes both their contract with you and, where applicable, their contract with the funding body. They must meet their obligations with respect to records and reporting. | <p>What experience do you have with contract management?</p> <p>Can I have references for two other recent training clients in my industry?</p> <p>Can I see template of your training contract.</p> | <p>Training Providers who do not have a good reputation for contract management.</p> <p>Employers who do not fulfil their contractual obligations.</p> | Staff responsible for managing contracts are trained in contract management and adequately resourced to manage the contract. |
| Communication and reporting systems | Training programs don't just happen, they are project managed. Good project management means that the Training Provider seeks and acts upon client feedback and provides regular progress reports against agreed outcomes. | <p>How will the training program be project managed?</p> <p>What feedback mechanisms will be employed?</p> | <p>Training Providers who don't build in schedule for providing regular progress reports in training specifications and contracts.</p> <p>Employers who do not give timely feedback.</p> | <p>Project management staff adequately trained in project management</p> <p>Preparation of project management plans</p> |

Stage 3 Post delivery of service

Training and assessment:

| Service | Comment | Questions to ask | Pitfalls to avoid | RTO Code of Practice Checklist |
|---------------------------------------|--|--|--|---|
| Debriefing with the enterprise | Training providers develop strong relationships with enterprises during the design and delivery of the training program. It is important that there is an opportunity at the end of the training program to debrief on problems that arose, the lessons learnt and the actions implemented as a result of those lessons and recommendations for further progression. This is not only good customer service, it is good quality management for a training provider interested in continually improving service delivery and maintaining relationships. | What happens at the end of the training program? | Training providers who do not understand the value of the post training debrief. Employers who do not understand the value of the post training debrief. | A final report is prepared that details what went right, what went wrong and the actions implemented developed in consultation with the enterprise and provides recommendations for training progression. |
| Moderation and validation | All registered training providers must, as a condition of their registration, must moderate and validate their assessment. This mean reviewing the assessment tools and methods to see that they comply with the requirements for assessment and that they are consistent not only within your enterprise, but across the clients they work with and the training industry. | How do you ensure the consistency and fairness of assessments? | Training providers who are not prepared to take the time to review assessment processes and tools. Employers who are not prepared to provide workplace information to help the trainer develop and validate the assessment tools and processes. | Prepare plans of assessment moderation and validation in consultation with the enterprise |

Management and administration:

| Service | Comment | Questions to ask | Pitfalls to avoid | RTO Code of Practice Checklist |
|---------------------------|---|--|---|--|
| Contract reporting | It is important that there is an opportunity at the end of the training program to report on the achievement of the outcomes agreed to in the training contract and | How will you report on the outcomes achieved against the contract? | Training providers who do not provide a final contract report. Employers who are not available to provide input into the final report. | A final report is prepared that details the outcomes achieved |
| Client feedback | Continuous improvement requires proactively seeking feedback from clients. Training providers should ask both the enterprise and the learners for their opinions on whether the service delivery met their needs and how it can be improved. It is also important that training providers act on the feedback given | How will you measure our satisfaction with your training service? What will you do if we are not satisfied? | Training providers who do not seek and act upon client feedback. Employers who do not give feedback. | Preparation of client satisfaction surveys and implementation of actions resulting |

RTO Best Practice - Summary

A Code of Practice for organisations that assist companies to identify skill needs and access the training to address these needs

Stage 1 Pre delivery of service

Training and assessment:

| Service | RTO Code of Practice Checklist |
|--|---|
| Qualifications packaging | <p>Training plan for each trainee which reflects the work that they currently do and needs of the enterprise have been prepared.</p> <p>Training plans will include: Name of trainee/s Units enrolled in Name of trainer and assessor for each unit Units aligned with learning resources and assessment tools Provision of start and completion dates Customisation notes Special needs</p> <p>The Qualification outcome of this training plan reflects the major operation that each trainee is involved in and is reflected in the qualification title.</p> |
| Appropriate facilities | <p>Appropriate facilities are available for on-the-job training and there is an equipped training room for off-the-job training.</p> <p>Completion of a safety hazard analysis for all training facilities.</p> |
| Delivery modes | <p>Information on the strengths and weaknesses of each delivery mode is offered and how they are aligned with the client's needs are provided in detail.</p> |
| Appropriate training and assessment resources | <p>Ensure that you have a well prepared table aligning learning and assessment resources with units of competency.</p> <p>Provide evidence that assessment tools meet the requirements of the Training Package Assessment Guidelines and individual unit requirements.</p> <p>Indicate how the resources will be customised to meet enterprise and individual trainee needs.</p> |
| Ensuring a trainer match | <p>Indicate how trainers are selected to work with clients to achieve best outcome</p> |

Management and administration:

| Service | RTO Code of Practice Checklist |
|--|---|
| Ethical marketing | <p>Promotional materials accurately reflect the cost of the training including the duration of training, provision for RPL/RCC and mutual recognition and Modes of Training.</p> <p>Promote investment rather than cost.</p> <p>Promote more than one qualification option for workers.</p> |
| Recruitment, induction and professional development of trainers and assessors | <p>Documented recruitment procedures distributed to all staff. Checklists are developed. Induction checklists are developed providing a section for acknowledgement by staff that they understand the procedures. This acknowledgement will include the staff member's signature and date.</p> <p>Staff are appropriately resourced independent of employment status i.e. permanent and casual staff are resourced equally.</p> <p>A professional development plan is prepared and maintained for each trainer and assessor.</p> <p>Trainers and assessors attend regular profession development workshops.</p> <p>Trainers and assessors attend regular moderation activities.</p> |
| Accurate costings | <p>Training specifications are developed and accurately reflect fees and changes and the cost of the training.</p> <p>Clear training outcomes and dates for achievement of these are documented and discussed with the employer and trainees.</p> <p>The required employer commitment to the program is clearly presented and agreed to including:</p> <ul style="list-style-type: none"> • off-the-job training requirements • supervisor/mentor time requirements • use of facilities for training down time of equipment for on-the-job training • employee release time requirements for weekly training activities. |
| Contract development | Preparation of detailed contracts |

Delivery of service

Training and assessment:

| Service | RTO Code of Practice Checklist |
|---|---|
| Induction of trainer to the client | Prepare an induction plan for trainers and assessors involved in the program and discuss with the client. |
| Learner induction | Induction plan is prepared for learners and discuss with the client |
| Integration of workplace policies, procedures, work samples and forms | Enterprise based policies, procedures, work samples and forms are integrated with training and assessment materials and are demonstrated to employers. |
| Integration of workplace supervision | Outline in a plan the people that will be involved in the training and assessment, the role each person and the time requirements for each person involved. |
| Adaptation of training and assessment resources to meet client needs | Customised resources are prepared. These are confirmed with the employer/supervisor/mentor. |
| Responsive to customer needs | Training contracts have built in flexibility for client contingencies and outline the steps that will be carried out to address changes. |
| Training strategies that facilitate transfer of learning between theory and practice | Training plans and training and assessment resources demonstrate a clear link between theory and practice and strategies for ensuring competency achievement. |
| Flexible approach to enable all learners to be successful | Training plans are customised to meet the needs of each learner and communicate this employers and learners. |
| Provide innovative, authentic learning experiences | Client survey results and actions implemented as a result of client feedback |
| Ensuring attention to inclusiveness and equal opportunity | Staff participate in access and equity professional development Preparation of access and equity plans |

Management and administration:

| Service | RTO Code of Practice Checklist |
|---|---|
| Adequate risk management and reporting | Risk management plans are presented to employers. Training specifications contract include progression discussion opportunities. |
| Timely and accurate administration | Ensure that administration is adequately resourced and well organised |
| Contract management | Staff responsible for managing contracts are trained in contract management and adequately resourced to manage the contract. |
| Communication and reporting systems | Project management staff adequately trained in project management Preparation of project management plans |

Stage 3 Post delivery of service

Training and assessment:

| Service | RTO Code of Practice Checklist |
|---------------------------------------|---|
| Debriefing with the enterprise | A final report is prepared that details what went right, what went wrong and the actions implemented developed in consultation with the enterprise and provides recommendations for training progression. |
| Moderation and validation | Prepare plans of assessment moderation and validation in consultation with the enterprise |

Management and administration:

| Service | RTO Code of Practice Checklist |
|---------------------------|--|
| Contract reporting | A final report is prepared that details the outcomes achieved |
| Client feedback | Preparation of client satisfaction surveys and implementation of actions resulting |

A Code of Practice for Training Providers

1. Training Provider Agreement
2. Training Provider Resource 1: Guide for employers
3. Training Provider Resource 2: Questions for employers to ask of training providers

Introduction

A focus on quality training outcomes: A Code of Practice for training providers

The Office of training and Tertiary Education is interested in promoting best training practice in the Victorian process manufacturing industries.

This Code of Practice Agreement and Employer Questions have been developed in consultation with other key stakeholders to help Training Providers to work with employers to develop effective business relationships that achieve best training practice.

The Training Provider

Signing up a new Employer for training can be difficult particularly in a market driven by price verses training incentive dollars rather than quality service delivery.

The Employer Questions can be used strategically by Training Providers to gain a competitive advantage by being prepared in advance to present and answer the questions posed. By being proactive the Training Provider directs Employers to think beyond price and funding incentives and include in their Training Provider selection process training service delivery considerations.

The Code of Practice Agreement can then be employed to formalise the business relationship with the Employer by clearly stating the service delivery commitment from the Training Provider and the corresponding commitment from the Employer.

Training providers seeking further information in relation to building relationships with employers and improving training service delivery can contact MLV on (03) 9889 0233 or help@mlvic.com for assistance.

The Employer

Selecting a Training Provider to best meet an Employer's skill development needs in a very competitive and complex user choice training market can be an exhausting process.

The Employer Questions equip Employers with a list of key criteria to ask prospective Training Providers and corresponding pitfalls to avoid. MLV recommends meeting with prospective Training Providers and interviewing them using the Employer Questions. A quality Training Provider will be able to confidently provide satisfactory answers to all the questions posed. They will also be able to describe in detail and in writing both the financial and in kind contribution expected of the Employer and will agree to sign off the Code of Practice Agreement.

Employers seeking a Training Provider or having problems with a current Training provider can contact MLV on (03) 9889 0233 or help@mlvic.com for assistance.

**A focus on quality training outcomes:
A Code of Practice for training providers**

Click on the following to access checklists:

1. **Training Provider Agreement**
2. **Training Provider Resource 1:
*Guide for employers***

A Resources for Training Providers to assist in negotiating a Training Agreement

3. **Training Provider Resource 2:
*Questions for employers to ask of training providers***

Links to other sources of support information:

Getting the most out of training: www.trainandemploy.qld.gov.au/partners/resources/promo_material/pdf/Gettingthemost.pdf

www.training.com.au

www.newapprenticeticeships.gov.au

A Code of Practice for training providers

Training provider agreement

As the training provider we agree to provide the following quality of service delivery:

| | | |
|--|---|--------------------------|
| TRACK RECORD | We will provide references for two other recent training clients in your industry | <input type="checkbox"/> |
| | We have experience in contract management | <input type="checkbox"/> |
| TRAINING TAILORED TO YOUR NEEDS | We will package qualifications to meet the individual needs of your workers | <input type="checkbox"/> |
| | We will present the modes of training delivery and explain the strengths and weaknesses of each | <input type="checkbox"/> |
| | We will incorporate enterprise based policies, procedures, work samples and processes and forms in the training and assessment | <input type="checkbox"/> |
| TRAINING AT THE RIGHT PLACE AND THE RIGHT TIME | We will customise training resources to meet your specific needs | <input type="checkbox"/> |
| | We will deliver training in a suitable location | <input type="checkbox"/> |
| | We will engage learners in a meaningful way | <input type="checkbox"/> |
| MEETING INDIVIDUAL WORKER'S NEEDS | We will implement strategies to ensure that what is learnt in training is put into practice in the workplace | <input type="checkbox"/> |
| | We will address different learner needs such as language and literacy needs, reluctant learners, and learners with a disability | <input type="checkbox"/> |
| | We will implement strategies to ensure the success of the training for all learners | <input type="checkbox"/> |
| THE RIGHT PERSON FOR THE RIGHT JOB | We will ensure the consistency and fairness of assessments | <input type="checkbox"/> |
| | We will provide details about the trainer's qualifications and experience | <input type="checkbox"/> |
| | We will provide references of other enterprises where this trainer has delivered training | <input type="checkbox"/> |
| | We will introduce you to the trainer if requested | <input type="checkbox"/> |
| | We will offer an alternative trainer should things not work out as planned | <input type="checkbox"/> |
| ACHIEVING VALUE FOR MONEY | We will work with you to induct the trainer to your company | <input type="checkbox"/> |
| | We will explain what will happen when the trainer first meets the learners | <input type="checkbox"/> |
| | We will provide a detailed quote that accurately reflects any government training incentives being accessed | <input type="checkbox"/> |
| | We will explain up front what you are expected to contribute to the training including both financial and in kind contributions | <input type="checkbox"/> |
| MANAGING AND ADMINISTERING THE PROJECT | We will explain up front what specific involvement we expect from your supervisors and staff | <input type="checkbox"/> |
| | We will explain up front what administrative effort we need from your supervisors and staff | <input type="checkbox"/> |
| | We will show you a draft contract | <input type="checkbox"/> |
| | We will implement a project management process | <input type="checkbox"/> |
| | We will implement a process to monitor and measure your satisfaction with our training service | <input type="checkbox"/> |
| | We will respond in a timely manner if you are not satisfied with the service in any way | <input type="checkbox"/> |
| | We will implement a process to measure record and report the project outcomes | <input type="checkbox"/> |
| | We will implement a process to identify and respond to risks | <input type="checkbox"/> |
| We will be open to renegotiating the contract should your skill development priorities change? | <input type="checkbox"/> | |
| | We will debrief with you at the end of the project | <input type="checkbox"/> |

As the Employer we agree to support the Training provider in the achievement of this Code of Practice by meeting my requirements as detailed in the Contract.

| | |
|-----------------|---------------------------|
| Company: | Training Provider: |
| Name: | Name: |
| Position: | Position: |
| Signature: | Signature: |
| Date: | Date: |

2. Training Provider Resource 1: *Guide for employers*

A Resources for Training Providers to assist in negotiating a Training Agreement

| ISSUE | USEFUL INFORMATION | PITFALLS TO AVOID |
|--|---|---|
| Track Record | <p>Every industry is not only characterised by particular skills sets but also by a unique culture including the way in which business relationships are formed, developed and managed.</p> | <p>Training Providers who do not have business experience dealing in your industry or a similar industry</p> |
| | <p>The Training Provider is responsible for the management of all contracts associated with the training. This includes both their contract with you and, where applicable, their contract with the funding body. They must meet their obligations with respect to records and reporting.</p> | <p>Training Providers who do not have a good reputation for contract management</p> |
| Training tailored to your needs | <p>Each qualification is made up of competencies that must be packaged in accordance with the qualifications packaging rules. These competencies are either core competencies or electives and may be imported from other Training Packages. A training provider should work in collaboration with the employer to ensure that qualifications are packaged to meet the needs of learner. For example you may have five workers in the same position but one a safety rep, another production support, one a forklift driver , one a fabricator, one a moulder and one working towards a supervisory position. Qualifications can be packaged to meet the needs of each of these learners.</p> <p>The units of competency selected for each worker may be different to reflect their skill requirements.</p> | <p>Training providers who want to deliver the same qualification and the same packaging of competencies to all your workers</p> |
| | <p>Training can be delivered in a variety of ways - in a classroom on site or in the workplace, on the job, self paced learning materials or online. These are all legitimate methods of training delivery with strengths and weaknesses. For example training in the workplace enables your policies, procedures, equipment and internal resources to be effectively integrated into the training. On the other hand training off site may introduce your employees to other people and processes and stimulate innovation when they return to work. Self paced learning helps to develop independent learning skills and on line learning helps to develop computer skills. Not all training providers deliver training in the same way and therefore it is important to explore the options and shop around.</p> | <p>Training providers who tell you that their way of delivering training is the best way or the only way.</p> |

| ISSUE | USEFUL INFORMATION | PITFALLS TO AVOID |
|---|--|--|
| | <p>Training Packages have been developed to meet the needs of industry not your specific enterprise. Trainers should customise the training and assessment to your enterprise by using your workplace policies, procedures, work samples and processes and forms.</p> | <p>Training providers who use generic policies, procedures, work samples and forms in their training.</p> |
| | <p>Training and assessment resources are developed to suit as wide a range of clients as possible and should be customised to meet the needs of your enterprise such as your policies, procedures and forms and your learners such as any special needs (eg literacy difficulties).</p> | <p>Training Providers who are not prepared to customise resources to meet the needs of the enterprise or the learner.</p> |
| Training at the right place and the right time | <p>The location of training delivery is an important consideration. Training facilities should be safe, accessible, comfortable and appropriately equipped for the training delivery. This could be in a classroom, an office or in production. The best training is usually a combination of both on and off the job components.</p> | <p>Training providers who say that all training should be conducted on the job or all training should be conducted in a classroom.</p> |
| | <p>Not all learning experiences are the same. Adults learn best when they see a need to learn. Effective training happens when the learning experiences have meaning and value and at the same time are motivating and challenging.</p> | <p>Training Providers who you don't think will be able to engage your workers effectively.</p> |
| | <p>The benefits of training are realised when the learning acquired is put into action in the workplace and integrated into day to day work activities. Effective training strategies facilitate the transfer of learning between theory and practice.</p> | <p>Training Providers who think that learning activities and real work practices are separate activities. Training providers who have no strategies to ensure that competencies have been achieved.</p> |
| Meeting individual worker's needs | <p>All registered training providers must, as a condition of their registration, have procedure in place which incorporates access and equity principles including a duty to provide reasonable adjustment.</p> | <p>Training Providers who are not prepared to explore effective reasonable adjustments to be inclusive of all learners.</p> |
| | <p>Not all learners are the same. Differentiators include language, literacy or numeracy skills, positive or negative memories of school, motivation to learn, shift arrangements, etc. Training arrangements that are flexible and responsive to the needs of learners ensure that each individual learner has the greatest chance of a successful outcome.</p> | <p>Training Providers who offer a fixed approach to training and are not prepared to consider other alternatives. Training providers who can not offer strategies for addressing individual learner needs.</p> |

| ISSUE | USEFUL INFORMATION | PITFALLS TO AVOID |
|--|---|--|
| | <p>All registered training providers must, as a condition of their registration, moderate and validate their assessment. This means reviewing the assessment tools and methods to see that they comply with the requirements for assessment and that they are consistent not only within your enterprise, but across the clients they work with and the training industry.</p> | <p>Training providers who are not prepared to take the time to review assessment processes and tools.</p> |
| | <p>Generic or limited training resources that do not meet individual units of competency requirements.</p> <p>All registered training providers must, as a condition of their registration, have resources available for every unit in every qualification they deliver and it is reasonable for you to ask to inspect these resources. The resources may be commercially available or privately developed and you will need to respect the copyright conditions.</p> | <p>Training Providers who rely heavily on print based resources to deliver training and assessments to people with low language and literacy levels.</p> |
| <p>The right person for the right job</p> | <p>It is reasonable to ask to meet the trainer and ask questions about their credentials. As a minimum the trainer needs to have a Certificate IV in Assessment and Workplace Training and must be able to demonstrate vocational competencies at least to the level of the training being delivered.</p> | <p>Training Providers who allocate trainers based on who is available rather than who is best qualified or experienced to do the job.</p> <p>Training Providers who refuse to provide references.</p> <p>Training providers who are not able to provide an alternative trainer should problems occur.</p> <p>Training providers who are not able to provide trainers with the particular operative experience that your workers are involved in.</p> |
| | <p>Training is a personal service and the choice of trainer can determine the success of the program. Often the person who is trying to sell you the training program will not be the trainer. Even with all the right qualifications and experience, a trainer also needs to be able to blend into your company culture.</p> | <p>Training Providers who are uncomfortable for you to meet the trainer before committing to the training program.</p> <p>Training providers who do not have alternative trainers should training not progress effectively.</p> |
| | <p>A new trainer may have experience in your industry but will not know your organisation including your safety procedures, the type and location of internal resources and facilities, key staff contacts and the work area. An effective induction process introduces a trainer to your workplace and gives them an insight into your organisational culture.</p> | <p>Training providers who think the trainer can start training without an induction</p> |

| ISSUE | USEFUL INFORMATION | PITFALLS TO AVOID |
|---|---|--|
| | <p>The decision to proceed with a training often takes place at a different level of the organisation than the actual training delivery. Therefore it is important at the start of the training program to induct the learners who may feel nervous and uncomfortable. This allows them to meet the trainer, get information about the training program both verbally and usually in the form of a student handbook and ask questions. Helping the learners to feel more at ease at the start of the training program ensures that the transfer of learning will be more effective.</p> | <p>Training Providers who think that the enrolment process is the induction. Training providers who do not allocate time for staff induction in the training specifications and costing.</p> |
| <p>Achieving value for money</p> | <p>When you source training you are buying a service in a competitive market. It is your prerogative to shop around and ask for various quotes before making a decision. Look at the quotes carefully and make sure they contain a full description of the service to be provided, the outcomes to be achieved, the length of the service, what is and what is not included in the quote, invoicing arrangement and what government funding is being accessed so that you are fully informed about what you are being offered and can make fair comparisons.</p> | <p>Training Providers who are reluctant to provide a detailed quote and training specifications. Open ended quotes that do not itemise training and assessment events and outcomes</p> |
| | <p>Training is an investment in human resources capital and, even where funding is available, it is never free. All training requires adequate employee release, support from supervisors and the involvement from management and sometimes other business functions to be effective.</p> | <p>Training Providers who tell you training is free. Training Providers who tell you training will not interrupt the workflow and production. Training providers who say that they will take care of everything with no requirement for enterprise resources. Providers who will only offer one qualification option. Eg offering only the Certificate III in Process Manufacturing when a Certificate III in a technical specialisation such as injection moulding is more appropriate to your workers.</p> |
| | <p>Training doesn't only happen when the trainer is visiting. It is happening continually and it is often the learner's supervisor or manager whose role to support their skill development or alternatively workplace mentors are trained by the training provider. An effective training program will recognise and support this relationship and therefore involve supervisors in the training program.</p> | <p>Training Providers who do not recognise the role of supervisors and mentors or who only require supervisors to sign off the paperwork.</p> |

| ISSUE | USEFUL INFORMATION | PITFALLS TO AVOID |
|---|---|---|
| Managing and administering the project | <p>When you agree to go ahead with a training service it is reasonable to have a training contract. This contract should reflect what has been agreed to clearly outlining the obligations of both parties including information about the modes of delivery, customisation requirements, project management mechanisms, outcomes to be achieved, timing and cost.</p> | <p>Training Providers whose contracts lack sufficient detail about what was agreed.</p> |
| | <p>Training programs don't just happen, they are project managed. Good project management means that the Training Provider seeks and acts upon client feedback and provides regular progress reports against agreed outcomes.</p> | <p>Training Providers who don't build in schedule for providing regular progress reports in training specifications and contracts.</p> |
| | <p>Continuous improvement requires proactively seeking feedback from clients. Training providers should ask both the enterprise and the learners for their opinions on whether the service delivery met their needs and how it can be improved. It is also important that training providers act on the feedback given</p> | <p>Training providers who do not seek and act upon client feedback.</p> |
| | <p>Training must be supported by effective administration, particularly where funding is accessed. Effective administration means that all training and funding body administrative requirements are managed and maintained accurately and efficiently and smoothly by the Training Provider requiring input from the employer only where absolutely necessary. Ineffective administration means that funding may be delayed, records may be lost and the training may lose its focus due to administrative problems.</p> | <p>Training Providers who have a reputation for poor training administration. Training providers who tell you not to worry and are not prepared to explain their procedures for managing records on request.</p> |
| | <p>Training programs do not happen in a vacuum and any issues that might affect the training need to be identified and dealt with openly in a timely and effectively in a timely manner before they become problems.</p> | <p>Training providers who say that there will be no problems.</p> |
| | <p>During the life of a training program in a competitive and dynamic business environment your training priorities can change. These changes can include logistical changes such as restructuring of shifts, technology changes such as new equipment, process changes such as new materials or business changes such as mergers and acquisitions. Whatever the change you will want to be confident that your Training provider can respond to these changes.</p> | <p>Training Providers who are not prepared to respond to your changing needs. Training providers who tell you not to worry, that they are experienced and will take care of everything - without telling you 'how they will do this'.</p> |
| | <p>It is important that there is an opportunity at the end of the training program to report on the achievement of the outcomes agreed to in the training contract.</p> | <p>Training providers who do not provide a final contract report</p> |

| ISSUE | USEFUL INFORMATION | PITFALLS TO AVOID |
|-------|---|--|
| | <p>Training providers develop strong relationships with enterprises during the design and delivery of the training program. It is important that there is an opportunity at the end of the training program to debrief on problems that arose, the lessons learnt and the actions implemented as a result of those lessons and recommendations for further progression. This is not only good customer service, it is good quality management for a training provider interested in continually improving service delivery and maintaining relationships.</p> | <p>Training providers who do not understand the value of the post training debrief</p> |

Training Provider Resource 2: Questions for employers to ask of training providers

Training provider: _____ Contact: _____ Telephone: _____

| Questions to ask | Response rating | | |
|---|--------------------------|--------------------------|--------------------------|
| | Good | Average | Poor |
| TRACK RECORD | | | |
| What experience do you have delivering training in my industry and what references can you provide? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What experience do you have with contract management? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TRAINING TAILORED TO YOUR NEEDS | | | |
| How will you package qualifications to meet the individual needs of each of my workers? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What modes of training delivery do you offer and what are the strengths and weaknesses of each? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How does the training and assessment incorporate enterprise based policies, procedures, work samples and processes and forms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TRAINING AT THE RIGHT PLACE AND THE RIGHT TIME | | | |
| Where will the training be delivered? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How do you customise training resources to meet the specific needs of my enterprise and my employees? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What strategies do you use to engage learners in a meaningful way? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What strategies do you use to ensure that what is learnt in training is put into practice in the workplace? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MEETING INDIVIDUAL WORKER'S NEEDS | | | |
| How do you address different learner needs such as language and literacy needs, reluctant learners, and learners with a disability? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How do you ensure the success of the training for all learners? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How do you ensure the consistency and fairness of assessments? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| THE RIGHT PERSON FOR THE RIGHT JOB | | | |
| Who is the trainer and what are their qualifications? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What experience does the trainer have delivering training in my industry and what references can they provide? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What opportunity will I have to meet the trainer prior to agreeing to go ahead with the training? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What mechanisms do you have in place for offering an alternative trainer should things not work out as planned? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What is the process for inducting the trainer to our company processes? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What will happen when the trainer first meets the learners? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ACHIEVING VALUE FOR MONEY | | | |
| Is the quote sufficiently detailed and does it accurately reflects any government training incentives being accessed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What are we expected to contribute to the training including both financial and in kind contributions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What specific involvement do you expect from our supervisors and staff? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What administrative effort do you need from our supervisors and staff? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MANAGING AND ADMINISTERING THE PROJECT | | | |
| Show me a draft contract | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How will the training program be project managed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How will you monitor and measure our satisfaction with your training service? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What will you do if we are not satisfied? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How will outcomes be measured and recorded? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How will you report on the outcomes achieved against the contract? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What mechanisms will be put in place to identify and respond to risks? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What if half way through the training program our skill development priorities change? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What happens at the end of the training program? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |