

**TAFE NSW Teachers
& Related Employees**
Enterprise Agreement 2015
Meeting 2: 5 August 2015
The VET Delivery Team



1.2



TAFE NSW
TRANSFORMATION

An element of TAFE NSW's proposal – VET Delivery model

We need to adapt our vocational education and training workforce model to be more responsive to our students, employers and the community.

There is an imperative to shift our workforce model in this Enterprise Agreement so that we can be more flexible, responsive and cost competitive. This will allow us to respond more quickly to business opportunities and be able to win more business.

This requires:

- Embedding additional roles into the enterprise agreement
 - The 3 successful trial roles (Head Teacher Band 3, Assessor and Educational Support Officer)
- Adding a Trainer role to help us win new business
- A team of professionals agile enough to adapt to the changing needs of students, employers and the community.

The VET Delivery Model

The TAFE NSW Vocational and Education and Training (VET) workforce is operating in a highly competitive, diverse, purchaser driven and price sensitive environment. Additionally payment to the provider is based on qualification completion by individual learners.

The complexity of this environment is further underpinned by choice; employers and learners have choice over who will be their provider and how and where training and assessment services will be delivered.

The VET Delivery Model

To meet the requirements of this environment the contemporary TAFE NSW VET delivery team will be comprised of a number of professional positions working together to deliver comprehensive teaching, training, assessment and educational support from national qualifications and customised products and services.

These services will be delivered by a range of VET professionals such as teachers, trainers, assessors and educational support officers functioning as a team under the leadership of a Head Teacher.

The composition of the team and service model may be modified to reflect the changing requirements of the qualification, enterprise, business, cohort of learners or individual learners, and the training and assessment strategy (including whether on the job, onsite, in a simulated workplace environment, on campus, blended, online or recognition of prior learning).

Additionally the VET delivery team and learners will be supported through customised services such as careers counselling and educational effectiveness, literacy and numeracy support and reasonable adjustment.

Trial outcomes – Head Teacher Band 3, Assessor and ESO

Evaluation of the 3 trial roles found that:

- There was universally a very positive impact on all involved
- Teachers found that working with a team of assessors and ESOs had a positive impact on their workloads
- Support, supervision and training arrangements for staff in the trial roles were mainly positive
- Head teachers and managers were confident that projects using assessors and ESOs were more financially viable
- There was improved ASQA compliance using the Head Teacher Band 3 and Assessor role
- Using assessors for RPL improved student satisfaction and retention
- Head teachers and teachers were confident that the ESO role led to improved completion rates, rates of enrolment in higher level courses, student satisfaction and completion rates through:
 - Stronger and more regular reinforcement of learning
 - More frequent face-to-face contact
 - More current or more complete learning materials.

The solution – The TAFE NSW VET Delivery Team



Under the leadership of a Head Teacher and comprised of VET professionals including:

- Teachers
- Trainers
- Assessors
- Educational Support Officers



Working together to deliver:

- Teaching
- Education and training
- Assessment
- Educational support
- National qualifications
- Customised products and services



The balanced team responds to the changing needs of the:

- Qualification
- Enterprise or business
- Individual or learner cohort
- Training and assessment strategy (on the job, onsite or simulated workplace)



The team and learners will be supported through educational services such as:

- Careers counselling and educational effectiveness
- Literacy and numeracy support
- Reasonable adjustment.

TAFE NSW's proposal – The proposed Trainer role

- The purpose of the Trainer role is to:
 - Deliver face-to-face at TAFE NSW campuses or via electronic pre-designed training programs to learners (including trainees or School Based Apprenticeships and Traineeships) in the workplace, or student's own space or LINC location
 - Liaise with industry on ongoing and individual training needs, confirms and completes Units of Competency within a training plan
 - Participate in course reviews and continuous improvement action plans.
- The Trainer role will:
 - Help us compete and win new business
 - Deliver pre-designed training programs to learners
 - Be required to customise and contextualise to the learner cohort
 - Be incorporated into a learner focused multi-disciplinary TAFE VET team that will provide benefit to students, industry and the community.
- The Trainer role will NOT:
 - Develop or design initial learning materials and resources, or training and assessment strategies.
- We propose TAFE Teachers and TAFE Trainers undertake different roles and will be distinguished by task.

TAFE NSW's proposal – The Teacher role

Teachers will continue to be the professional educators in the team, focused on:

- Being discipline experts
- Developing education and training programs
- Designing and developing delivery sessions and assessment instruments
- Developing, researching and confirming online learning materials
- Liaising with industry and the community on training requirements
- Delivering and assessing
- Customising delivery sessions and assessment instruments (Training and Assessment Strategies and training plans).

TAFE NSW's proposal – The Teacher role

Duties listed in Clause 19 of the Enterprise Agreement will not change.

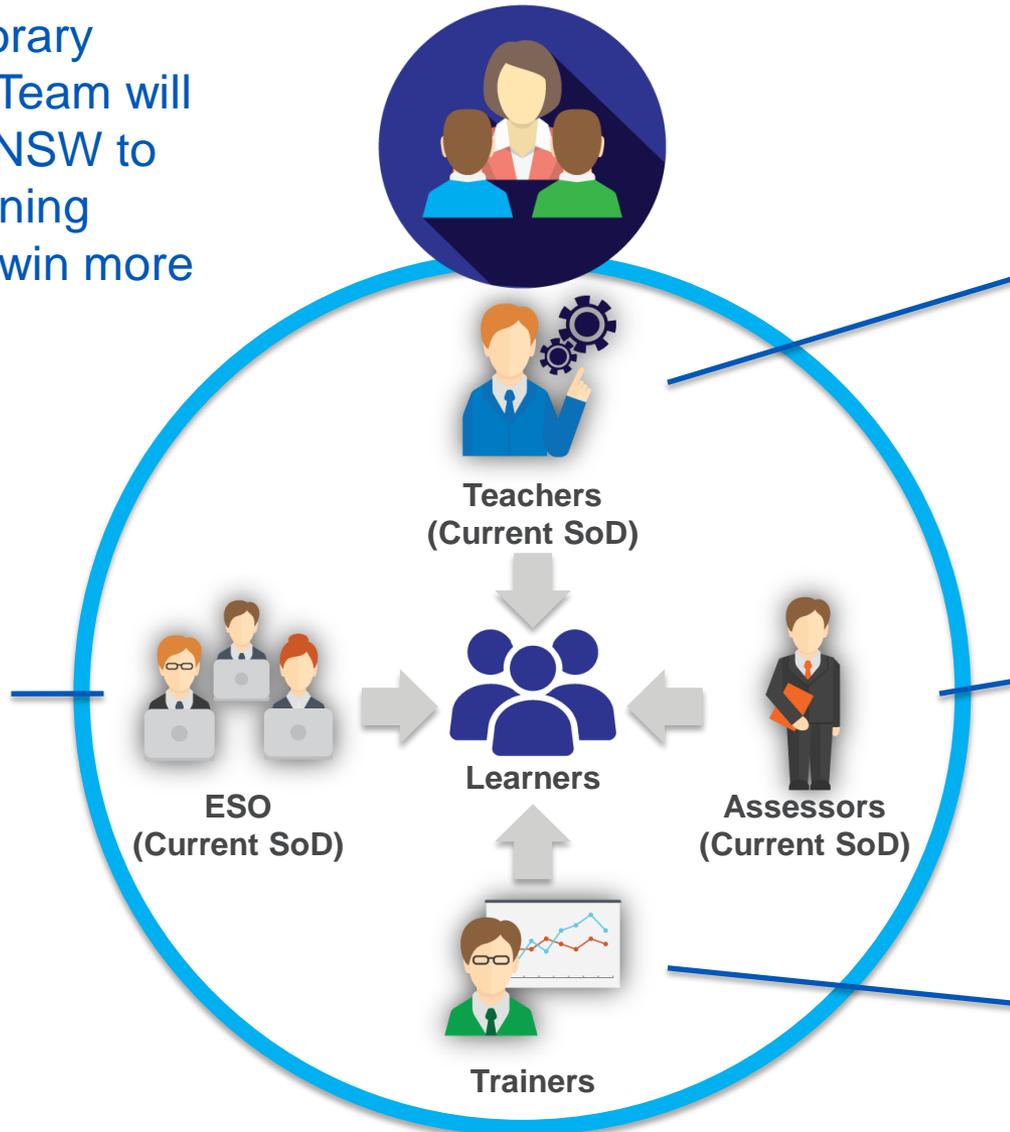
Direct Teaching Activities	Duties Related to Teaching
<p>Include but are not limited to:</p> <ul style="list-style-type: none">• Face-to-face teaching in any environment or setting, including but not limited to:<ul style="list-style-type: none">• Classrooms• Workshops• Industry• In the field• Distance mode and online• Workplace training and assessment.	<p>Include but are not limited to:</p> <ul style="list-style-type: none">• Preparation• Marking• Support and advice to clients• Enrolment and administration• Course, curriculum and program development and review• Industry and community liaison and promotion• Training and professional development• Development of learning materials• Research• Attendance at staff meetings• Recognition of prior learning• Workplace consultancy and advisory services• Skills analysis and audit• Work placement coordination and supervision• Leading approved staff development activities• Student selection• Course coordination as specified in curriculum documents.

TAFE NSW's proposal – The VET Delivery Team

The contemporary VET Delivery Team will enable TAFE NSW to customise training solutions and win more business

Head Teacher Band 1, 2, 3

- Support compliance
- Implement predesigned tutoring strategies
- Tutorial support for learners



- Discipline expert
- Develops training programs
- Customises delivery and assessment to learner cohort
- Liaises with industry on training needs
- Delivers training and conducts assessments
- Ensures compliance (with HT)
- Designs and develops delivery sessions and assessment instruments (including online materials)

- Designs, validates and carries out assessment in the workplace, campus, RPL
- Implement assessment strategies developed with teachers
- Identify training gaps
- Support compliance

- Delivers training and conducts assessment using predesigned materials
- Customises predesigned delivery and assessment to learner cohort
- Support compliance
- Liaises with industry on training needs

Each team member has key tasks to ensure the learner achieves



Head Teacher (no change)	Teacher (no change)	Trainer	Assessor (no change)	ESO (no change)
<ul style="list-style-type: none"> • Delivers training and conduct assessments • Ensures proper standard of education in the section • Designs, develops and customises delivery sessions and assessment tools • Provides guidance and assistance to staff on educational and administrative issues and career development and maintains staff relations conducive to a productive work environment • Liaises with other sections of the campus to ensure effective educational service to students and the community • Plans, disseminates information and establishes controls to ensure the efficient and effective acquisition and use of resources • Plans and implements educational programs and organises student enrolment arrangements • Meets compliance requirements • Advises and assists students to develop their educational programs 	<ul style="list-style-type: none"> • Develop education and training and assessment programs in conjunction with industry consultation and engagement • Designs, develops and customises delivery sessions and assessment tools, including recognition of prior learning • Develops or confirms (purchase of existing material) learning materials (including online) • Delivers training and conduct assessments • Develops Training and Assessment Strategies and training/learning plans • Participates in course review and continuous improvement action plan 	<ul style="list-style-type: none"> • Delivers predesigned training programs to learners (face-to-face at TAFE campus, via e-learning, in the workplace or in a student's own space or LINC location) • Liaises with industry on ongoing and individual training needs, confirms and completes Units of Competencies within training plans • Customises <i>predesigned</i> delivery and assessment to learner or learner cohort • Supports teachers and head teachers in meeting compliance functions including documentation • Carries out necessary administrative and compliance work associated with course delivery and assessment activities • Participates in course review and continuous improvement action plans 	<ul style="list-style-type: none"> • Designs, validates and carries out assessments and moderations (as part of a team) • Implements assessment strategies (that have been developed in conjunction with the teacher) • Develops and carries out independent assessments • Identifies gaps that may require further training by teachers • Supports teachers and head teachers in meeting compliance functions including documentation • Identifies the requirements of the learners, the local enterprise/s and/or industry and handles with sensitivity • Carries out the necessary administrative and compliance work associated with assessment, validations and moderations • Motivates and encourages the learners to complete their tasks and activities 	<ul style="list-style-type: none"> • Supports students to carry out tasks and understand their learning materials and concepts • Provides tutoring support to learners in a range of locations and modes, maintaining engagement with the learning program and to building skill and competence as advised by a teacher • Implements the tutoring strategy (developed by the teacher) and follows up with learners to encourage and motivate • Supports teachers and head teachers in meeting compliance functions including documentation • Supplements the teaching activities by providing follow-up instructions (as provided by the teacher) and opportunities to practice skills • Provides tutoring support and feedback by face-to-face contact, email, online or by other modes using a range of media options • Carries out administrative functions as required to support the teaching section

CASE STUDY – Early Childhood Education and Care

The challenge:

- Students and employers demand less face-to-face delivery, and more flexible options of study
- The new training package has increased requirements for workplace based learning and assessment, including volume and frequency.

The opportunity: We can use a mix of staff to deliver a better outcome for learners at a cost that will mean we can win new business into the future, particularly responding to a growth for RPL requests from mature age students.

Disadvantages under the current model:

- The only way the course can currently be delivered for the available funding is to cut back on teaching hours from 12hrs/week to 6
- Being unable to respond effectively to the increased demand for RPL using teaching staff

CASE STUDY – Early Childhood Education and Care

Advantages under the proposed model:

- **Head Teacher** leads the team and provides guidance, ensures compliance and professional development
- **Teachers** develop the course and resources, utilising customised delivery methods and modes and sound pedagogical practice. Delivers complex or advanced units
- **Trainers** can conduct on the job and simulated workplace training focussing on skills development
- **Assessors** can assess in the workplace or in the simulated workplace
- Can deliver a 12 hours per week for less cost (depending on roles mix), which gives learners continued access to education
- More effective delivery and assessment costing, without compromising on the quality model
- Employment opportunities for wider market
- Increases accessibility for customers in remote locations
- Increased support for student learning.

Bottom-line: We are confident this should secure the long-term future of the teaching section and the employment of the delivery team.

CASE STUDY – Commercial Cookery – apprenticeship

The challenge:

- Employers want apprentices on the job for longer time and need delivery in the workplace
- The traditional delivery of Certificate III in Commercial Cookery has high consumable costs.
- Infrastructure costs, human resources and the funding model under Smart and Skilled cannot support a 36 month delivery
- Employers want apprentices to be skilled and competent, but also want them to be in the workplace more to support the business.

The opportunity: We can respond to industry needs regarding assessment and on the job training by using a mix of roles to reduce overall cost while retaining educational quality for the learner.

Disadvantages under the current model:

- Current high delivery costs mean overall hours will need to be reduced
- High delivery costs mean delivering on the job training is more expensive, as there are often only one apprentice in each workplace
- If the theory component of units of competency are undertaken online by the learner, limited synchronous teacher support is provided due to high teacher cost
- A delivery and assessment model for the workplace will need to be developed and incorporated
- Assessments require the student to come to a campus.

CASE STUDY – Commercial Cookery – apprenticeship

Advantages under the proposed model:

- **Head Teacher** leads the team and provides guidance, ensures compliance and professional development
- **Teachers** focus on developing the training program, designing assessment tools, consulting with industry and ensuring quality education. Delivers and assesses on campus
- **Trainers** can run intensive practical sessions at a TAFE campus and/or the workplace focusing on skills introduction
- Dedicated **Education Support Officers** is online to support student at set times throughout the week to support online theory component of units of competency.
- **Education Support Officers** can support scheduled skill development days in TAFE commercial kitchens
- **Assessor**, assesses students on their practical skills and completes RPL as needed

Bottom-line: We need to change the delivery to suit the employer requirements and retain their business.

CASE STUDY – Statement of Attainment commercial courses

The challenge:

- The delivery of legislative short qualifications (RSA, RCG, WHS White Card, Food Safety Supervisor, etc) within the open training market is increasingly difficult for TAFE NSW.
- The training products are often the same due to regulatory constraints and ownership of training materials, but TAFE NSW's delivery costs are higher than private providers, especially in regional and remote locations

The opportunity: If TAFE uses a mix of employees to service these SOA programs, Institutes will secure their status as the preferred provider. Learners can use these courses as an entry into learning opportunities in a TAFE qualification.

Disadvantages under the current model:

A section is not able to remain competitive within the current market.

CASE STUDY – Statement of Attainment commercial courses

Advantages under the proposed model:

- A **Head Teacher** will be able to plan delivery in a competitive market offering either lower course costs or equalling other RTO course costs
- **Teachers** will work on initial planning and development of delivery and assessment.
- **Trainer** delivers and assesses from the predesigned package either face to face or through E learning mediums
- **Assessors** assess on line submissions and/ or complete assessments for large student numbers

Bottom-line: Sections taking advantage of these opportunities will be able to respond to demand and will provide a greater profit will support more future course development. Gives learners a ‘taste’ of TAFE and education and encourages them to take on higher learning.

CASE STUDY – Jewellery/Watchmaking

The challenge:

- We are struggling to keep this section viable because of higher delivery costs than Smart and Skilled price
- Small number of apprentices could be too expensive to deliver to (thin market)
- We lose some part-time teachers because we can't guarantee work.

The opportunity: There is not a lot of competition from private providers because of high delivery costs, and most have a very small presence.

Disadvantages under the current model:

- Difficult to get a viable cohort of students because not competitive on price
- Unable to look at alternative offerings such as short courses, because they are still difficult to offer at a suitable price.

CASE STUDY – Jewellery/Watchmaking

Advantages under the proposed model:

- **Head Teachers** oversee industry quality and needs
- **Teachers** develop the courses quality educational content for trainers to train.
- **Trainers** are utilised for the supervision of the large number of workshop hours and short courses
- **Assessors** for coordinating assessments.

Bottom-line: If we don't find a way to reduce costs the courses and section supporting it will not be viable.

CASE STUDY – Information Technology

The challenge:

- As a Head Teacher 3, a Head Teacher is tasked with looking at both new opportunities and opportunities for improvement
- Operating in a very competitive training market
- The section is well positioned section with strong IT offerings and pathways in VET and Higher Education.

The opportunity: Head Teachers can see opportunities to offer commercial skill sets that align to work/life experience.

Disadvantages under the current model:

- Only able to deliver certain product groups competitively, meaning the section can't be a one stop shop. Learners go elsewhere to get the complete training they seek.
- The current funding arrangements have impacted on the numbers because our courses are not the cheapest in town.

CASE STUDY – Information Technology

Advantages under the proposed model:

- Head Teacher Band 3 liaises with industry and seeks new opportunities and improvements in delivery and assessments practice
- Educate career upgraders and professionals looking for a fast-track to the Diploma and Degree in IT, using **Teacher** designed commercial skillsets, under the supervision of **Trainers**.
- Deliver courses to career starters at a competitive price using Assessors for assessments and **Trainers** for after hours support

The bottom-line: A more competitive cost structure including trainers and assessors will allow the section to expand its offerings and win new business.

CASE STUDY – Repeating Units of Competency

The challenge:

- The first attempt at a UOC is covered in the cost of the course. If a student is deemed NYC in a UOC, then a pricing methodology needs to be established to encourage a student to repeat the UOC and complete their studies.
- This would also serve to improve TAFE NSW course completion rates.
- The prices established would need to be such that costs were covered but were not prohibitive enough to deter students from undertaking the process.

The opportunity: Students complete their courses. TAFE increases course completion

Disadvantages under the current model:

- TAFE cannot competitively price a repeat UOC to entice enough students to repeat their UOCs and complete their courses

CASE STUDY – Repeating Units of Competency

Advantages under the proposed model:

- **Teacher** develops learning materials and delivers classes where necessary
- **Trainers** conduct tuition sessions to prepare the learner for assessment
- **Assessors** develop assessment activities and assesses after tuition, or directly if only a repeated assessment is required
- **Educational Support Officer** support learners throughout the process

The bottom-line: Without a flexible pricing system, the costs of repeating a UOC could adversely affect TAFE NSW completion rates

