

**TAFE NSW Teachers and  
Related Employees**  
Enterprise Agreement 2015  
Meeting 3: 18 & 19 August 2015  
The VET Delivery Team in detail



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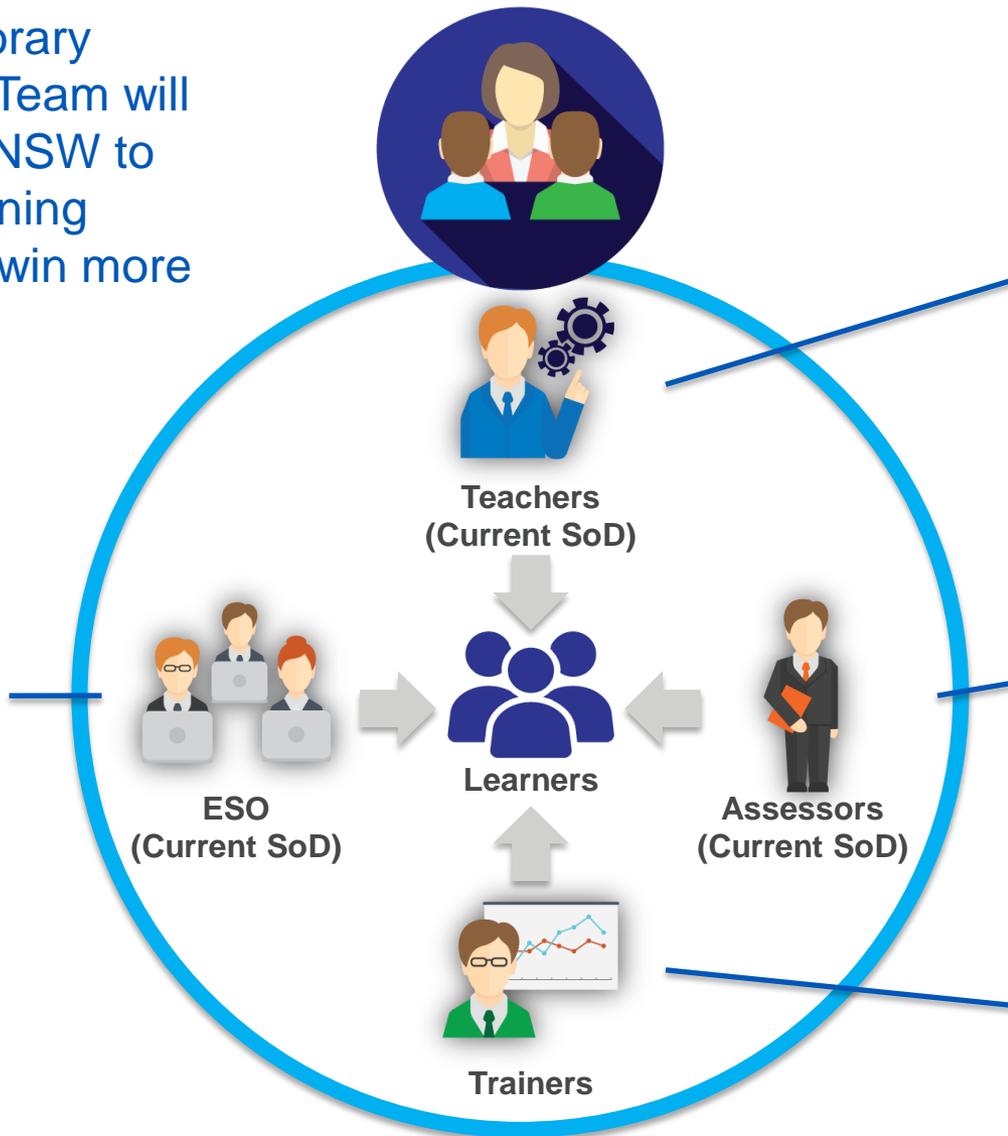
**TAFE**NSW  
TRANSFORMATION

# 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

# The Trainer position



## Role:

- 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 *predesigned* 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.

# The Trainer position

## Proposed salary and conditions



Salary:

	Annual Salary	Hourly rate	Casual hourly rate
<b>1 January 2016</b> (first pay period on or after)	\$78,643	\$43.06	\$53.83
<b>1 January 2017</b> (first pay period on or after)	\$80,609	\$44.14	\$55.17

Hours and conditions:

- Hours and will be the same as for the Assessor and ESO – see Clause 42 of the 2013 enterprise agreement – attendance of 35 hours a week for 48 weeks a year.
- Working flexibly programmed annualised hours – using the ratio under clause 21.3 of the Modern Award that each contact hour of delivery will count as 1.25 hours of work
- Employment conditions for Trainers will be the same as that provided by the 2013 enterprise agreement for Assessor and ESOs.

	Direct Contact Hours	Administration and consultation duties	Total Annual Hours
<b>Proposed Trainer role</b>	1344	336	1680

# CASE STUDIES

FROM THE MEETING ON 5 & 6 AUGUST



# CASE STUDY – Early Childhood Education and Care (Certificate III)

## 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 (Certificate III)

## 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.

# DELIVERY MODEL – Options for delivery

## Example – Early Childhood Education and Care (Certificate III)

Teacher	Trainer	Assessor	ESO
Develop the course and resources, utilising customised delivery methods and modes and sound pedagogical practice. Delivers complex or advanced units.	Conduct on the job and simulated workplace training focussing on skills development.	Assess in the workplace or in the simulated workplace. Undertakes Assessment Validation & Moderation.	Facilitates communication Ensure students are able to access on line Follows-up students to maintain engagement and progress.

### Possible models\*

Full time teacher (FTT) 216 hours	FTT, Trainer, Assessor, ESO 259 hours
FTT 216 hours delivery and development as necessary.	FTT 43 hours delivery & design as necessary, Trainer 65 hours training, Assessor 108 hours assessment, ESO 43 hours.

\* Delivery hours only included

# 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/workplace
- **Trainers** can run intensive practical sessions at a TAFE campus and/or the workplace focusing on skills development
- 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.

# DELIVERY MODEL – Options for delivery

## Example – Certificate III in Commercial Cookery

Teacher	Trainer	Assessor	ESO
Develop the training program, designing assessment tools, consulting with industry and ensuring quality education. Delivers and assesses.	Run intensive practical sessions at a TAFE campus and/or the workplace focusing on skills development.	Assess students on their practical skills and completes RPL as needed.	Support students online at set times throughout the week to support online theory component of units of competency. Support scheduled skill development days in TAFE commercial kitchens.

### Possible models\*

Full time teacher (FTT) (576 hours)	FTT, PTCT, Trainer, Assessor, ESO (576 hours)	FTT, PTCT, Trainer, Assessor, ESO (720 hours)
576 hours	576 hours	720 hours

\* Delivery hours only included

## CASE STUDY – Statement of Attainment commercial courses

### The challenge:

- The delivery of legislative short qualifications (RSA, RCG, WHS White Card, Food Safety Supervisor, First Aid 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.

# DELIVERY MODEL – Options for delivery

## Example – Responsible Service of Alcohol (RSA)

Teacher	Trainer
Designs and develops delivery session and assessment instruments	Delivers either face to face or through e-learning, a pre designed learning program

### Possible models\*

Full time (FTT) or Part time (PTCT) teachers	Trainer
FTT/PTCT 6 hours delivery, design as necessary	Trainer 6 hours delivery

\* Delivery hours only included

## 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.

# DELIVERY MODEL – Options for delivery

## Example – Thin market

72 hours UOC also requires 54 hours of additional workshop time

Teacher	Trainer	Assessor	ESO
<p>Designs and develops delivery sessions and assessment instruments</p> <p>Works with Assessor on Individual Learning Plan.</p> <p>Delivers face to face.</p>	<p>Supervises workshop activities where apprentices practice developing their practical skills.</p> <p>Provides guidance and advice.</p>	<p>RPL assessment upfront for all apprentices.</p> <p>Assess in the workplace for practical UOC.</p> <p>Undertakes Assessment Validation &amp; Moderation.</p>	<p>Ensures students are able to access on line learning platform, follow up students and maintain their engagement with the course, general support and motivator.</p> <p>Liaises with teacher on student engagement and progress with online tools.</p>

### Possible models\*

Full-time (FTT) and part-time (PTCT) teachers	FTT, PTCT, Assessor	FTT, PTCT, Trainer, Assessor
<p>FTT 72 hours delivery &amp; design as necessary; PTCT 54 hours supervision.</p>	<p>FTT 72 hours delivery &amp; design as necessary, PTCT 54 hours supervision, Assessor hours as necessary.</p>	<p>FTT 72 hours delivery &amp; design as necessary; PTCT 27 hours supervision; trainer 27 hours supervision; Assessor hours as necessary.</p>

\* Delivery hours only included

# CASE STUDY – Information Technology (Networking)

## 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 (Networking)

### 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.

## DELIVERY MODEL – Options for delivery

### Example – Diploma Information Technology (Networking)

360 hours delivery of Vendor Skill Set (embedded in Diploma)

Teacher	Trainer	ESO
Designs and develops outline of delivery with topic headings, delivery schedule and lesson outline.	Delivers face to face pre designed program.	Ensures students are able to access on line learning platform, follow up students and maintain their engagement with the course, general support and motivator. Liaises with teacher on student engagement and progress with online tools.

### Possible models\*

Head Teacher (HT), Full time (FTT) and Part time (PTCT) teachers	Head Teacher (HT), Full time (FTT) and trainer (360 hours)	Head Teacher (HT), Full time (FTT) and trainer (474 hours)
HT 14 hrs delivery & design as necessary; FTT 170 hrs delivery; PT 176 hrs delivery.	HT 14 hrs delivery & design as necessary; FTT 170 hrs delivery; trainer 176 hrs del, ESO support as necessary.	Delivery is based on pre determined material from Vendor accreditations. HT 14 hrs delivery; FTT 170 hrs delivery & customisation as necessary; Trainer 290 hrs delivery, ESO support as necessary.
* Delivery hours only included		

# 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

FROM THE MEETING  
ON 5 & 6 AUGUST

# DELIVERY MODEL – Options for delivery

## Example – 54 hour Unit of Competency

4 hours tuition and 3 hours assessment

Teacher	Trainer	Assessor	ESO
Designs and develops tuition session and assessment instruments.	Delivers face to face pre designed tuition program.	Undertakes Assessment Validation and Moderation.	If resources and assessment are online, ensures students are able to access online learning platform.

### Possible models\*

Full time (FTT) and Part time (PTCT) teachers	FTT, PTCT, Assessor, ESO	FTT, PTCT, Assessor, ESO and trainer
FTT 2hrs design tuition session; FTT 2hrs design & develop assessment; PT 4hrs teach; PTCT 3hrs moderation; PTCT 1hr marking.	FTT 2hrs designs tuition session; Assessor 2hrs designs and develops assessment, PTCT 4hrs teach; ESO 3hrs support; Assessor 1hr marking.	FTT 2hrs design tuition session; Assessor 2hrs designs assessment; Trainer 4hrs delivery; ESO 3hrs support; Assessor 1hr marking.

\* Delivery hours only included

# DELIVERY MODEL – Options for delivery

## Example – 54 hour Unit of Competency

Repeating the whole unit

Teacher	Trainer	Assessor	ESO
<p>Designs and develops delivery session and assessment instruments.</p> <p>Delivers face to face if students are incorporated into an existing class.</p>	<p>Delivers face to face if a smaller special group is required.</p>	<p>Undertakes Assessment Validation &amp; Moderation.</p>	<p>Ensure students are able to access on line learning platform, follow up students and maintain their engagement with the course, general support and motivator.</p>

Possible models\*

Full time (FTT) and Part time (PTCT) teachers	FTT, PTCT, Assessor, ESO	FTT, PTCT, Assessor, ESO and trainer
<p>Delivery sessions and assessment events already available. PTCT 54hrs delivery; PTCT 3hrs moderation; PTCT 1hr marking.</p>	<p>Delivery sessions and assessment events already available. PTCT 54hr delivery; ESO 3hrs support; assessor 1 hr marking.</p>	<p>Delivery sessions and assessments already available. Trainer 54 hrs delivery; ESO 3hrs support; Assessor 1hr marking.</p>

\* Delivery hours only included

# The VET Delivery Model – why are we proposing this?

The VET Delivery Model will better allow TAFE NSW to:

- Increase delivery hours to learners
- Improve provision and support to our students
- Increase or include support hours for learners
- Increase practical skills development opportunities for learners
- Decrease cost of high cost courses and skill sets
- Win more tenders and commercial contracts and increase revenue
- Allow for bulk delivery of short courses (e.g. RSA, RCG, WHS White card, First Aid etc.)
- Provides delivery support that will maximise learner success and completions of Unit of Competency and the overall qualification
- Be able to respond to the delivery of contracts quickly and in response to customer needs (short time frame training needs)
- Provide employment where employment doesn't currently exist.

# HOW WE WILL MEET THESE GOALS – CASE STUDIES

## Objective: Improve provision and support to our students

Case Study	How we will achieve the objective
Early Childhood Education and Care	<ul style="list-style-type: none"> <li>• Learners gain improved access to skills development (on the job and simulated workplace) using a trainer</li> <li>• Increases accessibility for learners in remote locations</li> </ul>
Commercial Cookery – Apprenticeship	<ul style="list-style-type: none"> <li>• Learners participate in intensive practical sessions at TAFE Campus or the workplace focusing on skills development using a trainer</li> <li>• Learners are provided with additional ESO support online</li> <li>• Additional skills development days are conducted by ESOs</li> <li>• RPL is assessed on practical skills by Assessors</li> </ul>
Repeating Units of competency	<ul style="list-style-type: none"> <li>• Learners are able to complete courses if they need to repeat UoCs</li> <li>• Learners have access to additional tuition sessions to prepare them for assessment using a trainer</li> <li>• Learners are supported by ESOs throughout the process</li> </ul>

# HOW WE WILL MEET THESE GOALS – CASE STUDIES

**Objective: To win more business by becoming more competitive**

<b>Case Study</b>	<b>How we will achieve the objective</b>
Statements of Attainment and Skill Sets	<ul style="list-style-type: none"><li>• Able to compete in the market against other providers, by delivering at a competitive cost</li><li>• Gives learners a ‘taste’ of TAFE and education and encourages them to take on higher learning</li></ul>
Thin Markets (e.g. Jewellery/watchmaking)	<ul style="list-style-type: none"><li>• Able to deliver courses with lower learner numbers due to reduced costs</li><li>• Allows learners to complete courses that might not otherwise be available due to cost</li></ul>
Customised commercial courses for industry	<ul style="list-style-type: none"><li>• Able to compete with lower cost providers for a greater share of the corporate and tender training market</li></ul>

