



*Building the sustainability and capacity of our health and community services workforce through skills development*



# Building Connections

# Industry Resource Kit

*A Project funded by:*



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## Overview of Resource Kit

The Health and Community Services Sector faces challenges in attracting and retaining people across the industry.

We have therefore created a resource kit to assist enterprises with workforce development and importantly practical tools that can be applied to individual workplaces.

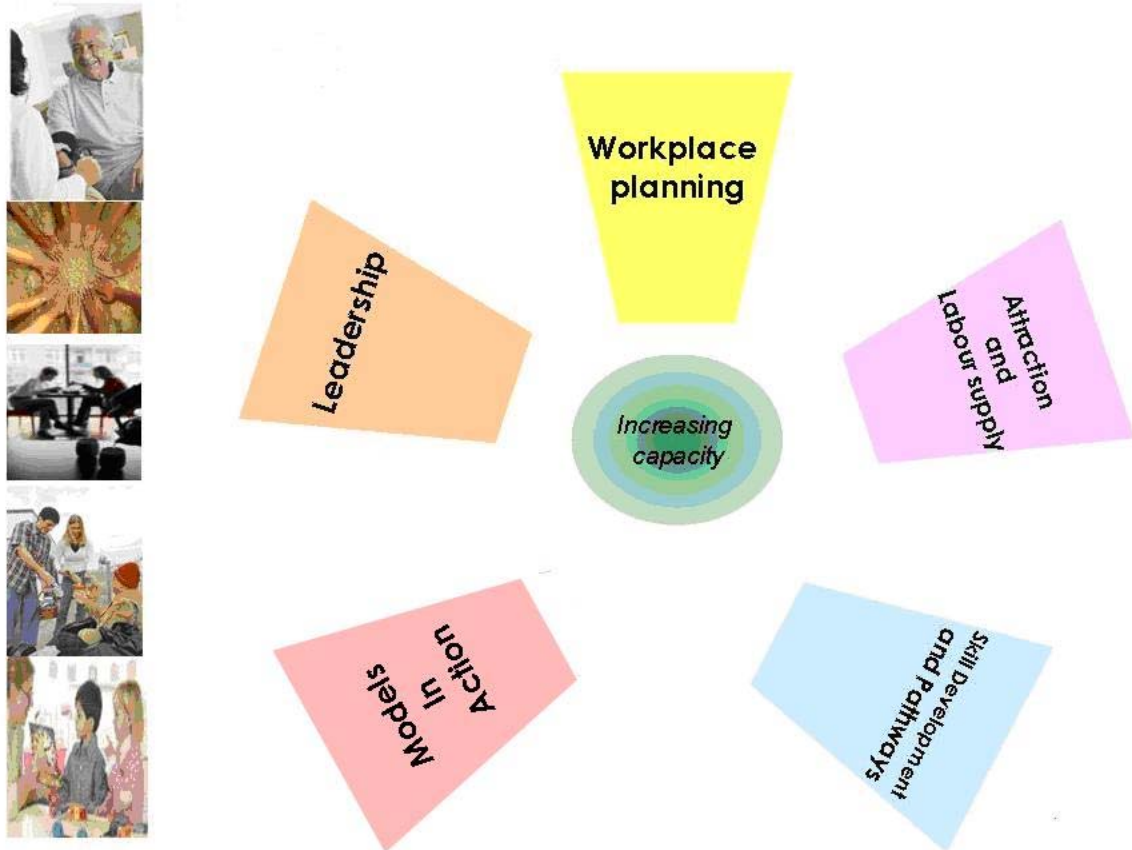
This kit is divided into five sections:

- Workplace planning
- Attraction and Labour supply
- Skill Development and Pathways
- Models in Action
- Leadership

This resource is an introduction to workforce development and provides tools to help you get started in your own workplace.

## Our Workforce Development Model

### Workplace planning



*"When planning for a year, plant corn. When planning for a decade, plant trees.  
When planning for life, train and educate people."  
Chinese Proverb*

## What is workplace planning?

Workplace planning is an organised process for:

- Identifying the number of employees and the types of employee skill sets required to meet your organisation's goals, strategic objectives and service delivery requirements.
- Developing a plan of action to ensure that the appropriate workforce will be available to provide quality services to the Community Services and Health Sector.

## Why is it important?

Within the next decade, the Community and Health Sector can expect to see:

- A growing number of retirements from our predominantly mature workforce.
- Increased competition for highly skilled employees from other industries.
- An increasing demand for services.
- Continuing financial challenges.
- More complexity in the needs of individuals

To address these factors, organisations need to take the time to develop useful workforce plans to ensure they have:

- the **right number** of people
- in the **right jobs**
- at the **right time** to meet their goals and objectives, and
- plans to accommodate future growth.

This Workforce Planning & Development Model is a reference for that purpose.

It was designed to assist Community and Health Sector organisations with their **workplace** planning processes and in developing their own workforce plans.

This kit has been developed from a wide variety of both national and international workforce planning sources materials.

We have attempted to tailor this information to the needs of the Community Services and Health Sectors. It is simple, flexible and can be modified to address your organisation's specific and distinctive needs.

## **A Workplace Planning Process to follow:**

### **Step 1 – Getting Started**

- Determine your workforce future functional requirements  
(Use your organisation’s strategic planning, budgeting and other key documents.)

### **Step 2 – Workforce Analysis**

- Analyse supply: your current workforce profile
- Analyse demand: your future workforce profile
- Analyse gap: identify discrepancy between supply & demand
- Develop strategy: recommend solutions to reduce shortages in staff and the skills required
- Document this plan.

### **Step 3 – Implement Plan**

- Communicate the workforce plan
- Implement strategies to reduce gaps and shortages



### **Step 4 – Monitor Evaluate and Revise**

- Assess what is working and what is not working
- Make adjustments to the workforce plan
- Address new organizational issues that effect the plan
- Update the workforce plan and communicate the plan

### **Remember ...**

Any form of workforce planning is better than nothing. It’s important to plan your workforce now so you have the people and capabilities to deliver your business in the future.

*Take people on the journey....*

*Consult, Inform, Communicate ...*

## Step 1 -Getting started

You first need to understand and gather information on your organisation's Strategic Direction. It's worthwhile to get this right from the start as Workforce planning complements and is a follow-up to strategic planning.



A workforce plan translates strategy into action to identify workforce staffing and training needs.

It attempts to answer the following questions:

- How many and what types of jobs and skills are needed to meet the mission and strategic goals of the organisation?
- What strategies should the organisation use to hire, retain, or teach these skills?

**Action: Collect relevant documents**

To understand your organisation's direction and future workforce needs you might like to start by collecting the following documents:

- the organisation's strategic plan with details of the mission, strategies, and goals over the next five years
- your organisation's ( or area's) budget
- other relevant documents (business plan, operational plan ...)



Usually this is where you will find the most valuable workforce planning information.

The strategic planning documents provide insight into the organisation's direction and defines its goals and measurable objectives.

These goals and objectives provide the basis for determining workforce needs.



In summary here are the starting points and actions for **Step 1 Getting started:**

Starting Place	Actions to Consider
<b>Strategic Plan</b>	<ul style="list-style-type: none"><li>▪ Document and/or analyse your organisation’s strategic plan.</li><li>▪ Identify mission, key strategies, goals and workforce issues.</li><li>▪ Determine whether there are pending changes to the organisation’s mission that would affect your workforce now or in the future.</li></ul>
<b>Budget Information</b>	<ul style="list-style-type: none"><li>▪ Analyse your budgets and forecasts.</li><li>▪ Determine whether there will be budget issues affecting your current or future workforce.</li></ul>
<b>Decide Scope</b>	<ul style="list-style-type: none"><li>▪ Determine whether your workforce plan will also cover your entire workforce or a more limited scope, such as:</li><li>▪ Focusing only on occupations delivering key services.</li><li>▪ Focusing only on occupations that are difficult to recruit to or retain people in.</li><li>▪ Focusing on a particular strategy outlined in the strategic plan to ensure that the right people are available to get the work done.</li></ul>

*People don’t resist change. They resist being changed!*

*Peter Senge*

## Step 2 – Workforce Analysis

The analysis of workforce data is a key element in the workforce planning process.

We need to consider information such as:

- occupations,
- skills,
- experience,
- retirement eligibility,
- diversity,
- turnover rates,
- education, and
- trend data.



There are four key components to Step 2 workforce analysis.

### Firstly: analyse supply

This component focuses on an organisation's existing and future workforce supply.

It answers the questions:

- What is the existing profile of the current workforce, and
- What does it need to be in the future to accomplish our goals and objectives?

#### **Action:**

**Complete** the following templates:

- Current Staff Profile Template (See Appendix 1)
- Current Workforce Profile Template (See Appendix 2)

*It pays to plan ahead. It wasn't raining when Noah built the ark."*

*Anon*

Starting Place	Actions to consider
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Determine Supply Factors

Determine and document the workforce profile:

- Identify your employees' ages, genders, ethnicity factors (if relevant), education levels and length of service.

Determine the skill profile of your workforce. You may want to compare the best, average, and poor performers. What knowledge, skills and abilities do high performers use to achieve success?

- Identify any workforce management issues that affect your workforce.
- Ask your frontline managers to identify segments of the workforce that are currently or potentially vulnerable.
- Review retention, turnover, promotion patterns and leave usage.
- Determine whether your organisation's turnover rate affects its ability to deliver services.
- Review staff retirement plans and patterns.
- Project what the skill and experience level of the current workforce needs to be in the future.
- How have and will retirements affect your organisation and ability to deliver service?
- What other challenges might affect the organisation's ability to recruit and retain important skills

### **Secondly analyse demand**

You need to identify the future workforce needed to carry out your organisation's mission.

At this point you need to consider:

- the work the organisation must perform and
- the staff needed to perform that work.



**Starting Place****Actions to consider**

Examine Internal/External Environmental Factors

**Demographic**

- Identify significant external demographic issues that are likely to influence the demands placed on the organisation, such as the aging population.

**Technological**

- Investigate how technology can and will be used to enhance service provision.
- Identify jobs that will be affected by technological enhancements.
- Determine whether any changes in technology will affect the number of employees needed to do the work or the type of skills needed.

**Economic**

- Are there funding and economic considerations that have particular relevance to the organisation and its provision of programs and services?

**Labour market**

- Identify labour trends.
- Examine student information available from educational institutions.
- Assess where you might get staff from both internally and externally.
- Identify issues associated with the use of non-permanent staff, including cost and supply.

**Summary**

- Will the way the work is being done need to change?
- Will programs/services be added or deleted?
- Will current employees have the necessary skills to do the work in the future?
- What types of employees/skills are needed for the future?
- Will the workload change?
- Will more or fewer employees be needed?

*If anything is certain, it is that change is certain. The world we are planning for today will not exist in this form tomorrow.*  
*Philip Crosby*

### Thirdly Undertake a GAP Analysis

By now you should have enough information to undertake an analysis of the gaps that will exist when you compare the **workforce supply projection** to the **workforce demand forecast**.



Now consider the answers to the following questions:

- What new skills will the organisation need to accomplish its goals and objectives?
- Does the organisation's workforce currently have the anticipated needed skills?
- What job functions or skills will no longer be required?

The organisation will need to develop workforce strategies based on the results of this analysis.

The result of the gap analysis is likely to reveal one of the following:

- A gap (when projected supply is less than forecast demand), which indicates a future shortage of workers or skills. It is important to know what critical jobs will have gaps so the necessary training or recruiting can be anticipated.

or

- A surplus (when projected supply is greater than forecast demand), which indicates a future excess in some categories of workers and may require action. The surplus data may represent occupations or skills that will not be needed in the future or at least will not be needed to the same extent.

*It is better to take many small steps in the right direction than to make a great leap forward only to stumble backward.*

*Old Chinese Proverb*

### Finally: Strategy Development

The final component of Step 2, the workforce analysis phase, involves the development of strategies to address future gaps and surpluses.

This will include:

- the programs,
- policies, and
- practices

that assist an organisation in recruiting, developing, and retaining the critical staff needed to achieve its mission and strategic goals.



Strategies can fall into the broad categories of:

- **Attraction and Recruitment strategies** to find and hire from traditional and *non traditional source*

There is additional information on Attracting and Recruiting staff in the second section of this resource. (See section 2 **Attraction and Labour Supply**)

- **Selection strategies** to help you find, recognise and select the best possible candidates a very competitive marketplace.
- Retention strategies to **encourage employees** to stay in the organisation.
- **Staff development** strategies to build capacity by shaping and developing staff capabilities and **prepare employees** for new roles or responsibilities.

There is additional information on Staff Development in the third section of this resource. (See section 3 **Staff Development and Pathways**)

Additionally, there is an Individual Learning and Development Plan Template and Skills Profile Template provided Appendix 3 and 4 of this resource.

Further advice on how these workplace competencies/capability requirements align with nationally accredited competency standards for the Community Services and Health industry can be provided by contacting the [Community Services and Health Industry Training Board](#).

- **Succession planning** strategies to ensure that there are qualified people capable of filling critical positions, and knowledge transfer strategies to capture the knowledge of experienced employees before they leave your organisation.

**Remember:**

Strategies should be kept to a **manageable number** so they can be achievable, and they should be prioritised to allow your organisation to focus its resources on the most important strategies first.

*The key is not to prioritize what's on your schedule, but to schedule your priorities.*  
*Stephen R. Covey*

### **Step 3 – Implementing your workforce plan**

You may need a separate action plan to address the implementation of each strategy in your workforce plan.

Before implementing the plan, you should consider:

- Ensuring that there is executive and board support for the workforce strategies.
- Establishing working groups and include key representatives
- Allocating necessary resources to carry out identified workforce strategies.
- Clarifying roles and responsibilities in implementing the strategies.
- Establishing timelines.
- Defining performance measures, milestones and expected deliverables.
- Communicating the plan.



Remember: Your workforce plan should be implemented in connection with the requirements of organisation's strategic plan.

If the strategic plan changes due to unanticipated funding, leadership or even legislative changes then adjustments to workforce plan strategies may be necessary.

***"Plans are only good intentions unless they immediately degenerate into hard work."***

***Peter F. Drucker***

## Step 4 - Monitor, Evaluate and Revise

Ongoing evaluation and adjustments are important in workforce planning and are key to providing a usable process that works for the Community Services and Health Sector.

Workforce plans should be reviewed annually. If an organisation does not regularly review its workforce planning efforts, it risks failing to respond to unanticipated changes and challenges.

Consequently, you should establish a process that allows for a regular review of your workforce planning efforts to:

- Review performance measurement information.
- Assess what is working and what is not working.
- Adjust the plan and strategies as necessary.
- Address new workforce and organisational issues that occur.



Organisations should ask the following questions to determine whether the plan needs revision:

- Have organisation strategies changed?
- Are the assumptions used in both the demand and supply models still valid?
- Have there been changes that would require a review of the strategies?

*Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.*

*Peter F. Drucker*



## Attraction and Labour Supply



*" Organization doesn't really accomplish anything.  
Plans don't accomplish anything, either.  
Theories of management don't much matter.  
Endeavors succeed or fail because of the people involved.  
Only by **attracting** the best people will you accomplish great deeds."*

**Colin Powell**

## Attraction and Labour Supply

How do you attract, identify and employ the people you need?

Have you considered working with your local Registered Training Organisation (RTO) to take into consideration the needs of your workforce when they are selecting students?

See <http://training.com.au> for contacts.

This would help to ensure that the students meet the workforce requirement profile of your organisation, before they even commence training!



**Action:** Have a conversation with a couple of RTOs.

Discuss the following:

- How do their courses/students match the needs of your workplace?
- How could you work together in aligning **their courses to your recruitment needs?**

Reflect on the following questions?

- Are your people and position descriptions current and accurate?
- Do you offer a 'work placement' programs for students to ensure you get to gain access to potential new recruits?
- Do you have a staff exchange program with your local training provider? (Your staff can influence content, assessments and are able to gain education and training experience?)

## **Marketing the value of the Industry**

Remember to promote the Value Proposition of working in the Health and Community Services Industry!



"Lack of knowledge and understanding about job roles in the community sector by the general public, careers counsellors and job networks provides the opportunity to promote a positive and true profile of the community services sector.

The implementation of an effective marketing campaign requires an understanding of what employees are looking for in a job as well as the current benefits offered by the community services sector." (VCOSS, 2007, p9)

In order to promote an Employee Value Proposition (i.e. the set of benefits or values an employee receives from an occupation compared to the work that they do) we have to be able to articulate them clearly.

Most employees in the Health and Community Services sector are looking for:

- professional occupations
- make a difference to people's lives
- challenging work – go beyond comfort zone
- lots of variety – no two days ever same and can be lots of fun
- opportunities to be innovative and creative
- flexible working hours – relaxed environment
- entry level opportunities – most positions do not require a degree
- salary sacrifice often available
- growth industry – lots of work available

## **Work with partners to help you achieve your goals!**

The diminishing number of young people mean that they will be the target of slick marketing campaigns by all industry sectors.

Health and Community Services organisations will need to work with local partners to highlight the multiple opportunities and new career pathways that exist.

## Local Learning and Employment Networks (LLEN)

Linking with your local LLEN may increase your access to young people and increase your profile with parents and schools

See [www.llen.vic.gov.au](http://www.llen.vic.gov.au) for contact details.



### Models in Action:

A number of LLENs are working to promote the role of Allied Health Assistants and increase awareness of this career pathway. (See Section 4)

## Pathways

We know that the Health and Community Services offers a broad range of occupations. Not all people know that where you start and where you can finish on your career pathway journey is varied and spans a broad range of occupations. The journey to many Job roles uses both TAFE and Higher Education courses and information about the Pathways can be found at the Health and Community Services Careers website ([www.hcscareers.vic.edu.au](http://www.hcscareers.vic.edu.au)).



*"Young people need models, not critics."  
John Wooden*

## Non Traditional Labour Sources:

- Mature Age Workers
- Retrenched Workers

The Victorian Government is funding a Retrenched Workers Training Entitlement and you could work with RTOs to access new recruits that could meet your workforce needs



See [www.skills.vic.gov.au/get\\_training/who\\_is\\_eligible/retrenched-workers-training-entitlement](http://www.skills.vic.gov.au/get_training/who_is_eligible/retrenched-workers-training-entitlement) for more information

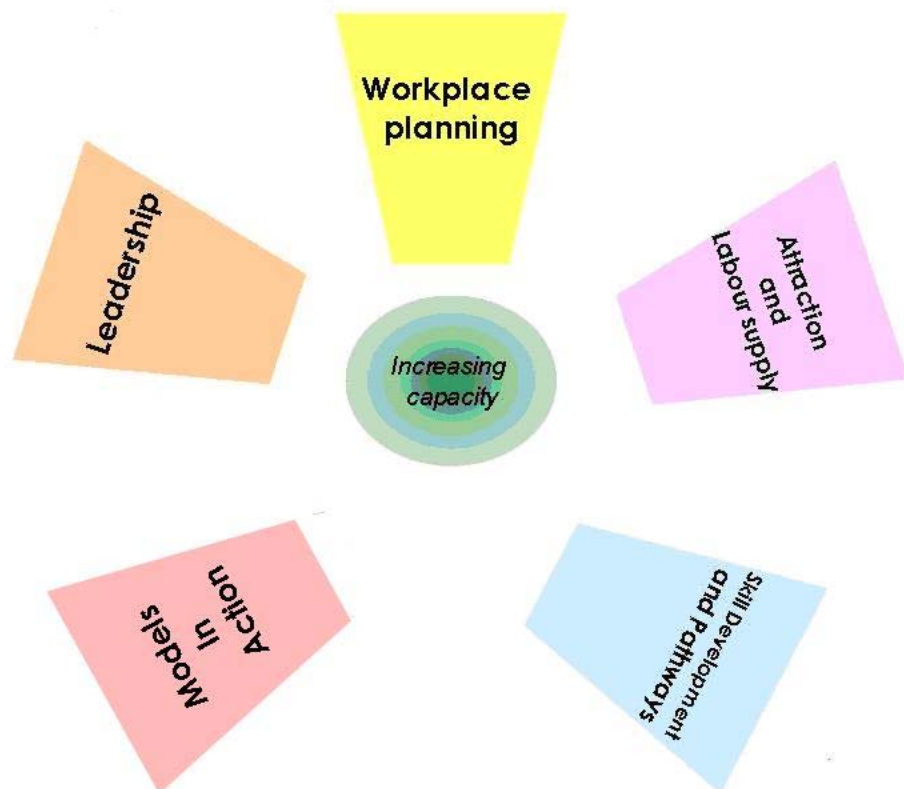
Also take time to consider that you may have **existing workers** that would welcome the opportunity to gain new skills and undertake new roles.



*Many an opportunity is lost because a man is out looking for four-leaf clovers."*

*Anon*

## Skill Development and Pathways



*The productivity of work is not the responsibility of the worker but of the manager."*

*Peter F. Drucker*

## Skill Development and Pathways

A major key to the sustainability of any Community Services and Health Industry organisation lies in its human capital.

The delivery of quality services relies on the availability of sufficient numbers of appropriately skilled staff working where they are needed.

The growing gap between demand for services, and the supply and distribution of staff, cannot be addressed by continuing with the current arrangements.

Keeping up to date with the skills development requirements of your current and future staff is essential to meeting the demands that will face all organisations across the industry.



### The How, What? When? And Why Of Skills Development

#### Skills Development can help!

Below are some of the benefits of skills development:

- higher staff morale and commitment
- better consumer relationships and experience of services
- better image and reputation
- better problem solving capacity of staff
- a more innovative environment
- greater responsiveness to industry changes and demands.



From the outset you should set out to measure the effectiveness of your skills development activities.

To calculate your return on these activities you must:

- measure the productivity/turnover/accident ratio before and after the activity
- decide on a realistic period of time over which to measure the return on investment.

For example, it will take longer to realise a reduction in your WorkCover premiums than an increase in productivity based on a skills development program.

## Decrease Errors and Improvement in Practice

Skill Development activities should provide you with tangible results.

These results can include evidence of a decrease in errors and address areas where you need to see poor practices improved.

**Action:** Ask yourself the following questions:

- **Collate** evidence where practice needs to be improved to bring about a reduction in errors
- **Consider:**
  - What strategies are in place to reduce errors or incidence of poor practice?
  - Do you have a '**learning culture**' that doesn't punish errors and poor practice but provides opportunities to improve processes and practice?
  - Conducting a process or systems analysis to identify areas of risk in service delivery
  - Develop risk reduction, or risk elimination strategies with your staff?
- **Conduct** 'problem solving' workshops based on a risk management framework and address workplace challenges
- **Collect** strategies and processes currently in operation relating to the ways in which staff decrease errors or improve poor practice and begin sharing and adopting relevant processes.

Regular skills development and learning opportunities are an **investment** that will allow employees to prosper and develop their careers while giving your organisation a highly skilled workforce and an ability to meet the increasing demands of the industry.

Nationally recognised training can keep your staff on top of industry changes and give you the edge over your competitors



## Choosing the right skill development option

There are numerous **skill development** options available and these include using the opportunities that the Vocational Education and Training (VET) system offers.



Take time to consider what the best option is for your organisation.

**Action:** Discuss your options with the Bridging Connections Consultant ([www.intraining.org.au](http://www.intraining.org.au))

**"We must reinvent a future free of blinkers so that we can choose from real options."**

**David Suzuki**

**Action:** Take time to **consider** the opportunities that the Vocational Education and Training System offers! ([www.ntis.gov.au](http://www.ntis.gov.au))

## What is the national training system?

The national training system brings together students, employers, governments, and registered training organisations in the delivery of vocational education and training. Its key roles are driving economic growth and addressing areas of skills needs.



of

Through strong industry leadership, the national training system provides Australians with the skills needed to:

- enter the workforce for the first time,
- re-enter the workforce,
- retrain for a new job,
- upgrade skills for an existing job, and
- develop skills throughout their lives.

The VET sector provides options for Australians of all ages and backgrounds, for small and large businesses, across all industries and in many communities.

## What are the key elements of the national training system?

The national training system has three key elements which promote quality and national consistency in terms of qualifications and the delivery of training.

These elements are:

- training packages,
- the Australian Qualifications Framework and
- the Australian Quality Training Framework.

These are collectively referred to as the National Skills Framework.

## The National Skills Framework

A **training package** is a set of nationally endorsed standards and qualifications for recognising and assessing people's skills in a specific industry, industry sector or enterprise. Training packages ensure the quality, consistency and industry relevance of training products.

Training packages describe the skills, knowledge and attitudes that individuals need to possess to be able to perform effectively in the workplace.



The **Australian Qualifications Framework (AQF)** sets out all nationally recognised qualifications in schools, vocational education and training and higher education. It ensures the quality, consistency and portability of training outcomes across Australia. There are 15 national qualifications within the framework, including eight vocational education and training qualifications.

- The **Australian Quality Training Framework (AQTF)** is the set of nationally agreed quality assurance arrangements for training and assessment services delivered by training organisations. It assures the quality and consistency of training outcomes.

For more information on the national training system see:

[www.tpatwork.com/back2basics/sb1\\_theationalvoca.htm](http://www.tpatwork.com/back2basics/sb1_theationalvoca.htm) and Appendix 5 has information on how this relates to the Health and Community Services sector.

*"If you don't know where you are going, any road will get you there."*

*Lewis Carroll*

### **Remember Help is Available**

The Community Services and Health Industry Training Board is available to help walk you through the maze.



One of our major roles is to

- **Assist enterprises** to understand and use the skills system to get the best outcome for their business and staff

Feel free to contact us on tel: 03 9347 0377 or [cshitbv@intrainng.org.au](mailto:cshitbv@intrainng.org.au)

## Partnerships

One of the major reasons any organisation enters into a partnership arrangement with another organisation is that it allows the first organisation to outsource those activities which it cannot perform as profitably or competently as its partner.



Establishing a partnership arrangement provides an opportunity to share skills, effort, cost and resources for mutual benefit.

As this type of arrangement has key players working together, organisations are able to obtain services that directly address their particular needs at the time they need them.

Such partnership arrangements with VET partners provide opportunities to:

- share expertise, competencies and best practice
- reduce costs, by achieving economies of scale while using the distinctive capacities of each partner/s
- innovate, by bringing together different skills, technologies and approaches to develop/enhance new services
- create new synergies between providers of training and organisations that use training
- develop holistic assessment solutions
- promote and improve communication between all involved (including learners).

See Appendix 6 for more information on Partnerships

## Funding Skills Development

Skills Development is an investment in your business, and as with any investment there is an initial cost.

The costs of training may include:

- tuition costs - ask your training provider for a full breakdown of training costs
- cost of resources required for the training e.g., books, raw materials
- possible transport and accommodation costs if training is offsite
- cost of providing facilities for onsite training
- cost of hiring temporary replacements for staff occupied with training
- administration costs, including extra insurance and record keeping
- cost of recruitment and wages in the case of Australian Apprenticeships.



There are **numerous vocational education and training (VET) initiatives** that minimise the cost of training.

These include:

- **Funding** - the Victorian and the Australian governments encourage participation in VET by offering financial incentives and funding for training. As an employer you may be eligible for government funding, particularly in the case of Traineeships (also known as Australian Apprenticeships).
- **Targeted & quality training** - accredited training that addresses both your business and employee needs will ensure a positive return on investment.
- **Flexible learning** - flexible training options such as online learning or in house training may be a suitable cost effective solution.

Some information is included to assist you in accessing available funding options. However, this information is always changing, so it is useful to begin to collect specific information that is relevant to your workplace.

We have included a worksheet in Appendix 7 that you can start using to help collate the information. You will also find information about Apprenticeship and Traineeship incentive payments.

Apprenticeships and Traineeships combine training and employment and they lead to a nationally recognised qualification.

They are available to anyone of working age and do not require any entry qualifications. Apprenticeships and Traineeships can be for:

- a school-leaver,
- someone re-entering the workforce
- a person wanting to change careers.
- a new entrant to the workforce or
- an existing worker

They offer:

- Paid work and structured training that can be on-the-job, off-the-job or a combination of both.
- 'Competency based' with existing skills and prior experience recognised (*this may potentially reduce formal training time*)
- Options for full-time or part-time workers (*as well as part-time whilst at school*)
- Nationally recognised qualifications and skills which provide the basis for further education and training

*"The question is not whether we can afford to invest in developing our people; it is whether we can afford not to."*

**Anon**

## Victorian Government Skills Reforms

The Victorian Government is improving the training system to make it easier for you to get new skills, or upgrade your existing skills, to help you secure the job you want.

Training is a small investment now for a very big return, giving you the skills you need to secure your future.

See: [www. http://www.skills.vic.gov.au](http://www.skills.vic.gov.au) for further details or talk to the Building Connections consultant



## The New Skills System

The new skills system has four clear goals:

- • increasing the number of people undertaking training in the areas and at the levels where skills are needed for Victoria's economic and social development;
- • developing a training system that engages more effectively with individuals and businesses and is easier to navigate;
- • ensuring our skills system is responsive to the changing needs of Victoria's industry and workforce;
- • creating a culture of lifelong skills development.
- 

A reform package is an integrated set of changes in every part of the system, with a significant shift in existing practices.

**Action:**      **Ask** the Building Connections Consultant  
to explain these changes in greater detail.

## Pathways

We know that the Health and Community Services offers a broad range of occupations. Not all people know that where you start and where you can finish on your career pathway journey is varied and spans a broad range of occupations.

The journey to many Job roles uses both TAFE and Higher Education courses and information about the Pathways can be found at the Health and Community Services Careers website ([www.hcscareers.vic.edu.au](http://www.hcscareers.vic.edu.au)).



Additional information on Pathways available can be found at the following website:

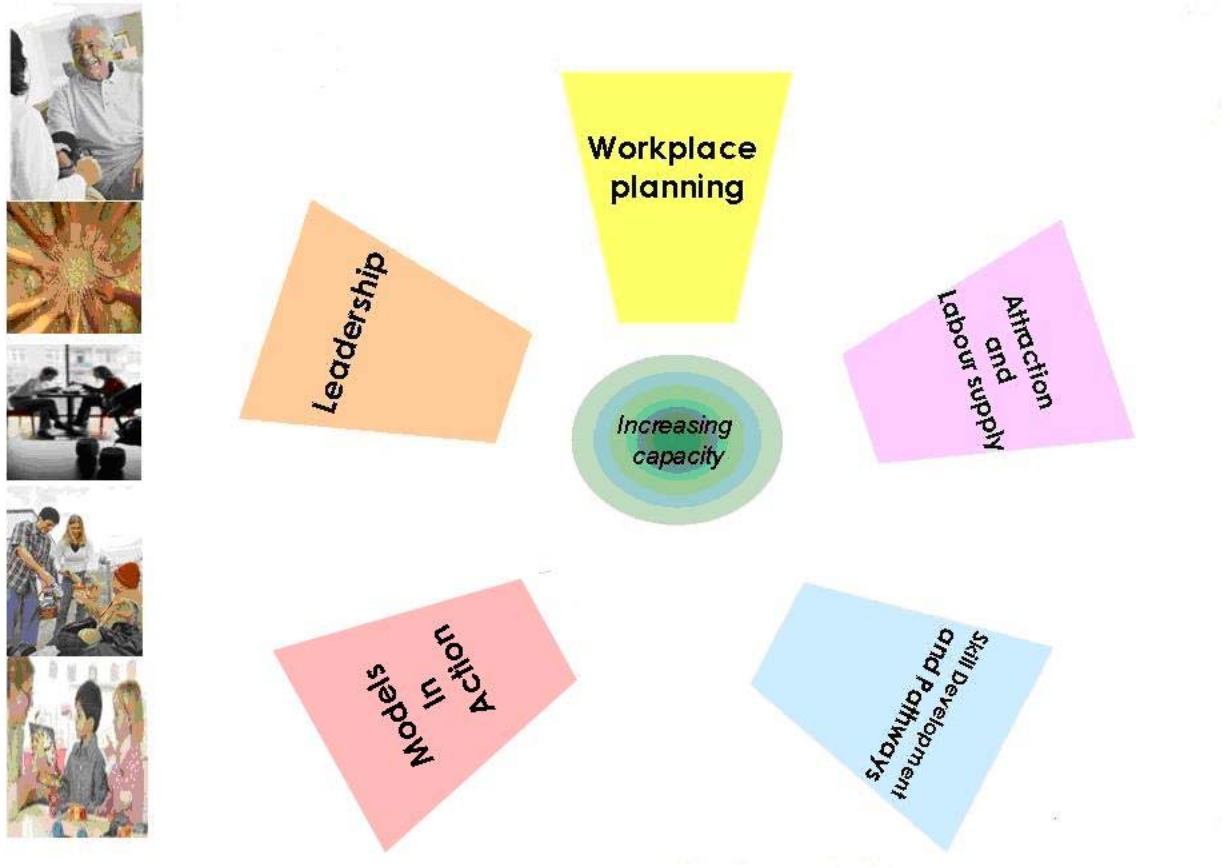
[www.aajobpathways.com.au](http://www.aajobpathways.com.au)



*"When you have completed 95 percent of your journey, you are only halfway there."*

*Japanese Proverb*

## Models in Action



*"Hopefully my **experience** can help a little bit. I'm just a small piece of the puzzle."  
Unknown*



## Models in Action

There are a number of examples of how Health and Community Service organisations are already using workforce development planning and skills development programs.

This is one way that helps them to meet the demands of the changing workforce.

These include:

- Developing the role of the Allied Health Assistant
- Supporting new roles in the area of Health and Community Care (HACC )
- Providing young people with a gap year program.
- New introductory programs in schools that provide a pathway onto Nursing qualifications

In the next few pages you will see some examples of the model in action.



## Workforce Development Activity: Attraction and Labour Supply

### VET in Schools

The VET in Schools program (VETIS) allows students to include vocational studies within their senior secondary certificate. In doing this, students are able to undertake nationally recognised training from either accredited state curriculum or national training packages and this can be part of their VCE and/or VCAL.

VETIS programs offer students real benefits such as:

- combine general and vocational studies
- explore career options and pathways
- undertake learning in the workplace
- undertake applied learning in an adult learning environment
- gain a nationally recognised qualification or
- credit towards a qualification that contributes to satisfactory completion of the VCE or VCAL
- develop skills

A great example of VETIS for the community services and health industries is a pilot program being run through a partnership with Mercy Health and the Banyule Nillumbik Local Learning and Employment Network.

In this program, students have been undertaking structured class based learning as well as workplace learning to give students a real 'hands on' experience of the workplace. The training is linked to the Certificate III in Allied Health Assistance VET qualification. Students successfully completing this training will gain a qualification in a health workforce area which has significant skilled staff shortages. By doing this, they will have created a career pathway for themselves which almost guarantees ongoing employment.

Further information about this program can be found on the [Banyule Nillumbik website](#).



**Banyule / Nillumbik LLEN**

Our Vision - creating a seamless system of education, training and employment for young people that is inclusive, responsive and innovative

**Health & Community Services Industry Themed Program (ITP)**

AGED CARE, DENTAL NURSING, MIDWIFERY, NURSING, OCCUPATIONAL THERAPY, SPEECH THERAPY, PHYSIOTHERAPY, PODIATRY

The Banyule Nillumbik LLEN has responded to the local industry needs and coordinated the development of a number of courses that will address a significant shortage in the Health and Community Services sector.

Key industry representatives, training providers and representatives from local schools have worked together to significantly increase pathways into Health and Community Services.

In 2010, a pilot program with Mercy Health's training division was implemented. As a result of the trial, and the success that is currently being experienced, three new programs have been offered for 2011. These programs will be run with NMT, DMET and Mercy Health and will create different pathways into a variety of Health and Community Services jobs.

Health is the largest employer in Australia and with an aging population will continue to have strong employment opportunities. Providing secondary school students with an opportunity to explore the various aspects of the Health industry should enhance their knowledge and commitment to further study in this field.

Please find more information about the programs below.

## Workforce Development Activity: Skills Development and Pathways

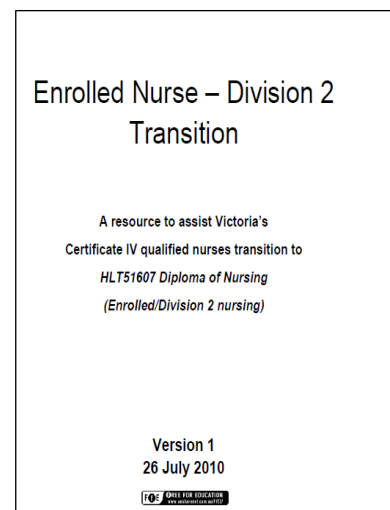
### Enrolled Nurse – Division 2 Transition Resource

The Victorian Government is working on strategies to ensure enrolled nurses are adequately educated and prepared to meet the current and future workforce challenges, especially the rise in demand for their skills.

One strategy has been the development of a resource to assist Victoria's Certificate IV qualified nurses transition to the HLT51607 Diploma of Nursing.

This resource was developed through a partnership between Skills Victoria and the Victorian Department of Health to ensure that the transition of enrolled nurses is a streamlined process.

It is important to note that the resource was also developed in the context of transitioning to the National Registration and Accreditation Scheme (NRAS) for health professionals in Australia from July, 2010. This means that the Nursing Midwifery Board of Australia (NMBA) now has the major responsibility of ensuring that nurses are fully qualified and competent before they gain registration.



Although enrolled nurses in Victoria are not required to obtain a Diploma qualification to renew their registration in the national scheme, it is hoped that individuals will do further training and up skilling in a range of clinical practice areas as well as service settings.

The resource covers the following areas:

**Section 1** provides introductory information on enrolled nurses in Victoria, and stresses the important role of RTOs in improving the capability of the Victorian enrolled nurse workforce.

**Section 2** provides summary information on how post-1995 qualifications, modules and units that could be held by enrolled nurses can provide full or partial credit into *HLT51607 Diploma of Nursing (Enrolled/Division 2 nursing)* and, where applicable, into *HLT61107 Advanced Diploma of Nursing (Enrolled/Division 2 nursing)*. It also provides information to assist in maximising pathways to, and specialisation opportunities in, the Advanced Diploma qualification.

**Section 3** provides gap training recommendations and suggested training programs to maximise credit opportunities into *HLT51607 Diploma of Nursing (Enrolled/Division 2 nursing)* and *HLT61107 Advanced Diploma of Nursing (Enrolled/Division 2 nursing)*.

**Section 4** shows how RTOs can maximise elective choice through specialist elective clusters in the Diploma and Advanced Diploma qualifications across Palliative Care, Mental Health, Rural and Remote, Peri-operative, Aged Care and Critical Care.

**Section 5** provides information about Recognition of Prior Learning (RPL) approaches RTOS could consider for use with candidates for *HLT51607 Diploma of Nursing (Enrolled/Division 2 nursing)* and a summary mapping table of equivalence and possible approaches into the Diploma units.

**Section 6** provides acronyms, a glossary of terms, a note about nomenclature, and useful websites and links.

There are also extensive appendixes covering qualifications, units and modules.

*The Enrolled Nurse – Division 2 Transition Resource* can be downloaded from the [Training Support Network](#)

*“What can't be done by advice can often be done by example.”*

*Anon*

## Workforce Development Activity: Skill Development and Pathways

### Articulated Pathways to Qualifications

Many people think that if you don't get into a university course you have little to no chance of getting your desired qualification to get the job you want. In cases like this it is wise to consider an alternative pathway to the qualification you require.

Many Registered training organisations such as TAFE's have negotiated articulated pathways. This is where the RTO has an arrangement with a University where you can gain entry into one of their courses by completing a required pathway course with the RTO. In some cases, completion of the course will allow some credit off the chosen university course.

Examples of articulated pathways to qualifications include the following:

Wodonga institute of TAFE has many courses of advanced standing with Charles Sturt University. Primary amongst these is the Certificate IV in Nursing into the Bachelor of Nursing and the Certificate IV in Allied Health Assistance into the Bachelor of Health and Rehabilitation Science.

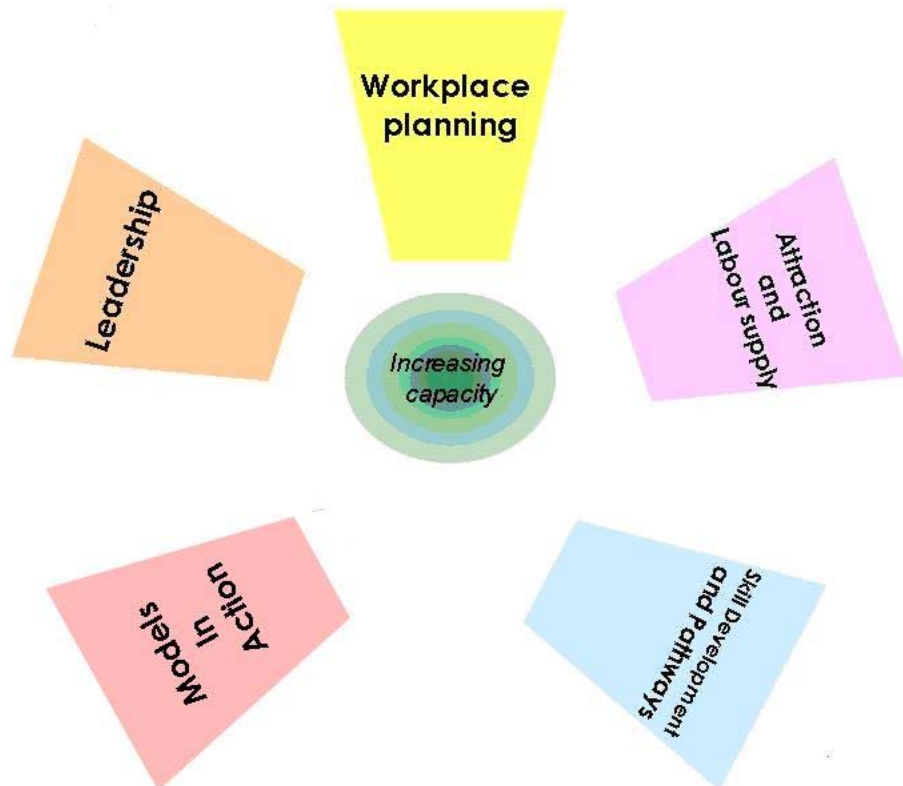
Swinburne University has a guaranteed entry scheme where articulation arrangements are in place between the University's TAFE and Degree programs.

There are many other available articulated pathways and it is best to speak with your RTO's to get the latest information.

A list of all available courses and contact details is available through the [Skills Victoria](http://www.skills.vic.gov.au) website.



## Leadership



*"The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we achieve it."*  
*Michelangelo*

## Leadership

What does leadership in the workplace really mean?

In the Community Services and Health Industry it is not just the role of those who have the formal responsibility for leading.



There is a role for everyone and in this section you will find some practical ways in which leadership can be developed and implemented on a day-to-day basis.

“Of all the things that have changed over the last few centuries, and particularly the massive amount of change experienced during the last 100 years, the one constant that remains is the need for good leadership.”

(<http://leadershipskills.org.au/general/is-there-an-increasing-need-for-leadership-or-is-it-all-just-hype/>)

There are a number of pathways to support organisations in developing leadership skills. We recognise the difference between management and leadership. It may be useful to discuss your needs with an RTO.

The VET sector can offer a wide variety of options to support organisations in developing leadership skills across their workforce.

Some examples include the following units of competency can be found in both the Health Training Package or the Community Services Training Package:

- CHCMGT803A Provide strategic leadership
- CHCORG624C Provide leadership in community services delivery
- CHCORG611A Lead and develop others in a community sector workplace
- BSBFLM302A Support leadership in the workplace

*“Leadership and learning are indispensable to each other”  
John F Kennedy*

## Leadership

The success of any business relies on good leadership. Leadership is the ability to influence and direct the performance of individuals and groups towards the achievement of business goals.

Research by Sala and Stringer, which has been adopted by the Harvard University Hay Group, focused on six styles of leadership.

Leadership style	Definition	Example phrase	When the style works best	Also labelled
<b>Directive</b>	Emphasising immediate compliance from employees	Do it the way I tell you I believe that people should do what I tell them	In a crisis, to kick start a turnaround or with problem employees	Autocratic Dictatorial Coercive
<b>Visionary</b>	Emphasising the provision of long term vision and leadership	I enjoy mobilising people towards a bigger picture I believe I am firm but fair, giving employees clear direction, motivating by persuasion and giving feedback on task performance	When changes require a new vision, or when a clear direction is needed	Big picture Authoritative
<b>Affiliative</b>	Emphasising the creation of harmony	I believe in people before tasks – emotional bonding	To build buy-in or consensus or to get input from valuable employees	Harmoniser
<b>Participative</b>	Emphasising group consensus and generating new ideas	I believe in building support and commitment	To build buy-in or consensus or to get input from valuable employees	Democratic
<b>Pacesetting</b>	Emphasising the accomplishment of tasks to high standards	I expect self-direction and excellence	To get quick results from a highly motivated and competent team	
<b>Coaching</b>	Emphasising the professional growth of employees	I develop others for the future	To help an employee improve performance or to develop long term strengths	Developmental

Which one matches your approach?



## **Aim to be an Employer of Choice Organisation!**

### **What is an Employer of Choice?**

An employer, who attracts, retains and motivates their staff through factors such as reputation, development opportunities, work environment including facilities, work arrangements, recognition and reward and leadership.

### **Benefits of being an Employer of Choice include:**

- Building a sustainable organisation
- Improving workforce productivity and commitment
- Attracting the best candidates
- Retaining your best staff
- Creating a vibrant workplace
- Ability to be competitive in the labour market
- Creating a robust “Employer Profile”
- Feeling good about yourself

### **Employer of Choice Top Tips**

1. Encourage and actively supporting work-life balance
2. Build and promote your employer brand
3. Provide training and development opportunities
4. Performance manage your staff

### **What is an Employer Profile and what is its value?**

It is:

- how people think of you as an employer”
- how readily people will want to join your organisation and
- how readily they’ll choose to stay

An Employer Profile is the reputation and the image that people associate with the organisation; it tells people what the organisation stands for.

Employers need to be seen to offer a good place to work to effectively compete for good workers.

Employers need to deliver on their reputation, as it can be easily damaged.

### Elements of an Employer Profile

Which of the following elements does your organisation display?  
Which can you easily implement?

- Strong direction & leadership
- Good recruitment & induction processes
- Effective reward & recognition practices
- Well regarded external reputation & image
- Open communication
- Sound performance management
- Safe social environment
- Consistent values & behaviours

### Are you an Employer of Choice?

Answer the following questions about your organisation's performance on:

#### Staff engagement

	Yes	No	Unsure
Staff are actively engaged with our organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff speak positively about the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Workforce practices are aligned with employees' needs

Management understands the interests and concerns of our staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our HR practices are current and relevant to our organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We invest in developing the leadership skills of our managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We provide opportunities for staff to develop their skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We actively promote work-life balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Our workplace culture and image

We care about our people not just productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We share information about the company with our staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***What does your employer profile say about your business, your management style and your future plans?***

(modified from [www.workforceinfoservice.sa.gov.au](http://www.workforceinfoservice.sa.gov.au))

CURRENT STAFF PROFILE TEMPLATE														
ENTER ORGANISATION NAME														
Staff ID	Employee Name	Date of Birth	M/F	First Start Date	Job Title	Location	Classification Level	Employment Status				FTE	Highest Level of Qualification Attained	Comments
								Permanent	Part Time	Temporary	Casual			

Classification Levels  
 1 = critical role  
 3 = required role  
 5 = optional role

## Appendix 2

## Sample Current Workforce Profile Template

WORKFORCE PROFILE TEMPLATE																	
ENTER ORGANISATION NAME																	
Job Title	Classification Level	Location	Employment Status				Actual FTEs	Planned FTE				GAP				Highest Level of Qualification Required	Comments
			Permanent	Part-time	Temporary	Casual		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4		
		Total															

**Classification Levels**  
 1 = critical role  
 3 = required role  
 5 = optional role

### **Appendix 3. Individual Learning and Development Plan Template**

Name:
Date:
Job role:
Department/team:
Line Manager:
Process: Identify assessment method (self, evidence based, line manager verification) of individual against the skills profile for the job role, linked to performance management cycle.
Strengths
Learning needs
Development required (priority)
Continuous improvement areas

**Appendix 4: Individual Learning and Development Action Plan**

Competency to develop	Developmental Activities	Target date	Date Completed	Line Manager Comments

**Notes:**

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Employee signature: \_\_\_\_\_

Line manager signature: \_\_\_\_\_

Start date: \_\_\_\_\_ Review date: \_\_\_\_\_

## **Appendix 5 Information about the national training system**

### **Training packages**

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.



Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it.

For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

### **Qualifications Framework**

#### **The Australian Qualifications Framework**

A brief overview of the Australian Qualifications Framework (AQF) follows.  
(You can go to [www.aqf.edu.au](http://www.aqf.edu.au) for the full framework.)

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF.

## Australian Qualifications Framework

The AQF comprises national qualifications issued in:

- the secondary schools sector;
- the vocational education and training sector (TAFE and registered private providers); and
- the higher education sector (mainly universities).

These qualifications are shown below, grouped according to the educational sector which is responsible for their accreditation.

**AQF Qualification by Sector of Accreditation**

<b>Schools Sector Accreditation</b>	<b>Vocational Education and Training Sector Accreditation</b>	<b>Higher Education Sector Accreditation</b>
<b>Senior Secondary Certificate of Education</b>	<b>Vocational Graduate Diploma</b>	<b>Doctoral Degree</b>
	<b>Vocational Graduate Certificate</b>	<b>Masters Degree</b>
	<b>Advanced Diploma</b>	<b>Graduate Diploma</b>
	<b>Diploma</b>	<b>Graduate Certificate</b>
	<b>Certificate IV</b>	<b>Bachelor Degree</b>
	<b>Certificate III</b>	<b>Associate Degree, Advanced Diploma</b>
	<b>Certificate II</b>	<b>Diploma</b>
	<b>Certificate I</b>	

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification.

### Statement of Attainment

Where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Statements of Attainment can progressively build towards a full AQF qualification.



### **AQF Guidelines and Learning Outcomes**

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification follows,

#### **Certificate I**

##### ***Characteristics of Learning Outcomes***

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

##### ***Distinguishing Features of Learning Outcomes***

The competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

#### **Certificate II**

##### ***Characteristics of Learning Outcomes***

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied. Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

##### ***Distinguishing Features of Learning Outcomes***

The competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

## Certificate III

### *Characteristics of Learning Outcomes*

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgment is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

### *Distinguishing Features of Learning Outcomes*

The competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgment is required
- interpret available information, using discretion and judgment
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

## Certificate IV

### *Characteristics of Learning Outcomes*

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature. Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

### *Distinguishing Features of Learning Outcomes*

The competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

## Diploma

### *Characteristics of Learning Outcomes*

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved. The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

### *Distinguishing Features of Learning Outcomes*

The competencies or learning outcomes enable a person with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

## Advanced Diploma

### *Characteristics of Learning Outcomes*

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgment in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures. The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

### *Distinguishing Features of Learning Outcomes*

The competencies or learning outcomes enable a person with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgments across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

## Vocational Graduate Certificate

### *Characteristics of competencies or learning outcomes*

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgments in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

### *Distinguishing features of learning outcomes*

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

## Vocational Graduate Diploma

### *Characteristics of competencies or learning outcomes*

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgments in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

### *Distinguishing features of learning outcomes*

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Note: AQF under review. For new developments with the AQF please see the [Australian Qualifications Framework](#) website

### **Qualification Pathways**

Flexible qualification pathways are available through the **Health Training Package** and **Community Service Training Packages**.

Additional pathways between qualifications may be structured through recognition assessment in line with Packaging Rules for qualifications.

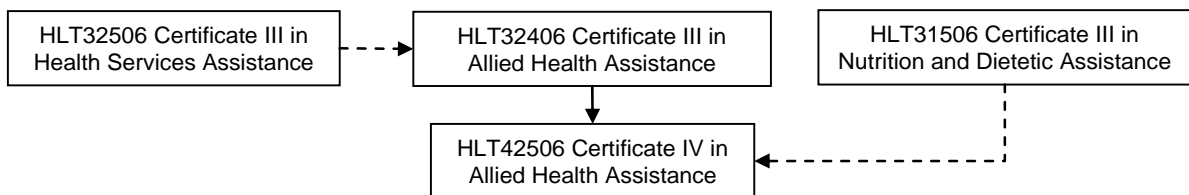
For example, in the Allied Health Assisting qualification pathways diagrammed below:

- there is a direct relationship between the Certificate III in Allied Health Assistance and the Certificate IV in Allied Health Assistance.
- the Certificate III in Nutrition and Dietetic Assistance has an indirect relationship with the Certificate IV in Allied Health Assistance in that it provides necessary pre-requisites for the Nutrition and Dietetic stream.
- the Certificate III in Health Services Assistance also has an indirect relationship with the Certificate IV in Allied Health Assistance in that workers with this qualification may choose to branch out into work in allied health and some of their skills and knowledge are required for entry into the Certificate IV in Allied Health Assistance.

**NOTE:**

In the diagrams below, solid arrows show direct relationships between qualifications and broken arrows indicate less direct pathways. The arrows simply indicate that learners may progress from one qualification to another, by building on acquired skills and knowledge and do not infer that one qualification is required for entry to another.

**Allied health assisting qualification pathways**



Learners may undertake a qualification through a number of entry points demonstrating the potential to undertake vocational education and training at a particular AQF level. Each qualification indicates up to three entry pathways and they are:

- completing a specific lower level qualification from the Health Training Package or other relevant qualification at the same AQF level or
- having partially completed a specific lower level qualification or
- having vocational experience and no lower level qualification.

**Skill Sets**

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others.

(From HLT07 Commonwealth of Australia 2007)

## **Skill Sets in Community Services Training Package**

### **Individual client support skill sets**

- Alcohol and other drugs skill set
- Basic foot care skill set – health focus
- Basic foot care skill set – community services focus
- Case management skill set
- Chronic disease self-management skill set
- Dementia support skill set – service delivery
- Dementia support skill set – planning and coordination
- Disability work skill set – active support of clients with a disability
- Disability work skill set – behaviour support
- Disability work skill set – disability advocacy
- Disability work skill set – disability support in employment
- Disability work skill set – people with a disability who are older
- High support and complex care skill set – aged care
- High support and complex care skill set – disability work
- Leisure and recreation skill set – program support
- Leisure and recreation skill set – planning and delivery
- Medication assistance skill set
- Mental health skill set – including respond to risk of suicide
- Mental health skill set – including recognise individuals at risk
- Palliative approach skill set – provide support
- Palliative approach skill set – plan and provide care
- Quality systems skill set for aged and community care sector

### **Community services and development skill sets**

- Homelessness support work skill set
- Pastoral care skill set
- Problem gambling skill set
- Social housing work skill set

### **Children's and youth services skill sets**

- Education support work skill set
- Family support services work (Old) skill set – provide support
- Family support services work (Old) skill set – coordination
- Middle childhood development skill set
- Working with families skill set

### **Client services skill sets**

- Career development practice skill set
- Employment services skill set – service delivery
- Employment services skill set – service coordination
- Financial literacy education skill set

### **Management and leadership skill sets**

- Community sector team leadership skill set
- Orientation skill set for managers new to the community sector

### **Skill Sets in Health Training Package 07**

- First Aid
- Infection Control
- Allied health assistance – physiotherapy skill set
- Allied health assistance – podiatry skill set
- Allied health assistance – occupational therapy skill set
- Allied health assistance – speech pathology skill set
- Allied health assistance – nutrition and dietetics skill set
- Aromatherapy skill set
- Reflexology skill set
- Audiometry skill set
- Client safety skill set
- Clinical coding skill set
- Dental radiography skill set
- Optical process work skill set



## Appendix 6 Supporting Partnerships

### Working in Partnerships - Useful information

#### Background

The introduction of the Australian Quality Training Framework (AQTF) and Training Packages has increased the opportunities for Registered Training Organisations (RTOs) to establish partnerships with organisations such as schools, enterprises, professional associations and industry bodies to offer a broad range of training and assessment services.

The establishment of such arrangements:

- increases people's access to nationally recognised qualifications
- ensures that national training and assessment arrangements meet industry requirements
- facilitates the efficient use of training and assessment resources
- promotes the exchange of ideas, information and resources between different groups in the national vocational education and training (VET) system.

Why collaborate?

One of the major reasons any organisation enters into a partnership arrangement with another organisation is that it allows the first organisation to outsource those activities which it cannot perform as profitably or competently as its partner.

Establishing a partnership arrangement provides an opportunity to share skills, effort, cost and resources for mutual benefit.

As this type of arrangement has key players working together, organisations are able to obtain services that directly address their particular needs at the time they need them.

Such partnership arrangements provide VET partners with opportunities to:

- share expertise, competencies and best practice
- reduce costs, by achieving economies of scale while using the distinctive capacities of other partners
- innovate, by bringing together different technologies and approaches to form new goods and services
- create new synergies between providers of training and enterprises that use training
- develop holistic assessment solutions
- promote and improve communication between diverse groups.

Non-registered organisations '... may enter into an agreement with a Registered Training Organisation (RTO) to deliver nationally recognised training or assessment services on behalf of the RTO and the RTO will be responsible for compliance with the AQTF for those services.

Under the AQTF, RTOs may enter into partnership arrangements with non-registered organisations (eg enterprises or schools) or other RTOs for the conduct of assessments, record keeping and quality assurance. Non-registered organisations may not wish to commit resources for the conduct of assessments, but they may be committed to having the outcomes of their training recognised. RTOs on the other hand may wish to utilise the expertise and worksites of other organisations to facilitate assessments. For these reasons, organisations and RTOs may enter into partnership arrangements to ensure the integrity and quality of the assessments and the maintenance of all aspects of the assessment system.

Partnership arrangements are often established to provide and/or share training and assessment services. However, this guide only deals with the ways in which assessment arrangements may be organised within partnerships.

### **Defining the terms**

To 'collaborate' is to work jointly.

Formal 'partnership arrangements' are the written agreements that are undertaken between an RTO and other organisations or RTOs. These arrangements enable the partners to share for mutual benefit their resources, effort, time, cost, responsibility and expertise. These arrangements are regulated by the Australian Quality Training Framework Standards for Registered Training Organisations (AQTF Standards for RTOs). These arrangements relate to situations in which assessment is conducted by an organisation on behalf of an RTO.

In this guide, the term 'organisation' refers to an enterprise, a school or other form of nonregistered organisation.

Within partnership arrangements the RTO that issues a qualification or a Statement of Attainment under the Australian Qualifications Framework (AQF) is referred to as the 'lead RTO'. The other RTOs, enterprises or schools are referred to as 'partner organisations'.

'Assessment' means the process of collecting evidence and making judgments on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace expressed in the relevant endorsed industry or enterprise competency standards. Assessment encompasses all forms, purposes and contexts under which competency based assessments can occur, for example, Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC), on-the-job assessment and off-the-job assessment.

A 'written agreement' is a formal document that records details of a partnership arrangement between a lead RTO and one or more partner organisations. It details

how each party will discharge its responsibilities for compliance with the AQTF Standards for RTOs. In this guide, 'written agreements' and 'formal agreements' mean the same thing.

Quality assurance of assessment is a planned and systematic process of ensuring that the requirements of the assessment system, competency standards and any other criteria are applied in a consistent manner. Quality assurance mechanisms or procedures are an integral part of an assessment system.

### Responsibilities of the partners

Regardless of the form that the partnership takes, it is the responsibilities of the partners that matter, not the nature of the partners.

The possible range of partnership arrangements between RTOs and partner organisations is varied. These variations can best be understood by establishing which organisation is responsible for each fundamental operation within the assessment and reporting process.

Therefore the variations in the partnership models depend on who has responsibility for:

- quality assuring the assessments
- developing the assessment tools
- collecting the evidence
- making the judgment
- issuing the AQF qualifications and/or Statement(s) of Attainment.

As indicated in the following table, there are three broad types of partnership arrangements within which assessments are conducted on behalf of the lead RTO.

**Table 1: Partnership arrangement models and responsibilities**

Responsibility for key aspects of assessment

Responsibility for key aspects of assessment					
Model	Quality assurance	Developing assessment tools	Collecting the evidence	Making the judgement	Issuing the qualification
A	RTO	RTO	Partner	Partner	RTO
B	RTO	Partner	Partner	Partner	RTO
C	RTO	RTO/Partner	RTO/Partner	RTO/Partner	RTO

As can be seen in Table 1, the RTO is always responsible for:

- quality assuring the assessments conducted on their behalf
- issuing the AQF qualification and/or Statement of Attainment.

However, the other operations within the assessment and reporting process may be the responsibility of either the lead RTO or the partner organisation.

Partnership arrangements occur within a broader social, legislative and regulatory context.

In most cases, the RTO should ensure that employers, employees and the relevant unions have been consulted and are aware of the nature and purpose of the partnership arrangement. This may involve discussions within both the lead RTO and the partner organisation(s).

While it is beyond the scope of this document to consider such obligations, all partners must ensure they comply with any obligations that they are legally or ethically bound to meet, including ensuring that key stakeholders within their organisations are informed of the partnership arrangements.

### **AQTF compliance requirements**

Under AQTF Standards for RTOs, RTOs must establish (and comply with) a written agreement with each organisation that provides training and/or assessment on their behalf. RTOs are also required to maintain a register of such agreements and take responsibility for the quality assurance that these agreements entail. RTOs should refer to their State or Territory Registering Body for any additional requirements that may relate to this Standard.

### **Formal agreement**

The written agreement should contain information about how each partner in the relationship will carry out their roles and responsibilities

### **Register**

The requirements for maintaining a register and the details that it should contain may differ according to the requirements of each State or Territory Registering Body. However, it is envisaged that the register will contain at a minimum the:

- names of the partner organisation(s)
- names of people legally responsible for the agreement within the partner organisation(s), eg Chief Executive Officers (CEOs)
- principal contact person
- unit(s) of competency and/or qualifications covered by the agreement
- summary of the services provided by each partner
- duration of the agreement
- critical review/reporting dates
- details of where the written agreement is stored.

## **Preparing To Collaborate**

### **Clarifying an intent to collaborate**

Both the lead RTO and the partner organisation need to establish a very clear picture of their organisations' needs, commitment, resources and strategic intent before inviting others into a partnership arrangement. Furthermore, it is important to establish the gaps that each organisation would be looking to fill in a potential partnership arrangement.

The sorts of questions that would be helpful to ask are listed below.

- What is the main reason for entering into an arrangement?
- How will this arrangement benefit each organisation?
- Is the current organisational climate favourable towards establishing such an arrangement?
- What represents a fair and equitable input of resources (personnel, money, materials, space and equipment) from each partner?
- How will each partner negotiate their expectations in terms of time and deliverables?
- Is there a sense that all partner representatives can work together?
- How will representatives from each partner be supported in a partnership arrangement?
- What attitudes and values does each partner bring to the partnership arrangement?
- What are the differences in culture that partner organisations have and are they likely to negatively influence collaboration?
- Is there a sound basis for mutual respect and teamwork?
- Are there any reasons why partners would not wish to be involved in a partnership arrangement?
- What are the likely strengths and weaknesses of the collaboration?

### **Understanding effective partnerships**

Once all partners have decided to form a partnership arrangement, time is well spent establishing a framework that deals with what will be achieved and how it will be achieved.

It is working on this together that is the key to achieving mutual agreement and building a climate of respect, trust, honesty and integrity. It is important that all partners state their key interests, intent and needs before developing the details of the partnership.

A successful partnership allows time to build the relationship and invests much of its effort in establishing the ground rules. Naturally, knowing what things can cause problems in the development of effective relationships will help partners to avoid getting into difficulties.

More importantly, knowing the things that need to be done to build a strong partnership means true collaboration is more likely to be achieved.

Some of the crucial features of good working relationships are:

<ul style="list-style-type: none"> <li>• a common vision</li> <li>effective leadership</li> <li>• fair division of power</li> </ul>	<ul style="list-style-type: none"> <li>• clear, achievable outcomes</li> <li>• no hidden agendas</li> </ul>	<ul style="list-style-type: none"> <li>• an action plan</li> </ul>
<ul style="list-style-type: none"> <li>• fair distribution of responsibilities and risks</li> <li>induction procedures for new members</li> <li>willingness to accommodate the partner's organizational culture</li> <li>industrial relations issues identified and information disseminated</li> <li>continuous revision of the partnership arrangement</li> </ul>	<ul style="list-style-type: none"> <li>adequate time spent in drawing up arrangements</li> <li>clearly expressed compliance requirements</li> <li>established and documented support networks behind each partner</li> <li>commitment from managers/supervisors/committees/unions</li> <li>compatible and effective ways of communicating</li> </ul>	<ul style="list-style-type: none"> <li>• defined roles and responsibilities</li> <li>agreed and realistic goals</li> <li>agreed strategies to share information and resources</li> <li>committees to include the appropriate stakeholders</li> <li>ability and willingness to change when necessary</li> <li>measures of progress and criteria for success</li> </ul>

### Negotiating the details

Initial discussions about possible partnership arrangements will involve consideration of all aspects of the potential agreement.

The lead RTO and partner organisations need to identify and clarify the nature of the assessment and quality assurance arrangements prior to establishing the agreement. This should involve discussions with employee and employer representatives, including union representatives and site consultative committees, and other stakeholders in the training and assessment arrangements.

The initial stages of a partnership arrangement require a great deal of effort. However, such preparation determines each partner's willingness to work together and provides an opportunity for partners to assess whether or not it is in their interest to proceed.

This initial process of thinking through the issues and requirements is valuable even if the partners decide not to continue with a partnership arrangement. If they do, their independent evaluations will have provided a solid foundation on which to proceed with negotiations of the formal agreement.

Decisions from this phase of the discussions between partners can then be translated into the final negotiations for the agreement. Remember, the lead RTO is always responsible for quality assuring the assessments conducted on its behalf and issuing the relevant AQF qualification or Statement of Attainment.

At the same time, it should be understood that the partner organisation is purchasing a service from the lead RTO and the partner will be interested in the ability of the lead RTO to deliver what is agreed.

Remember to consider the following:

Target candidates	Who are the candidates to be assessed under the partnership arrangement?
Target Training Package(s), unit(s) of competency or accredited course	What Training Package(s), unit(s) of competency or accredited course(s) are to be assessed?
Timing	What is the timeline for the agreement? When must assessments occur? Are there external factors, such as business issues, which may impact on the timing?
Assessor requirements	What are the assessor requirements outlined in the Training Package(s)? Are there any other requirements that assessors will need? Is there a need for further training or support?
Assessment policy, processes and tools	Does the partner organisation have an established assessment policy and processes?
Whose grievances and appeals policy will be used?	To whom will candidates appeal if they have concerns about their assessment?
Are the assessment tools already available?	Have existing tools been validated? If no tools are available, will these need to be developed in collaboration or will one partner take responsibility for the development?
Information on assessment	Who will be responsible for providing assessment information to the candidates and the assessors? What form will this take? If information is not already available, who will develop it? What rights in the assessment process will the candidates have?

Collecting the evidence and making the judgment  
Recording and reporting

What types of evidence are agreed to be appropriate? How will the evidence be collected? Who will collect it? Who will make the judgment?

What records of assessment will be needed? What form will the records take? How will information on the recognition or achievement of unit(s) of competency be transmitted to the lead RTO?

Communication approaches

Who will be the contact person from each partner? How and when will induction, planning, implementation and review meetings occur? How will key stakeholders in the agreement be involved?

Quality assurance

What quality assurance strategies will be used? What information will be gathered? At what stages during the period of the agreement will evaluation occur? Who will be involved in the review? How will improvements be actioned? How will improvements be documented?

## The Formal Agreement

### Introduction

Under the AQTF Standards for RTOs, RTOs are required to establish a written agreement with each organisation that provides training and/or assessment on their behalf.

These written agreements can take a number of forms, including:

- Memorandum of Understanding
- Memorandum of Agreement
- Service Agreement
- Letter of Agreement.

Remember that it is a good idea to check with a legal adviser before entering into any partnership arrangement. Partners do not want to be in the position of promising a service they cannot provide or that their organisation is not willing or able to support. There may be people who can provide the necessary advice within each organisation.

### Types of agreements

- Memorandum of Understanding

A Memorandum of Understanding (MOU) is a document setting out the arrangements under which two or more organisations will work in relation to something. It is not an agreement or a contract which is enforceable in the courts. An MOU usually



describes, in broad general terms, the areas of mutual interest that are to be addressed cooperatively by the organisations involved in the partnership. Its main virtue is that it commits things to writing, lessening the room for misunderstanding.

- **Memorandum of Agreement**

A Memorandum of Agreement (MOA) is an agreement in writing, usually formal and enforceable in a court of law. It must therefore comply with the law of contract by having valuable consideration (for example, money) and be between separate legal entities with the capacity to enter into contracts.

- **Service Agreement**

A Service Agreement is an MOA relating to a service that one of the parties to the contract is to deliver or undertake on behalf of the other party or parties. To be enforceable, it must satisfy the elements mentioned under Memorandum of Agreement above.

- **Letter of Agreement**

A Letter of Agreement is a form of MOA set out on letterhead. It usually requires the other party to sign at the foot of the letter or to respond with their agreement to the terms and conditions stated in the letter. It is not uncommon for agreements to be negotiated and formalised by letters between parties. Provided the agreement is clear and the other elements as identified above are satisfied, Letters of Agreement are as good a way as any to proceed.

### **Deciding which agreement to use**

A good formal agreement will clearly establish the basic rules under which a partnership arrangement will operate. The type of agreement chosen will be influenced by:

- the policies and procedures on partnership arrangements set by an organisation and those in the organisation(s) with whom there is a proposed collaboration
- how much an organisation is required to put into the partnership in terms of money,
- time and effort
- the degree of risk that may be entailed in the partnership.

Because an MOU is not legally enforceable, it is best used in partnership arrangements which entail a low level of risk for the lead RTO and the partner organisations, or where the partners are not separate legal entities. As the potential risk increases it is wise to ensure that the contracts between partners are enforceable in a court of law.

Some of the important factors involved in low risk and high risk partnership arrangements are set out in the following decision table. Use this table to make an assessment of risk before deciding which agreement to use.

Table 3: Decision table: risk assessment

<b>Low risk</b>	<b>High risk</b>
Memorandum of Understanding	Memorandum of Agreement, Letter(s) of Agreement, Service Agreement
Limited commitment of money, resources, effort and people	Extensive commitment of money, resources, effort and people
Simple roles and responsibilities	Complex roles and responsibilities
Simple and straightforward quality assurance processes	Detailed and complex quality assurance processes
Program delivered over a short period of time	Program delivered over an extensive period
Low number of learners	High number of learners
A single partner in the partnership arrangement	A range of partners involved in the partnership arrangement

### **The use of proformas in writing formal agreements**

A proforma is another name for a sample document.

There is no problem with one party sending its proforma contract or agreement to the other stating that this is the form they would like the agreement to follow. It is important to check with the relevant State or Territory Registering Body and each organisation to determine what is acceptable.

It is a matter of negotiation, but legal advice is always that it is the content which is important, not the form. Make sure whatever is signed satisfies the elements of an enforceable agreement or contract and the form will not matter.

### **Preparing the agreement**

While it may be appropriate to use a proforma as a guide, it is critical that each agreement is written to suit the particular requirements of each relationship into which an organisation is entering. In other words, make sure that the content matches the intent.

### **What should be contained in a written agreement?**

There is no standard approach to writing an MOU or any of the other forms of agreement outlined previously. Nor are there set rules for what should be contained in

an agreement document (except for formal requirements) although some components are advisable and others optional.

A list of the key sections which may be included in a written agreement are outlined below.

- Description of collaborating organisations
  - name and status of lead RTO and partner organisation(s).
- Objectives and scope
  - a statement of purpose
  - a description of goals and expectations
  - the justification for the arrangement
  - identification of other compliance requirements, for example, Australian Apprenticeships regulations, licensing.
- The nature of the collaboration
  - the ways in which the partners will collaborate
  - the services which are to be provided by the lead RTO, including such things as provision of quality assurance processes, moderation and evaluation, record keeping and records maintenance plus the issuance of qualifications and/or Statement(s) of Attainment
  - the services that are to be provided by the partner organisations.
- Definitions and interpretations
  - clear explanation of key terms.
- The terms of the agreement
  - indication of the duration or proposed life of the agreement
  - the way in which amendments are to be negotiated and agreed in consultation with collaborating partners
  - processes for renewal or extension of the formal arrangement.
- Organisation and management of the agreement

Under this heading it is wise to allocate the various activities to each organisation in the partnership arrangement, for example, under subheadings for the lead RTO and for each of the partner organisations.

For the lead RTO, this needs to include quite specific information on the roles and responsibilities of the personnel involved in the various components of the partnership. For example, the document should include:

- the name and contact details of the principal contact person for this particular agreement
- clear guidelines on lines of communication and agreed processes for communicating within and across the collaborating organisations, for example team meetings, assessor meetings
- details of record keeping associated with delivery and assessment, including what, when, how and by whom this will be managed
- an outline of the advice that can be provided on quality assurance of assessment and also how the lead RTO will be involved

- a framework for monitoring and evaluating the achievement of the objectives set by the agreement
- a strategy for ensuring the timely issuance of AQF qualifications and/or Statement(s) of Attainment.

For the partner organisations, this section needs to include quite specific information on the roles and responsibilities of the personnel involved in the various components of the partnership. For example, the document should include:

- the name and contact details of the principal contact persons and coordinators for this particular agreement
  - an outline of the qualifications of staff involved plus relevant facilities and learning resources required for delivery and assessment
  - details of maintenance of record keeping associated with delivery and assessment of programs, including how and by whom this will managed and submitted to the lead RTO
  - an outline of how personnel will be involved in the quality assurance processes agreed to on the advice of the lead RTO
  - an outline of involvement in the processes for monitoring and evaluating the achievement of the objectives set by the agreement.
- Resources and facilities
    - a description of the equipment, learning materials and facilities that will be contributed by each of the collaborating partners.
  - Financial arrangements
    - the details of the fees, charges and disbursements associated with the arrangement.
  - Quality assurance

Under this heading outline the lead RTOs obligations in relation to assuring the quality of all aspects of assessment, including the:

- assessment system
  - assessment processes
  - assessors
  - collection of evidence
  - making of the judgment.
- Communication and exchange of information
    - an outline of how information generated by the partnership is to be handled by all parties to the agreement
    - an outline of agreed lines of communication and strategies for communicating, for example team meetings, information sharing and consultations
    - details relating to confidentiality.

- Intellectual property
  - description of who retains the rights to any intellectual property produced.
- Marketing and publicity
  - an outline of how and what activities will be promoted.
- Settlement of disputes
  - a description of the process for resolving disputes that may arise among the partners to the agreement.
- Review and evaluation
  - mechanisms for deciding how the overall objectives of the collaboration have been achieved, for example seeking feedback from candidates, partners and other key players
  - strategies for regular review of operational processes and issues, such as collection of relevant data (e.g. success rates and reassessments) and team meetings.

### **Further headings**

Other items such as disclaimers, transfer and assignment, warranty and indemnity as required.

- **Effective dates and signatures**

Appropriate authorities from each partner involved in the collaboration.

- **Schedules**

These may include details of what will be assessed under the agreement, including details of the relevant Training Package(s) and a full listing of the qualifications to be covered.

### **Evaluating the chosen quality assurance strategies**

Once partners have identified the quality assurance strategies to use, they should work out how they will evaluate the implementation of the strategies. This means quality assuring the quality assurance! This process should not be too complicated.

As each quality assurance strategy is evaluated it is important to record how the processes can be improved. From this, partners can then determine what actions need to be taken to continue to improve quality assurance strategies. It is important to record this stage of the evaluation process, as these documents will provide evidence for audits (which may be undertaken by a State or Territory Registering Body).

## **Making the agreement work**

For lead RTOs and organisations, the continued success of a partnership arrangement regularly depends upon how well it is maintained, and how prepared partners are to communicate and learn from the experience. The chances of success are increased if evaluation is carried out continuously, if the relationship is actively nurtured and if the partnership is concluded properly.

## **Fostering continuous improvement**

Effective maintenance of a partnership arrangement involves all partners in collecting data on whether they are achieving what they set out to do. This involves evaluation.

The details of how this will be conducted should have been set down in the formal agreement.

However, evaluation also occurs on an informal basis and continuous feedback can be the most valuable information to act upon. How is evaluation fostered within the partnership?

When giving feedback, try to frame it positively; that is, emphasise what it is working well, and then ask how other aspects of the program might be made to work as well, rather than only pointing out what is not working well.

If there is dissatisfaction, partners should say how they would prefer things to be, not merely that they are dissatisfied.

Accept informal feedback, otherwise the first indication that a partner is not happy might be when program evaluations are received or when an offer to renew the agreement is declined.

Remember, through ongoing evaluation the partnership arrangement can be reshaped so that it continues to suit all parties.

## **Nurturing the relationship**

Lead RTOs or partner organisations should continue to do those things that they promised they would do when they formed the partnership arrangement.

They should also:

- meet regularly to conduct progress checks and to re-focus everyone's energies
- be frank, honest and open in discussions with each other about the arrangement
- be sure that the division of labour and resources is fair and keep checking that workplans reflect any changes in circumstances
- follow the conflict management plan that was agreed to if problems arise; do not leave seeking external assistance until it is too late
- respect each other's confidentiality, especially in contexts where issues are commercially or politically sensitive for a partner

- celebrate successes, especially where they have been achieved in the face of difficulty, such as where a challenge has been transformed into an opportunity for improved service
- emphasise quality rather than quantity
- make sure that new staff are inducted properly and introduced formally to their contacts in partner organisation(s)
- publicly acknowledge individual achievements
- respect partners' other obligations, for example, the demands of their other work, their external compliance requirements, their organisational values and culture
- provide ongoing professional development for team members
- be willing to take risks.

### **Concluding the partnership arrangement**

Eventually, the timeframe for the partnership arrangement will come to an end. The activities associated with this ending are sometimes referred to as 'closure'. As that time approaches, all partners within the agreement should prepare to meet in order to debrief.

At this time these questions might be asked.

- Were the goals reached?
- Was the experience of working together a rewarding one?
- Are there lessons to be learned from this partnership that can be applied to future relationships, whether they be with the current partners or future ones?
- How effective was the planning?
- Was the partnership effectively and fairly managed?
- Was the budget acquitted to the satisfaction of all partners?

Whether it is decided that this present collaboration should be renewed, or whether there is a decision to part company, all partners will have learned useful lessons from this exercise, and a process like this brings the collaboration to a constructive close.

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## Memorandum of Understanding

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This document represents an agreement between

**ORGANISATION 1 (The lead RTO)**  
and  
**ORGANISATION 2 (The partner organisation)**

**Provision of advice on training and assessment, the quality assurance of assessment and the issuance of AQF qualification and/or Statement of Attainment.**

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### INTRODUCTION

1. This Agreement is designed to provide a framework for the development of a constructive, cost effective partnership between Organisation 1 (the lead RTO) and Organisation 2 (the partner organisation).
2. It is based on recognition of the responsibility of both parties to contribute to the broad strategies of a quality assured assessment system as prescribed under the Australian Quality Training Framework requirements for XXXXXXXXXXXXXXXX.
3. It should serve the mutual benefit of both parties by providing an agreed understanding of operating arrangements.

### PURPOSE

The purpose of this agreement is to record the agreement of **Organisation 1** (the lead RTO) to provide advice on training and assessment, to quality assure that assessment and to issue credentials attained.

### PERIOD OF AGREEMENT

1. The Agreement will take effect from XXXXXXXXXXXXXXXX. It will be renegotiated as appropriate to reflect the ongoing nature of the service provision.
2. The Agreement may be varied at any time by mutual agreement with the changes noted and the details recorded as an additional Appendix.
3. It is the intention that any practical difficulties encountered are resolved by the parties in a cooperative and practical manner. As a consequence, there is no provision for either party to walk away from the arrangement or cancel it prematurely.

### THE SERVICE PACKAGE

**Organisation 1** (the lead RTO) will provide the following services:

#### 1. Assessment support and quality assurance

- a) Provide orientation training and professional development for Organisation 2's (the partner organisation) workplace assessors and workplace supervisors in accordance with terms separately agreed in writing between the parties;



- b) Work with Organisation 2 (the partner organisation) to evaluate the existing assessment tools, information for assessors and information and feedback for candidates to ensure that they meet audit and quality requirements;
- c) Establish a timetable for validation meetings with assessors from Organisation 2 (the partner organisation);
- d) Set up a system for the interchange of information on candidate progress and results to Organisation 1 (the lead RTO) according to agreed timelines;
- e) Record all assessment results and maintain candidate records on its usual system for recording applications for assessment and awards;
- f) Validate the assessment undertaken by the assessors of Organisation 2 (the partner organisation) by examining a 10% sample of all assessments completed in a calendar year.

## **2. Working arrangements**

To ensure effective functioning of the arrangements, each party is to nominate the operational manager contacts who will carry general responsibility for operations, performance delivery, review and problem resolution.

Operational managers are: XXXXXX for the lead RTO and XXXXXX for the partner organisation.

## **PROVIDER RESPONSIBILITIES**

The provider (the lead RTO), as part of the constructive partnership, accepts responsibility for:

1. the delivery of agreed services in a competent, ethical and professional manner.
2. seeking at all times to deliver quality and value to the client on schedule and to budget.
3. following the procedures set out in the Agreement.
4. participating constructively in the monitoring and quality assurance process.
5. providing a regular report to the partner organisation on the outcomes of the validation of assessment.
6. notifying the partner organisation as soon as possible of any major concerns, issues or opportunities relating to the services provided.
7. treating in confidence information obtained or provided in the course of negotiating, or monitoring the arrangements covered in this Agreement and undertaking not to divulge that information to any parties without prior written authority.
8. issuing AQF qualifications and/or Statement(s) of Attainment.

## **CLIENT RESPONSIBILITIES**

The client (the partner organisation), as part of the constructive partnership, accepts responsibility for:

1. regarding the lead RTO as the preferred provider of the services outlined in the Agreement.
2. acting in a competent, ethical and professional manner.
3. providing timely and detailed forward planning to maximise the cost and other benefits from the quality assured training and assessment system.
4. regularly sharing the outcomes of this planning with the lead RTO to enable them to plan ahead more effectively and, in so doing, better serve clients.
5. acknowledging and considering professional advice given by the lead RTO.
6. following all procedures set out in the Agreement.
7. notifying the lead RTO as soon as possible of any major concerns, issues or opportunities relating to the services provided.
8. participating constructively in the monitoring and quality assurance process.
9. treating in confidence information obtained or provided in the course of negotiating, or
10. monitoring the arrangements covered in this Agreement and undertaking not to divulge that information to any parties without prior written authority.

## **FEES AND CHARGES**

According to organisational policy and agreement between parties.

## **REPORTING**

All candidate results and details of assessment will be forwarded by Organisation 2 (the partner organisation) to Organisation 1 (the lead RTO) for recording and reporting in line with that organisation's policy and procedures.

## **EVALUATION**

1. Several times during the life of the Agreement, participants in the arrangement will meet to review the partnership. The following will be evaluated:

- a) feedback from candidates
- b) feedback from assessors
- c) communication strategies
- d) all aspects of the quality assurance process
- e) administrative issues
- f) other issues as identified.

2. Where agreed by partners in the partnership arrangement, modifications will be made to the working arrangements and the Agreement in accordance with the findings of the evaluation.

3. What constitutes 'several times' will depend on the life of the agreement.

**SIGNATORY BLOCK**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: *For example, the Director*

Title: *For example, the Manager, HRM*

Name of Organisation 1 (the lead RTO organisation)

Name of Organisation 2 (the partner organisation)

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## Memorandum of Understanding

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This document represents an agreement between

**ORGANISATION 1 (The lead RTO)**

and

**ORGANISATION 2 (The partner organisation)**

**Provision of advice on training and assessment, the quality assurance of assessment and the issuance of AQF qualification and/or Statement of Attainment.**

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This document represents an agreement between

**Name of lead RTO**

and

**Name of partner organisation**

### **Description of collaborating organisations**

Under here include a brief description of the lead RTO and the partner organisations.

For example, (The name of the lead RTO) is a Registered Training Organisation for the purpose of providing training, assessment and credentials in vocational education and training.

(Name of partner organisation) is a company that undertakes training and assessment of workers in the industry against the XXX Training Package and wishes to have that training and assessment recognised and qualifications and/or Statement(s) of Attainment awarded.

### **Objectives and scope**

Under here include a statement of purpose. Other things that can also be covered in this section are a brief description of goals and expectations, a justification for the arrangement or the identification of other compliance requirements, for example, New Apprenticeships regulations and licensing.

### **The nature of the collaboration**

Under here you need to describe the ways in which the partners will collaborate.

Outline the services which are to be provided by the lead RTO, including such things as advice on quality assurance processes, moderation and evaluation, record keeping, records maintenance and the issuance of credentials.

Outline the services that are to be provided by the partner organisation(s).

## **Definitions and interpretations**

If there are specific terms that need to be made clear, they should be included here. For example, you might want to make it very clear what you mean when you talk about the 'materials' that are used in the partnership. Therefore, you would provide a definition of 'materials' (documents, equipment, stored data).

## **The terms of the agreement**

Here you need to include the duration or proposed life of the agreement, how amendments are to be negotiated and agreed in consultation with collaborating partners, and processes for renewal or extension of the formal arrangement.

## **Organisation and management of the agreement**

Under this heading it is wise to allocate the various activities to each organisation in the partnership arrangement, e.g. under subheadings for the lead RTO and for each of the partner organisations.

### **The lead RTO**

For the lead RTO this needs to include quite specific information on the roles and responsibilities of the personnel involved in the various components of the partnership. For example, the document should include:

- the name and contact details of the principal contact person for this particular agreement
- clear guidelines on lines of communication and agreed processes for communicating within and across the collaborating organisations, e.g. team meetings, assessor meetings
- details of record keeping associated with delivery and assessment including what, when, how and by whom this will be managed
- an outline of the advice that can be provided on quality assurance of assessment and also how the lead RTO will be involved
- a framework for monitoring and evaluating the achievement of the objectives set by the agreement
- a strategy for ensuring the timely issuance of certification/qualifications.

### **Partner organisation**

For the partner organisation this needs to include quite specific information on the roles and responsibilities of the personnel involved in the various components of the partnership. For example, the document should include:

- the name and contact details of the principal contact person/coordinators for this agreement
- an outline of the competencies/qualifications of staff involved and relevant facilities and learning resources required for delivery and assessment

- details of maintenance of record keeping associated with delivery and assessment of programs including how and by whom this will be managed and then submitted to the lead RTO
- an outline of how personnel will be involved in the quality assurance processes agreed to on the advice of the lead RTO
- an outline of involvement in the processes for monitoring and evaluating the achievement of the objectives set by the agreement.

### **Resources and facilities**

Under this heading you need to identify the equipment, learning materials and facilities that will be contributed by each of the partners.

### **Financial arrangements**

Here include details of the fees, charges and disbursements associated with the arrangement.

### **Quality assurance**

Here set out clearly the lead RTOs obligations in relation to assuring the quality of all aspects of the assessment including the assessment system, the assessment processes, the assessors, the assessment evidence and the assessment judgments.

### **Communication and exchange of information**

Under here include an outline of how information and data that is generated by the collaboration is to be handled by all parties to the agreement. Include issues of confidentiality.

### **Intellectual property**

Here you will need to include details of who retains the rights to the intellectual property if produced.

### **Marketing and publicity**

Include a simple outline of how and what activities will be promoted here.

### **Settlement of disputes**

In this important section, describe the process for resolving disputes that may arise among the partners to the agreement.

## **Review and evaluation**

Here set out your plan and methods of determining whether you have met your objectives. Include how you will get feedback from candidates, your partners and any other key players that you think will provide information on the effectiveness of your partnership arrangement.

You should also set out your strategy for regularly reviewing your operational processes and identifying issues of concern. Success rates and reassessments are data that is worth collecting.

## **Further headings**

There may be other items such as disclaimers, transfer and assignment, warranty and indemnity that you want to include here.

## **Effective dates and signatures**

Do not forget that for a written agreement to have the impact you need, appropriate authorities from each partner involved in the partnership, and all partners, should sign the document.

## **Schedules or appendices**

Schedules or appendices may include details of what will be assessed under the agreement, including details of the relevant Training Package(s) and a full listing of the qualifications to be covered.<sup>1</sup>

## **SIGNATORY BLOCK**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: *For example, the Director*

Title: *For example, the Manager, HRM*

Name of Organisation 1 (the lead RTO)      Name of Organisation 2 (the partner organisation)

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

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<sup>1</sup> Assessment using partnership arrangements –source document

## Appendix 7 Funding Opportunities

### Information re Funding Opportunities worksheet

(Use this worksheet to keep up to date with funding opportunities)

Source	Name of Funding Available	Details of funding	Eligibility	Amount	Other
DHS	YES	<p>For each YES trainee employed full-time for 12 months.</p> <p>For full-time apprenticeships, a wage subsidy will be provided for each apprentice employed for three years.</p> <p>For school based apprenticeships a subsidy of will be paid following completion.</p>	<p>YES is targeted at unemployed and disadvantaged youth.</p> <p>Employers within the department <b>and its controlled entities</b></p> <p><b>Targeting:</b> Victorians aged between 16 and 24 who:</p> <ul style="list-style-type: none"> <li>▪ Low educational attainment or attended a special school</li> <li>▪ Long term unemployed (12 months or more)</li> <li>▪ Disadvantaged in English literacy</li> <li>▪ Have a disability</li> <li>▪ Previous offender</li> <li>▪ Indigenous Australians</li> <li>▪ Retrenched from your last job</li> </ul>	<p>\$4,500</p> <p>\$7,500</p> <p>\$1,800</p>	<p>(paid in two instalments)</p> <p>(paid in three instalments)</p> <p>(paid in one instalment)</p> <p>These subsidies are in addition to any subsidies that might be available through the Commonwealth Government.</p>



<b>Source</b>	<b>Name of Funding Available</b>	<b>Details of funding</b>	<b>Eligibility</b>	<b>Amount</b>	<b>Other</b>
Australian Apprenticeship Centres	Australian Apprenticeships				

## Financial benefits of Apprenticeships and Traineeships

### Financial Incentives for Employers

Incentive / Allowance Certificate	Certificate II (in \$)	Certificate III / IV (in \$)	Selected Diploma / Advanced Diploma (in \$)
Standard Commencement	1,250	1,500	1,500
Standard Recommencement for employers recommencing a Certificate III or higher	N/A	750	750
Standard Completion	N/A	2,500	2,500
Shared Completion	N/A	N/A	N/A
75%	N/A	1,875	N/A
50%	N/A	1,250	N/A
25%	N/A	625	N/A

### Additional and Special Incentives

Rural and Regional Skill Shortages Commencement	N/A	1,000	N/A
Group Training Organizations Completion for Certificate II Australian Apprenticeships	1,000	N/A	N/A
Declared Drought Areas:			
• Commencement	1,500	n/a	n/a
• Completion	1,500	n/a	n/a
Mature Aged Workers (45 and over) who have been welfare dependent, those returning to the workforce or those made redundant	750	750	750
• Commencement	750	750	750
• Completion			
Australian School-based Apprenticeships Commencement	750	750	750
Australian School-based Apprenticeships Retention	750	750	750
Innovation Commencement	N/A	1,100	N/A

## Reference Material:

[www.austlogistics.com.au/dmdocuments/factsheet\\_workforce\\_planning.pdf](http://www.austlogistics.com.au/dmdocuments/factsheet_workforce_planning.pdf)

Community Services Training Package CHC08 (available [www.ntis.gov.au](http://www.ntis.gov.au))

[http://www.dest.gov.au/sectors/training\\_skills/policy\\_issues\\_reviews/key\\_issues/national\\_training\\_system/Default.htm](http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/national_training_system/Default.htm)

<http://en.thinkexist.com/quotes>

Health Training Package HLT07 (available [www.ntis.gov.au](http://www.ntis.gov.au))

<http://www.hcscareers.vic.edu.au/index.php>

<http://leadershipskills.org.au/general/is-there-an-increasing-need-for-leadership-or-is-it-all-just-hype/>

<http://www.leadership.org.au/index.htm>

**NT Community Sector - Workforce Strategy Project**, 2008, NTCOSS and the Northern Territory Department of Education and Training (DET),  
[www.ntcoss.org.au/news/2009/02/nt-community-sector-workforce-strategy-project](http://www.ntcoss.org.au/news/2009/02/nt-community-sector-workforce-strategy-project)

**Recruitment and Retention in the Community Sector: A snapshot of current concerns, future trends and workforce strategies**, 2007, Victorian Council of Social Service  
[www.ncoss.org.au/projects/workforce/downloads/RecruitVCOSSpaper07.doc#\\_Toc177368757](http://www.ncoss.org.au/projects/workforce/downloads/RecruitVCOSSpaper07.doc#_Toc177368757)

[http://www.tpatwork.com/back2basics/sb1\\_theationalvoca.htm](http://www.tpatwork.com/back2basics/sb1_theationalvoca.htm)

[www.workforceinfoservice.sa.gov.au/strategy](http://www.workforceinfoservice.sa.gov.au/strategy)