



Training and Assessment Strategy

**Lean Short Courses
Skill Sets / Units of Competency**

2021-2023



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Document History

Version #	Date	Changes/Updates	Approved by
1.0	1/10/2021	First version	CEO

I. RTO Details

Qualification Code & Title	Various Units of Competency from the Competitive Systems and Practices qualifications		
RTO Name	People Improvers Pty Ltd		
Address	Registered Office First Floor 18 Mount Street Burnie Tas. 7320 Office; 89 Reibey Street Ulverstone, TAS 7315		
Contact Person	Cheryl Fuller, RTO Manager		
Prepared by	Michael Bonney CEO		
Approved by Name Signature Date	Directors:		
	Michael Bonney		22.10.2021
	Clynton Jaffray		22.10.2021
Implemented	November 2021		
RTO Profile	Tasmanian based – Registered Training Provider with ASQA, RTO ID number 45208. Offering funded and fee for service programs to domestic students		
H.E. Articulations for this Qualification	N/A		
Professional Associations	Tasmanian Minerals, Manufacturing and Energy Council, Central Coast Chamber of Commerce and Industry,		
Advisory Bodies	TMEC, UTas University College		

II. Course Details

Description	<p>Single or multiple Units of Competency from the Competitive Systems and Practices Qualifications can be of benefit when delivered as stand alone units.</p> <p>Our clients are evidencing demand for a short course of Lean Units. This Training and Assessment Strategy provides broad guidelines for the delivery of this training.</p>
Aims and Outcomes	<p>Aims and Outcomes are explained in the Application section of the Unit Outline at training.gov.au</p>
Supported Job Roles	<p>Supported job roles include but are not exclusive to:</p> <ul style="list-style-type: none"> • Individuals responsible for the implementation of work practices for a team or work group, or as a specialist in competitive systems and practices • Process or operational specialists in production, office, transport and logistics • Members of project teams implementing competitive systems and practices (continuous improvement) • Individuals who must support, facilitate or lead the work of others, for example, team leaders
Licensing/Regulatory Information	<p>No licensing, legislative or certification requirements apply to these skill sets at the time of publication.</p> <p>This course does not lead to any vendor endorsement or professional license/registration.</p>
Mode of Training	<p>Face-to-Face in a classroom environment.</p> <p>Face-to-Face Distance via online Microsoft Teams or similar platform.</p>
Learning Environment	<p>As above.</p>
Learning Outcomes (AQF Specification)	<p>Assessments are appropriate to the AQF level being undertaken.</p>

Target Audience	<p>This training is aimed at existing or prospective workers wishing to gain or enhance knowledge and skills in competitive systems within operational, production, maintenance, and office environments.</p> <p>This program will be delivered to permanent residents/citizen of Australia with residence in Tasmania when under Skills Tasmanian funding arrangement, and / or elsewhere in Australia when under private funding arrangements.</p> <p>Key Audience Characteristics:</p> <ul style="list-style-type: none"> ▪ Domestic students; multi-industry groups ▪ Various age groups of both gender ▪ Primarily existing workers or candidates with prior work experience in an operational environment ▪ Limited through to extensive experience in their field 	
Entry Requirements	Learners	<ul style="list-style-type: none"> ▪ Proof of Australian citizenship/permanent residency if required. ▪ Satisfactory eligibility criteria if applying for a funded place. ▪ Satisfactory LLN levels. ▪ Access to existing workplace
	Qualifications/Other Requirements	<p>These Units have no formal entry requirement.</p> <p>This training assumes that a learner has current or past work experience where operational or technical skills have already been gained.</p> <p>Entry is reliant on completion of a pre- training assessment conducted to ensure the learner has access to an existing workplace unless training is specifically designed for school aged students or job seekers.</p>
Academic Pathways	N/A	
AQF Criteria	<p>Broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning.</p> <ul style="list-style-type: none"> • A broad range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to: <ul style="list-style-type: none"> ▪ Complete routine and non-routine activities <p>Theoretical and practical knowledge and skills for specialised/skilled work and/or further learning.</p>	

III. Training Program

Training Package	MSS - Sustainability Training Package		
Packaging Rules	N/A		
Units of Competency	Various Units may be utilised for Lean Short Course training, however current industry demand is for the following:		
	Unit Code and Title	Type	Nominal Hours
	MSS402040 Apply 5S Procedures	N/A	40
	MSS402051 Apply Quality Standards	N/A	30

IV. Training Arrangements

Course Duration and Organisation of Training	<p>Training delivery and assessment is programmed to consider the following:</p> <p>Nominal Hours Profile of cohort (including level of formal learning experience) Structure of workplace hours (including shift work, access to staff) Time required between classroom training and completion of workplace assessments Client (employer) preferences Collective or individual assessments / presentations.</p> <p>Assessment will be tailored to a student or group’s workplace needs, lean principles, tools and culture.</p> <p>Assessment can be tailored to a student’s needs. For each unit, candidates are provided with learning material.</p>
Resources and Student Information	<p>All materials and extensive support resources are available during the workshop.</p> <p>When/as required students will be provided with all necessary resources including internet connection, printing and photocopying facilities, and course learning materials to enhance their learning experience and complete their assignments.</p> <p>Upon enrolment, students will receive:</p> <ul style="list-style-type: none"> ▪ Student Handbook containing all information required about their expectations and obligations with the RTO ▪ Course information and key policies and processes <p>At the commencement of training students will receive:</p>

	<ul style="list-style-type: none"> ▪ Induction package outlining objectives, requirements, roles and expectations ▪ Learning materials; all classroom content and assessments. Electronic templates for assessments if required.
Training Approach	<p>The intent of the training structure is for students to be instructed on the tools of Competitive Systems and Practice and be provided with the opportunity for practical implementation through workplace assessments either individually or in existing workplace groups.</p>

Delivery Schedule
<p>The units of competency will be delivered as:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Stand-alone units <input type="checkbox"/> Clusters of units <input type="checkbox"/> Combination of stand-alone and clustered <p>Session Plans for the delivery of each Unit outline the delivery in detail.</p>

V. Assessment Arrangements

RPL and Credit Transfer	<p>All learners will be asked to confirm that they have not previously undertaken the Unit in question.</p> <p>RPL and Credit Transfer do not apply.</p>
Language, Literacy and Numeracy (LLN)	<p>LNN requirements will be assessed and addressed in line with the 'LLN Assessment and Support Guide – Short Courses' framework.</p>
Assessment Strategy	<p>Assessments will be organised in formative (practice and feedback) and summative tasks, to be completed within a specified period.</p> <p>Types of assessments used are:</p> <ul style="list-style-type: none"> • Written and practical tasks • Observation of activities • Questions and answers
Reasonable Adjustment	<p>LNN requirements will be assessed and addressed in line with the 'LLN Assessment and Support Guide – Reasonable Adjustment'.</p>
Organisation of Assessment	<p>The assessment methods/tasks for this program have been designed based on frequently performed work tasks that a learner would be expected to perform in the workplace.</p> <p>Assessments are developed based on principles of assessment and rules of evidence and address all the unit's performance and knowledge evidence to demonstrate achievement of the unit elements.</p> <p>In class activities are designed to evidence aspects of skills and knowledge as well as to ensure a consistent approach to the unit of competency through continuous engagement and feedback.</p>
Evidence Gathering Techniques	<p>Session Plans for the delivery of each Unit outline the Evidence Gathering Techniques in detail.</p>

VI. Management

Instructors	<p>Trainers and assessors will be selected either from staff or parties contracted under a Third-Party Service Agreement. Trainer and assessor resumes, copies of qualifications and skills matrix mapped against each unit of competency for this course will be maintained by the RTO Manager.</p> <p>The following training and assessment staff are proposed to deliver and assess this qualification:</p>		
	Trainer/Assessor	TAE	Qualifications
	Clynton Jaffray	TAE40110	<p>2016 Diploma Competitive Systems and Practices</p> <p>2014 Certificate IV – Training and Assessment TAE 40110</p> <p>2011 – 2012 Master of Business</p> <p>2009 – 2010 Graduate Certificate in Business</p> <p>2005 Cert IV Frontline Management</p> <p>2002 – 2008 Caterpillar University</p> <p>2008 CPS (Lean) Black Belt</p> <p>2005 Certified Master Black Belt</p> <p>2004 6Sigma Master Black Belt</p> <p>2003 Certified Black Belt</p> <p>2002 6Sigma Black Belt</p> <p>1995 Internal Auditor Training course ISO9001 & 9002 (SGS)</p>
	Michael Bonney	TAE40110	<p>2019 TAEASS502 and TAELLN411</p> <p>2017 Certificate TAELLN411</p> <p>2016 Diploma Competitive Systems and Practices</p> <p>2013 Masters of Business</p> <p>2013 Certificate IV – Training and Assessment TAE 40110</p> <p>2012 Graduate Certificate in Business;</p> <p>2003 - 2006 Caterpillar University</p> <p>2006 Lean Black Belt (Caterpillar production System)</p> <p>2005 6 Sigma Black Belt Certified</p> <p>2003 6 Sigma Black Belt Trained</p> <p>2001 Certificate IV - Front Line and Human Resource Management</p>
	Jessica Jansz	TAE40110	<p>2014 Certificate IV – Training and Assessment TAE 40110</p> <p>2019 TAEASS502 Design and Develop Assessment Tools</p> <p>2019 MSS40316 Certificate IV Competitive Systems and Practices</p>
	David Lipscombe	TAE40116	<p>2020 Certificate IV – Training and Assessment TAE 40116</p> <p>2017 MSS50316 Diploma of Competitive Systems and Practices</p> <p>1992 Diploma in Mechanical Engineering</p> <p>2006 Certificate IV in Businesses- Frontline Management</p>

<p>Training and Assessment Requirements</p>	<p>In accordance with the relevant standards, it will be ensured that training and assessment are delivered by trainers and assessors who;</p> <ul style="list-style-type: none"> • Have the necessary training and assessment competencies determined by the National Skills Standards Council or its successors • Have the relevant vocational competencies at least to the level being delivered or assessed • Can demonstrate current industry skills directly relevant to the training/ assessment being undertaken • Continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/ assessor competence <p>The Standards for RTOs 2015 (1.13-1.16) requires that from 1 Jan 2016 all TRAINERS and ASSESSORS must hold the TAE40110 Certificate IV in Training and Assessment or a qualification in adult education at a diploma or higher level.</p> <p>Accordingly, People Improvers will develop its staff selection and recruitment policy and criteria to comply with the required standards. In addition, People Improvers will ensure that;</p> <ul style="list-style-type: none"> ▪ All staff and contracted third party providers involved in the delivery and assessment of this qualification, have direct access to the current version of the relevant Training Package, including the appropriate units of competency, assessment guidelines and qualification structure ▪ All staff and contracted third party providers involved in delivering the program, have access to trainer, assessor and student support materials relevant to their areas of delivery and assessment ▪ All assessors have access to the Student Management System through their login accounts to record attendance and assessment outcomes ▪ All assessors have access to print and electronic copies of the assessment tools used in this program <p>People Improvers has adequate staff and training/assessment resources to meet the requirements of students with special needs and has an assessment process that incorporates reasonable adjustment procedures</p> <p>People Improvers has reviewed the equipment and facility requirements for each unit of competency in the qualification and has access to the equipment and resources needed to implement the program.</p>
<p>Continuous Improvement</p>	<p>People Improvers continuous improvement framework is based on the 9 Wastes, based on the rigorous elimination of waste to improve and create world's best practices.</p> <p>Quality management and continuous improvement processes are guided by People Improvers relevant policies and procedures. Quality will be assured through continuous improvement practices in Training and assessment including;</p> <ul style="list-style-type: none"> ▪ Collection and analysis of Quality Indicator Data ▪ Seeking an on-going feedback on Training and assessment materials and resources from staff and clients ▪ Conducting staff evaluation ▪ Monitoring student performance throughout the term

	<ul style="list-style-type: none"> ▪ Conducting staff performance reviews at least once a year and identifying development opportunities ▪ Facilitating and encouraging staff professional development activities ▪ Validation of each course occurs within a maximum of 5 years ▪ Monthly meetings featuring standing item of Continuous Improvement with structured measures and industry feedback <p>Analysing all the feedback data (as above) to identify and implement improvement opportunities.</p>
<p>Industry Consultation</p>	<p>The following are undertaken to ensure due consultation with the industry on relevance and efficacy of course contents;</p> <ul style="list-style-type: none"> ▪ Industry consultation with field experts for the learning and assessment strategy and validation of assessment tools ▪ Continuous interaction with course participants and employers ▪ Keeping abreast with the latest in the industry by signing up for industry newsletters, industry reports, seeking state board positions, seeking advice on career pathways and possible articulations for People Improvers. • Membership of professional organisations for further networking and interaction
<p>Assessment Validations</p>	<p>The processes used to validate assessment tools for this course include:</p> <ul style="list-style-type: none"> ▪ Student feedback and unit evaluation on completion of enrolment ▪ Trainer and assessor feedback and inputs at the end of each calendar year ▪ Regular validation meetings comprising of existing trainers, assessors and management representatives ▪ Review of completion rates of the record of assessment for each group of students ▪ Review of the above processes used to validate assessments
<p>Training Package Transition Management</p>	<p>The CEO and Company Directors will be responsible for managing training package transition and ensuring that People Improvers is:</p> <ul style="list-style-type: none"> ▪ Subscribing to email updates from the relevant industry council and any other relevant bodies; and ▪ Regularly checking training package updates on TGA website <p>On the occasion that there is a change in a relevant Training Package, the CEO will examine the amendments that have been made and inform the Directors and Trainers at the earliest and also report it in the subsequent Business Planning meeting.</p> <p>Specific tasks will be delegated to implement the changes and an action plan and its implementation will be monitored by the CEO until the changes have been successfully implemented. Transition arrangements will be completed within 12 months of changes being notified.</p>