



Training and Assessment Strategy

**MSS40316 Certificate IV
in Competitive Systems and Practices**

2019-2021



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Document History

Version #	Date	Changes/Updates	Approved by
4.0	18/11/2019	Changes in Unit codes in line with Training Package changes issued October 2018. Changes in Unit codes in line with Training Package changes issued June 2019. Inclusion of Student Assessment Record document. Updating Instructor qualifications.	CEO
3.0	1 /12 /2018	Amendments to Entry Requirements; removal of supervisory experience as a requirement. Alternation of delivery schedule from 12 months to 8 months to better reflect actual delivery. LNN amendment to content to reflect updated LNN and Student Support Guide. Updated to current tense. Updated Delivery Schedule in line with amended mapping. Training Package changes will require further version changes by October 2019.	CEO
2.0	30 /06 /2017	Amended as per ASQA audit rectification requirements – Volume of Learning.	CEO
1.0	30 /01 /2017	First version; as part of PI’s RTO registration process and course strategy.	CEO

I. RTO Details

Qualification Code & Title	MSS40316 Certificate IV in Competitive Systems and Practices		
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		18.11.2019
	Clynton Jaffray		18.11.2019
Implemented	December 2019		

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	Under consideration
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>The MSS40316 Certificate IV in Competitive Systems and Practices specifies the competencies required by team leaders or those in similar job roles that are responsible for the implementation of competitive systems and practices in the work of a team or in a work area.</p> <p>This qualification provides the skills and knowledge required by a team leader or other person to implement competitive systems and practices in the work of a team or work group, or by a specialist in competitive systems and practices.</p> <p>This qualification provides the skills needed to improve efficiency in a team or work area as well as in a person's own work role through the implementation of competitive systems and practices. It complements but does not duplicate qualifications supplying operational, production, maintenance, logistics or other technical skills to industry. Where these skills are required appropriate qualifications from other Training Packages should be considered.</p> <p>This qualification is not intended to supply operational or technical skills that are used in conjunction with competitive systems and practices skills. This qualification assumes that a learner has current or past work experience where operational or technical skills have already been gained and a supervisory or similar level of responsibility exists. This qualification is not suitable for direct entry from school.</p>
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<p>Aims and Outcomes</p>	<p>Upon obtaining competency at this level the student will be able to;</p> <ul style="list-style-type: none"> • Gain essential knowledge and skills to perform as process or operational specialist in a range of manufacturing and business sectors • Develop required skills and knowledge to effectively operate in a workplace in both independent and team environments • Demonstrate improved efficiency in a team or work areas as well as in their own work environment • Provide and communicate solutions to a range of predictable and unpredictable workplace problems • Demonstrate autonomy and judgement and take responsibility of their work tasks within the job role. Guide and assist other individuals or teams to achieve improved productivity and efficiency
<p>Supported Job Roles</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
<p>Licensing/Regulatory Information</p>	<p>No licensing, legislative or certification requirements apply to this qualification at the time of publication.</p> <p>This course does not lead to any vendor endorsement or professional license/registration. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.</p>
<p>Mode of Training</p>	<p>Mixed mode: Blended mode incorporating face-to-Face, self-study and workplace projects.</p> <p>The intent of the training structure is for learners to be instructed on the Tools of Competitive Systems and Practice and that the workplace activities completed in the intervening weeks allows for the Practice of learnings.</p> <p>Activities include;</p> <ul style="list-style-type: none"> ▪ Observation and measurement tasks ▪ Policy and procedure awareness and scrutiny ▪ Team tasks to share learning ▪ Culture evaluation ▪ Implementation of learned tools
<p>Learning Environment</p>	<p>Learning consists of on-the-job training and activities, supported by scheduled workshops/classes. Multi-cultural and Multi-industry groups. Workplace training enforced by regular site visits and observations. Access to trainers via telephone and email is available for the duration of the course.</p>

<p>Learning Outcomes (AQF Specification)</p>	<p>Graduates of a Certificate IV will demonstrate the application of knowledge and skills;</p> <ul style="list-style-type: none"> ▪ To specialised tasks or functions in known or changing contexts ▪ With responsibility for own functions and outputs, and may have limited responsibility for organisation of others ▪ With limited responsibility for the quantity and quality of the output of others in a team within limited parameters <p>The Certificate IV qualifies individuals who apply a broad range of specialised knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning.</p>	
<p>Target Audience</p>	<p>This course is aimed at existing or prospective workers wishing to gain or enhance knowledge and skills in competitive systems within the operational, production, maintenance, and logistics areas.</p> <p>This program will be delivered to permanent residents/citizen of Australia with residence in Tasmania when under Skills Tasmanian funding arrangement, or elsewhere in Australia when under private funding arrangements.</p> <p>Key Audience Characteristics:</p> <ul style="list-style-type: none"> ▪ Existing process and operational workers in a range of manufacturing industries and businesses ▪ 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 	
<p>Entry Requirements</p>	<p>Learners</p>	<ul style="list-style-type: none"> ▪ Be at least eighteen (18) years of age on enrolment date ▪ Proof of Australian citizenship/permanent residency ▪ Satisfactory eligibility criteria if applying for a funded place ▪ Satisfactory LLN levels ▪ Access to existing workplace
	<p>Qualifications/Other Requirements</p>	<p>This qualification has no formal entry requirement.</p> <p>This qualification assumes that a learner has current or past work experience where operational or technical skills have already been gained.</p> <p>The qualification is not suitable for direct entry from school.</p>

		Entry is reliant on completion of a pre- training assessment conducted to ensure student has access to an existing workplace.
Academic Pathways	<p>Further training pathways from this qualification include:</p> <ul style="list-style-type: none"> • MSS50316 Diploma in Competitive Systems and Practices. • Graduate Certificate of Lean Management Systems (University of Tasmania C5J) 	
AQF Criteria	<p>Graduates at this level will have;</p> <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 ▪ Provide and transmit solutions to a variety of predictable and sometimes unpredictable problems <p>Graduates at this level will have theoretical and practical knowledge and skills for specialised/skilled work and/or further learning.</p>	

III. Training Program: MSS40316 Certificate IV in Competitive Systems and Practices

Training Package	MSS - Sustainability Training Package		
Packaging Rules	<p>To be awarded the MSS40316 Certificate IV in Competitive Systems and Practices, competency must be achieved in twelve (12) units of competency.</p> <ul style="list-style-type: none"> • Three (3) core units of competency; • A minimum of one (1) unit of competency from group A elective; • A minimum of five (5) units of competency from group B elective; • The balance of three (3) elective units of competency may be selected in any combination from group a, group B and Group C. <p>Groups are listed at: http://training.gov.au/Training/Details/MSS40316</p>		
Units of Competency	Based on the course outcomes and training package requirements, the following units of competency have been selected for this qualification;		
	Unit Code and Title	Type	Nominal Hours
	MSMENV472 Implement and monitor environmentally sustainable work practices	Core	40
	MSS403001 Review competitive systems and practices	Core	50
	MSS403010 Facilitate change in an organisation implementing competitive systems and practices	Core	50
	MSS403005 Facilitate use of a Balanced Scorecard for performance improvement	Elective	40
	MSS403032 Analyse manual handling processes	Elective	50
	MSS403040 Facilitate and improve implementation of 5S	Elective	50
	MSS403053 Map an operational process	Elective	30
	MSS403035 Implement the visual workplace	Elective	40
	MSS403055 Facilitate continuous improvement through the use of standardised procedures and practices	Elective	40
	MSMWHS200 Work safely	Elective	30
	MSS402080 Undertake root cause analysis	Elective	50
	MSS405084 Manage people relationships	Elective	60
TOTAL COURSE HOURS	530		

IV. Training Arrangements

<p>Course Duration and Organisation of Training</p>	<p>This qualification is delivered over a period of eight (8) months (approx. 34 weeks) comprising;</p> <ul style="list-style-type: none"> • Enrolment • Induction • Face-to-face sessions • Workplace activities • Self- study <p>Six (6) x full day classroom sessions; Expected self-study and workplace-based learning hours (combined) – Approximately 15 hours per week over 34 weeks; It is expected to be completed within one (1) year in a blended mode of study. Students will undertake a range of learning activities, tasks, projects and self-study over the duration. Self-study is determined as;</p> <ul style="list-style-type: none"> • activities which involve individual private study of learning and assessment materials • research including the viewing of video materials and use of online community materials • implementation of workplace-based improvements, evaluation and continuous refinement of same • sharing of knowledge with colleagues using tools provided • completion of assessment activities. <p>Students will be provided with learning materials and an Assessment Record that demonstrates assessment progress and demonstrates when competency judgement is made by Assessor.</p> <p>The face-to-face component of the training will be covered through monthly classroom sessions. Wherever possible the training will be delivered close to student’s geographical location. Additional contacts will occur during this time including email and phone communications, workplace visits, workplace observations, and catch-ups.</p>
<p>Training Strategy</p>	<p>Learning activities and assessment will be designed to integrate well within a workplace environment. In the workplace, the candidates will be able to make and record/take note of real-life experience and examples and undertake learning and assessment activities.</p> <p>The following content and learning activities occur in the face-to-face sessions;</p> <ul style="list-style-type: none"> ▪ Workplace-based processes ▪ Case studies ▪ Projects and activities that drawn from real-life examples- e.g. audits and surveys ▪ Research ▪ Group discussions ▪ Practical activities and practical demonstration of theoretical concepts ▪ Team-based activities that that focus on team, communication, problem-solving, and interpersonal skills

	<p>Instructors and assessors will use a mixture of training resources including online content, video clips, Industry tours, PowerPoint presentation and workbooks that best meet the learning preferences of the target groups.</p>
<p>Resources and Student Information</p>	<p>The following resources are required for this program;</p> <p>Workplace Access: The candidates must have access to a workplace. People Improvers shall ensure that the workplace arrangement is confirmed and evidenced at the time of enrolment.</p> <p>Training Venue: Where possible facilities exist, each student’s employer is asked to host one or more training sessions at the workplace. This allows for both a familiar learning environment and a business visit on the same day. Business visits allow students to see the evidence of Lean systems in practice. It allows for visual learning, collaboration and sharing of concepts and challenges.</p> <p>Where training sessions/workshops are organised at external venues, People Improvers will ensure that the instructors and students have access to appropriate equipment, software, and resources to complete the activities, tasks, and assessments.</p> <p>People Improvers will ensure that the following resources are available prior to commencement of each classroom/workshop session.</p> <ul style="list-style-type: none"> ▪ Appropriate training rooms ▪ Overhead projectors connected with trainer’s computers ▪ Whiteboard/flipchart ▪ Student Management System support ▪ Sample case studies, plans and other relevant reference documents related to unit/lesson topics <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; complete course folder including all classroom content and assessments. <p>Electronic templates for assessments if required.</p>
<p>Training Approach</p>	<p>The course is delivered sequentially (modular format) over a 7-month classroom period with approximately 15 self-study hours each week.</p> <p>The intent of the training structure is for students to be instructed on the tools of Competitive Systems and Practice and that the workplace activities completed in the intervening weeks allows for the Practice of learnings. Activities include;</p> <ul style="list-style-type: none"> ● Observation and measurement tasks ● Policy and procedure awareness and scrutiny ● Team tasks to share learning ● Culture evaluation ● Implementation of learned tools

On commencement of Certificate IV units, students LNN skills need to be assessed so that adequate provision can be made in training and assessment using the Australian Core Skills LNN Assessment. Instructors reassure students that this assessment will in no way affect their results but is undertaken to ensure all necessary support is provided. Any assistance which is required is recorded on the assessment.

This is followed by the C1.1 Culture / Lean Survey. The survey can be used with relevant stakeholders to resolve conflicts which arise from implementation of competitive systems and practices. It is a tool which aids in selecting improvements which will deliver the greatest overall benefit for the resources required/available without reducing current performance on individual factors.

Students complete the Survey in relation to their existing workplace Culture and their current understanding and/or use of Lean Tools and Principles. It is used as an example of a first step of measuring, implementing and reviewing Competitive Systems and Practices.

Results from surveys may be shared with the class to provide a collective appreciation of each student's workplace environment and practices. Individual responses are not passed on to Employers.

The implementation of Competitive Systems and Practices in a workplace are key to the successful completion of the qualification and is reliant on a receptive and supportive workplace and colleagues.

To support successful outcomes, students will receive 'Catch-up sessions' when one-on-one class sessions are missed, regular contact via phone/email and workplace visits as/when required.

Delivery Schedule

The course is delivered over a 8-month period, including 6 classroom sessions. With a purpose of a cohesive alignment with workplace activities and work flow, delivery is focussed on student progression rather than any fixed academic terms.

The face-to-face durations listed **are average durations only**. Where unit clusters are delivered, face-to-face hours may be averaged out over the total contact hours planned. In effect, **total planned contact hours for the course will be spread out across the units** with instructors determining specific face-to-face contact requirements depending on the complexity of the units.

Classroom activities are designed to provide students with the necessary tools to undertake change in their workplace. Workplace activities are designed to put those tools into practice. The delivery is a structured training program with deliberate sequence of units. Units are delivered to build on previous lessons enabling maximum learning and optimum understanding.

The program is organised as follows;

Competency Code and Title	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Assessment
MSS403001 Review competitive systems and practices							
MSS403040 Facilitate and improve implementation of 5S							
MSMWHS200 Work safely							
MSS403032 Analyse manual handling processes							
MSS403035 Implement the visual workplace							
MSS403005 Facilitate use of a Balanced Scorecard for performance improvement							
MSS403010 Facilitate change in an organisation implementing competitive systems and practices							
MSS405084 Manage people relationships							
MSS403053 Map an operational process							
MSS403055 Facilitate continuous improvement through the use of standardised procedures and practices							
MSS402080 Undertake root cause analysis							
MSMENV472 Implement and monitor environmentally sustainable work practices							

V. Assessment Arrangements

<p>RPL and Credit Transfer</p>	<p>All learners will be offered RPL and Credit Transfer opportunities at enrolment and while completing their training.</p> <p><u>RPL</u></p> <p><i>Recognition of Prior Learning (RPL)</i> involves the assessment of previously unrecognised skills and knowledge that an individual has achieved outside the formal education and training system.</p> <p>RPL is an assessment process that assesses the individual’s non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification (AQF).</p> <p>Learners may apply for Recognition of Prior Learning (RPL) if they have relevant and current work or life experience and consider they are able to meet the unit purpose may seek recognition.</p> <p><u>Credit Transfer</u></p> <p>Credit Transfer is the granting of credit against an equivalent unit of competency. This may include credit transfer based on formal learning that is outside the AQF framework (AQF).</p>
<p>Language, Literacy and Numeracy (LLN)</p>	<p>For all students, LLN are key underpinning skills that will support their vocational learning, the development of their employability skills and their workplace communication skills whatever level of course or training they are doing.</p> <p>Accordingly, People Improvers will embed LLN principles within its training, learning and assessment tasks.</p> <p>People Improvers will use the Australian Core Skills Framework (ACSF) as a reference to assess current LLN skill levels, when required.</p> <p>The following LLN strategies might include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Using inclusive teaching practices ▪ Acknowledging a range of learning styles and adapting teaching strategies to reflect the needs of students ▪ Regularly revising content ▪ Developing note-taking and assignment writing skills in students ▪ Allowing additional time to complete tasks

<p>Assessment Strategy</p>	<p>Assessments will be organised in formative (practice and feedback) and summative tasks, to be completed within a specified period. Practical assessments tasks will be provided to address required skills and applicable performance criteria.</p> <p>Multiple choice assessments are used to test required knowledge. Where possible, integrated and holistic approach to the assessment will be encouraged and applied.</p> <p>Types of assessments used are;</p> <ul style="list-style-type: none"> • Written and practical tasks • Observation of activities • Questions and answers • Exercise and group activities • Project work
<p>Reasonable Adjustment</p>	<p>People Improvers hold policies that include reasonable adjustment and access and equity principles. Reasonable adjustment will be provided for participants with special learning needs (such as a disability or learning difficulty) according to the nature of the learning need.</p> <p>Evidence collection processes can be adjusted to suit individual student needs if required and will be endorsed by the Instructor, employer and student.</p> <p>Reasonable adjustments are made to assessment to ensure that the participant is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment such as oral assessment.</p>
<p>Organisation of Assessment</p>	<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 for this course have been designed for a mixed-mode training and assessment. Formative Tasks are provided as in-session activities that are completed during the designated face-to-face sessions, with progressive Assessment Tasks undertaken 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. Assessment will include a range of assessment tasks such as written, practical and projects undertaken at prescribed assessment schedules.</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>Evidences will be collected from a range of assessment methods that collectively address all the competency criteria and requirements for each unit of competency.</p> <p>Assessment tasks, tools, resources and assessment record sheets are provided in Student and Instructor Guides for each unit of competency.</p> <p>The listed evidence gathering techniques will be used to determine each learner’s competency. The following assessment methods have been determined by the assessment plan for each unit;</p> <p>Legend:</p> <p>A: Written Task B: Q&A Revision Knowledge Test C: Practical/Analytical Task D: Project E: Integrated Assessment</p>					
	Unit Code and Title	A	B	C	D	E
	MSS403001 Review competitive systems and practices					
	MSS403040 Facilitate and improve implementation of 5S					
	MSMWHS200 Work safely					
	MSS403032 Analyse manual handling processes					
	MSS403035 Implement the visual workplace					
	MSS403005 Facilitate use of a Balanced Scorecard for performance improvement					
	MSS403010 Facilitate change in an organisation implementing competitive systems and practices					
	MSS405084 Manage people relationships					
	MSS403053 Map an operational process					
	MSS403055 Facilitate continuous improvement through the use of standardized procedures and practices					
	MSS402080 Undertake root cause analysis					
MSMENV472 Participate in environmentally sustainable work practices						

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; University of Tasmania</p> <p>2009 – 2010 Graduate Certificate in Business; University of Tasmania</p> <p>2005 Cert IV Frontline Management TAFE Tasmania</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 SGS (International Certification Services Pty Ltd) Internal Auditor Training course ISO9001 & 9002</p> <p>1981 – 1985 Trade Certificate – Fitting and Machining; TAFE Tas.</p>
Michael Bonney	TAE40110	<p>2019 TAEASS502 and TAELLN411 TasTAFE</p> <p>2017 Certificate TAELLN411</p> <p>2016 Diploma Competitive Systems and Practices</p> <p>2013 Masters of Business University of Tasmania</p> <p>2013 Certificate IV – Training and Assessment TAE 40110</p> <p>2012 Graduate Certificate in Business; University of Tasmania</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 I Front Line and Human Resource Management</p> <p>1989 Trades Certificate Boilermaker Welder</p>	

	Susan McLeod	TAE40110	2019 TAEASS502 Design and Develop Assessment tools Plenty Training 2015 Certificate IV – Training and Assessment TAE 40110 2000 Masters, Environmental Science, Monash University 1995 Bachelor of Science with Honours, Environmental Science, University of Tasmania
	Jess Jansz	TAE40110	2014 Certificate IV – Training and Assessment TAE 40110 EHE Training 2019 TAEASS502 Design and Develop Assessment Tools EHE Training 2019 MSS40316 Certificate IV Competitive Systems and Practices People Improvers
Training and Assessment Requirements	<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 ▪ 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 ▪ Continuous interaction with academic and professional experts from the University of Tasmania ▪ 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 course ▪ Trainer and assessor feedback and inputs at the end of each calendar year ▪ Regular validation meetings comprising of existing trainers, assessors and management representatives ▪ Joint RTO and industry representative meetings to evaluate assessment plans, tasks and tools ▪ Review of completion rates of the record of assessment for each group of students

	<ul style="list-style-type: none"> ▪ 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>