### Project title
Deliver E-Learning to the apprentices of Electrical and Instrumentation Trade (IO No 360188)

| Project leader          | Arvind Sharma, Industry Manager, SOE (TAFE)  
arvind.sharma@rmit.edu.au, 99254704 |
|-------------------------|---------------------------------------------|
| Team members            | Arvind Sharma, Industry Manager  
Tony Robins, Team Leader  
Bruce Kendall, Senior Educator  
Shane Cramer, Teacher |
| Funds approved          | $29,167                                     |
| Funds acquitted (attach financial statement) | $29,233 - Please find attached Financial statement at the end of this report |

### Introduction
There is a strong demand from the employers for flexible delivery of training/E-Learning to their apprentices or/and employees. It is particularly important to deliver training to the apprentices in the country Victoria and Regional areas. This project aimed to trial delivery of training to the apprentices of Electrical and Instrumentation trade using web and video conferencing.

Only few Registered Training Organisations (RTOs) deliver Instrumentation and Control (I&C) training across Australia. The demand for I&C training delivered using E-learning or/and remote delivery is growing and importantly is well accepted by the industry. A meeting convened by the Institute of Instrumentation, Control & Automation Australia (IICA) and RMIT School of Engineering (TAFE) discussed the future of Instrumentation courses. Feedback from more than 20 industry players indicated that there is a major skill shortage in the instrumentation and process control industries.

Trade training is traditionally delivered face to face with minimal use of electronic resources. There was a need to change this traditional practice to deliver training to clients in regional Victoria or/and remote locations. Major obstacle for the clients of regional Victoria is travel time to attend classes at RMIT. This project was aimed to facilitate training to the apprentices and employees (especially in regional Victoria) using electronic resources delivered over the video link.

### Detailed project description and outline of what was done
This project was aimed to facilitate training to apprentices and employees (especially in regional Victoria) using Electronic resources delivered over the video link. The following tasks were completed during this project:

1. Industry Manager (Arvind Sharma) and Team Leader (Tony Robins) have established a working team comprising Bruce Kendall (Senior Educator), Shane Cramer.

2. Arvind Sharma met with Dr Garry Allan (Project Manager, Academic ICT Integration) to seek advice about the technological aspects of this project. As per advice, a trial video conferencing with Hamilton campus was organised by Arvind Sharma and Bruce Kendall.
3. It was identified that staff going to deliver training using videoconferencing facilities need presentation skills training. Presentation Skills Enhancement Training for key staff was organised in November 2009 to sharpen their presentation skills. Key staff attended this training are Shane Cramer, George Listopad, Ken Falzon and Kemps Chang.

4. Team had made contact with Electrical Trades Union and their subsidiary EEIT to identify a pilot course in Electrical for delivery using video conferencing and Electronics resources. Initial discussion was made to provide one day training to a group of ESSO staff in the Electrical area at Sale. However, due to Global Financial Crunch this training was not approved by the employer.

5. The National Electrical and Communications Association (NECA) is the national voice of the electrotechnology contracting industry and represent employers. Arvind Sharma and Bruce Kendall met with Rodney Lovett (Education Officer, NECA - VIC Branch) to discuss and promote these new initiatives to cater training needs of employers (especially in regional Victoria). An article was published in NECA magazine along with advertisement of courses delivered by RMIT to inform employers about training options could be available for their employees.

6. Efforts were concentrated to run a pilot training via videoconferencing to employers/employees at Hamilton in the area of Instrumentation.

7. Staff visited RMIT campus in Hamilton to establish both the suitability of the venue and its facilities for our eLearning project. It was also analysed how PowerPoint presentation would appear to the learners via video link. It was identified that there is not enough light in the room 57.5.80 (Video Conference room) and it will be difficult for learners to see trainer and get instructions. At Hamilton, at least, the person presenting in room 57.5.80 appears as a faceless entity, as the room lighting coming only from above tends to put the face in shadow. Some experimentation with a portable fluorescent light has demonstrated that we can overcome this with the addition of extra lighting placed above and below the two screens. It was also recommended that trainer should be placed as close as to the cameras to maximise the learning of the learners. The sound was adequate, and the microphone was capable of covering the entire room. All these recommendations were discussed with Warren Nageswarren (Team Leader, Program and Courseware Enhancement Group – College of Science, Engineering and Health). Warren has formally requested property services to upgrade 57.5.80 facility inline with the recommendations.

8. Staff again visited Hamilton to ensure that the materials to be presented are acceptable as far as clarity, appearance, visibility, backgrounds, animations and on screen drawing.

9. It was discussed and agreed that to provide effective training via video link, there is a need of tablet to draw circuits, diagrams and
connections. Tablet could be used as a white board to discuss/solve any problem, drawing and answer any question. Suitable tablet providing required features was purchased and staff members were trained to use it. These efforts resembled training over videolink very close to delivery in the classroom.

10. Staff consulted Program and Courseware Enhancement Group (PACE) – College of Science, Engineering and Health about teaching and learning aspects of this training over video link. PACE staff helped us in preparation of animation tools for the sample eLearning resources.

11. Power Point resources along with workbooks were prepared to trial pilot training.

12. How to assess students or/and provide feedback on tasks completed in the workbook while delivery training remotely was identified as an important issue.

13. The use of Zing, and possibly Keepad, over the internet was discussed to promote student interaction and collate student feedback/assessment.

14. Zing technology was selected considering its features and options. Zing is a powerful tool that has a number of options and modes of operation that are not always intuitive to master, as well as requiring the questions to be formatted in such a way as to encourage students to participate.

15. Assessing the students’ level of understanding of the subject using Zing over Internet was discussed. Zing can track answers, so the instructor can know who input what into each Zing session. It was recommended if Zing is handled correctly and invites student participation, then this can be a fairly reliable guide to their understanding, just as classroom participation and discussion are in live classes. Further recommendation was made, as we are using a workbook for the students to put material into, we could possibly make use of the already included review questions that they submit somehow, either electronically or physically—either by regular post, fax, or to RMIT Hamilton. Formal assessment could be done in the same manner as live classes, with an RMIT Hamilton staff member supervising a traditional exam.

16. Arvind Sharma, Tony Robins and Bruce Kendall visited RMIT Hamilton campus on 2nd October 2009, along with selected Industry Representative, to review trial training session delivered over the videolink by Shane Cramer. Review trial was successful in all aspects including delivery, presentation, animations, drawing, simulated white board using tablet, learners’ interaction, answering workbook questions using Zing. It was decided to run a final pilot for wider industry representatives.

17. Industry representatives were impressed by the trial training session and were keen to start training for their employees attending in Hamilton once a week on similar lines. It was discussed training over video link will be complimented by practicals completed at RMIT city campus.

18. RMIT along with Industry Partners Adicon and Business South Australia invited industry representative or/and their staff to attend final
19. Final Pilot training was conducted on 13th November 2009 and was attended by more than 10 industry representatives.

20. This Pilot training was intended to do a number of things. For the first time we specifically invited potential clients and students to observe the training so that they could make judgments on the venue, delivery method, associated technology and the course content. Attendees were supplied with a feedback sheet. Feedback was overwhelmingly positive, with a few expressing that they were pleasantly surprised by the technology and how easy the video-conferencing went. Few criticisms that were noted were generally of a minor nature and would be largely overcome by some small changes in the delivery. Example - All the feedback sheets submitted approved of the venue, with the only negative that the room was too cold—something that should be easy to remedy. Concern was raised in case of a technical glitch, what level of technical support would be available on-site. Suggestion was made that more simulations would be good and. It was noted that there was a delay in erasing writing on electronic white board (an application of table).

21. Team discussed the concerns and agreed to start offering training on similar lines in Feb/July 2010 with extra caution.

22. Training proposal based on the outcome of this project was prepared and sent to the employers in the South West Victoria and South Australia (See attachment 3).

Attach the full and detailed report and evaluation of your project outcomes including evidence of the impact the project has had. Also make reference to how the outcomes address the five key objectives:

- Improved student learning experiences, outcomes and employment opportunities
- Innovation
- Strategic alignment
- University wide application
- Value for money

Detailed report on project is detailed in the previous section and it’s outcomes in terms of five key objectives is detailed below:

- **Improved student learning experiences, outcomes and employment opportunities**

  Many apprentices live and work in the Regional Victoria. It is impossible for them to attend once a week day class. It is also quite difficult to attend block release (10 weeks in a year). Employers and apprentices are constantly requesting for E-learning (online resources supported by Video Conferencing). Outcome of this project came in terms of training proposal with blended delivery (see attachment 3). As an outcome of this project, apprentices (in SW Victoria and South Australia) will be offered flexible delivery and can save time to come to RMIT (City Campus). Apprentices only need to come to RMIT (City Campus) for the practicals and assessments. Training offered via video conferencing using electronic resources and latest teaching & learning technologies will improve learning of apprentices and make them skilled & employable.

- **Innovation**

  It is an innovative approach that will enable apprentices to get flexible training supported by E-learning resources and video
Advances in the broadband technology offer fast internet connections at affordable prices. It is possible to provide training to apprentices in the regional Victoria or within Melbourne via video conferencing. An interactive and innovative approach was used to gather assessment of students over internet and simulate virtual classroom including white board. These efforts are of extra importance considering traditional teaching practices in the trades’ area.

- **Strategic alignment**

  For RMIT the use of information and communications technology is strategically critical as a means of supporting and improving learning and teaching. Our competitor GIPPS TAFE already took lead in this area. Industry Skills Council – EE_OZ, which looks after our training packages, has strongly recommended E-learning to all the RTOs. It is also strategically pushed by State and Federal Government as a part of AQTF.

- **University wide application**

  Outcomes of this project could be used to explore similar training options in other TAFE Trade programs in RMIT. Initial trial done between RMIT City campus and Hamilton campus could be extended to other venues with facilities available for video conferencing. This model will help other areas of RMIT to develop and deliver similar strategies.

- **Value for money**

  This project was good value for money as it served the following goals:

  1. Flexible and Remote delivery using Video Conferencing possible now in trade programs (traditional face-to-face teaching is practice at the moment)
  2. Sample E-learning resources available foe future deliveries
  3. Possible to deliver training to the small group of apprentices at multiple locations as compared to expensive face to face training to small group at one location.
  4. Training available to the apprentices in the regional/remote areas that was not easily available
  5. Employers will be benefited by up skilling their workforce
  6. Could address skill shortage in the Electrical and Instrumentations trades area
  7. Possible delivery of commercial training to the industrial clients (anywhere in Australia)
  8. Apprentices after completing training will be more skilful and employable

<table>
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<tr>
<th>Dissemination of project outcomes both</th>
<th>The outcomes of this project are disseminated to the relevant academics and teaching staff within the school. This project was assisted by the PACE Team</th>
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<td><strong>completed and planned. This should include both within RMIT and externally.</strong></td>
<td>of the SEH College. Training proposal based on the outcome of this project was prepared and sent to the employers in the South West Victoria and South Australia (See attachment 3). More than 12 trainees are ready to take up training as an outcome of efforts made in this project.</td>
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<td><strong>Summary of the project, outcomes, impacts and dissemination</strong></td>
<td>Many apprentices live and work in the Regional Victoria. It is impossible for them to attend day class every week. It is also quite difficult to attend block release (10 weeks in a year). There is a strong demand from the employers for flexible delivery of training/E-Learning to their apprentices or/and employees. It is particularly important to deliver training to the apprentices in the regional areas. This project focused on delivery of training to the apprentices of Electrical and Instrumentation trade using web and video conferencing. In the pilot training sessions, it was evaluated that the materials to be presented to the prospective learners are acceptable as far as clarity, appearance, visibility, backgrounds, animations and on screen drawing. RMIT along with Industry Partners Adicon and Business South Australia invited industry representative or/and their staff to attend final pilot training session and provide feedback. Pilot trial was successful as per feedback from the industry representatives in terms of delivery, presentation, animations, drawing, simulated white board using tablet, learners’ interaction, answering workbook questions using Zing technology over internet. Outcome of this project came in terms of training proposal with blended delivery. As an outcome of this project, apprentices (in SW Victoria and South Australia) will be offered flexible delivery and can save time to come to RMIT (City Campus). More than 12 trainees are ready to take up training as an outcome of efforts made in this project.</td>
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*Note:* This is the summary that will appear on the Web, and needs to be a well formulated and succinct statement of ~500 words. Your more extensive report covering the above headings will be linked to this summary on the Web site.

You should also attach pictures, presentation material, web site links etc that may be important. In particular you should provide an image that can be used in the 2009 LTIF Innovations publication.
## RMIT Internal Orders Management Report

**Date:** 15.02.2010  
**Time:** 09:28:35  
**Order/Group:** 360188  
**Report Number:** Z-ORD-5I  
**Budget Version:** 2  
**Current Budget:** Deliver E-Learning to the apprentices of Period 12 2009  
**Requested by:** E73226  
**Variances:** Favourable +/Unfavourable -  
**Actuals:** Debit +/Credit -

### Financial Report

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Attachment 2: Invite Letter for Pilot Training Session

Sample Instrumentation Training via eLearning.

RMIT University in association with Business-SA and ADICON invites you to participate in an on-line interactive learning session about Instrument Signal Transmission.

In 2010 RMIT proposes to deliver the Certificate IV in Electrical-Instrumentation UEE40407 via eLearning to students from SW Victoria and SE South Australia. This program is specifically aimed at electricians wishing to up-skill in instrumentation as either post trade trainees or adult apprentices, and other trades and professions wishing to acquire instrumentation skills and knowledge.

A free course sampler is being conducted at RMIT University-Hamilton Campus, 200 Ballarat Road Hamilton Victoria, Friday 13 November 2009 @ 1030 – 1100 – 1400.

You are invited to register a staff member to attend this session, refreshments provided, and in return all we seek is your feedback. Further details will be available on the day and enrollment inquiries welcomed.

RSVP to, and further details are available from Bruce Kendall.
T: 03 9925 4724 M: 0428 502 601 E: bruce.kendall@rmit.edu.au

Attachment 3: Training Proposal as an outcome of this Project
Capability for provision of Instrumentation and Electronics training to clients in South Australia & SW Victoria

2010
Contact details

Dr Arvind Sharma
Industry Group Manager, Electrotechnology & Communications Industry Group
School of Engineering (TAFE)

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Fax: (03) 9925 4377
E-mail: arvind.sharma@rmit.edu.au

Mr Bruce R Kendall
Senior Educator-Business Development, Innovation & Projects Group
School of Engineering (TAFE)

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Melbourne VICTORIA 3001
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www.rmit.edu.au
www.rmit.edu.au/engineering-tafe

This is an in-principle declaration of capability that is not binding on RMIT University, to be used as the basis from which further discussions and negotiations can take place.
A Collaborative Approach to Training

RMIT University (RMIT) in consultation with industry and Australian Apprenticeship Centres (AAC) has identified a need for training and education in industrial instrumentation and control, and electronics. This demand is largely driven by industries’ wish for electricians to be able to undertake work on process control instrumentation and industrial electronic equipment and systems.

To better service the needs of industries located remote from Melbourne, RMIT in association with Business-SIA, Adicon and Victorian based AACs have innovative training solutions available. For the convenience of employers and students unable to commute to Melbourne for training delivered on a one day per week basis, the following options are available:

- Block release classes delivered in Melbourne.
- Day release classes via two-way video conference delivered at RMIT Hamilton (Vic) campus.
- eLearning.

Combinations of the above delivery modes can be utilised to further convenience clients.

Nationally accredited qualifications and customised short courses are able to be tailored to client’s specific needs. RMIT will work with industry to identify skills gaps, perform training needs analysis, and assist clients identify training options to suit their needs.

Programs Available

  - Five year ab initio apprenticeship (Victoria only)
  - Adult apprenticeship or post-apprenticeship traineeship (usually two years) program for students (all states) possessing a certificate III electrical or equivalent, or an A-class electrical license.
  - Trade, technican, paraprofessional and professional engineering qualified persons from other disciplines that are not electricians can study stages 4 & 5 (two years) of this program as a Skill-Set and be issued with an RMIT Statement of Attainment and Certificate of Recognition detailing the competencies passed.
  - Available as a three year ab initio apprenticeship, or as a post apprenticeship program for electricians and other trades wishing to up-skill/cross-train in electronics.
- Customised training to suit client’s specific needs. Accredited (competency based) or non-accredited (client determined subjects and knowledge) short courses tailored to client’s skills and knowledge requirements.

Delivery & Assessment Options

- Block release.
  - 8 x 1 week blocks/year at RMIT Melbourne campus. 20 hours theory & 20 hours practical training & assessment per week. Time frame: two years. (E/I & Electronics)
- Day release.
  - 40 x 1 day classes/year at RMIT Melbourne campus. Time frame: two years. (E/I only)
- Day release.
  - Day classes via blended mode eLearning. Time frame: two years. Delivery at RMIT Hamilton (Vic) campus, and on-site and at RMIT Melbourne for practical learning and assessment. (E/I only)
Practical Learning and Assessment.

Hands-on practical learning and assessment can take place at RMIT Melbourne campus during 4 x 1 week blocks/year (planned maximum).

Work Integrated Learning (WIL) and assessment options can be provided on-site at client’s expense. Clients may wish to consider clustering participants in local workplaces where an RMIT teacher can conduct WIL, and assessments on-site, reducing cost outlays to clients by cost sharing associated expenses.

Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC).

Students that have prior learning and successfully passed competencies and learning units in previous studies may be eligible for RPL/RCC, e.g. Participants holding a certificate III electrical or equivalent, or an A-class electrical license will receive RPL for stages 1-3 in the Certificate IV in Electrical-Instrumentation.

Outcomes for Industry

- Qualified workforce.
- Skilled staff able to work across multiple disciplines.
- Flexibility of staff able to be deployed across a range of tasks, equipments, work areas and technologies.
- Multi skilled cross-trained employees licensed to work on mains powered equipment in addition to instrumentation and electronic apparatus (where student possess, or will possess an A-class electrical license).
- Knowledgeable employees qualified to better contribute to organisation’s productivity and bottom line.

Capability

Through its focus on needs-driven industry solutions, RMIT is at the forefront of industry-focused training and education solutions in engineering. Programs provided by RMIT are strongly supported by industry, having a vocational focus while also being flexible to address workforce trends and employer’s needs. In partnership with employers, RMIT assists in up-skilling the workforce by providing training and education packages structured in response to industry requirements using flexible delivery methods.

Services include:

- Skills auditing, skills gap analysis, training needs analysis.
- Recognition of Prior Learning or Current Competency.
- Up-skill and cross-training.
- Identifying pathways to higher qualifications.
- Course development.
- On-site/off-campus delivery of training programs.
- Work Integrated Learning and on-job assessment.
- Blended mode, eLearning/on-line delivery.
- Pre-apprenticeship and apprenticeship traineeships and cadetships.
- Delivery of flexible education and training programs.
- Customised short programs (accredited and non-accredited).
- Competency assessment.
- Accrediting company specific training programs.
- Articulation into para-professional programs or professional degrees.
- Refresher training.

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Capability for provision of Instrumentation and Electronics training to clients in South Australia & SW Victoria 2010
Quality Management

RMIT University’s status as a national university requires it to be subject to quality and performance audits by the Australian University Quality Assurance agency (AUQA). This agency, along with other internal and external authorities, ensures the University maintains policies, procedures and processes to guarantee quality outcomes in teaching, research and consultancies. As a consequence RMIT University has robust quality assurance systems in place.

The University is subject to review by the Department of Education, Employment & Workplace Relations (DEEWR), and the Victorian Registration & Qualifications Authority (VRQA) that play major roles in auditing the University’s award-bearing vocational courses including subjects and units of competency in compliance with the Australian Quality Training Framework (AQTF).

RMIT University teaching staff are qualified and trained to assure currency and compliance with AQTF standards. The School of Engineering (TAFE) has established a number of Industry Advisory Councils that it consults with to gain an appreciation of contemporary practices and issues. This knowledge is used to tailor teaching content and delivery such that they reflect industries needs and quality expectations.

Fees

Fees payable are dependant on the training service provided and a variety of eligibility criteria that is applied to the education and training system. For example, under the Victorian Government’s Skills Reform Policy, State Government Subsidised Places (SGSP) may be available to students meeting the necessary eligibility criteria. Study may also be undertaken on a Fee for Service basis. South Australian students may be eligible for SA Government assistance or enrol on a fee for service basis.

RMIT University will aim to maximise the cost effectiveness of training.

About RMIT University

RMIT University is a dual sector (TAFE and Higher Education) global university headquartered in the City of Melbourne, Australia. It is a University that creates and disseminates knowledge to meet the needs of industry and community, fostering in the participants the skills and passion to contribute to, and engage with the world. RMIT University is one of Australia’s top research and vocational universities, internationally known for its applied focus and for excellence in research, education and training across both higher education and vocational areas.

With over 120 years of history, RMIT University is also one of Australia’s largest educational institutions with more than 70,000 students in 2008 studying in Greater Melbourne and Provincial Victoria, Regional Australia, Vietnam, and at partner institutes throughout South East Asia. The provision of training, education and consultancy services to clients based in Australia and overseas is a major focus of RMIT University’s activities. The University’s client base includes major corporations, SMEs, international management organisations, international and Australian federal, state and local government agencies, NGOs and community organisations.

1 Consult your Business-SA representative for details.