Learning and Teaching investment Fund 2010

Final Project Report:

Qualifying RMIT School of Education graduates to teaching in the secondary system and Vocational Education and Training

Theme: Dual sector advantage

Project Team members:

Jo Bradford, Manager Industry Engagement School of Education
Paschal Somers, Co-ordinator Certificate IV in Training and Education Programs
Dr Kathy Jordan, Program Co ordinator Graduate Diploma Secondary Program

Report Author: Jo Bradford

February 14 2011
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Executive Summary

The project aimed to optimise the opportunity for providing a dual sector advantage for School of Education graduates from Higher Education programs to also achieve the entry level qualification required for delivering nationally accredited training in the Vocational Education and Training (VET) system. In this pilot project, the focus was on the Graduate Diploma of Education (Secondary) cohort. The Certificate IV TAE40110 in Training and Assessment was endorsed by the National Quality Council in May 2010 as the new benchmark for Australian Quality Framework (AQTF) trainer and assessor competencies. Grad Dip Secondary graduates with the additional Certificate IV TAE would be qualified to teach nationally accredited training in the VET sector in Registered Training Organisations (RTOs) such as: TAFE; stand alone private providers and those embedded in industry; as well as VET and VCAL programs in schools. This dual sector credentialing will (a) broaden RMIT Grad Dip students’ learning experiences and (b) enhance their graduate outcomes through increasing their employment opportunities to both TAFE and secondary education sectors.

An aim of the project was to develop a strategy for incorporating the Certificate IV TAE into the Graduate Diploma of Education (Secondary) program, either as a final semester add on, or a summer or winter school with partial RPL. A five day intensive model was developed after consultations with Higher Education staff and mapping the learners' graduate diploma studies against the Certificate IV TAE. The program was delivered in November 2010 after the students had completed their one year of full time graduate diploma studies. Assessment incorporated credit transfer for two units of competency and in-class and workplace based mini projects which were to be submitted by February 14 2011.

There were 19 participants, two of whom were Higher Education lecturers, completing the training. Given the profile of the learner group they adapted well to learning about competency based training and could make practical and theoretical connections between general education and competency based training. Many of the group had been, or were currently, employed in various industry fields so they could draw from these experiences when addressing industry standards and units of competency. The group participated actively in discussions, activities and projects and remained engaged throughout the program. Feedback was very positive from both learners and HE and VET staff involved in the program. The program will be further developed and delivered again in 2011 to the Grad Dip Secondary students and will also be incorporated as an elective option into the new Masters of Teaching program.
1. Project Description and Rationale
The project aimed to optimise the opportunity for providing a dual sector advantage for School of Education students, initially from the Graduate Diploma of Education (Secondary) cohort, to also achieve the entry level qualification required for delivering nationally accredited training in the Vocational Education and Training (VET) system.

The following criteria were addressed in devising the project:

- **Improved student learning experiences, outcomes and employment opportunities**
  Grad Dip Secondary graduates with the additional Certificate IV TAE40110 in Training and Assessment will be qualified to teach nationally accredited training in the VET Sector in Registered Training Organisations such as TAFE stand alone private providers, and those embedded in industry as well as VET and VCAL programs in schools. This dual sector credentialing will (a) broaden RMIT Grad Dip students’ learning experiences and (b) enhance their graduate outcomes through increasing their employment opportunities to both TAFE and secondary education sectors.

With the current Government emphasis on improving year 12 completion rates and the raising of the school leaving age to 17 years, there is increasing demand for vocational options in the secondary schools’ offerings. Therefore it will be essential for schools to provide broader program offerings and for teachers to be multi qualified in order to teach more vocational options within the secondary schooling context.

At present Grad Dip Secondary graduates are only able to teach academic subjects in secondary schools.

- **Innovation**
  This is a new strategy for the School which takes advantage of its dual sector composition through skilling its Grad Dip Secondary graduates for a changing education and training context and by broadening their employment pathways.

- **Strategic alignment**
  This project is aligned with **Priority 4 Ensure flexible, useful pathways and learning opportunities for students in the previous RMIT Strategic Plan to 2010.** The addition of a Certificate IV TAE40110 teaching pathway to the Grad Dip Secondary program structure will provide a flexible useful pathway to an additional career pathway for HE graduates.

- **University wide application**
  The credentialing of Grad Dip Secondary graduates with the Cert IV will mean that HE graduates with teaching methods that are useful to the TAFE sector – such as Maths, Science, Psychology, Health, Media, English, LOTE and IT – will be able to apply for TAFE teaching vacancies within RMIT as all TAFE schools at RMIT require teachers to have the Certificate IV TAA as a condition of employment. Currently these HE graduates are precluded from applying for TAFE teaching positions as they are not appropriately qualified, even though they may be strong academically.
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The new benchmark entry level qualification required for delivering and assessing nationally accredited training in the VET system, the Certificate IV TAE40110 Training and Assessment was endorsed by the National Quality Council in May 2010. The aim of this project was to develop a strategy for incorporating this Certificate IV TAE40110 into the Graduate Diploma of Education (Secondary) program either as a final semester add on, or a summer or winter school with partial RPL.

Approach and methodology

A steering committee including the Head of School of Education and staff from HE and TAFE was set up to oversee and plan the project. The project team reviewed various models for provision and the project was an item for discussion at the School's monthly Learning and Teaching Committee Meetings.

After the endorsement of the new training package on May 12, there was a meeting on June 4 of the project steering committee (see June meeting minutes pdf attached) consisting of the Head of School, Prof Annette Gough, the Head of Learning and Teaching, Prof Geoff Shacklock, Dr Kathy Jordan, Co ordinator Grad Dip Secondary, Christina David, Learning and Teaching advisor, Victoria Carullo, Director VET, Paschal Somers, Coordinator Cert IV TAA programs and Jo Bradford Program Manager to confirm the project schedule going forward and to discuss implementation issues.

The VET Industry Engagement staff attended the first professional development workshop on the new TAE10 Training Package and the TAE410110 Certificate IV Training and Assessment conducted for the education and training fields Industry Skills Council, Innovation and Business Services Australia (IBSA) on June 24.

A mapping exercise was conducted from the Grad Dip Secondary units to the new Certificate IV TAE40110 with the objective of identifying gap training requirements. Subsequently, an intensive program was devised and publicised for Grad Dip Secondary students.

A briefing session was held on 14/10/10 to meet the learners who had responded to a call for expressions of interest in undertaking the program. The session was used to firm up interest and to brief the group on pre-course work. See Appendix One. This strategy was used to prepare the learners for the program and also to demonstrate the dedicated blackboard site with support learning materials that would be available to them. Appendix Two outlines the schedule for the five days of face to face delivery.
2. Project Outcomes and impacts

The stated project aims were achieved:

- creating a strategy for delivery of the Certificate IV TAE40110 in Training and Assessment in HE programs that identifies RPL and gap training requirements and
- the design and delivery of a pilot program in 2010

An intensive program delivered over five days in which 17 Graduate Diploma Secondary teacher students and two lecturers undertook training in the new Certificate IV TAE40110 qualification. Through consultation with the School of Education HE staff at Bundoora there was an analysis of the core topic in the learners’ Graduate Diploma Secondary studies and areas for credit transfer were identified. This meant that two units in the current Cert IV qualification could be given as credit transfer, those being:

- TAEDEL401A –Plan, organise and deliver group-based learning
- BSBCCMM401A –Make a presentation

The program was designed to cover the remaining 8 units and specific areas relating to those units by completing projects/activities in class together with workplace projects which were to be completed by February 14 2011.

The project enabled the School to assess interest from students in gaining dual sector qualifications, to identify commonalities and gaps between the programs and stimulated discussion about how this approach could be further developed for this cohort and Masters of Teaching students.

3. Dissemination Strategies and Outputs

An article about the program was included in the December newsletter to School of Education staff and students (see p3 Newsletter School of Education DEC pdf attached)

An end of program report (see TAE for Grad Dip Secondary end course report pdf attached) was tabled at the Program Advisory Committee for VET Teacher and Trainer Programs at the December 2010 meeting. The members were very pleased with the outcomes of this initiative, seeing it as very relevant to current developments in creating connections and pathways across sectors. A member from the Victorian Curriculum and Assessment Authority (VCAA) expressed interest in funding follow up study of the learners and this idea is currently under discussion.

The report was also tabled and a recommendation moved that the program be continued in 2011 at the December 2010 School of Education Learning and Teaching. This was subsequently endorsed by the School Executive. (see item 6 in attached L and T meeting minutes 19 November pdf attached).
4. Linkages
This project certainly developed collaborative cross sectoral relationships within the School of Education in curriculum development and delivery. There is the possibility of working with our Program Advisory member who has responsibility for VET in secondary schools to extend practical placements in this area.

5. Evaluation of Project Outcomes
Post delivery staff evaluation

In a post delivery review meeting held on December 13 with Professor Annette Gough, Dr Kathy Jordan, the Grad Dip Secondary Co ordinator, Paschal Somers, the Cert IV TAE Coordinator and co facilitator of the pilot program and Jo Bradford, the project leader the following points were agreed on:

- The program pilot has been very successful. Time is tight in the Grad Dip Secondary program but the 5 day intensive model at the end of the academic year worked well. There had been concern that the students might be tired of study. However, the students were quick and responsive and were used to the sorts of demands being placed on them as the Grad Dip Secondary is delivered in an intensive mode of alternating lectures at Bundoora and practical placements in schools over the year.

- A longer briefing session held earlier in the year would better prep learners for the intensive delivery component and for possible practical placements in VET or VCAL in schools during the school year.

- As up to 49% of practical placements can take outside of schools then we could offer placements for students in our Certificate IV TAE40110 programs in the city campus.

- An elective model is too hard to fit into the packed Grad Dip secondary program but would be viable for the Masters of Teaching in the future as it is of longer duration.

- We need to resolve the funding of the Certificate IV TAE component. Under the Victorian Skills reform, a person such as a Grad Dip Secondary student who will already have an undergraduate degree has to pay full fees for Certificate IV studies. In this pilot, funding came from P profile funds to keep the costs to participants to a minimum but 2010 was the last year in which such funds were available. Future students will be up for over $2,000 for a full fee paying place. It may be possible as an interim measure that the School of Education acts as an industry client and purchases the training of the participants at an agreed group rate.

Student Feedback

The facilitators used two feedback strategies during the program; formative feedback through a “Critical Incident Questionnaire” conducted on Wednesday the 10th of Nov. This feedback was positive over all but more practical applications related to their learning were requested by the group. This feedback was immediately implemented. The second strategy was summative feedback through the standard RMIT Course evaluation form (see appendix 3).
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Quantitative Analysis of the end course survey of the program

1. 60% rated the program overall as ‘very good’; 33% rated the program as ‘acceptable’
2. 55% rated the program as ‘very appropriate’ and beneficial to their work.
3. 60% thought the program was ‘very good’ in meeting expectations
4. 60% rated themselves as having increased their capabilities after the program
5. 100% rated the facilitators in maintaining a ‘very good’ to ‘excellent’ supportive learning environment
6. 26% rated the resources as ‘acceptable’, 40% as ‘very good’ and 33% as ‘excellent’
7. 70% rated trainer feedback in the program as ‘very good’ and 30% as ‘excellent’
8. Question 8 covered areas in the program round balance of theory and practice, sequencing, pace communications skills of the trainer, feedback and clarity of instructions. Most areas here were rated as ‘Acceptable’.

Qualitative Responses to three questions were asked of the participants in the end course survey.

The qualitative responses show enthusiasm for the program and how participants were engaging in the wider world of vocational education and training through considering how to incorporate aspects of what they had learned into their practice or through considering wider career prospects.

Did you enjoy the program (why or why not?)

Yes, enjoyed the facilitators and getting to know other people

Yes, Mark and Paschal were very positive facilitators. I met lots of people I didn't know – it was friendly all the way through.

The program explored many areas of practical applied learning that I have not been involved in before.

The program became clearer and structured as the week progressed. Enjoy the company of working with new people.

Informative and relevant. Excellent materials. Fun group of trainees.

Yes, there was a good balance between theory and work. Having group work and completing assessments in class for feedback was great.

Yes, challenging but enjoyable team approach.

Yes, good mentors.

Yes, Paschal and Mark were very supportive and maintained a positive classroom environment.

Yes the staff tried to make very flexible and interesting.

Yes, however maybe too much sitting. I tend to get restless.

Yes, good tutors.

Yes, it was a brilliant opportunity to further our knowledge.

No, very dry, not entirely relevant to what I wanted it for. Assessors were great but content boring.
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Not particularly as the content was very dry and there was repetition from the Dip Ed course.

What will you start/stop as a result of this program?

Using templates for teaching

Hopefully move into corporate training at some point.

I will begin exploring the aspects of practical learning particularly in terms of doing – actions as achievement rather than theoretical approaches.

Look out for job opportunities in sector.

Looking for jobs related to TAFE teaching and corporate training roles.

More reflection needed on this but there will be a number of things.

I will be looking further into more training programs.

Will start looking into industry training jobs.

Maybe make more detailed training programs.

It has opened up a variety of employment opportunities.

I only ever wanted to be qualified for adult education and I have fulfilled my objective.

I liked the design and validation sections of the program.

Undervaluing RPL.

If it wasn’t 5 day course I would have withdrew. Not because of the facilitators but because of the content.

How will you use the training back in your workplace?

Not sure yet.

To help pre service teachers learn skills to teach VET and VCAL.

Well, I will have to wait until I get a job. But I will look forward to using the training in a future workplace.

Not currently working.

Currently not working so not applicable.

Clearer teaching and training. More attention to documentation.

Not sure. I will be taking the information I have learnt onboard and using in the future.

Will offer to conduct training programs.
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Break down learning into skills.

Look at the training and assessment practices in place and consider improvements to suggest.

Perhaps teach VET.

Adult education – TAFE.

Yes, better to understand how to train lead. ? and setting policies.

To teach using competency based training.

**Factors contributing to success**

There were several factors that contributed to the project’s success. One was the demonstrated support for the program by the HE staff. The co-ordinator of the Grad Dip Secondary, Dr Kathy Jordan actively encouraged students in her lectures and via email to participate in the program. Also, Associate Professor, Geoff Shacklock undertook the program himself, thus leading by example and he also became an effective ‘interpreter’ for the learner group drawing analogies from their knowledge and experience in secondary teaching to what was being covered in the Cert IV TAE.

One of the in-class activities conducted in the program was for each learner to write a letter to future students with advice about the program.

The following key ideas came from their letters:

- Completion of the pre-course work is essential to participate in the course
- Have an open mind to the content but that it would be enjoyable
- Ensure that you understand what you are doing as you go – important to apply yourself early
- Ideal if you can draw on any workplace experience to use in the program
- The Cert IV course compliments the Grad Dip Secondary and being dual qualified is a bonus
- Be prepared to do lots of group work

From the perspective of the two facilitators some of the main areas to consider would be:

- Separate the assessment books to reflect the in-class tasks and the workplace assignments – when they were together they caused confusion
- That the Grad Dip Secondary include integration of VCAL into teacher practical placements to link in with the Cert IV TAE
- Five days intensive was challenging for both teachers and the course facilitators – fortunately this was a high performing group so it was successful in this case.
- The course fits well at the end of the Grad Dip course – allowing a break between the two courses was beneficial overall
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<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AQTF</td>
<td>Australian Quality Training Framework</td>
</tr>
<tr>
<td>Certificate IV TAE40110</td>
<td>Certificate IV TAE 40110 in Training and Assessment</td>
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<tr>
<td>Grad Dip Secondary</td>
<td>Graduate Diploma in Secondary Teaching</td>
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<td>HE</td>
<td>Higher Education</td>
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<td>LOTE</td>
<td>Languages other than English</td>
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<tr>
<td>IBSA</td>
<td>Innovation and Business Skills Australia</td>
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<td>RTO</td>
<td>Registered Training Organisation</td>
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<td>TAFE</td>
<td>Technical and Further Education</td>
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<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
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<tr>
<td>VCAL</td>
<td>Victorian Certificate of Applied Learning</td>
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Appendices

Appendix One

Orientation Session Outline:

Certificate IV Training and Assessment (TAE40110) for Graduate Diploma (Secondary) students

Date: 14/10/10
Time: 11.30 – 12.30

Paschal Somers
Mark Mossuto

Welcome

Introductions
Overview of the session
Collect survey for teacher group
Introduce Blackboard content for the course

Pre- Course work – direction and instruction on what needs to be done before the course begins

A. Design:

First read ‘Back to Basics 3’ in Supplementary reading on Blackboard

- VET Acronyms - page 5
- Get to know the VET standards - page 6 and
- Navigate key VET websites - page 8

B. Delivery:

- Plan a skill based session for delivery in the program – details on Blackboard
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For this module, you are required to start to plan for a training session in which you are to train a fellow participant in a new skill you are familiar with. It could be e.g. how to install software, how to make a curry, how to repair a bicycle puncture or how to take a photo in bright sunlight, just to name a few. (Major practice activity no 1)

Refer to page 13 for of the 'Delivery Activities' workbook for further information and examples.

C  Assessment

Read the two following articles located in the “Supplementary Reading’ section on Blackboard

- “CBT in VET”
- “Continuous Improvement in VET"

General course assessment overview – discuss dates for final submission of work

Discussion and Questions

Close
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Appendix Two

TAE Training Schedule for Monday 8\textsuperscript{th} November to Friday 12\textsuperscript{th} November 2010

<table>
<thead>
<tr>
<th>Day</th>
<th>Schedule</th>
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</table>
| **Day 1 Schedule** | **Monday 8\textsuperscript{th} of November 2010**  
Program Introduction: Paschal Somers and Mark Mossuto  
Overview of the 5 (five) day program – activities, assessments and learning  
1. Use Training Packages and accredited courses to meet client needs  
2. Training packages vs. accredited courses  
3. Types of training packages  
4. How training packages are developed  
5. Using Training Packages  
6. Contextualising Training Packages  
7. Structure of a unit of competency  
8. Design and develop learning programs  
9. Identify program outcomes  
10. Analysing competency standards  
11. Determine training needs - Wrap-up day 1  

**End of Day 1 – Monday 8\textsuperscript{th} of November** |
| **Day 2 Schedule** | **Tuesday 9\textsuperscript{th} of November 2010**  
Overview of the day 2 – Paschal/Mark  
1. Designing Project 1 – small groups.  
2. Learning strategy  
3. Principles of instructional design  
4. Adult Learning  
5. Learning Cycle  
6. Create a Competency Map (matrix)  
7. Complete the learning program agenda  
8. Ensure healthy and safe learning  
9. Project 1 scenario - Wrap-up day 2  

**End of Day 2 – Tuesday 9\textsuperscript{th} of November** |
### Day 3 Schedule

**Wednesday 10\(^{th}\) of November 2010**

**Overview of the day 3 – Paschal/Mark**

1. Delivering Training overview
2. Plan, organise & facilitate learning in the workplace
3. What is workplace learning?
4. Plan and Organise Workplace Learning
5. Roles trainers play
6. Plan training sessions
7. The Training Cycle
8. Plan a skill-based training session
9. Project 3 - part 1: in class delivery - Wrap-up day 3

**End of Day 3 – Wednesday 10\(^{th}\) of November**

### Day 4 Schedule

**Thursday 11\(^{th}\) of November 2010**

**Overview of the day 4 – Paschal/Mark**

1. Workplace Assessment
2. Intro to Competency-Based Assessment
3. What is assessment?
4. National Recognition of training
5. Principles of Assessment
6. What does it mean to be ‘competent’?
7. Rules of Evidence
8. Assessor roles and responsibilities
9. Plan assessment activities and processes
10. Determine the assessment approach
11. Prepare the assessment plan
12. Identify assessment methods and procedures
13. Document the assessment plan
14. Develop and trial assessment instruments - Wrap-up day 4

**End of Day 4 – Thursday 11\(^{th}\) of November**
### Day 5 Schedule

**Friday 12\(^{th}\) of November 2010**

**Overview of the day 5 – Paschal/Mark**

1. Workplace Assessment  
2. Assess Competence  
3. Clarify your Role in the Assessment  
4. Support the candidate  
5. Assessment Project 1: Assess  
6. Project 1: Self-reflection and action plan  
7. Participate in Assessment Validation  
8. Preparing for validation  
9. Wrap-up day 5 and discuss Assessment requirements for the Cert IV TAA  

**End of day 5 – Friday 12\(^{th}\) of November**

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**Selected learning activities for each of the 3 (three) modules will be undertaken at various times during your learning to reinforce the theory.**

*The final submission date for all work-based projects aligned to the 3 (three) modules is the 14\(^{th}\) of February 2011. Project submissions maybe made prior to the 14\(^{th}\) of February 2011.*

*Please send projects to: School of Education, Building 53, 18 Cardigan St Carlton 3053*

If there is any further information you may require, please do not hesitate to call or email:

Paschal – paschal.somers@rmit.edu.au  Ph: 9925 4911 or

Mark – mark.mossuto@rmit.edu.au  Ph: 9925 4929
Appendix Three

Course Evaluation

Course Title: ___________________________ Date: ___________________________
Facilitator’s Name: ___________________________ 
Your Name (optional): ___________________________

Please complete both sides of this questionnaire. This form enables you to rate the course overall. Please respond as accurately and as honestly as you can. Leave blank any item that you feel does not apply. We welcome your responses and feedback on this questionnaire as it provides us with the opportunity to improve our services and courses for you.

Rating Scale to be used:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Very Poor</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Very Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td>4</td>
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</tbody>
</table>

1 How would you rate the program? 1 2 3 4 5
2 Was the program relevant and of benefit to your work? 1 2 3 4 5
3 How well did the program meet your expectations? 1 2 3 4 5
4 How would you rate your capability in this area before the program? 1 2 3 4 5
   How would you rate your capability in this area after the program? 1 2 3 4 5
5 How well did the facilitator develop and maintain a supportive learning environment? 1 2 3 4 5
6 How would you rate the resources provided? 1 2 3 4 5
7 How well did the facilitator assess participant progress and give constructive feedback throughout the program? 1 2 3 4 5
8 How would you rate the following element of the program:
   Balance of theory presented and practical activities 1 2 3 4 5
   Sequencing of program 1 2 3 4 5
   Pace of the training program 1 2 3 4 5
   Communication skills of the trainer 1 2 3 4 5
   Expertise of the facilitator in this area 1 2 3 4 5
   Feedback provided by the facilitator 1 2 3 4 5
   Clarity of facilitator’s instructions/explanations 1 2 3 4 5
Please add any comments, especially where you have indicated “very poor” or “excellent”

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please comment on the following:

Did you enjoy the program? (Why or Why Not?)

________________________________________________________________________

________________________________________________________________________

Did the training program meet your expected outcomes (Why or Why Not?)

________________________________________________________________________

________________________________________________________________________

What will you start/stop doing as a result of this program?

________________________________________________________________________

________________________________________________________________________

How will you use this training back in your workplace?

________________________________________________________________________

________________________________________________________________________

Any other comments?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Thank you for taking the time to complete this evaluation form.