

vision for the future



EXPLORATION

**Re-Defining
Competency: Time for
a new approach**

Michael Hartman



NATIONAL VET CONFERENCE
GOLD COAST 2021

#2021NVC



Re-defining Competency: Time for a New Approach

Velg Training's National
VET Conference 2021

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 Skills_Impact
skillsimpact.com.au



Skills Impact is a not-for-profit, industry-owned skills standards organisation

We work with industry, training providers and government

- Track industry trends, skills opportunities and challenges.
- Manage Industry Reference Committees and publish Skills Forecasts.
 - Future skills needs and solutions.
- Skills standards and training package projects.
- Conduct research on issues we uncover.



Industry is at the Core

12 Industry Reference Committees



**Food, Beverage
and Pharmaceutical**



**Pharmaceutical
Manufacturing**



**Forest
Management
and Harvesting**



**Timber and
Wood Processing**



**Timber Building
Solutions**



**Pulp and Paper
Manufacturing**



**Aquaculture and
Wild Catch**



Meat Processing



Racing and Breeding



**Animal Care
and Management**



**Agriculture and
Production
Horticulture**



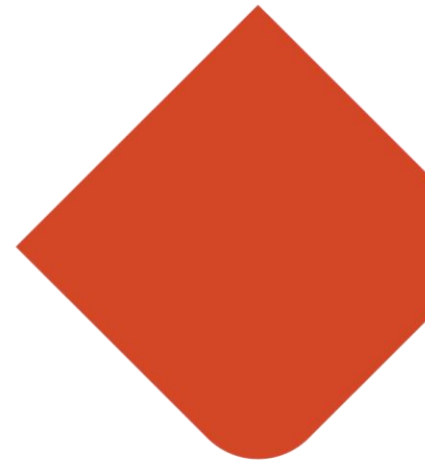
**Amenity Horticulture,
Landscaping,
Conservation and Land
Management**



**Australian
Industry and
Skills Committee**

Industry leadership in VET

- ✓ Industry plays a key role in identifying skills requirements
- ✓ They're involved in the development of units of competency and qualifications
(Better described as vocational skill standards)
- ✗ They have limited influence over what, how and when training is delivered, and how it is funded



Skills pipeline & industry involvement

Published in the *Skills Organisations National co-design Discussion Paper – Sept 2019*



The Future of VET

- An important time to have a vibrant and flourishing VET sector.
- Unprecedented technological advancement changing the way **work is done.**
- Stakeholders are being asked their views.
- Every person in the room is contributing to VET.
- The VET sector is critical. We could all deliver so much more, with changed policies and systems.





Not a 'Training Package'

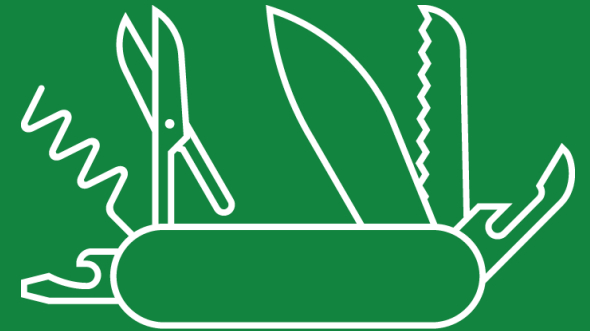


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Units = Swiss army knife for VET?

- Units are not training standards.
- They are skills standards.
- There are problems with using them for regulation.
- We need to redesign these documents.



Instrument of economic and
social policy

Represent
occupations

Vehicle for industry
leadership of VET

Publicly
accessible

Supply employers with
relevant skills



Used to regulate
training



Guide learning
design

Equip students with
relevant skills

Support consistency of
assessment

A training package doesn't describe *how* an individual should be trained.

It is not a curriculum.

It outlines industry work skills standards.

Not a 'package of training' at all.

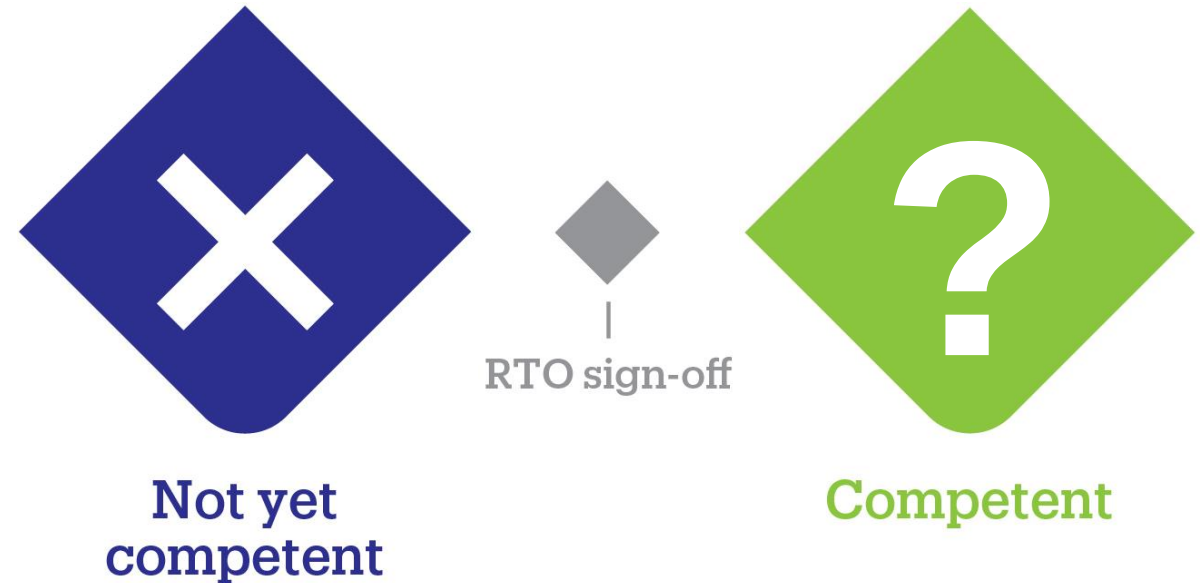
VET system works with a definition of competency that is very difficult to achieve without workplace-based practice

Definition from ASQA's website

“The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.”

Competency now takes on a new meaning

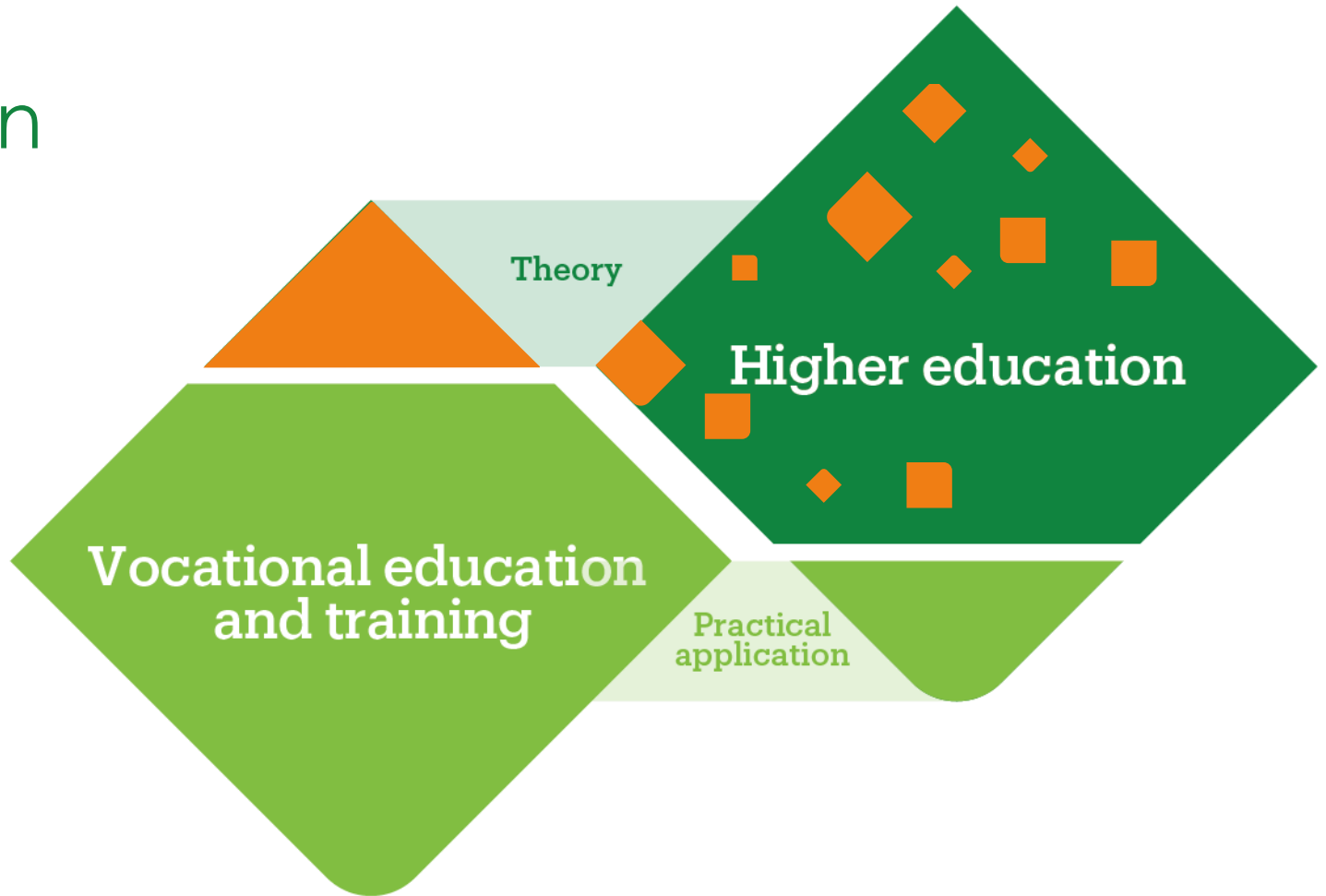
- Many participants exit the VET sector with basic skills and up-to-date knowledge, but they are not competent to workplace standards.
- They are safe to start practicing in a workplace, to continue the journey to competence.



Vocational Education and Training

A system based around competency.

Learners are on a journey:
From not being able to carry out the work, to competency.



Institutionalised learning is a critical contribution, but...

You need knowledge *and* supervised workplace practice to develop real competency.

System redesigned to support:

- RTOs to do what they do best
- Enterprises (workplaces) to do what they do best.

70% Experiential learning
Informal, on-the-job learning

20% Social learning
Coaching, mentoring, and interactions with others

10% Formal education
VET and higher education

Competency is a journey and not a destination

Life experience

Higher education

Vocational education
and training

Self-directed learning

Other training providers

Workplace practice
and training



Learning and practice
propels you forward

Change in context can
send you backwards

Time matters –
Use it or lose it

Both RTOs and industry should have a role in competency

- Units of competency could be redesigned to identify:
 1. the areas RTOs can deliver and assess and
 2. the parts people learn by doing in enterprises.
- Support materials created for both RTO-based training delivery and workplace practice and evidence.



A solution will require improved training products

**National Skills and Training Materials
(or national curriculum or training standards)**

(based on units of competency) define what an RTO is responsible for delivering.

Industry Work Skill Standards

provide enterprise guidance on delivering relevant workplace practice and evidence of competency, similar to ISO and ANZSO standards.



Under this model, RTOs deliver, in collaboration with enterprises, a minimum acceptable standard of vocational training





RTOs deliver formal training and assessment.
Focus on knowledge and basic skills/safety.

**Best positioned
to assess know-how**



Workplaces provide real life practice and feedback.
Focus on can-do.

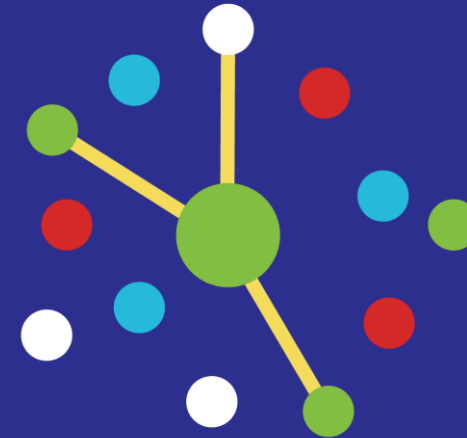
**Best positioned
to assess proficiency**

Expectation



Framework for industry and training providers to work together supporting people on their competency journey

Reality



Only a few examples of RTOs and industry successfully doing this

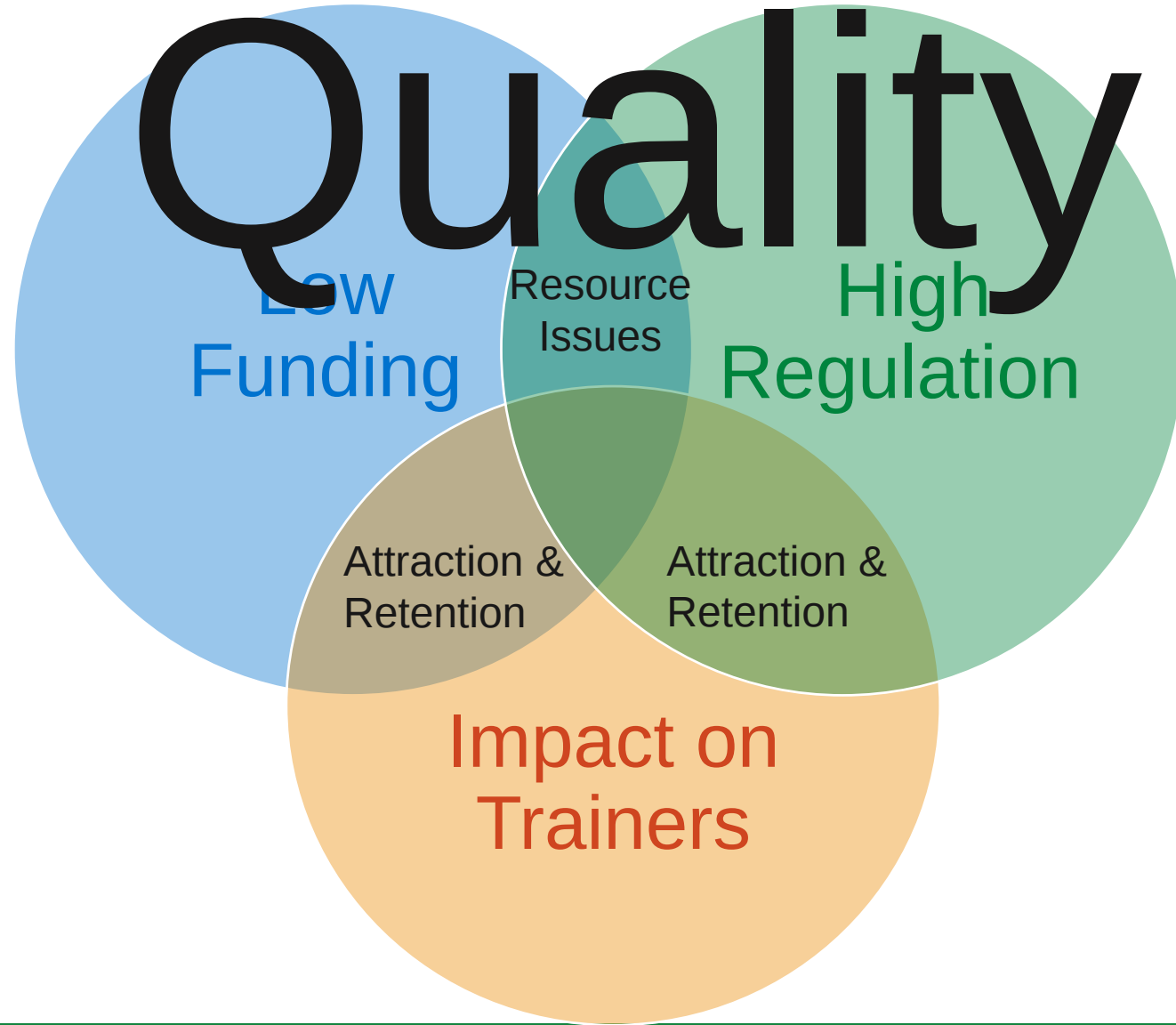


RTO Delivery Challenges

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RTO Pressure Points



RTO delivery challenges

- Training is consolidated to areas where delivery is viable and not in areas of greatest industry need.
- Current framework places unreasonable quality demands on RTOs.
- Forcing them towards areas of higher student numbers and lower cost – to improve their viability, reduce risk and improve quality.



Cost and visibility of student numbers

It is not possible for RTOs to deliver quality in areas where funding is low and capacity of students or industry to pay is low.

Funding does not reflect the additional costs associated with high-quality delivery in rural, regional and remote areas.

This also applies to delivery of complex technical skills.



Thin markets & high costs

- \$ Low ratios of student to trainer, access and safety issues.
- \$ Highly technical skills and/or expensive materials and machinery.
- \$ Learners spread across large geographical areas.

Cost is often 2 to 5 times higher than situations without the above factors.



Factors in an RTO's decision to add or remove a qualification or unit

Availability of skilled and qualified trainers	88%
Availability of equipment, infrastructure, or other resources	87%
Demand for the training from employer	88%
Availability of prospective students	90%
Changes in industry priorities	84%
Ability to meet ASQA compliance requirements	87%
WHS or other risks associated with delivery	82%
Access to public funding to support delivery	72%
Cost of course design and/or materials	74%
Geographical spread of students and/or workplaces	59%
The ability to deliver the desired elements in your institution or a workplace	80%

Source: Griffith University 'Learning, Training, and Competency Survey' Preliminary Findings, June 2020

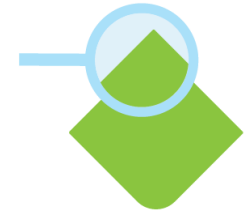
Skills Impact research

Surveyed over 600 industry and VET stakeholders

- Support for a system that involves enterprises and RTOs in the assessment of skill proficiency.
- Seeking views on the appropriateness of the VET sector's current competency paradigm.
- Underpinned by concepts such as the Dreyfus and Dreyfus model of skills acquisition.
- Griffith University is our research partner and is managing the survey process.



Interviews and discussions

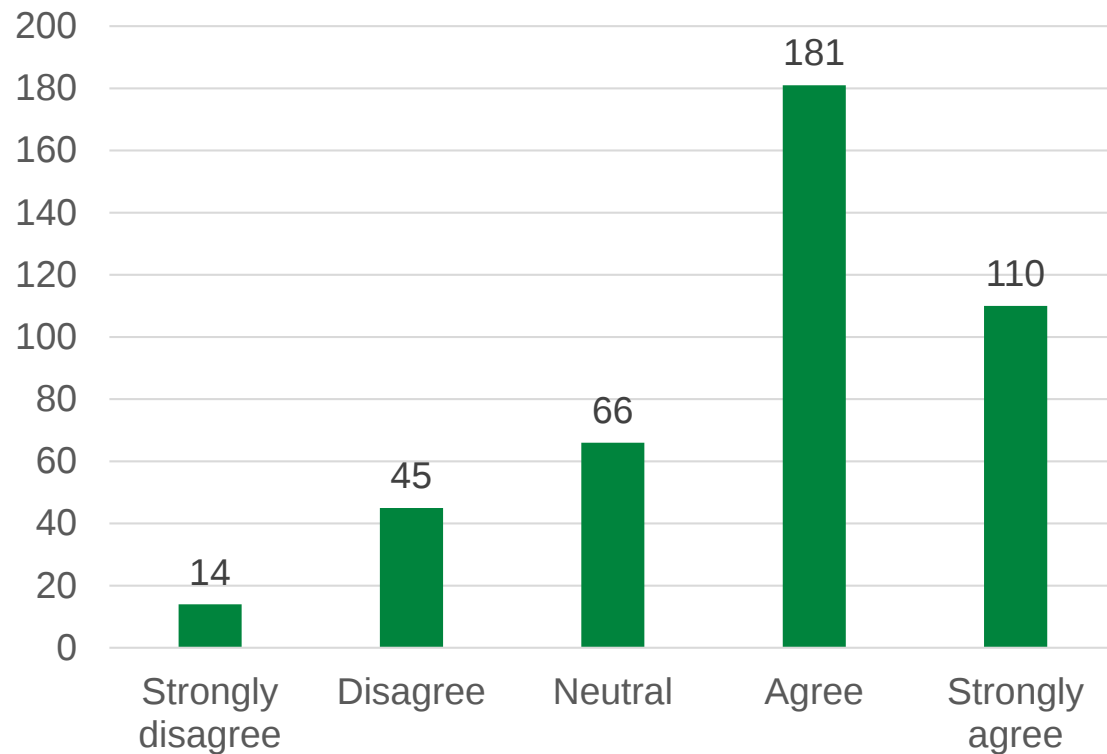


Literature review and data analysis

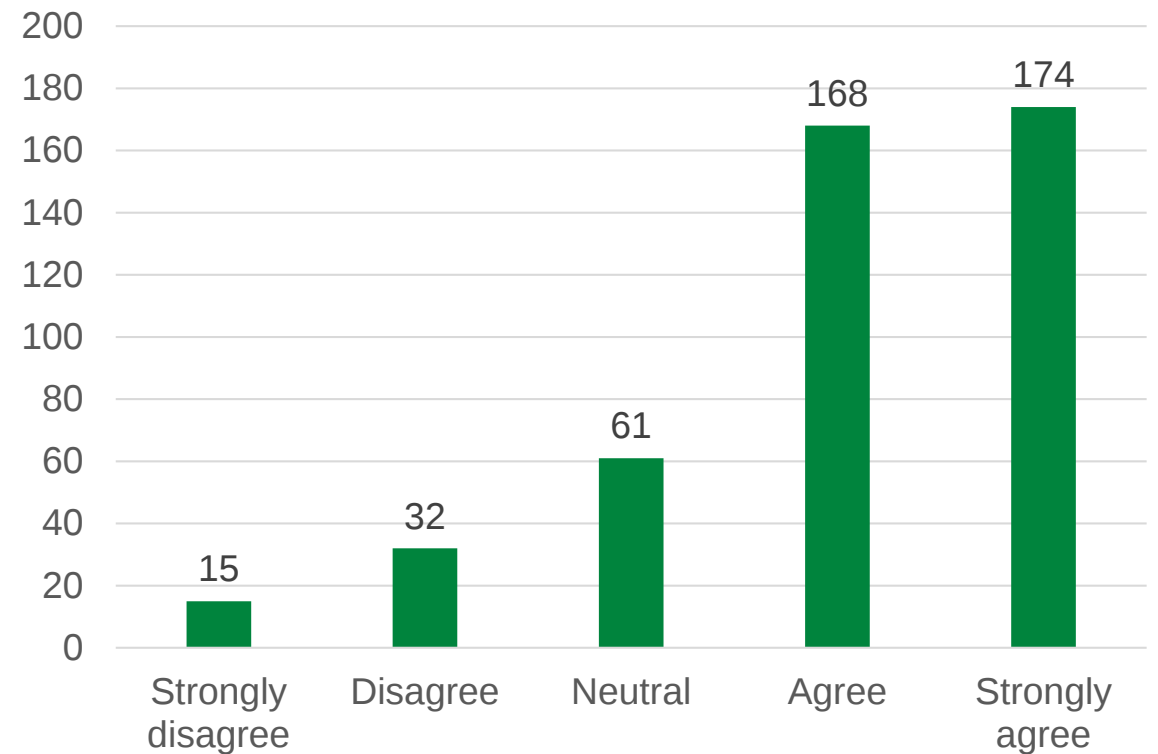


Survey

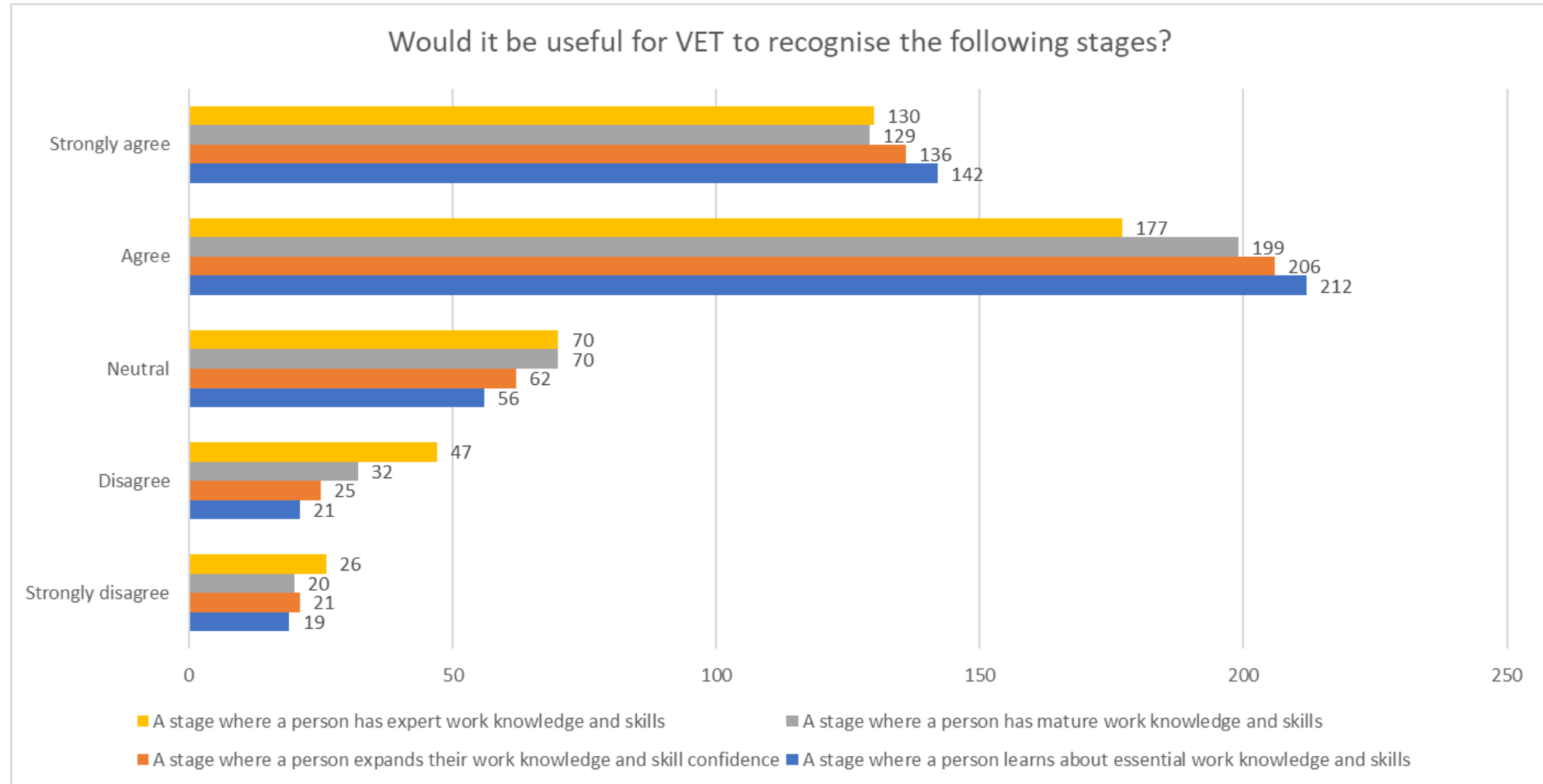
71% of respondents agree that workplaces should have an expanded and direct role in training



76% support a developmental approach to competency (recognise different stages of learner performance)



Would it be useful for VET to recognise the following stages?



Keeping Vocation in VET

- Vocational focus is about building peoples' capabilities and practical skills.
- Theory is important but not the priority.
- Real vocational practice occurs in real workplaces.
- Simulation helps but doesn't deliver competency.
- Work skills are learned by repetition, feedback and coaching, on the job.



In Summary

- The current system can be improved.
- Competency standards are not training packages and not effective as multipurpose tools.
- We need purpose-built tools, searchable online with unlimited flexibility to use.
- Australia's skill system is more than RTO enrolments and institutionalised delivery.
- On-the-job learning has been engineered out of the system. It needs to be built back in.



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Skills Impact is a not-for-profit, industry-owned organisation that works to ensure that all workplaces have access to nationally consistent skills standards and training.

Skills standards for industry. Through our work, learners and workers gain the skills and opportunities and industry competitiveness.

COVID-19, Bushfire, Drought and Floods

Our thoughts are with our stakeholders who are still being affected by these challenging times, with necessary adjustments to our consulting services to address critical skills shortages and issues. Skills Impact and the Industry Skills Committee, including the development of a new skill set for the pharmaceutical industry.

COVID-19. Skills Impact operations and activities continue during these challenging times and work for most Australians and has created and/or increased employment opportunities of the AISC and the AISC Emergency Response Subcommittee.



IRC Skills Forecasts and Proposed Work

News and Events

Projects



VET Insights

Industry Committees

Industry Committees

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Organisation

Coverage (geographical coverage of your role)

Industries of Interest

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- ☐ Agriculture, Horticulture, Conservation & Land Management
- ☐ Animal Care & Management
- ☐ Aquaculture & Wild Catch
- ☐ Food, Beverage & Pharmaceutical
- ☐ Forestry & Timber
- ☐ Meat Processing
- ☐ Pulp & Paper Manufacturing
- ☐ Racing

☐

I'm not a robot



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COMING UP **NEXT:**

2.00 - 3.00PM



vision for the future

GOVERNMENT / REGULATOR

ASQA Session 2

ASQA Representative

TRAINING & STUDENT ENGAGEMENT 1

**Cognitive Load Theory:
Principles for
application in the
classroom and
virtual environment**

Tony Kirton

COMPLIANCE

**How to Rectify
Non-Compliances
Following an Audit**

Kevin Ekendahl

VET IN SCHOOLS

**Apprenticeships and
Traineeships
of the Future**

Cassandra Hoult

TRAINING & STUDENT ENGAGEMENT 2

**Principles of Adult
Learning for the Future**

Chemène Sinson