

Project ID No.	IR 172 / 7 / 1 / 07
GOAL 5	SUB-PROGRAM

Applying Information and Research

Action plans must be submitted online to www.reframingthefuture.net by COB Tuesday 5 June 2007.

Please select "Submit a Form" on the Home Page Menu and follow the prompts.

All sections must be completed.

Please note: sections 1 – 10 of this document will be uploaded onto the Reframing the Future website. Details of participants in item 12 will be only be used in accordance with our privacy policy and will not be published on the website.

Name of organisation funded by Reframing the Future

Sunraysia Institute of TAFE

1. Convenor's details

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3. Project overview (100 words maximum)

What outcomes do you hope to achieve in your project?

The Institute has recently established a Skills Recognition Centre which it aims to continually improve.

Project Outcomes:

- Continued development of a transferable Skills Recognition (i.e. RPL, RCC etc) model which is seamless and integrated within a flexible and responsive training model to optimise Skills Formation
- Improved marketing and promotion of Skills Recognition
- Improved AQTF 2007 compliant Skills Recognition policies, procedures, tools and fees and charges structures for a multi-campus regional institute context
- Value adding to 'best Skills Recognition practices' and improved ongoing networks
- Skills Recognition models for Australian Apprenticeships, particularly in skills shortage areas and upfront Skills Recognition promoted in government policies
- Improved staff Skills Recognition and workplace learning knowledge and skills
- Improvements to the Reframing the Future research models

4. Information and research to be used and applied as the basis of the project

Please list relevant reports, research, articles, publications, good practice models and websites that the project participants will engage with. Outline the practical ways this information will be applied.

Key References

Key Directions of VET Determined by the Council of Australian Governments (COAG)

John Mitchell, Suzy Mc Kenna, Cheryl Bald, Wendy Perry and Shane Earls (2007), 'Human Capital Enhanced by VET – A report on staff development and change management projects that addressed priorities for the vocational education and training (VET) sector set by the Council of Australian Governments' Reframing the Future,

John Mitchell, Suzy Mc Kenna, Cheryl Bald, Wendy Perry and Shane Earls (2007), 'Human VET Enhances Human Capital: 31 Examples, Reframing the Future, DEST

Knowledge Management

John Mitchell and Susan Young: 'Knowledge Management and the National Training Framework – Core Ideas' , Reframing the Future, DEST

'Applying Information and Research – Good Practices from 2005', Reframing the Future

Workbased Learning

'Participating in Workbased Learning Groups', Reframing the Future

John Mitchell, Suzy Mc Kenna, Cheryl Bald and Wendy Perry; 'New Capabilities in VET- Insights from Reframing the Future project teams on how to build capabilities for implementing the national training system' DEST, 2006

'Facilitating Workbased Learning Groups' Brochure Reframing the Future, DEST

John Mitchell, John Henry and Susan Young (2001), 'A New Model of Workbased Learning in the VET Sector' Reframing the Future, DEST

Peter Skippington (2002), 'learning @work : Good Practice in Workbased Learning. Case Studies of Reframing the Future Projects', ANTA

Professional Judgement

Suzy Mc Kenna and Dr John Mithcell, (2006), 'Professional Judgement in Vocational Education and Training: A Set of Resources' Reframing the Future, DEST

Recognition of Prior Learning

Suzy Mc Kenna, Dr John Mitchell (2006), 'RPL – Done Well in VET – Engaging VET Practitioners Forums' Reframing the Future, DEST

Jo Hargreaves, (2006), 'Recognition of Prior Learning – at a Glance', NCVER, DEST

Larry Smith (2004), Valuing RPL: Selected case studies of Australian private providers, NCVER

Project Evaluation

Reframing the Future, 'Evaluating Projects' Brochure

Relevant Websites

Council of Australian Governments

- Council of Australian Governments

General VET and Research

- Educational Network Australia
- National Centre for Vocational Education and Research, NCVET
- Reframing the Future
- Department of Education Science and Training
- National Training Information Service
- www.training.com.au
- www.vrqa.vic.gov.au
- List of useful websites for VET information compiled by Lea-ann Harris, NCVET April 2007
- Australian Flexible Learning Framework
- Journal of Vocational Education and Training (www.triangle.co.uk)

Recognition of Prior Learning

- Resource Generator
- TAFE Queensland
- AQF National Principles of Operations Guidelines for RPL
- RPL A-Z Resources www.ICVET.tafe.nsw.edu.au
- RPL Policy and Practice in Australia www.scu.edu.au
- RPL Kits www.openlearning.tafe.qld.gov.au
- Training Support Network
- Skills Pro
- Competency Navigator
- assessit.net

Useful Ways That These Resources Will be Used

These resources will be used to support the following developments:

- Professional development materials for staff
- The development of Skills Recognition Policies, Work Instructions, Forms and Guides for Skills Recognition for different study areas
- As reference material for workbased learning groups
- To establish an understanding of models of knowledge management and its application within workbased learning groups
- Resources will be searched and catalogued into subject areas on a register of materials to allow access and increased use

5. Project methodology

Please describe:

<p>the workbased learning methodologies you will use; and</p>	<p>It is proposed to structure the project planning implementation around the operation of Learning Groups in campuses and study areas. These will operate with Learning Group Leaders to ensure that the groups stay on track with project plans and expected outcomes.</p> <p>Learning Groups will be involved in activities such as:</p> <ul style="list-style-type: none"> • Workbased action learning projects to implement Skills Recognition relevant to their study areas and campus settings. • Mentoring and coaching relationships that will be established where appropriate. • Formal documented communication networks will be established. Networking relationships will be established both internally and externally to the Institute. External relationships will include links with the newly formed statewide RPL Network for VET and other TAFE institutes such as Wodonga and Bendigo which have also established centralised Skills Recognition Centres. • Relationships will also be established with other State and international (UK) authorities and training organisations. • Staff will be made aware of the learning processes which they are participating in and be actively involved in determining the merits and opportunities for improvement to these strategies and processes.
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<p>how the workbased learning will be facilitated and evaluated to optimise the application of research and information</p>	<p>Facilitation</p> <p>Facilitation of the workbased learning will be facilitated using the following strategies:</p> <ul style="list-style-type: none"> • General professional development sessions will be delivered at the Mildura and Swan Hill campuses to introduce the concepts of workbased learning and to workshop how these concepts may be adapted to each of the study areas at each campus. That is, participants will be invited to construct their method of learning and operation in these facilitated sessions to determine how they prefer to work. This will hopefully achieve ownership and 'buy-in' into the processes for all participants and ensure that workgroup activities are customised to each work area and meet their needs. Documented approaches and stages will be an outcome of these workshops. • There will be ongoing support provided to the workbased learning groups as they implement their programs provided by the Skills Recognition Centre (project) staff. This will also serve to achieve moderation of the activity occurring in the workbased learning groups. • Workbased learning group leaders will be appointed to enable a coordinated efficient and effective contact and leadership for each workgroup. 											
	<p>Evaluation</p> <p>The project will be established in line with the Reframing the Future – Evaluating Projects methodology. Evaluation will occur throughout the project at critical points employing the six stage self-assessment strategies framework for project teams established by Reframing the Future.</p> <p>The project design and plan will include clearly identified objectives, data collection types and methods, evaluation tools, reporting frameworks and transparent evaluation processes.</p> <p>The stages of analysis and evaluation are:</p>											
<table border="1"> <thead> <tr> <th data-bbox="491 1030 742 1075">Evaluation Stage -</th> <th data-bbox="742 1030 1013 1075">Key Questions</th> <th data-bbox="1013 1030 1444 1075">Evaluation Strategies</th> </tr> </thead> <tbody> <tr> <td data-bbox="491 1075 742 1400"> <p>1. Setting Project Goals and Objectives and Performance Indicators</p> </td> <td data-bbox="742 1075 1013 1400"> <p>Are criteria available to judge the success of the Reframing the Future project:</p> <p>for the customer(s)?</p> <p>for the organisation?</p> <p>for the individual staff member?</p> <p>for the system?</p> </td> <td data-bbox="1013 1075 1444 1400"> <p>Develop criteria for success of program</p> <p>Determine staff perceptions at commencement of program to enable comparison at program completion</p> <p>Determine performance data</p> </td> </tr> <tr> <td data-bbox="491 1400 742 1624"> <p>2. Project Design Stage</p> </td> <td data-bbox="742 1400 1013 1624"> <p>Which are the best methodologies to use?</p> <p>What is the best model(s) of workbased learning for our situation?</p> </td> <td data-bbox="1013 1400 1444 1624"> <p>Review of literature of strategies</p> <p>Refinement of project action plan</p> <p>Seek 'buy-in' and ownership of preferred model and methodology</p> <p>Seek advice where necessary to improve plan</p> </td> </tr> <tr> <td data-bbox="491 1624 742 2072"> <p>3. Program Implementation</p> </td> <td data-bbox="742 1624 1013 2072"> <p>Are the program outcomes being achieved?</p> <p>Is the project on schedule?</p> <p>What barriers are emerging?</p> <p>What is working best?</p> <p>What are the cost benefits?</p> <p>What has been learnt so far?</p> </td> <td data-bbox="1013 1624 1444 2072"> <p>Observations and reflective activities – (staff blog to be used)</p> <p>Collaborative review of progress by facilitator and participants</p> <p>Preparation of Reframing the Future project mid-term report</p> <p>Review of project goals, objectives and performance indicators</p> <p>Changes to current knowledge required</p> <p>Monitor performance data</p> </td> </tr> </tbody> </table>	Evaluation Stage -	Key Questions	Evaluation Strategies	<p>1. Setting Project Goals and Objectives and Performance Indicators</p>	<p>Are criteria available to judge the success of the Reframing the Future project:</p> <p>for the customer(s)?</p> <p>for the organisation?</p> <p>for the individual staff member?</p> <p>for the system?</p>	<p>Develop criteria for success of program</p> <p>Determine staff perceptions at commencement of program to enable comparison at program completion</p> <p>Determine performance data</p>	<p>2. Project Design Stage</p>	<p>Which are the best methodologies to use?</p> <p>What is the best model(s) of workbased learning for our situation?</p>	<p>Review of literature of strategies</p> <p>Refinement of project action plan</p> <p>Seek 'buy-in' and ownership of preferred model and methodology</p> <p>Seek advice where necessary to improve plan</p>	<p>3. Program Implementation</p>	<p>Are the program outcomes being achieved?</p> <p>Is the project on schedule?</p> <p>What barriers are emerging?</p> <p>What is working best?</p> <p>What are the cost benefits?</p> <p>What has been learnt so far?</p>	<p>Observations and reflective activities – (staff blog to be used)</p> <p>Collaborative review of progress by facilitator and participants</p> <p>Preparation of Reframing the Future project mid-term report</p> <p>Review of project goals, objectives and performance indicators</p> <p>Changes to current knowledge required</p> <p>Monitor performance data</p>
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Evaluation Stage -	Key Questions	Evaluation Strategies
4. Immediate Outcomes	What new knowledge, skills and attitudes (SKAs) have been learnt? How well has knowledge been shared? What tacit knowledge has been captured and documented?	Reflective activities Observations documented Determine staff perceptions about what has been learnt and success of approach
5. Outcomes Implementation	What, how and how well are team members using the SKAs?	Interviews, reflective activities Survey
6. Impacts and Worth Stage	What difference has the workbased learning made to the system, organisation, individual and customer? What are all the outcomes of this project?	Preparation of the final Reframing the Future report Interviews Surveys Changes in performance data

6. Knowledge creation and management strategies to be utilised

Please detail the strategies that your project will utilise to create, transform and manage knowledge (both tacit and explicit) for:

individuals	<ul style="list-style-type: none"> • Individual staff will participate in sessions presented on knowledge management so that they understand the framework or models which will be used by the project • Individual staff will be involved in sourcing knowledge relevant to their area of operation • Mentoring of inexperienced staff by workbased learning group leaders and experienced staff including the Skills Recognition Centre staff and contacts to share current knowledge, particularly tacit knowledge • Keeping of journals for reflective learning to capture tacit knowledge • Participate in relevant workbased learning groups to discuss, share and document new knowledge developed during the practical implementation of Skills Recognition to achieve knowledge diffusion • Participate in the review of Skills Recognition Policies, Work Instructions, Forms, Skills Recognition tools and Guidelines
the project team	<p>Knowledge management theory will be used to assist staff to become aware of and identify the broad range of knowledge which they develop throughout the project.</p> <p>The following activities will be used to manage knowledge:</p> <ul style="list-style-type: none"> • Workbased Learning Groups will source additional information relevant to their area of study for Skills Recognition including linking with external specialists, industry groups and statewide training networks • Workbased learning groups will be collectively updated on the principles, theories and concepts of Skills Recognition to lay a foundation for further knowledge development • Workbased learning groups will be asked to design, plan, deliver, analyse and evaluate Skills Recognition services to customers in cooperation with the Institute's Skills Recognition Centre. The maintenance of journals and notes will form part of the process to capture new knowledge and shared knowledge from the groups • Workbased learning groups will operate in a structured way to assist in discussing, identifying, documenting and sharing tacit knowledge and explicit knowledge. The 'K Café' approach will be adopted to strengthen this process • Workbased learning groups will participate in refining and improving Institute Skill Recognition Policies, Work Instructions, Forms, Tools, professional development materials and Skill Recognition Guides • The Workbased Learning Groups will then be requested to implement the revised system documentation i.e. knowledge diffusion will occur • The groups will be asked to analyse and evaluate the Workbased Learning process they have undertaken to suggest improvements

<p>the organisation</p>	<ul style="list-style-type: none"> • The organisation shall be informed about the planning, implementation, outcomes of the project as a model for workforce development and knowledge management • The Senior Management Team and Executive Group will be consistently updated on this project to inform planning and operations • Briefing sessions will be organised to share the knowledge developed through this project at the half way and completion stages of the project • The organisation will benefit through the production of revised Policy, Work Instructions, Forms, Guidelines and Professional Development materials for Skills Recognition to encourage knowledge diffusion and refinement
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7. Anticipated outcomes

Please describe the outcomes anticipated as a result of your project:

<p>for participating individuals</p>	<ul style="list-style-type: none"> • Increased confidence in conducting Skills Recognition services • Improved SKAs with respect to Skills Recognition • Improved Policies, Work Instructions, Forms and Guidelines to assist in conducting Skills Recognition in a range of contexts e.g. for trainees and apprentices, existing workers and persons from the community • Increased transparency and understanding about how Workbased Learning can be achieved • Identify solutions to barriers to Skills Recognition
<p>for participating work teams and organisations</p>	<ul style="list-style-type: none"> • The development of a workbased learning model which can be transferred to a range of other activities • An improved model for delivery of Skills Recognition services in a range of contexts • Increased capacity to actively promote and deliver Skills Recognition services • Identify solutions to barriers to Skills Recognition • Compliance to AQTF Standards for Registered Training Organisations
<p>for the VET system</p>	<ul style="list-style-type: none"> • An improved model for Skills Recognition service delivery particularly for a multi-campus regional institute context • A case study of workbased learning groups and knowledge management • Identify solutions to barriers to Skills Recognition

8. Evaluation

Please provide an outline of the methods you will use to evaluate the participants' learning and your project's efficiency and effectiveness.

The key measures that will be used to evaluate the participants learning and the efficiency and effectiveness will be:

- A survey and interview of participating staff's perceptions of their current level of confidence and SKAs with respect to Skills Recognition will be conducted at the start of project and at the completion. A scale of 1 to 10 will be used to measure their perceptions for critical stages of the Skills Recognition process. The survey will also include a section on staff satisfaction with documented systems in place for Skills Recognition so that their perceptions are measured at the start of project and its conclusion
- The number and significance of changes made to the Institute Policies, Work Instructions, Forms and Guides for Skills Recognition as a result of the project i.e. the amount and quality of tacit and explicit knowledge which has been developed and captured during the project
- The number of new and improvements to existing Skills Recognition tools used in different study areas
- The number of Skills Recognition applications processed during the project compared to previous years and also the number of applications processed from different study areas involved in the project
- The feedback from customers who participated in the project

9. Promotion

Please outline how your project processes and products will be promoted:

<p>within your organisation(s)</p>	<ul style="list-style-type: none"> • Through articles in the Institute fortnightly newsletter called 'What's Happening?' disseminated via email to all staff • Briefing sessions (PowerPoint) to be held at the half way and completion stage of the project conducted at the Mildura and Swan Hill campuses • Reports to the Educational Standards Board on a regular basis – meetings are held every 6 weeks • Through making the processes and products (i.e. Skills Recognition Policies, Work Instructions, Forms, Guidelines and Professional Development materials) available on the Institute intranet system for all staff to access • The Skills Recognition Centre and Skills Recognition campus contacts will be continually promote the project outcomes dealings with Skills Recognition service delivery
<p>to industry or other relevant organisations</p>	<ul style="list-style-type: none"> • Promotional materials will be developed for relevant industry areas emphasising the Skills Recognition services customised to their study area • Skills Recognition services will be promoted at industry forums and through the normal interfacing with Institute staff when negotiating business • The Institute website will be updated to present the latest information on Skills Recognition
<p>to the broader VET sector</p>	<ul style="list-style-type: none"> • The outcomes of the project will be promoted through the Reframing the Future website and activities • The findings of the project will be presented to the RPL Network in Victoria • Offers will be made to key VET Sector organisations such as VISTA and AVETRA to promote and share the findings of the project

10. Project timeframe

Please list task/actions and key dates

(Please add rows as required)

Task/action	Key date
1. Initiate promotion of the project throughout the Institute by publishing articles in the Institute newsletter, mentioning the project at Senior Management Team meetings and other official meetings such as the Educational Standards Board. Include how this project fits in with COAG policy and directions	13.6.2007
2. Conduct project briefings to Workbased Learning Groups to discuss project and the principles of workbased learning groups and knowledge management at Mildura and Swan Hill campuses. Staff from Ouyen and Robinvale to attend either Mildura or Swan Hill Campus or to be briefed separately on route or return from Swan Hill	15.6.2007
3. Conduct survey of project participants to measure current knowledge and confidence in conducting Skills Recognition services and identify barriers to Skills Recognition in different study areas	22.6.2007
4. Conduct research into Skills Recognition through literature review of articles, websites and site visits	15.8.2007
5. Invite special speakers to address Workbased Learning Group members	15.8.2007
6. Collate, analyse and evaluate research findings	24.8.2007
7. Present research findings to Workbased Learning Groups Review project goals, objectives and performance indicators with Workbased Learning Groups Refine project action plan	24.8.2007
8. Update Institute Policies, Work Instructions, Forms, Skills Recognition Guides and Promotional material (system documentation) based on literature search i.e. knowledge conversion stage	24.8.2007
9. Conduct briefings of Workbased Learning Groups to ensure equal understanding of system documentation in place	24.8.2007
10. Organise identification, development/refinement of Skills Recognition tools where appropriate	24.8.2007
11. Initiate implementation of Skills Recognition in study areas as part of project Commence journals, staff blog and writing of observations	27.8.2007
12. Complete mid-term project report	28.8.2007
13. Conduct customer survey of Skills Recognition services	Ongoing
14. Conduct reflective sessions (K Café) in workbased learning groups	(by) 21.9.2007
15. Make changes to the system documentation	28.9.2007
16. Conduct briefing sessions to review changes made to system documentation resulting from initial round of Skills Recognition Applications (knowledge diffusion)	1.10.2007
17. Continue delivery of Skills Recognition services with revised system documentation	
18. Conduct reflective sessions (K Café) in workbased learning groups	(by) 26.10.2007
19. Finalise implementation of Skills Recognition applications	26.10.2007
20. Complete final surveys of customers satisfaction with Skills Recognition services	26.10.2007
21. Conduct final survey and interviews of staff who participated in the project	26.10.2007

Task/action	Key date
22. Compile information and data and complete final modifications to the system documentation to account for new knowledge developed throughout the project i.e. knowledge development and refinement stage	9.11.2007
23. National Forum Presentation	19-20 . 11.2007
24. Complete final report for project	27.11.2007