



Designing and Delivering Quality Training:

Insights from Outcome Standards 1.1 and 1.2

Sheevaun Gallacher



Overview

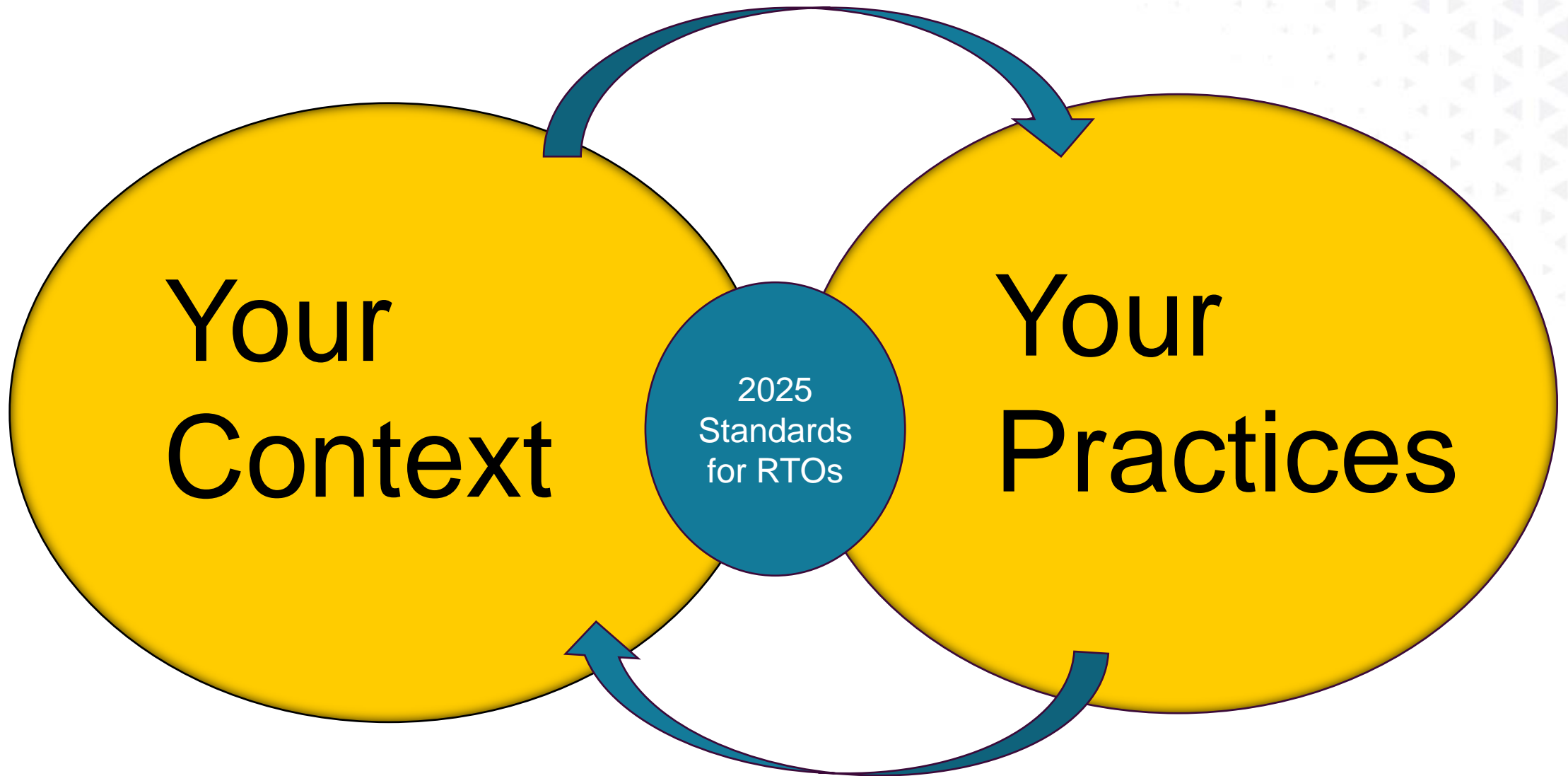
Today's session focusses on helping trainers understand some key components of the 2025 Standards that relate to their role, specifically:

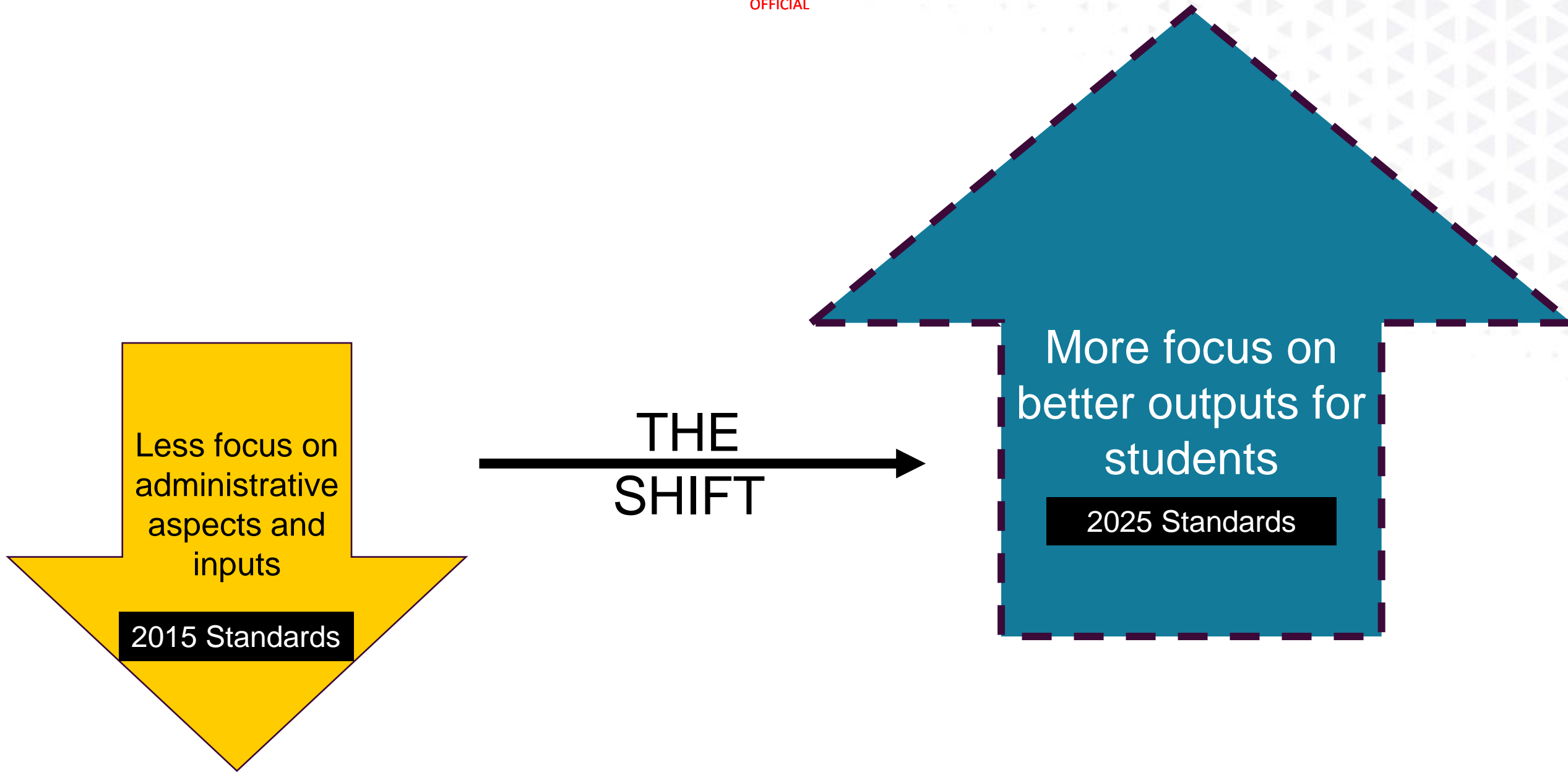
- Setting the scene for implementation of the 2025 Standards
- Quality Areas and the intent of Quality Area 1
- A detailed look at Outcome Standards 1.1 and 1.2 and their Performance Indicators
- Some tips and hints to help you ensure you meet the outcome-based 2025 Standards

The 2025 Standards

1. Strengthen the focus on quality outcomes for students and employers
2. Provide greater clarity for RTOs and regulators
3. Allow for more flexibility and innovation in training delivery
4. Better reflect the diversity of the VET sector

What does this mean for you in your role as a trainer?

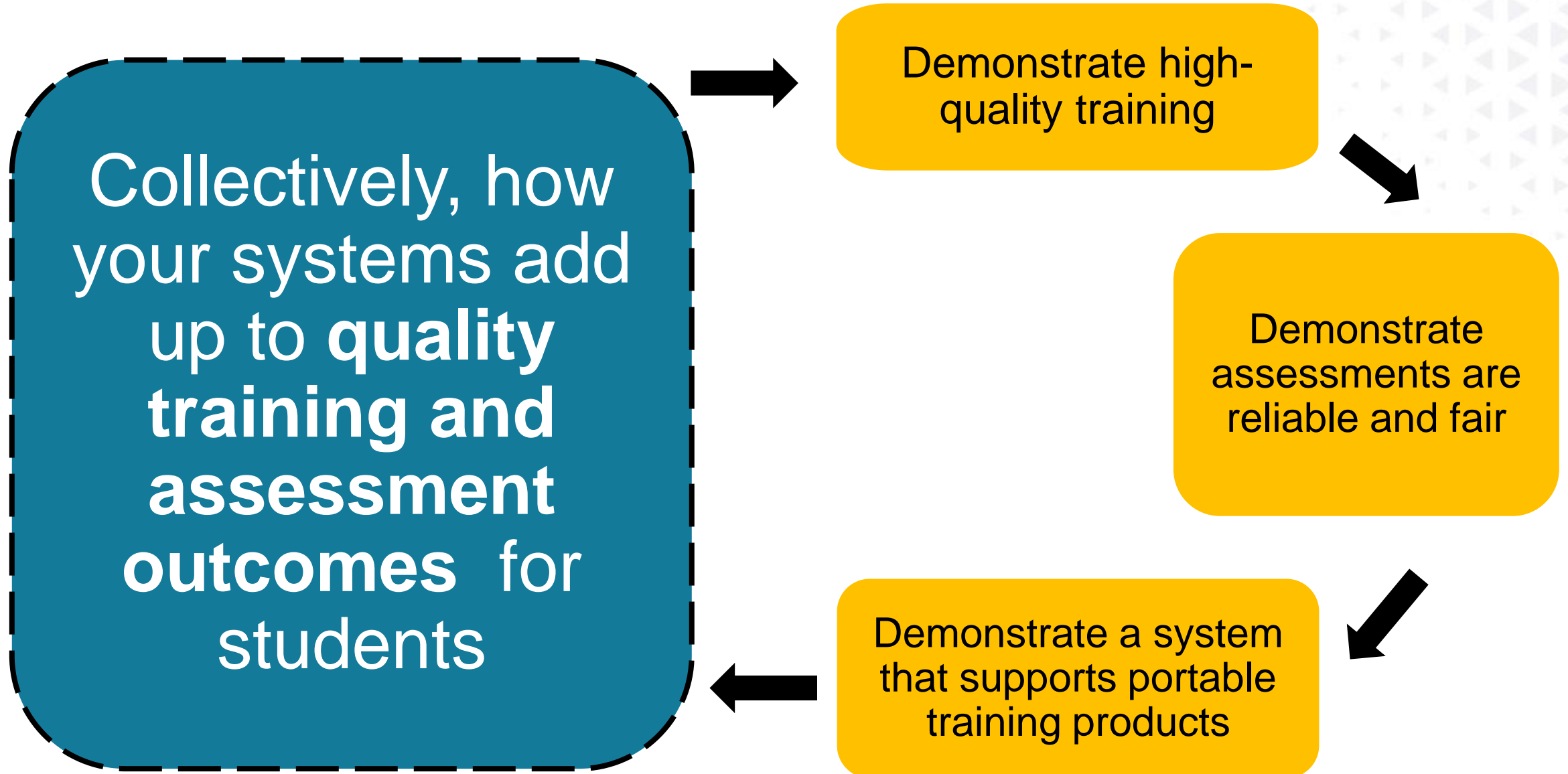




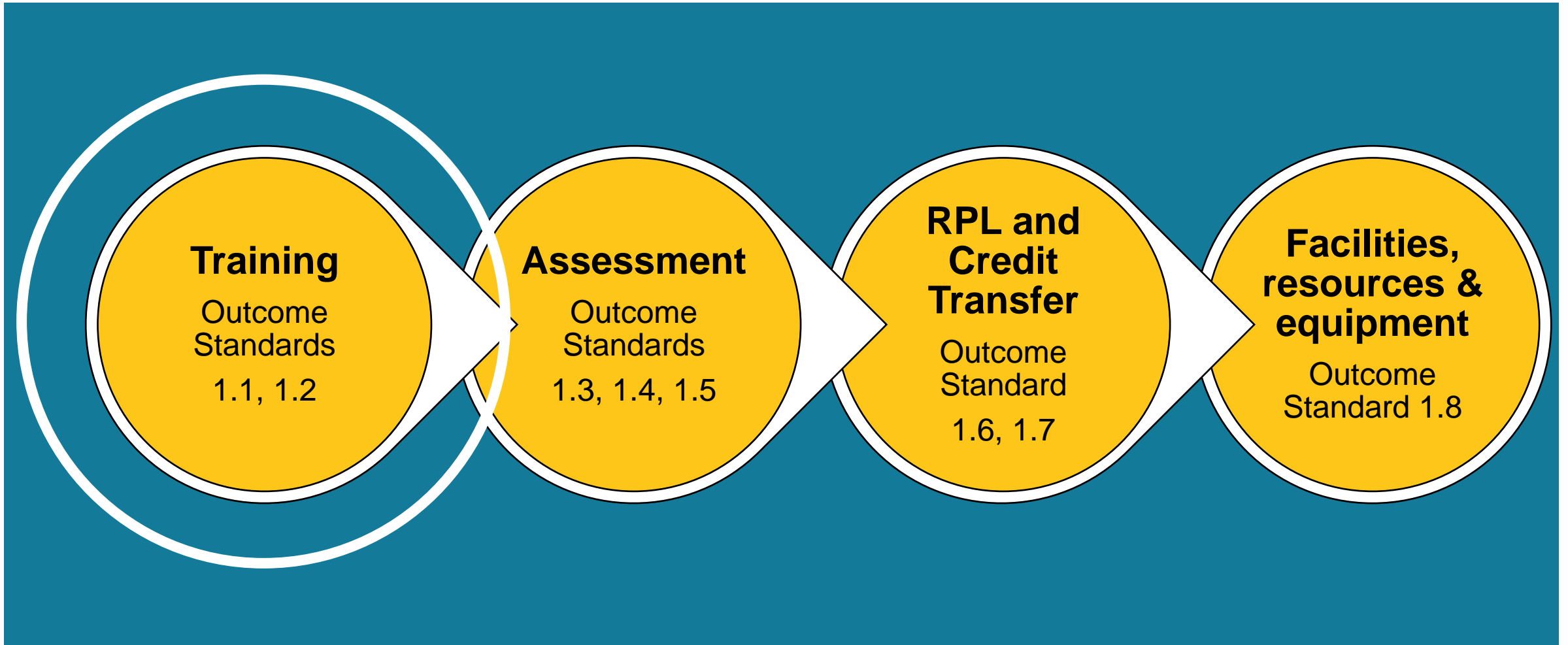
Quality Area 1: Training and Assessment

Outcome: Quality training and assessment engages VET students and enables them to attain nationally recognised, industry relevant competencies.

The Intent of Quality Area 1



Quality Area 1 has 4 focus areas





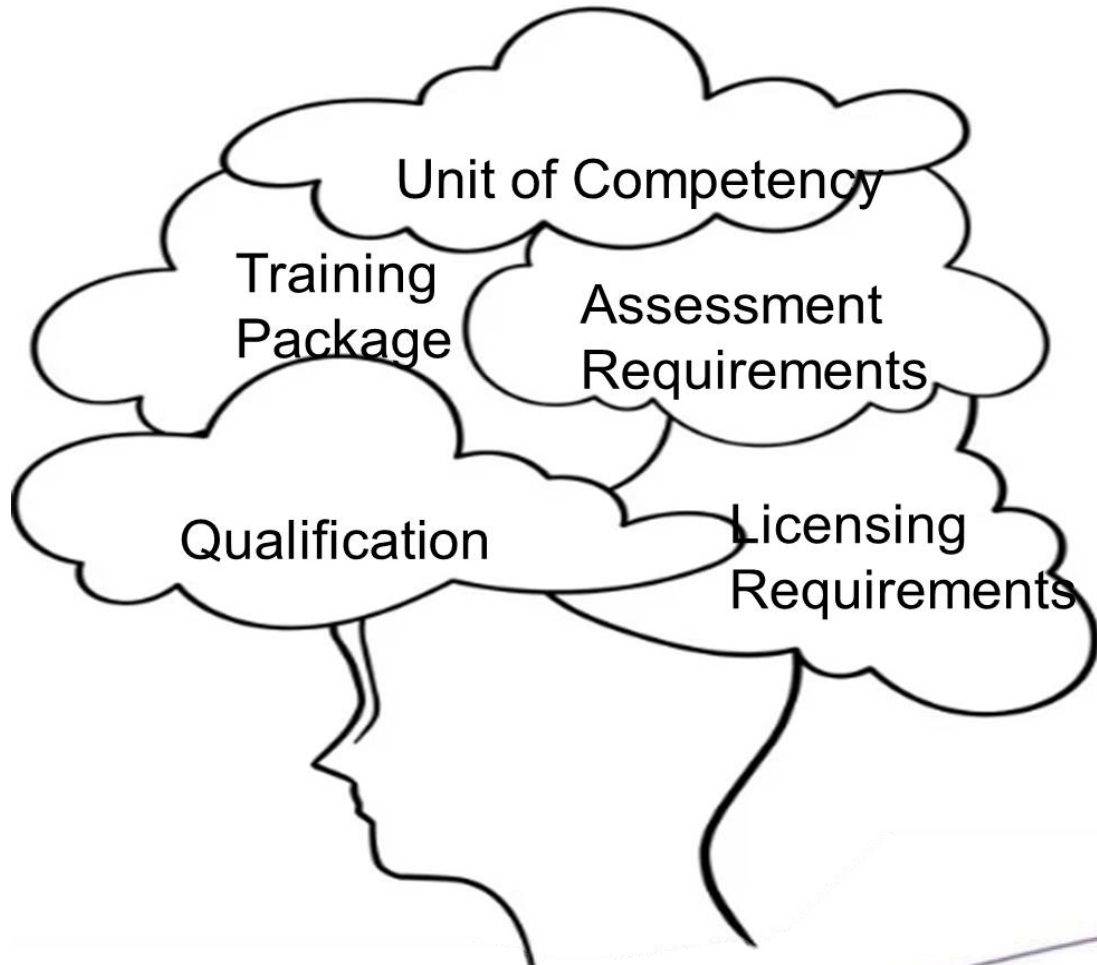
Outcome Standard 1.1

Training is engaging, well-structured and enables VET students to attain skills and knowledge consistent with the training product.

There are 5 Performance Indicators linked to this Outcome Standard.

Performance Indicator 1.1a

training is consistent with the requirements of the training product



What the training products don't tell you is HOW!!

1. When was the last time I re-read a UOC?
2. Does my training reflect the key skills required for a student to be successful?



Performance Indicator 1.1b

the mode(s) of delivery enable VET students to attain skills and knowledge consistent with the training product

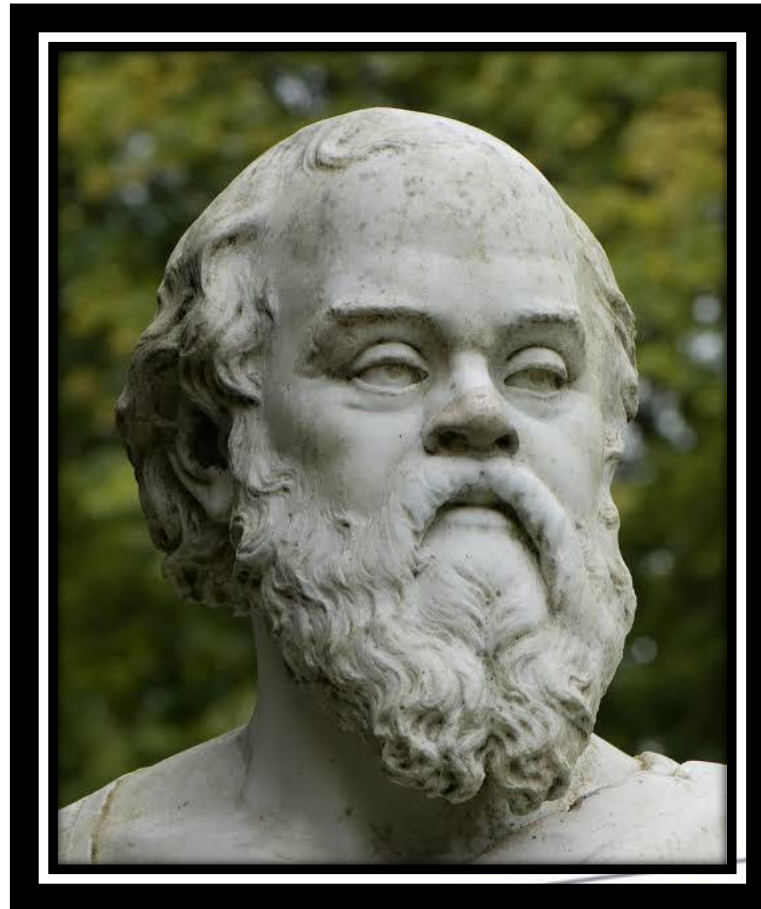
Are your modes of delivery flexible and sufficiently diverse to retain the interest of your students – particularly in relation to the use of technology as a medium for learning?



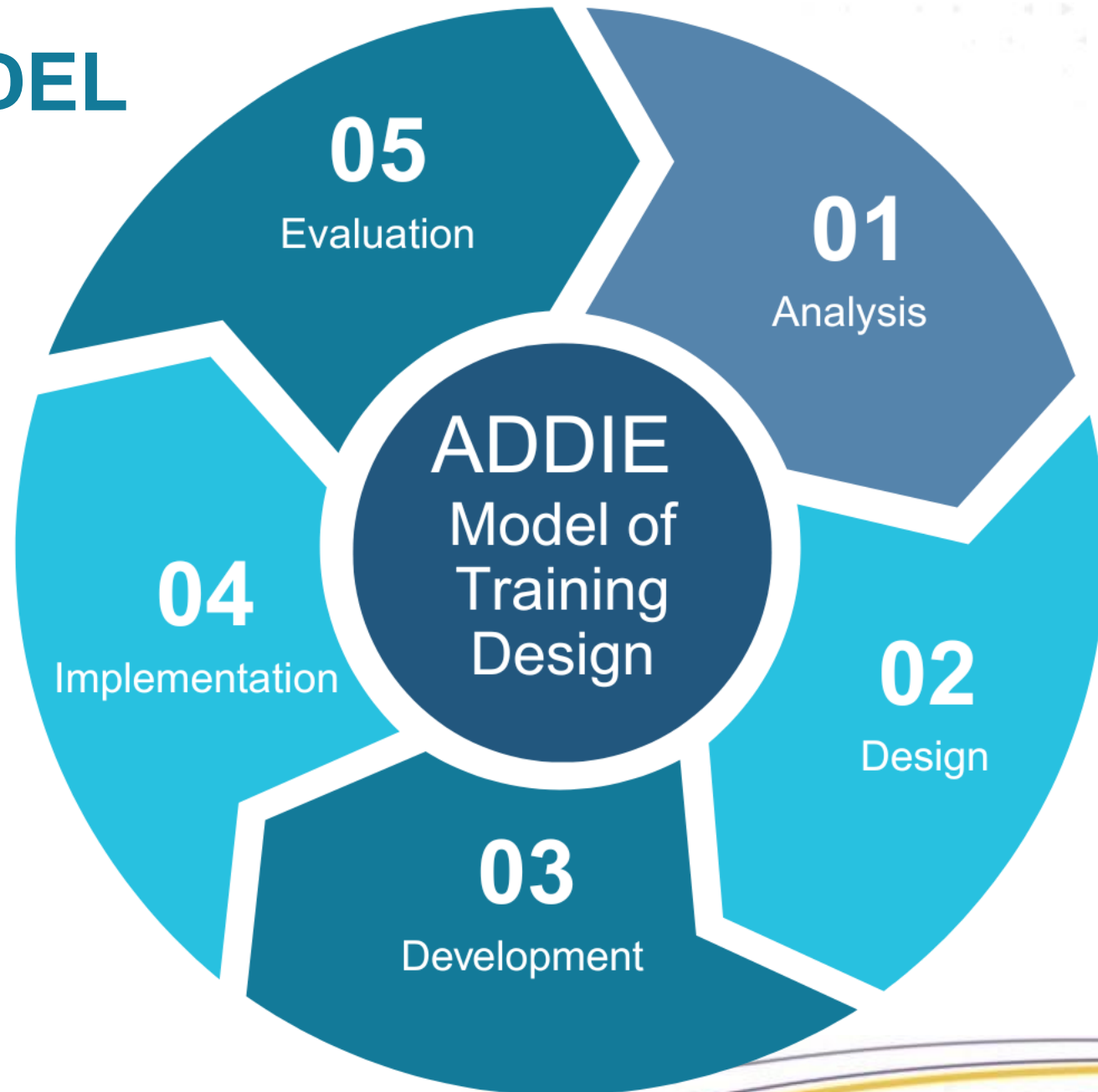
Performance Indicator 1.1c

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training is structured and paced to support VET students to progress, providing sufficient time for instruction, practice, feedback and assessment

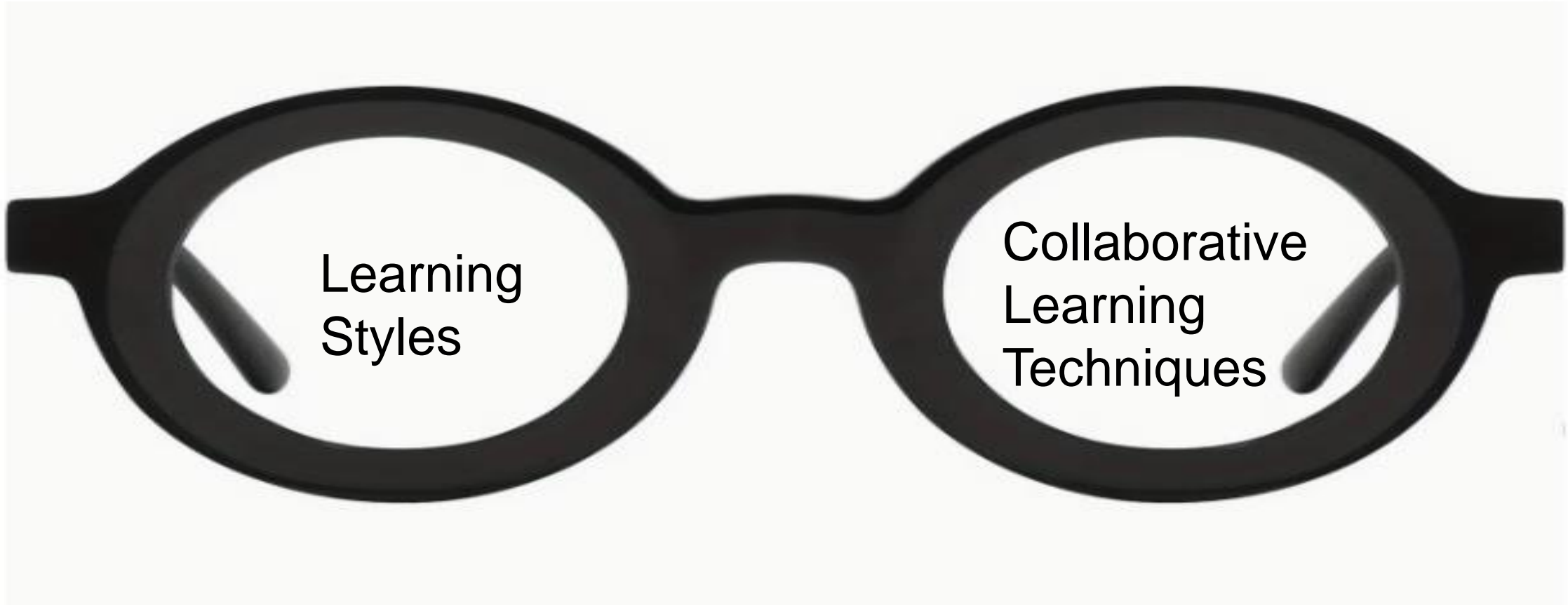


ADDIE MODEL



Performance Indicator 1.1d

training techniques, activities and resources engage VET students and support their understanding



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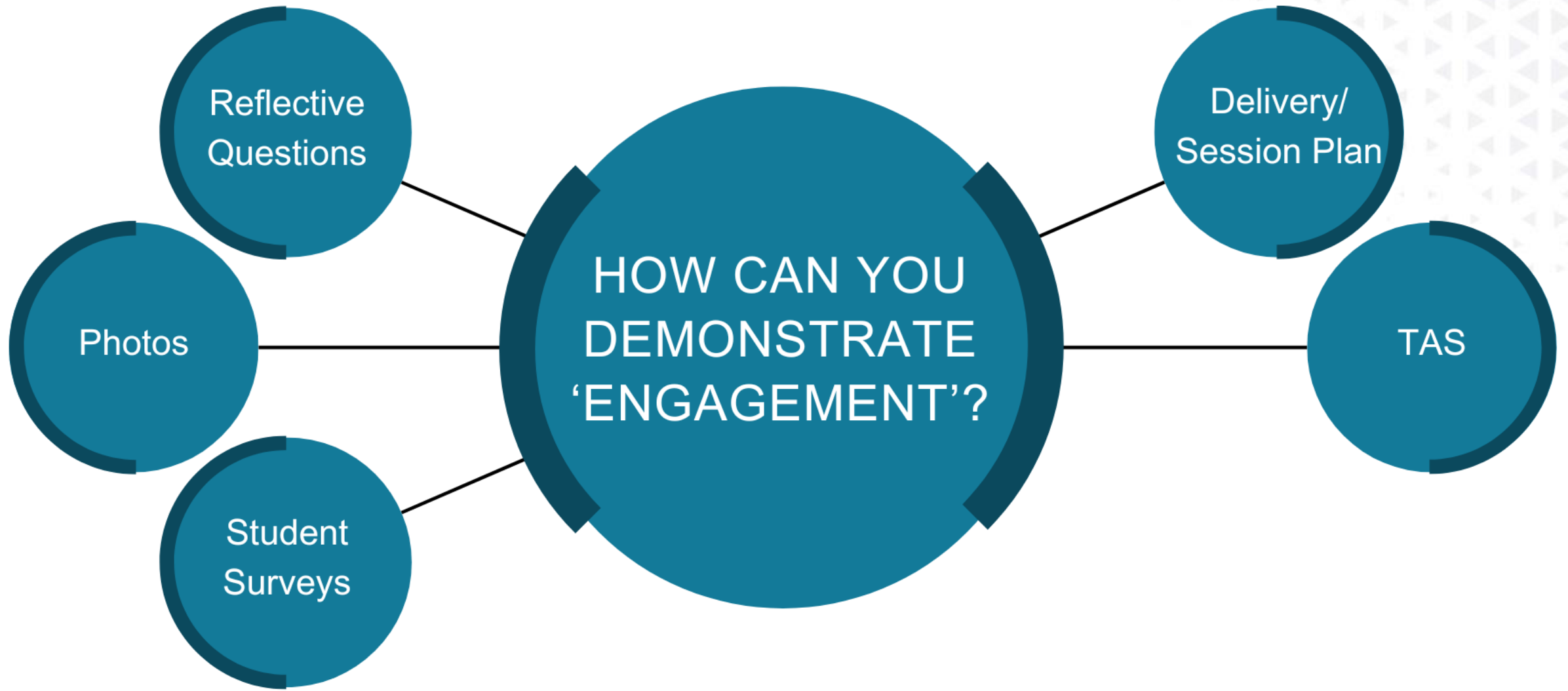


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Collaborative Teaching Techniques to Engage Students

Icebreakers and Energisers	Brainstorming	Sharing Strategies
Two Truths & A Lie	Placemat	Gallery Tour
Speed Dating	Think, Pair, Share	One Stay Rest Stray
Pen Pals	Graffiti	Walk About
People Bingo	Rove and Record	Ghost Tour



Performance Indicator 1.1e

where the training product requires work placements or other community-based learning, necessary skills and knowledge are able to be attained in that environment



Risk Management and Contingency Planning



Outcome Standard 1.2

1.2 Engagement with industry, employer and community representatives effectively informs the industry relevance of the training offered by the registered training organisation

Performance Indicator 1.2a

how it identifies relevant industry, employer and community representatives and seeks meaningful advice and feedback from those representatives

What is my current practice for identifying industry/community reps?

Do I randomly contact industry/community and hope for the best?

When I interact with industry/community, am I asking the right questions?

Need to take a strategic approach to industry/community engagement

Performance Indicator 1.2b

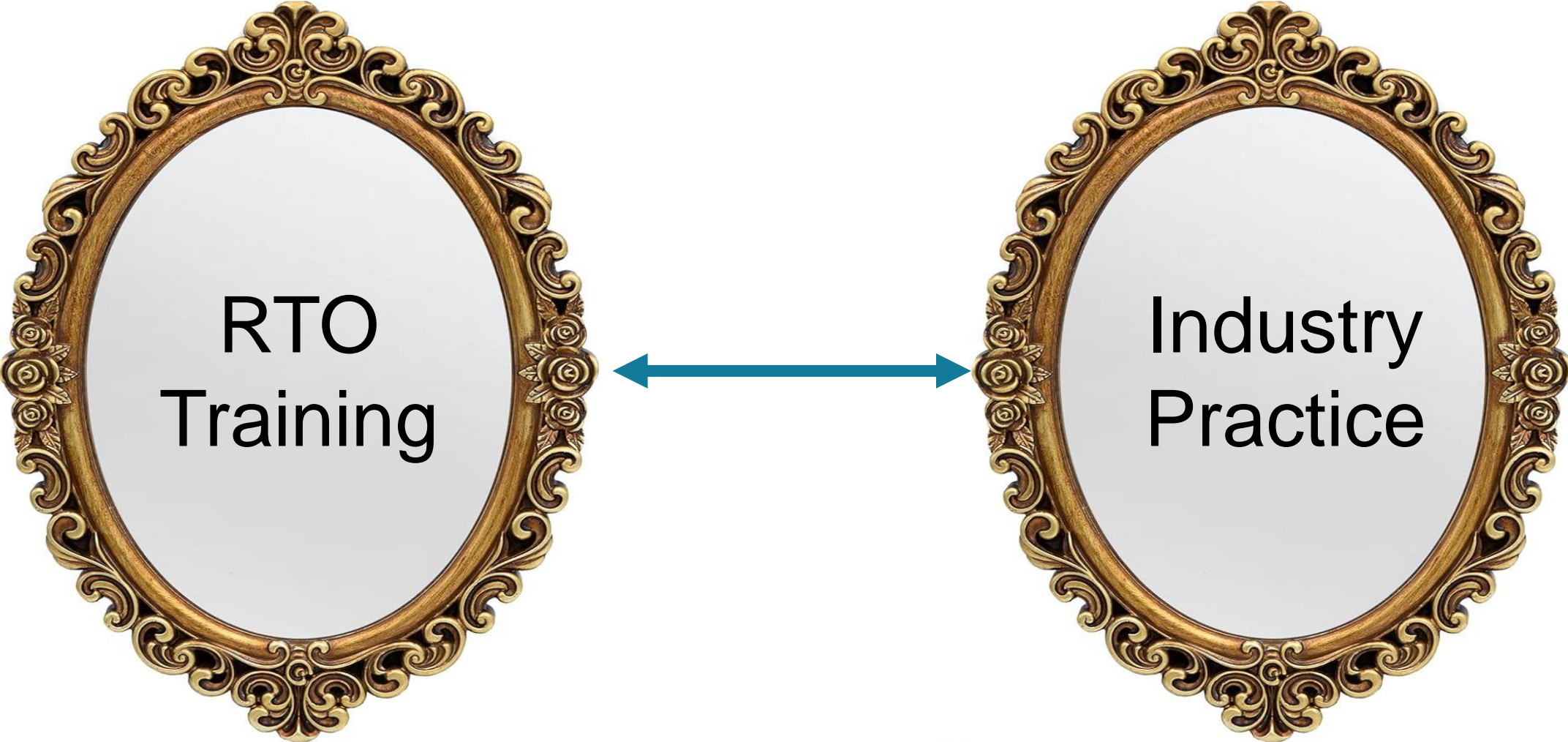
it uses relevant advice and feedback to inform changes to training and assessment strategies and practices

- Type of feedback to consider
- Advice and feedback can come in various formats
- Document feedback



Performance Indicator 1.2c

training reflects current industry practice



In summary

- Outcome Standard 1.1 and 1.2 may not be that much different to your current practice.....
- However, it is an opportunity for you to review, reflect and consider
 - Have I designed my training to give my students the best possible learning experience?
 - Have I considered the needs and characteristics of my students?
 - Is my training engaging....could it be better?
 - Can I demonstrate that my teaching is informed by relevant industry partners?
 - Do I continually seek to improve my teaching based on industry feedback?

References and Resources

- The 2025 Standards
- Online Guidance Hub (wa.gov.au/tac)

Fact Sheets

- Training within the 2025 Standards
- Developing Training and Assessment Strategies
- Industry Engagement
- Continuous Improvement
- Assessing in the Workplace

Webinars

- Designing RTO Training and Assessment Strategies
- Distance and Online Training and Assessment
- Quality Delivery in Training and Assessment





Effective teaching and learning: teacher perspectives on what works best for whom

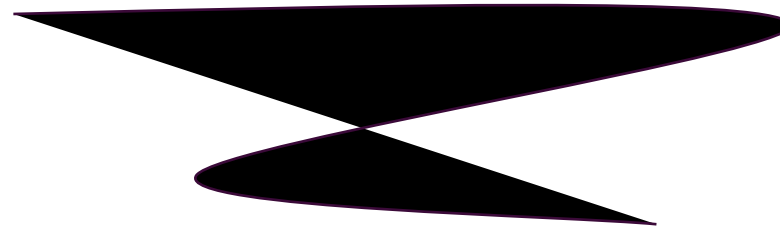
TABATHA GRIFFIN AND NICKI DAVIDSON
National Centre for Vocational Education Research



HIGHLIGHTS

- VET teachers draw on a range of learning theories when considering how students learn: from theories based on the identification of students' learning styles to more contemporary approaches such as cognitive load theory. They adopt a variety of methods both to understand the learning preferences and needs of their students and to deliver VET to their student cohorts.
- Most VET teachers use an overarching strategy in their teaching, one that incorporates four main elements. In their strategy, teachers:
 - use a variety of teaching approaches, drawing on educational theory and based on an understanding of how their students learn
 - identify and address learning and other support needs
 - ensure student engagement
 - conduct assessment, with adaptations if required.
- This approach aims to ensure that a diversity of students, with a variety of learning preferences, learn effectively. Teachers monitor their students and adapt the strategy, either at the class or individual level, if it appears not to be working.
- This overarching strategy is generally transferable to a variety of contexts, although a few examples of where the strategy may not be directly transferable were identified, which included teaching theory versus practical skills; online versus face-to-face delivery; classroom versus workplace delivery; and training versus working in some industries/workplaces.

Hot off the Press!




Feedback

TAC Education Program - TAC
Event - Wednesday 14 May 2025



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