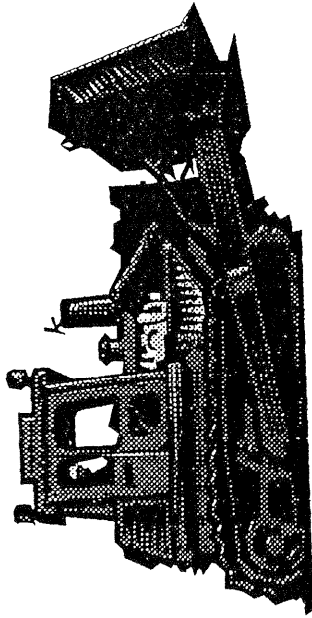
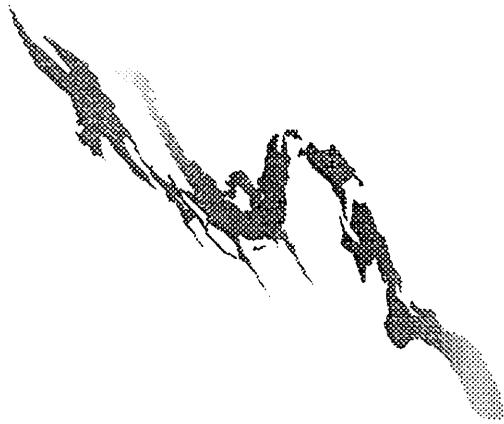


QUEENSLAND MINING INDUSTRY TRAINING COUNCIL



MINING SKILLS AGENDA

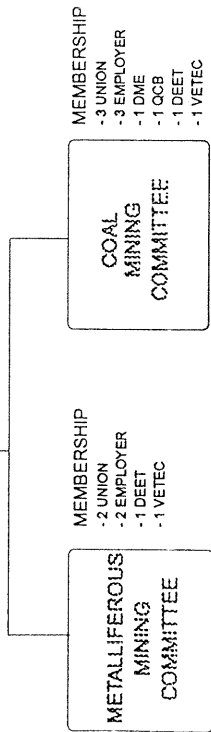
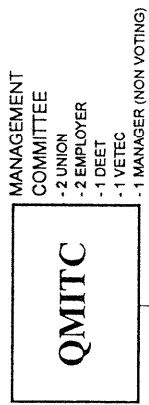


Presentation to Qld Coal Industry Safety Conference

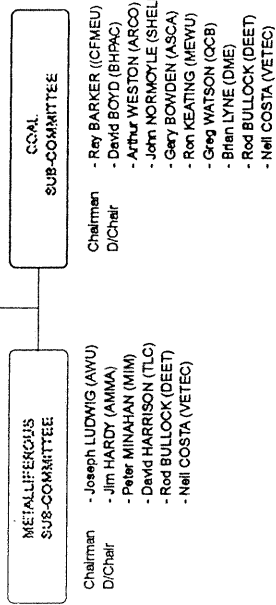
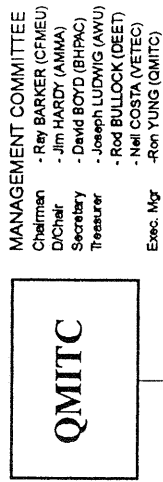
1 - 3 September 1993

Ron Yung - QMITC Executive Manager

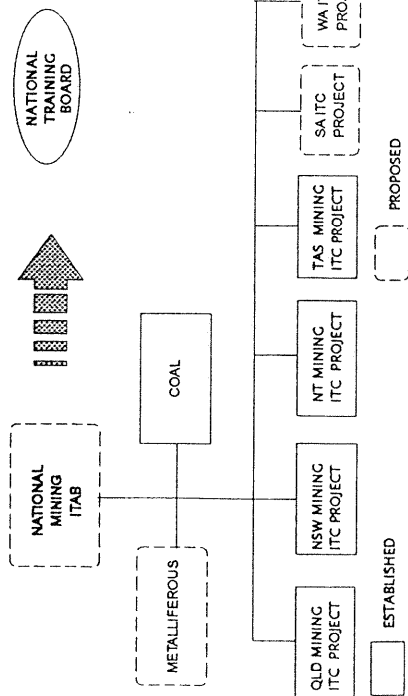
QUEENSLAND MINING INDUSTRY TRAINING COUNCIL



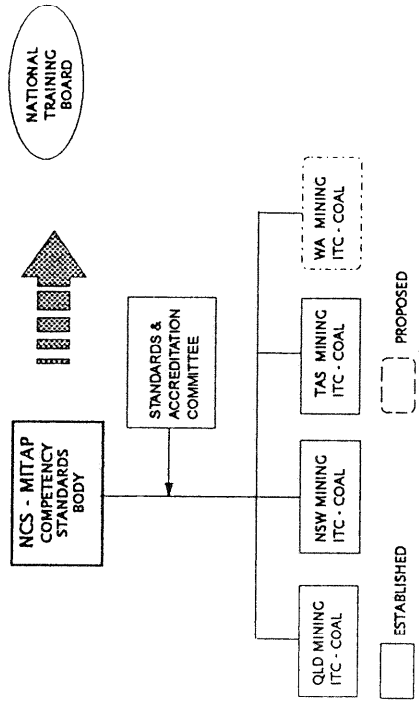
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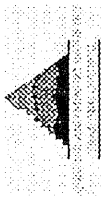


NATIONAL MINING NETWORK INDUSTRY TRAINING ADVISORY BODY



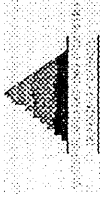
NATIONAL COAL SECTOR MINING INDUSTRY TRAINING ADVISORY PROJECT





AIMS and OBJECTIVES

1. To respond to the Queensland Mining Industry's requests in relation to all aspects of education and training affecting the industry.
2. To encourage an adequate supply of appropriately skilled employees to meet the current and future skill requirements of the mining industry.



AIMS and OBJECTIVES

3. To ensure proper accreditation of training and/or courses is achieved to industry requirements and standards of competency.
4. To be the principal industry advisor to Government on education and training issues.
5. To raise industry acceptance and awareness of the need to increase commitment to education and training.

CURRENT PRIORITIES

- NATIONAL COMPETENCY STANDARDS
- COMPETENCY BASED TRAINING
- CURRICULUM DEVELOPMENT
- COMPETENCY BASED ASSESSMENTS
- RECOGNITION OF PRIOR LEARNING
- ACCREDITATION, RECOGNITION AND CERTIFICATION
- ARTICULATION



KEY FUNCTIONS

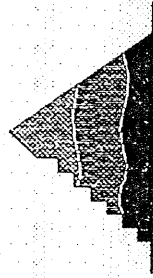
- ▣ PLAN
- ▣ ADVISE
- ▣ PROMOTE
- ▣ RESEARCH
- ▣ PROJECTS



INDUSTRY TRAINING INITIATIVES

NATIONAL COAL COMPETENCY STANDARDS

DEVELOPMENT PROJECT



QMITC

Presentation to Qld Coal Industry Safety Conference

1 - 3 September 1993

Ron Yung - QMITC Executive Manager

INDUSTRY RESTRUCTURING

- Work place reform, with the emergence of new methods of organising and conducting work, is requiring broader or greater skills in the workforce and the capacity for on-going skill formation and learning.

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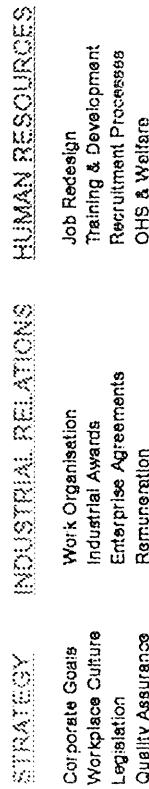
ENTERPRISE FLEXIBILITY

- Competency Standards are not intended to introduce new workplace rigidities which impede the ability of enterprises and organisations to be responsive to change.
- Competency Standards underpin a range of enterprise strategies to optimise its competitive advantage.

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ENTERPRISE APPLICATION

COMPETENCY - MORE THAN TRAINING



COMPETENCY STANDARDS

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VOCATIONAL EDUCATION TRAINING SYSTEM

- National Competency Standards are the benchmarks for the emerging national system of vocational education and training.
- Competency Standards which are developed by industry parties and endorsed by the National Training Board form the keystone of the VET system.

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VET Components

■ In order to achieve an effective, efficient, and coherent national vocational education and training system, the following interrelated components are necessary.

- National Competency Standards
- Curriculum development
- Accreditation
- Training Delivery
- Assessment
- Certification

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National Competency Standards

■ Competency standards provide the specification of the knowledge and skill and the application of that knowledge and skill to the standard of performance required in employment. They are developed by the industry parties, based upon the structure of work within the particular industry, expressed in terms of workplace outcomes and regularly reviewed to ensure their continuing relevance.

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National Competency Standards

A competency comprises

the specification of knowledge and skill
and

the application of that knowledge and skill
to the standard of performance required in
employment

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Curriculum Development

■ Training and curriculum development includes the preparation of training objectives, curricula, and learning materials. The development of curricula, courses and learning programs is based on the need to encompass and provide for the achievement of competency standards, and their articulation between levels of standards.

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Accreditation

■ Accreditation is the process of granting official approval to courses and training programs. The process is administered by the State Training Authority (VETEC), who ensure that accredited courses and recognised training programs deliver the required national competency standards with programs of educational quality.

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Training Delivery

■ Accredited courses and recognised training programs may be delivered by registered public and private sector training providers. Formal approval to deliver accredited programs is managed by the State Training Authority (VETEC).

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Assessment

■ Assessment is the process of validating competency of an individual against prescribed standards of performance. The process involves both the recognition of prior learning and assessment mechanisms.

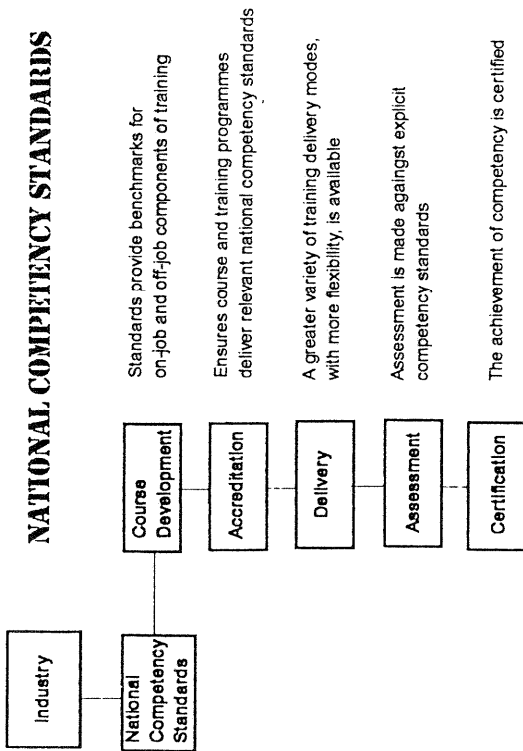
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Certification

■ Certification is the provision of formal recognition that competency has been achieved or demonstrated by an individual. It will normally involve the provision of a credential or statement of attainment by a training authority, a registered provider of training or assessment body.

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NATIONAL COMPETENCY STANDARDS



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National Framework for the Recognition Training

- provides for the national accreditation of courses, recognition of training programs, registration of providers of training and certification of achievement under the national Vocational Education Training System
- facilitates the Recognition of Prior Learning, Credit Transfer and flexibility in delivery

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Recognition of Prior Learning

- RPL is based on the principle that recognition should focus on the actual competencies held regardless of how, when or where this learning occurred.

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NTB Standards Format

- the full format comprises of a Unit of Competency
 - elements of competency
 - performance criteria
 - range of variables statement
 - evidence guide

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COMPETENCY STANDARDS FORMAT

UNIT: Title of a General Area of Competency

ELEMENTS:

Subgroups of actions and knowledge which contribute to and build a unit.

PERFORMANCE CRITERIA:

Statements which specify the required level of performance in general rather than detailed terms.

RANGE OF VARIABLES:

Provides the range of contexts, the conditions to which the performance criteria apply and linkages between applications and underpinning knowledge and skills

EVIDENCE:

- Contexts and general criteria for assessment.
- Knowledge and skills required to underpin competent performance

2

Unit of Competency

- a Unit is a discrete component within a standard. eg. Competency Standard - Crane
- a competency unit is written in output terms eg. "Secure and Transfer Load"

3

Unit of Competency

- It is critical that the standard developed assist:
 - multiskilling;
 - portability and recognition in the national training system;
 - enterprise flexibility in the use of standards;
 - flexibility in delivery and assessment;
 - meaningful guidance for curriculum development, course design and RPL

4

IDENTIFYING COMPETENCY STANDARDS

JOB 1	JOB 2	JOB 3
JOB 4	JOB 5	JOB 6
JOB 7	JOB 8	JOB 9

ANALYSIS

UNITS OF COMPETENCY

1. Functions, eg Maintain
2. Systems, eg Operate a Dozer
3. Core, eg Communicate at work



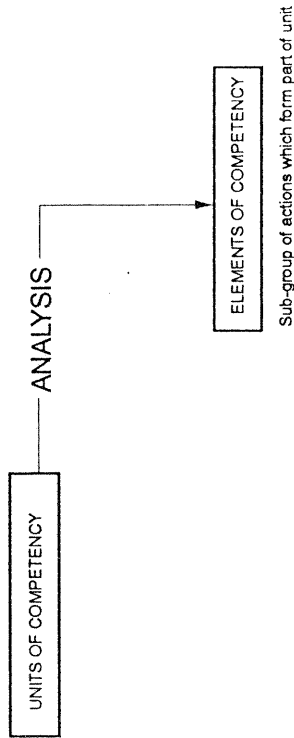
Elements of Competency

- describes in output terms, tasks that an employee is able to do, that is, an action or outcome which is demonstrable and assessable, eg.
 - Secure Load
 - Conduct Trial lift
 - Transfer Load

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IDENTIFYING COMPETENCY STANDARDS

cont...



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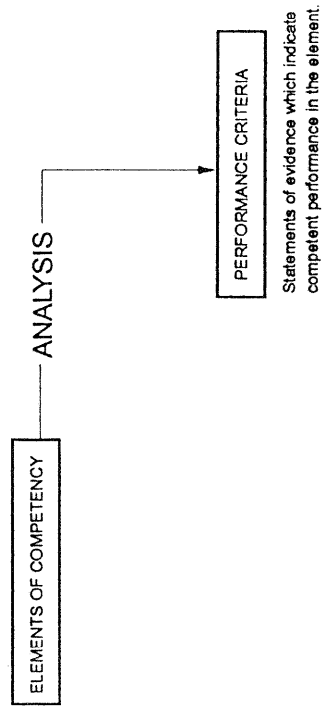
Performance Criteria

- set out the required outcomes by which the elements of competency, can be validated by an assessor as being performed to the level acceptable in employment eg.
 - Secure Load - weight is correctly estimated
 - Conduct Trial Lift - is carried out according to workplace procedures
 - Transfer Load - all required signals are correctly given and interpreted in accordance with AS 2550

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IDENTIFYING COMPETENCY STANDARDS

cont...



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Range of Variables

- defines the boundaries within which a given unit of competency apply
- provides a link between industry, cross industry and enterprise level applications of standards
- provides a link to knowledge and to task or enterprise specific requirements, such as underpinning knowledge, OHS legislation, enterprise operating procedures

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Evidence Guide (optional)

- assists with the interpretation and assessment of units in the standard
 - contexts for assessment
 - critical aspects of a unit and its relationship to other units
 - the required evidence of competency

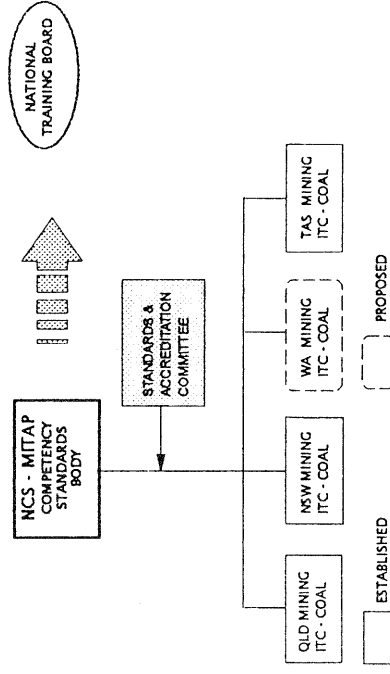
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CBT Module Format *module descriptor*

- module title
- national module code
- asf level
- nominal duration
- purpose statement
- relationship to competency standard
- resource requirements
- content
- delivery mode(s)
- learning outcomes
- conditions
- performance criteria
- assessment

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NATIONAL COAL SECTOR MINING INDUSTRY TRAINING ADVISORY PROJECT



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