BUSINESS RULES

FOR

52832WA

COURSE IN UNDERPINNING SKILLS FOR INDUSTRY QUALIFICATIONS

EFFECTIVE: AUGUST 2017

BUSINESS RULES FOR THE COURSE IN UNDERPINNING SKILLS FOR INDUSTRY QUALIFICATIONS

About this document

The 52832WA *Course in Underpinning Skills for Industry Qualifications* is an accredited course developed by the Western Australian Department of Training and Workforce Development to improve outcomes for students enrolled in vocational qualifications.

These Business Rules provide information for:
- managers;
- USIQ teachers;
- trainers and assessors;
- data administration personnel;
- administrative support staff and
- internal auditors.

The Business Rules may also be used by VET regulators and funding agencies to audit training delivery.

In the context of Western Australian Invalid Enrolment audits, compliance with the Business Rules will help ensure that RTOs submit evidence in appropriate and standard formats for USIQ which has different rules to the majority of vocational training products.

The Business Rules include references to the information management systems established for different funding programs managed by the Department. Providers using other data management systems should use equivalent processes that comply with the Australian Vocational Education and Training Management Information Statistical Standard.

The Business Rules also outline the conditions to be met by TAFE colleges when approving funding for USIQ with their vocational qualifications; as well as the requirements for private registered training organisations, contracted by the Department, when applying for funds to deliver USIQ.

Permission to deliver USIQ
All RTOs must apply, in writing to South Metropolitan TAFE (SMT) for permission to deliver USIQ.

To request permission, please contact the Manager VET Curriculum and Quality Assurance, via RAC@smtafe.wa.edu.au or telephone (08) 9442 8337.

Please note, approval by SMT to deliver USIQ does not guarantee the Department of Training and Workforce Development will fund an RTO to deliver the course. RTOs must apply to the Department for funding in accordance with the Business Rules (see Section 2).

USIQ delivery outside of Western Australia
For RTOs delivering USIQ outside of Western Australia, changes to the Business Rules may be negotiated, where necessary, to meet local systems, including student management, finance and auditing requirements. Where this is the case, RTOs should contact:

Manager, Training Curriculum Services
T: 08 6551 5362
E: trainingpackages@dtwd.wa.gov.au

For further information regarding resources to support USIQ delivery contact:

Senior Program Officer
Foundation Skills
Department of Training and Workforce Development
Locked Bag 16, Osborne Park Delivery Centre WA 6916
T: 08 6212 9715
E: literacy@dtwd.wa.gov.au

For further information regarding funding for USIQ contact:

Training Markets
Department of Training and Workforce Development
E: training.markets@dtwd.wa.gov.au

Section 1: Course rules

The course rules identify all of the critical course implementation features that constitute compliance with the requirements and principles for delivery of USIQ. The course rules must be adhered to by all registered training organisations granted permission to deliver USIQ.

These rules should be read in conjunction with the *Essential information about the Business Rules for USIQ*.

Rule 1 – Student enrolment

1.1 A student can only be enrolled in USIQ when they are also enrolled in a nationally recognised training package qualification or accredited course that leads to a vocational outcome; and are deemed to have additional educational support needs.

Additional educational support needs may be indicated by any one or combination of the following factors:
- educational and learning profile of the student;
- linguistic, cultural, intellectual or social resources available to the student;
- delivery mode used for the vocational qualification; and
- the opportunity afforded the student to develop educational skills in lower level qualifications.

Students' linguistic, cultural, intellectual, technical, technological or social resources and their educational or learning profiles may be assessed with reference to one or more of the following indicators:
- second language or second dialect speaker;
- identification as Indigenous;
- refugee or recent migrant from a non-English speaking background;
- low educational achievement;
- no recent history of engagement in education or participation in the labour market;
- TAFE Entry Requirement Benchmark Level 1 or below;
- acquired brain injury;
- intellectual disability;
- sensory impairment; and/or
- history of mental illness.

Rule 2 – Planning

2.1   The manager responsible for the USIQ program must make a determination that delivering USIQ is viable and the most educationally appropriate and cost-effective strategy to provide students with the resources they need to successfully complete their vocational qualification.

2.2   In determining if USIQ is the most viable and educationally appropriate strategy, managers responsible for USIQ and the vocational trainer and assessor must ensure that:

- a substantial proportion of the nominal hours for the vocational qualification are utilised for the delivery of face-to-face training;
- there is capacity to timetable the USIQ hours as part of the schedule for the vocational program;
- a USIQ teacher, with the appropriate skills set and specialist knowledge required to effectively address the needs of the students, is available; and
- there is capacity for the USIQ teacher and the vocational trainer and assessor to work collaboratively to plan the USIQ program.

Rule 3 – Course design

3.1   **Identifying student need**

USIQ programs must be designed to meet the specific, identified needs of particular groups of students. The needs of students are defined by what it is they need to do in order to complete their vocational qualification and what skills they will need to develop and achieve work related competencies.

3.2   **Delivery models**

Teachers must design the course using one of the prescribed face-to-face delivery models:

- **Additional tutorial program** – addresses specific skills required by a vocational course. It must be timetabled and delivered in a way that provides an incentive for students to attend. To be viable, this option requires a sufficient number of students with similar needs and/or enrolled in the same vocational qualification.

  Indicators of an efficient and effective additional tutorial program include:
  - high attendance rates: meeting a benchmark of 70% of the students in the group attending 70% of the scheduled sessions;
  - students reporting satisfaction in relation to their performance in the vocational qualification; and
  - vocational trainers and assessors report that students, potentially at risk, are performing well.

- **Expanded vocational program** – where USIQ is being delivered to a highly disadvantaged group of students, USIQ curriculum hours may be used to expand the scheduled teaching time for the vocational qualification in a fully integrated program delivered over 12 months.

  Indicators of an efficient and effective expanded vocational program include:
  o high attendance rates: meeting a benchmark of 80% of the students in the group attending 80% of the scheduled sessions;
  o vocational trainers and assessors report that students are performing well and student module completion rates are exceeding the norm for cohorts with substantial disadvantage; and
  o student transitions to employment or further training exceeding the norm for cohorts with substantial disadvantage.

- **Preparation program** – a preparation program delivered as the first component of a vocational course. Such a program must utilise innovative, experiential learning strategies designed to produce work-readiness behaviours and capacities needed for a particular industry and learning context.

  This program must only be used when:
  o students are assessed as being able to benefit and achieve success from highly experiential, innovative forms of learning;
  o the teaching and learning focus covers a range of non-academic work-readiness skills including self-management, readiness to learn, communication and teamwork;
  o a high degree of experiential, hands-on, project-based learning is utilised that is linked to the vocational qualification;
  o all of the sub-skills that constitute competence for the required work-readiness skills are explicitly taught;
  o the program is scheduled to provide a smooth transition on exit into the parent vocational qualification's schedule of delivery.

  This program should not be used when the sole intention is to develop reading, writing or maths skills in a short intensive program.

  Indicators of an efficient and effective preparation program include:
  o high attendance rates: meeting a benchmark of 80% of the students in the group attending 80% of the scheduled sessions;
  o 100% of students transitioning into the vocational program; and
  o student module completion rates for the vocational course meeting the state average.

- **Team-teaching program** – a USIQ team-teaching program can only be scheduled for a maximum of 50 hours in any six month period and must be delivered in compliance with the Business Rules for the Course in Applied Vocational Study Skills, with the exception of rules 3.1 and 7.1.

  Team-teaching is two teachers teaching the same group of students in the same place, at the same time.

  Students must be assessed as being able to benefit and achieve success from a team-teaching approach where they do not have extra time for learning.

  CAVSS should be used in preference to USIQ when the support needs only relate to literacy and numeracy.

  Indicators of an efficient and effective team-teaching program include:
  - improved student module completion rates for the vocational qualification;
  - students reporting satisfaction in relation to their performance in the vocational qualification; and
  - vocational trainers and assessors reporting that students, potentially at risk, are performing well.

3.3 Module selection

USIQ modules must be selected based on the requirements of the units, modules or elements of competency in the vocational qualification and the skills of the students. USIQ modules are designed to be clustered with each other as appropriate for the student cohort.

3.4 Skills gap analysis

The selection of the delivery model and the modules must be based on an analysis of the gap that exists between the demands of the vocational course and the existing skills of the students.

Rule 4 – Delivery
4.1 Selecting USIQ teachers

The required skills for USIQ teachers will vary according to the identified needs of the students.

To be selected as a USIQ teacher the candidate must be able to demonstrate an extensive knowledge of the proposed USIQ course content as well as a high level of professional teaching skill. Where a candidate does not meet these conditions, alternative evidence must be provided which demonstrates their experience, skills and knowledge.

Relevant content knowledge may be demonstrated through alternative professional qualifications.

The following specialisations may apply to particular groups:
- special education;
- Aboriginal education; literacy or numeracy education;
- TESOL; or
- Aboriginal English.

Where bilingual or bidialectal students are being trained, teachers will need qualifications and skills in these areas.

Other alternative professional qualifications may include:
- social or youth work;
- educational psychology; or
- speech therapy.

In some instances, the USIQ may be delivered by vocational trainers and assessors who have appropriate additional skills and knowledge to address the specific learning needs of students in their vocational course. In other instances, it may be important to select staff who are, by virtue of their own life experience and skills, able to provide role models for students. In all situations, candidates must be able to demonstrate they meet the required skills for USIQ teachers.

The dispositions, attitudes and behaviour of teachers towards students are also critical factors in the selection of USIQ teachers. These are listed in the *Essential information about the Business Rules for USIQ*.

4.2 Teaching hours
Teaching hours generated by enrolments in USIQ must be fully utilised in the delivery of face-to-face delivery to a group of students.

USIQ cannot be delivered:
- as a one-to-one support program to individual learners; or
- with non-face-to-face delivery modes such as text-based, distance (external) or online delivery.

4.3 Web-conferencing
Face-to-face delivery can include web-conferencing (virtual classroom) defined as synchronous interaction between a teacher and a number of students.

Only one 25 hour module may be delivered to a student in any six month period in a web-based conferencing mode. Students must be given the opportunity to attend the full number of module hours of tuition in the virtual classroom.

4.4 Structured workplace learning
A component of any USIQ course may be delivered as learning in the workplace through structured work placement if this mode of delivery is one component of a structured, face-to-face teaching and learning

program and does not exceed two USIQ modules or 20% of the USIQ course hours, whichever is lower.

4.5 **Teaching resources**
Teachers must develop resources that uniquely link the content of the vocational training program and the learning needs of the particular group of students.

Rule 5 – Assessment

5.1 USIQ modules are non-assessable. Students must not be required to undertake end of training literacy/numeracy assessments as part of the USIQ delivery.

5.2 USIQ teachers can choose to administer an initial or diagnostic assessment which may provide information for the purposes of designing a learning program with USIQ modules.

Section 2: Eligibility criteria for funding to deliver USIQ

These rules outline the eligibility criteria to allocate or receive funding from the Department of Training and Workforce Development to deliver USIQ.

Rule 6 – Eligible qualifications

6.1 To be eligible for funding to deliver USIQ, the course must be co-delivered with a nationally recognised vocational qualification, funded by the Department (excluding foundation skills and equity pathway courses).

Rule 7 – Maximum hours and subsequent enrolments

7.1 Students are eligible for up to 500 USIQ hours at any one AQF level.

7.2 Students can only be enrolled in the same USIQ module once in any six-month period.

7.3 Eligible full-time students may be enrolled in up to 12 modules (to a maximum of 250 course hours) of USIQ in any one six month period.

Eligible part time students are expected to be enrolled in fewer modules than full time students.

7.4 Where a RTO can show that a positive outcome would be achieved by offering an additional 500 hours of USIQ delivery to support a qualification at the same AQF level as one a student has already completed, the RTO must document the circumstances and submit the request to the Department via training.markets@dtwd.wa.gov.au for approval.

The training provider must show that the decision is based on evidence of:
- severe educational or other disadvantage experienced by the student;
- the student's capacity to benefit from additional vocational training at the same level with USIQ support;
- the student's successful completion of a vocational qualification delivered with USIQ support; and
- a defined, realisable pathway to a higher level qualification or a direct employment outcome.

7.5 Students are eligible for second and subsequent enrolments in USIQ.

Applications for funding to enrol the same students(s) in subsequent USIQ programs must be supported with evidence that the student has benefitted from the prior USIQ program.

Rule 8 – Applying for funding to deliver USIQ – private RTOs
8.1 Private RTOs contracted by the Department to deliver vocational education and training can apply for funding to deliver USIQ using the USIQ Request for funding–private RTOs (Proforma 2, see Attachment 2).

Section 3 Reporting rules for funded registered training organisations

These rules identify the reporting requirements that must be met by RTOs in receipt of funding from the Department of Training and Workforce Development to deliver USIQ.

Rule 9 – Planning evidence
9.1 Outcomes of planning activity between the USIQ teacher(s) and vocational trainer and assessor must be documented.

For RTOs in receipt of funding from the Department, evidence of delivery justification, planning and course viability for the purposes of complying with a quality audit is provided via the:
- USIQ Delivery agreement form for TAFE colleges (Proforma 1, see Attachment 1); and
- USIQ request for funding–private RTOs (Proforma 2, see Attachment 2).

Rule 10 – Delivery mode and location

10.1 Enrolments for USIQ class groups must be identified as either Local Class or Self-paced Scheduled as all USIQ delivery must be face-to-face.

Rule 11 – Enrolments

11.1 USIQ enrolments must be created as non-assessable.

Rule 12 – Class rolls

12.1 A USIQ class roll must be created in compliance with an AVETMISS compliant enrolment system.

12.2 This roll is maintained by the USIQ teacher for each session they teach and must include the:
- the parent qualification code and title;
- roll number(s) for the vocational units of competency/modules;
- USIQ module(s) numbers/names for the period of enrolment;
- date, start and finish times of each lesson delivered by the USIQ teacher;
- student attendance hours; and
- lecturer's signature.

13 – USIQ teacher's diary

13.1 USIQ teachers must keep a diary for each class which identifies the vocational qualification and roll number/s co-delivered with a group of USIQ modules.

The following must be recorded in the diary for each USIQ lesson delivered for the class:
- a brief record of the main teaching points or purpose for each USIQ lesson; and
- the date of the delivery.

Rule 14 – Recording student results

14.1 The usual process for recording student outcomes apply, even though USIQ is non-assessable and no academic results or grades are given.

14.2 RTOs must indicate when a student:
- is participating in a USIQ course;
- has completed;
- has formally or informally withdrawn; or
- has failed to engage in learning.

Rule 15 – Reporting

15.1 Managers responsible for the USIQ program must arrange for the outcomes of the USIQ program delivery to be documented on the Program outcomes report (Proforma 3, see Attachment 3).

15.2 Managers responsible for the USIQ program must ensure that the report is used as part of an improvement loop leading to increased efficiency and effectiveness of USIQ supported vocational training.

Evidence appropriate for the Program outcomes report includes:
- course completion data comparing the rate of completion of courses with and without USIQ support;
- unit/module outcome data comparing module completion rates (successful outcomes as a percentage of all outcomes) of enrolments with and without USIQ support;
- evidence that the course achieved the nominated attendance percentage;
- qualitative feedback from the vocational trainer and assessor;
- data from the students' evaluation of the course; and
- industry or employer feedback (if appropriate).

15.3 Program outcome reports must be forwarded to the Department upon request. These will be used to assess second and subsequent requests for funding for USIQ; and when reviewing and evaluating the overall effectiveness of USIQ.

Proforma 1

Course in Underpinning Skills for Industry Qualifications

Delivery agreement form – **TAFE colleges**

USIQ Delivery agreement form for TAFE colleges

Instructions

This form must be completed by the **manager** responsible for the USIQ program when requesting funds to deliver USIQ. This document forms the first part of the Program outcomes report and must be made available for audits and quality assurance monitoring, upon request.

Application to deliver USIQ

PART A   CONTACT DETAILS

Manager responsible for USIQ		Tel:
USIQ teacher		Tel:

PART B   VOCATIONAL QUALIFICATION DETAILS

Vocational qualification title	
National code	
Nominal hours (listed on STARS)	
Location for delivery	

Vocational program summary:

1. Start date	
2. Finish date	
3. Duration of the course in weeks	
4. Expected number of students	
5. Scheduled number of class-based teaching hours per week	
6. Scheduled number of other face-to-face teaching hours per week	
7. Estimated number of work placement days per student	

PART C   USIQ PROGRAM DETAILS

1. USIQ program summary:

Number of hours planned for USIQ delivery	
Number of students to be enrolled	
Start date	
Finish date	

2. Which program model do you plan to use:

Additional tutorial program	
Preparation program	
Expanded vocational program	
Team-teaching program	

3. List the USIQ modules you plan to deliver:

USIQ module number	Module outcome	Hours
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

4.   Please indicate the eligibility indicator(s) which apply to the student cohort:

Eligibility indicator	√	Details
Educational and learning profile of the student		Provide details in question 5
Linguistic, cultural, intellectual or social resources available to the student.		Provide details in question 5
Delivery mode used for the qualification in which the student is enrolled		
The opportunity afforded the student to develop educational skills in lower level qualifications		

5.   Please indicate the number of students the following indicators apply to:

Eligibility indicator	Number	Eligibility indicator	Number
Second language or second dialect speaker		Identification as Indigenous	
Refugee or recent migrant from a non-English speaking background		Low educational achievement	
No recent history of engagement in education or participation in the labour market		TAFE Entry Requirement Benchmark Level 1 or below	
Acquired brain injury		Intellectual disability	
Sensory impairment		History of mental illness	

6. Staff skills

Please provide evidence that the teacher(s) selected to deliver the USIQ program have the specialised skills and knowledge to address the additional educational needs of the students in the program. **Please attach additional documentary evidence as required.**

a) Formal qualifications
b) Teaching experience
c) Relevant professional learning
d) Peer recognition for applicants without formal qualifications
e) Selection process

Certification

Name and signature of person completing this form

Signature: _____ Date: _____

Name: _____

Position: _____

Authorisation

Manager responsible for allocating funding

This is to certify that this organisation agrees to comply with the requirements specified in the USIQ Accreditation Document and *Business Rules for USIQ*; and that the information contained in this request form is true and correct.

Number of **USIQ modules approved** for this group (1-12): _____

Signature: _____ Date: _____

Name: _____

Position: _____

Proforma 2

Course in Underpinning Skills for Industry Qualifications

USIQ request for funding–private registered training organisations

Course in Underpinning Skills for Industry Qualifications
– Request for funding –
private registered training organisations

Instructions

This form is for private registered training organisations, to request funding to deliver *Course in Underpinning Skills for Industry Qualifications*.

Before a training provider can apply for funding they must be contracted by the Department of Training and Workforce Development and have permission to deliver USIQ.

To request permission to deliver USIQ, please contact the Manager, VET Curriculum and Quality Assurance via email at RAC@smtafe.wa.edu.au or telephone on (08) 9442 8337.

This form must be completed by the **manager responsible for the USIQ program**.

RTOs must complete this application for each:
- vocational qualification for which USIQ delivery is required; and
- time a cohort is enrolled in the vocational qualification and requires USIQ support.

Please email your completed application to: training.markets@dtwd.wa.gov.au.

Application

PART A   CONTACT DETAILS

RTO name	

Manager responsible for USIQ		Tel:

Contact person to discuss application — Name:

Position:	Tel:

PART B   VOCATIONAL QUALIFICATION DETAILS

Vocational qualification title	
National code	
Nominal hours (listed on STARS)	
Course delivery location	

If you intend to partner, please provide the name of the RTO registered to deliver USIQ:

RTO national ID	
Legal name	
Trading name	

Vocational program summary:

1. Start date	
2. Finish date	
3. Duration of the course in weeks	
4. Expected number of students	
5. Scheduled number of class-based teaching hours per week	
6. Scheduled number of other face-to-face teaching hours per week	
7. Estimated number of work placement days per student	

PART C   USIQ PROGRAM DETAILS

1.   USIQ program summary:

Number of hours planned for USIQ delivery	
Number of students to be enrolled	
Start date	
Finish date	

2.   Which program model do you plan to use:

Additional tutorial program	
Preparation program	
Expanded vocational program	
Team-teaching program	

3.   List the USIQ modules you plan to deliver:

USIQ module number	Module outcome	Hours
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

4.   Please indicate the eligibility indicator(s) which apply:

Eligibility indicator	√	Details
Educational and learning profile of the student		Provide details in question 5
Linguistic, cultural, intellectual or social resources available to the student		Provide details in question 5
Delivery mode used for the qualification in which the student is enrolled		
The opportunity afforded the student to develop educational skills in lower level qualifications		

5.   Please indicate the number of students the following indicators apply to:

Eligibility indicator	Number	Eligibility indicator	Number
Second language or second dialect speaker		Identification as Indigenous	
Refugee or recent migrant from a non-English speaking background		Low educational achievement	
No recent history of engagement in education or participation in the labour market		TAFE Entry Requirement Benchmark Level 1 or below	
Acquired brain injury		Intellectual disability	
Sensory impairment		History of mental illness	

6.   Staff skills

Please provide evidence that the teacher(s) selected to deliver the USIQ program have the specialised skills and knowledge to address the additional educational needs of the students in the program. **Please attach additional documentary evidence as required.**

a) Formal qualifications
b) Teaching experience

c) Relevant professional learning

d) Peer recognition for applicants without formal qualifications

e) Selection process

Certification

This is to certify that this organisation agrees to comply with the requirements specified in the *USIQ Accreditation Document* and *Business Rules for USIQ*; and that the information contained in this request form is true and correct.

Manager responsible for the USIQ program

Signature: _____ Date: _____

Name: _____

Position: _____

Authorisation
Chief Executive Officer

Signature: _____ Date: _____

Name: _____

Position: _____

Proforma 3
Course in Underpinning Skills for Industry Qualifications

Program outcomes report for TAFE colleges and private registered training organisations

USIQ Program outcomes report

Instructions

Upon completion of a USIQ program, managers responsible for the USIQ program must arrange for the outcomes of the USIQ delivery to be documented on the Program outcomes report.

The report is to be used by managers as part of a continuous improvement process to increase the efficiency and effectiveness of USIQ supported vocational training.

The reports will also be used by the Department to assess subsequent requests for funding for USIQ (in the case of private registered training organisations); and when reviewing and evaluating the overall effectiveness and efficiency of the USIQ course and its delivery.

This Report must be made available to the Department upon request.

Report

PART A   VOCATIONAL QUALIFICATION SUMMARY

Vocational qualification title	
Vocational qualification national code	
Nominal hours (listed on STARS)	
Scheduled number of other face-to-face teaching hours per week	
Number of students enrolled	
Number of students gaining an exit code of NA, 4 or 81	
Percentage of students attending benchmark proportion of scheduled tuition as per the delivery program	

Please attach a copy of the attendance roll.

Student eligibility for USIQ

Please:
- indicate the number of students for each eligibility indicator(s) that applies; and
- **attach** student statistical information.

Eligibility indicator	Number of students
Educational and learning profile of the student	
Linguistic, cultural, intellectual or social resources available to the student	
○ Second language or second dialect speaker	
○ Identification as Indigenous	
○ Refugee or recent migrant from a non-English speaking background	
○ Low educational achievement	
○ No recent history of engagement in education or participation in the labour market	
○ TAFE Entry Requirement Benchmark Level 1 or below	
○ Acquired brain injury	
○ Intellectual disability	
○ Sensory impairment	
○ History of mental illness	
Delivery mode used for the qualification in which the student is enrolled	
The opportunity afforded the student to develop educational skills in lower level qualifications	

PART B   PROGRAM EVALUATION

1.   Provide details of the features of the USIQ program design and delivery that were the most successful.

Design

Staff skills

Teaching and learning resources

Timetabling

Other

2. **Which other support services were provided?**

3. **Provide details of the features of the design and delivery of the USIQ Program that were the least successful.**

4. **Provide evidence that the delivery of the USIQ program improved quality and outcomes for the vocational qualification.**

Evidence may include:
- statistical outcomes data from the vocational qualification
- student satisfaction data from either course
- feedback from vocational trainers and assessors
- other relevant information

Certification

This is to certify that the information contained in this report provides an accurate summary of the USIQ program outcomes.

Manager responsible for the USIQ program

Signature: _____ Date: _____

Name: _____

Position: _____

Chief Executive Officer <u>or</u> Manager responsible for approving funding

Signature: _____ Date: _____

Name: _____

Position: _____

Certification