Moving towards implementing the Bull & Bear/Rolf Recommendations

It is clear that TIP must move to implement much of the recommendations of the Bull & Bear (B&B) report as well as the recommendations of the Rolf report. The B&B report concerns itself with training and assessment issues while the Rolf report, although touching on training issues, seems to be more concerned with governance issues.

The training issues fall within the current responsibility of the National Welfare Group (NWG) and the National Training Managers Group (NTMG). Governance issues are the concern of the TIP chairs and future decisions of DVA regarding the ongoing functionality of TIP.

Whatever the outcomes of policy shift arising from the Rolf report, it is vital that TIP addresses the issues raised in the B&B report and establishes working parties to develop the changes necessary in an order which provides the greatest benefit to TIP and all its stakeholders.

The Single Location Storage (SLS) project is the first step in meeting the outcomes recommended by B&B. In the infancy of the SLS project, the lack of uniformity in training materials and version control was identified as being of immediate concern. While much work has been done with regard to modifying and uploading material, much more must be done to ensure compliance with best-practise and the implementation of adult learning principles into delivery strategies.

It is recommended that two working parties be formed immediately in order to move towards the outcomes being recommended. One is a technical working party and the other a training working party. The role of each of these working parties is outlined below.

Technical working party (TWP)

The technical working party has the role of further developing the national TIP website (tip.org.au) into the master storage location for all training materials which are capable of being stored in an electrical format. Further, the site will eventually become the master storage of all data pertaining to course delivery and trainees. The role of this group and the skills required by its constituents is shown below.
Role

- Maintain the site through CPanel
- Make regular backups of the data and resources folders
- Develop new interfaces and processes for the collection of data and reporting of statistics as required
- Make changes to the structure of data tables as may be necessary
- Create new data tables as may be required
- Manage email accounts for all key TIP staff

The skills required to perform the above role may not exist in the first instance. Use of personnel who have the necessary skills, upon which the following can be built, is vital.

Individuals must be prepared to contribute what they can as early as possible while building their total skills utilising mentoring from peers and the project manager.

Skills

- Committed to work in a team environment and support others in the team
- Ability to interpret HTML code to a high degree
- Understanding of relational databases (MySQL)
- Write new and modify existing PHP scripting to produce reports and interface pages.
- Write new and modify existing SQL statements to obtain meaningful analysis of data from the database.
- Write new and modify existing Javascript scripting to provide client side functionality.
- Use and web development tool such as Dreamweaver to checkout existing files, modify the file and re-upload the file (check-in).
- Develop new site functionality to permit the reporting of OJT and experience by trainees.
- Develop new administrative functionality as required.

Training Working Party (TrWP)

The personnel making up the training working party will be drawn from existing state training managers and the network of presenters.

Role

- Review all the material currently delivered and develop a modular system for all that material. All courses are then constructed from modules.
- Review all existing course names to ensure they reflect the nature of the work or the skills obtained by undertaking the training and associated OJT.
- Review all existing documents and resources for consistency and develop new documents and resources to encapsulate adult learning principles.
• Ensure the descriptions, pre-requisites and post-requisites for courses are properly worded to aid ESOs to make the best choices for their practitioners and understand their responsibilities with regard to OJT.

Methodology

The Training Working Party will review all the courses, names, outcomes and descriptions to ensure they reflect the required skills and knowledge. Once the core content (referred to as Key Content in the B&B report) for each module has been identified, a team of instructional designers (generally two people) would develop the presenter guides for a module. The presenter guides should ideally provide alternative instructional methods to utilise adult learning concepts and also provide a certain amount of flexibility to cater for group characteristics. The guides will also indicate nominal delivery times for the module and each core item. They will also indicate one or more assessment strategies for formative assessment.

Once the presenter guides have been developed and accepted by the project manager, another team of two are tasked with developing resources for the delivery and formative assessment of a group of trainees. This team should not be the guide development team.

Once all this material has been developed and submitted to the NTMG, it will be placed on the server.
Appendix A – EOI criteria, Guide and resource writers

Expressions of Interest are sought from TIP presenters and others to develop presenter guides and resources to support the delivery of TIP courses nationally.

The skills required for each person are

- The desire and ability to work in a collaborative team environment
- Ability to deliver results in an agreed time frame
- Ability to work within a defined framework
- High level of written communication skills
- Ability to scrutinise the work of others and offer meaningful suggestions towards improvement
- Openness to suggestions which lead to better outcomes.
- High level of computer skills and experience in the use of Microsoft Office products such as Word and Powerpoint.
- Experience in the delivery of one or more TIP national consistency courses
- A knowledge of adult learning principles and being able to develop learning strategies in accordance with same.
Appendix B - Timeline for implementation

The following is an idealised outline of the implementation process. It is predicated on the participation of a large number of presenters and experienced others to develop the materials. There may be budget and timeline implications if sufficient volunteers and volunteer hours is not forthcoming.

Feb 2015

- Appoint technical working party. Group to become familiar with the SLS/OMS architecture and determine a system for maintenance, backups and monitoring usage.
- The Sale working party, review course names, descriptions, pre and co-requisites and nominal delivery times for all national courses currently offered.
- States amend their course offering names and descriptors to meet those published on the SLS/OMS
- States to deliver courses using new names & descriptions but using existing resources.
- Call for EOIs for individuals to join the training working party and determine teams and projects for each team.
- Module and core content review for Welfare stream courses reviewed and agreed.
- Principles of Adult Teaching/Learning presentation at NWG meeting
- Welfare TrWP teams assigned to develop presenter guides for each welfare module. Alternate delivery strategies are to be designed, incorporating adult teaching/learning techniques. As these are completed, resource groups develop delivery resource material to support learning in line with the presenter guides.
March 2015

- Principles of Adult Teaching/Learning presentation at NWG meeting
- The NTMG review the core content of pension/compensation core courses.
- Parties assigned to develop resources from presenter guide strategies.
- Adoption of the curriculum development process (appendix C) as a guide to state developed courses

April 2015

- As resources are developed, they are placed on the SLS/OMS.
- States begin to enter FY 2015-16 course offerings onto the SLS/OMS
- Online application form goes live
- Online program request form goes live.
- All presenters begin to use the course outline report and any finalised or interim presenter guides and resources to plan their delivery.

May 2015

- Continued guide and resource development for all courses.
- Development of new course evaluation tools
- Development of presenter advisory assessment tools
- System of notification developed and presenters and STMs advised as each new resource is loaded into the SLS
June 2015

• Continued guide and resource development

July 2015

• All program and participant management is recorded on the OMS
• New course evaluation templates used for participant evaluation
• Implementation of presenter advisory assessment process.
• Training statistics reports obtained from the OMS.
• Continued guide and resource development
Appendix C

The development cycle for course curriculum is a circular, repetitive process involving a number of factors. For the specific material required to be delivered by TIP the process can be expressed as follows.

Need for a course

The first item to be considered lies outside the development cycle, yet ultimately determines the beginning of the cycle process. To determine the need for a course the following factors must be considered.

- Who are likely to undertake the course and why
- What is it they are expected to be able to do after completing the course
- The course name should be an indicator as to what the course is intended to achieve.
- Course description developed in terms of what the course aims to achieve for the learner.
- Learner pre-requisites and co-requisites
- The nominal delivery time for a course

Core content

The specific core material comes from a variety of sources. DVA has requirements from the perspective of how claims are presented and what is considered important. The ESO community also has input as to what their members consider important.

Related core content is then embedded together in a module. A number of modules constitute a course.

Resource development

The first and most important resource to be developed is the presenter guide. This document outlines all the core content and details the depth of coverage required for all items of core content.
The document also makes suggestions on alternate delivery strategies (structured on adult learning principles), assessment strategies and other resources which are available for supporting delivery of the content.

The document can also serve as a guide for the development of further resources.

**Delivery strategies**

The core content is delivered using a variety of strategies which incorporate adult learning techniques appropriate to the specific group to whom the course is being delivered.

**Assessment Strategies**

Assessment is an important tool in the delivery of core content. TIP does not accredit its courses or the people trained but assessment should be undertaken to prove that the learner has achieved the required standard. What is important here too is that the assessment is also against the method of delivery, thus ensuring it is appropriate.

**Assessment of learners**

Learners are provided with appropriate assessment tools to indicate the level of knowledge/skill uptake. The tools must be of a quality to ensure the validity of conclusions resulting from the evidence.

**Evaluating the assessments**

Assessments are checked to see whether certain points or items of core content need to be re-taught.

**Program evaluation**

At the completion of a program the learners are given the opportunity to evaluate the presenters, core content and resources. The results of these evaluations are analysed, over time and sufficient sample, to ensure all comply with best practice. The content can also be evaluated to determine whether it is appropriate for the way the learner will utilise the content.

The program is also evaluated by the presenters by the way of appropriateness of delivery and individual performance. This is achieved by way of the advisory assessment process.
Content amendment process

Both the assessment of learners and program evaluation by both learner and presenter may lead to suggested changes in either the core content or the delivery method used.

A process must be in place whereby suggested changes and the reasons for that change can be investigated and approved by the National Training Managers Group or the National Welfare Group as appropriate.

Back to development

At the end of the circle and the start of the next rotation, is the core content and resource development. The results of learner assessment and program evaluation are used to review content and supporting resources.
**The Single Location Storage (SLS) project**

Adopted by TIP chairs, the project aims to collect all core content and existing resources and store them in a location where they are accessible to all presenters.

The architecture is a database driven storage system where content and resources can be co-located.

**National Consistency**

A course can only be regarded as complying with National Consistency Guidelines when it is developed to the stage of

- Core content determined
- Content embedded in modules
- Presenter guides prepared showing core content, delivery and assessment strategies.
- Resources developed appropriate to the mixture of delivery strategies
- Assessment materials developed
- Course evaluation documents developed and
- Course approved by the NTMG

**Where TIP is at the moment**

The processes and materials suggested above are ideal and that for which we should be striving. At this stage, existing materials have to be utilised to deliver courses.

An important first step is to ensure all courses currently delivered are appropriately named, described and other requisites appropriately stated.

The sequence of undertaking courses must be consistent; ie level 2 courses are not undertaken until a level one course has been completed, along with the appropriate on-the-job training and mentoring within the ESO.

Courses are delivered in a consistent time frame, sufficient for the core content to be delivered.
The report by Bull and Bear makes five high level recommendations and a number of low level recommendations in support. The purpose of this paper is to indicate that many of the recommendations are not only welcome but also to indicate how many of those have already been identified and are in the process of being acted upon.

The report also provides the impetus for finalisation of the improvements in a shorter timeframe and a possible restructure of the TIP organisation to better implement and oversee the performance of its presenters and training managers.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Details and suggested actions</th>
<th>How TIP is currently addressing the issue or recommended structural change</th>
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<tbody>
<tr>
<td>Enhance internal training capability</td>
<td>It is acknowledged that some TIP trainers have training backgrounds and/or qualifications. However, following the review of the course material, and considering the material is an output of competence, training capability does need to be improved. The pool of capability will need to be increased if the OJT is formalised as a training and assessment strategy. If an accreditation pathway is implemented, trainers and assessors will need to hold the industry benchmark qualification, Certificate IV in Training and Assessment (TAE will be 40110)</td>
<td>Each state has a policy document for the recruitment and ongoing assessment of presenters. It is the intention of the National Training Managers Group to assess each policy and combine the meritorious aspects into a single national policy. Presenters will be assessed against the relevant competencies contained in the Certificate IV in Training and Assessment.</td>
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<td>Encourage collaboration across ESOs and TIP</td>
<td>Collaboration needs to be encouraged across ESOs and TIP to share wisdom and generate enthusiasm and ownership of courseware and enhance the quality of the training outcomes. The Communities of Practice are an initiative which can be implemented for trainers/assessor. Within the CoPs, members can be perform ongoing activities such as continuous improvement reviews and program/assessment moderation.</td>
<td>TIP in each state has a Training Consultative Group (TCG) which is intended to bring ESO requirements and issues to the attention of the administration with the state TIP structure. Regrettably no ESO has an efficient representative approach to the two-way communication needed between those who comprise the TCG and the practitioners in the field. A more effective solution may be using the ESORT as an arm to communicate with ESOs on a national level and have those ESOs develop a more effective communication with their branches and practitioners.</td>
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<tr>
<td>Improve training approaches and quality</td>
<td>A number of low level recommendations have been made which support this recommendation. Training approaches and practices need to be improved and key methodologies applied consistently across programs. This is likely to result in a course consolidation and rewrite. This will need to occur if an accreditation pathway is implemented.</td>
<td>With respect to course consolidation and re-write, the central storage location project addresses many of the issues raised here. All courses are in the process of being modularised and the core content examined and reviewed. Modules will contain the core material broadly in-line with the Matrix of Key Content contained at appendix 4 of the report. Courses will be made-up of modules and the course amendment process strengthened to allow for amendments to be quickly implemented and available to all presenters, ensuring they always have the latest content. It should be noted here that there is a terminology difference between the report and that which is now in use in TIP. A “module” is the building block of a “course” while “program” refers to the location and timing of the delivery of a course. The SLS project also addresses points 1, 2 and 4 of the low level recommendations with the rewrite of presenter notes and the introduction of alternate delivery strategies contained within the notes.</td>
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| Engage external strategic partner to align and issue qualifications | Five suitable industry qualifications exist for the TIP training programs and the ESO Practitioner roles. Any or all of these could be selected and offered as an outcome to practitioner training. A Registered Training organisation will need to be engaged and an auspicing agreement developed which will allow for the retention, design and delivery responsibilities to remain with TIP. | There are a number of issues raised in this recommendation.  
1. Volunteer presenters, primarily become presenters in order to contribute to the wellbeing of their comrades in arms. To impose a requirement for them to undertake study to be able to participate may result in a largely diminished presenter population. In order to deliver nationally accredited training, this study would be mandatory. There may, however, be an upside to this in that younger veterans may become more willing to join TIP’s ranks and undertake the study as a pathway into meaningful employment.  
2. A situation may come about where volunteer presenters would be required to work alongside paid trainers from either DVA or an RTO. Many existing trainers would not tolerate this and would withdraw.  
3. Any existing qualifications would not have elective modules with the Military Compensation Acts embedded in the qualification. While it is not known how this material can be incorporated into the qualification, it may require a much lengthier study period. |
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<td>Establish governance and compliance activities</td>
<td>Governance and compliance activities need to be strengthened to ensure quality training outcomes are achieved and cost effective training practices occur. Course ownership, version control, evaluation, validation and moderation, training audits are all activities which need to be implemented.</td>
<td>The State based administrative structure of TIP makes it difficult for nationally developed governance policies to be adopted and enacted. With regard to course material ownership, the states have felt for some time that the core content and delivery methods were being imposed on them. Many state based presenters felt they could do a better job with the resources available. As a result, the content and delivery methods do vary. TIP has, for some time, had a policy of national consistency and has promoted this policy. No national representatives have had the ability to have oversight of each state’s presentations. The SLS project, while rewriting much of the material and having it stored in an online, database storage system will overcome many of these problems. At the same time the course names need to be reviewed to accurately reflect a course outcome. The new storage system also provides for a clear statement of the objectives of the course (not terminal behaviour of a student) as well as pre and co-requisites. The co-requisites contain the requirement for OJT by an ESO and mentoring and monitoring of performance. Should it become a requirement for TIP to assess student performance and progress, the ESO monitoring and a suitable assessment instrument, should provide sufficient evidence to issue a certificate of proficiency (or, at a later stage, a qualification).</td>
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