RGIT
australia
ROYAL GURKHAS INSTITUTE OF TECHNOLOGY

RTO No. 22088 CRICOS Code 03002G

INDUSTRY LINK
Bridging the gap

ACS AUSTRALIAN COMPUTER SOCIETY Restaurant & Catering BOX HILL INSTITUTE aspire learning resources didasko group typsy

Introduction

We live in a dynamic world, where the only constant factor is change.

In an ever-evolving world, as a responsible registered training provider, we aim to enhance our students' learning experiences and optimise their employment opportunities. The constantly changing industry requirements makes it a necessity for training providers to engage with industry partners and stay abreast of developments.

RGIT consistently holds meetings with pertinent industry stakeholders with the objective of incorporating current trends and requirements into the curriculum and establishing suitable pathways. The consequent sessions were not only informative but also helped to establish associations within the industry for potential collaborations in the future.

The consultation session with the industry representatives was also in accordance with Clause1.5 of ASQA standards for RTO's; RTO's training and assessment practices need to be relevant to the needs of the industry and informed by industry engagement. The clause outlines that the RTO implements a range of strategies for industry engagement to ensure the industry relevance of its training and assessment strategies, practices and resources. It further dictates possession of current industry skills of its trainers and assessors.

Clause 1.6 lays down guidelines for RTO's to implement a range of strategies for industry engagement and systematically use the outcome of that industry engagement. This is to ensure the industry relevance of its training and assessment strategies, practices and resources, and the current industry skills significance of its trainers and assessors.

Message from CEO

I welcome you all to this industry consult session. I cannot emphasise enough the importance of industry consultation sessions, and the paramount role that these sessions play in the creation and delivery of quality education. RGIT's primary objective is to provide quality education to our students and these sessions help to develop a contemporary curriculum which in turn enhances learner experience and outcome.

I would like to take this opportunity to thank the academic coordinators for taking the initiative and making it possible. I have been involved in the hospitality for over 2 decades and my career progression in the sector has been consistent during this time. The importance of creating a progressive framework for our hospitality department is paramount to address the ever-evolving needs of the sector.

I would also like to stress the significance of the roles that the lead trainers play in this regard. They are crucial in assisting the academic coordinators to strengthen the curriculum and stay updated with the evolving trends of the industry. We also need to contextualize resources to meet and match learner needs, which is facilitated by continuous industrial consultation.

I would like to assure you that all feedbacks received will be carefully considered within RGIT's review of training packages to ensure that they are appropriate for learner's employment and career enhancement.

I am also immensely grateful to the various industry representatives and the academic board in making this workshop productive and successful.

Chandra Yonzon | **CEO**

Industry Partners

RGIT and Australian Computer Society (ACS)

RGIT and the Australian Computer Society (ACS) are now officially partners.

RGIT and ACS have established a Professional Partner Program (PPP) arrangement. The collaboration will be advantageous for RGIT staff members and students, and includes the following benefits for RGIT:

• An ACS account manager for continuous engagement.

• Support for Professional Development plans for IT Academic team and provide pathways to support skills matrices.

• Provide an alignment to industry. ACS plays a pivotal role in RGIT's industry consultation processes to support Learning and Assessment Plans.

• Provide Professional Certification for RGIT staff (including IT support staff, Academic team and Managers) recognising competencies under the nationally recognised skills framework.

• Student memberships are available exclusively for RGIT students.

• Staff can attend education forums, networking events and have unrestricted access to thought leadership papers.

Under this PPP arrangement, seven RGIT staff members joined ACS as associate members.

RGIT and Restaurant & Catering Association

In order to develop a proactive networking with the hospitality industry, RGIT is committed to being a member of different industry associations.

A primary association in the hospitality industry is Restaurant & Catering Association, Australia, of which RGIT is now a member.

Peter Flugge from R&CA has been working closely with the RGIT's Hospitality Department since RGIT joined R&CA.

RGIT has been engaged in one to one meetings, networking events and workshops as a part of the outreach activities to the industry.

Information Technology and Business

Artificial Intelligence? Cloud computing? What is the future of IT and how do we prepare our students for this future?

That was the topic that IT and Business Coordinator Gavin Chan quizzed our consultants during the Industry Session Day held on 29 September 2016.

Australian Computer Society consultants praised RGIT's Business and IT courses and spoke about what they felt were the trends in technology. Ms Bircsak suggested that there could be more Information and Security related units to be included at the Diploma levels stressed on the need for fundamental knowledge on security at entry level certificate courses. Gavin Chan, cohort coordinator also had queries on Artificial Intelligence, Cloud computing and Project management.

While consultants opined that AI is not very relevant at this stage, they suggested that cloud computing could be included to keep student's skills relevant. Consultants also suggested introducing units or topics related to data analytics and data management.

Jessica Bircsak (left) and Rod Dilnutt (right), Vice Chair from Australian Computer Society (ACS) with RGIT's IT Coordinator Gavin Chan.

Health Sciences

In the ever-changing health industry, it is vital that all health sciences trainers keep abreast of any news and changes.

Early Childhood Education and Care trainers met with representatives from learning resources development firms to discuss and improve outcomes for learners.

Christiina Savolainen shared a one-on-one session with Stephen White, Publishing Manager of Aspire Learning Resources. Discussions were held regarding changes in the Early Childhood sector. Trainers are one point of contact where students are able to understand any new developments in the Early Childhood industry. Stephen outlined ways to ensure students are kept up to date with all changes.

Stephen White and Sally Harrop from Aspire Learning also had the opportunity to view RGIT's simulated environment at Victoria House. The facility would help learners with activities and tasks related to ECEC units of competency. The feedback of the simulated environment was positive and Agaligai Anthony and Christiina Savolainen discussed the benefits of having a simulated room for the education of the students in many of the units.

More one-on-one sessions will be held in the near future with Aspire representatives to discuss feedback and further integrate the Aspire resources that are currently in use.

The trainers also held detailed discussions with Aspire representatives regarding their resources. This session was aimed at garnering feedback regarding learning resources. The trainers emphasised on the addition of visual learning contents together with relevant web links and provided examples that would trigger further research and development along with helping learners understand concepts better. Other feedback pertaining to learning resources included simplifying questions for learners particularly in the assessments of the units CHCDIV001 and CHCDIV002.

The need for contextualisation with reasonable adjustment was emphasised during the session. Next industry engagement sessions will focus on validation of current assessments and resource contextualisation.

English as an Additional Language (EAL)

There are roughly 6,500 languages spoken in the world.

With a variety of students from all backgrounds, how does RGIT maintain an inclusive environment which allows the students to develop the skills and knowledge they need?

That was the objective of the EAL consultation held on 20 September 2016. The appropriateness and effectiveness of the courses were assessed to ensure that students develop the relevant skills and knowledge in line with course objectives.

The meeting also provided a platform to discuss methods to improve the components of training and assessment with an aim of improving the effectiveness of the course. External experts in the field drew on their expertise and experience to provide thought-provoking feedback.

The industry professionals reviewed the information, processes and evaluated the courses' effectiveness in developing appropriate competences through discussions.

The consultation meeting was attended by Dr. Sharimllah Devi Ramachandran, Foundation Skills Manager, Royal Gurkhas Institute of Technology, Australia and David Atkinson, Operations Manager, English Language Program, School of Foundation Studies and Adult Learning, Box Hill Institute and Rosemary Trewin, Quality Advisor, School of Foundation Studies and Adult Learning, Box Hill Institute.

Among the issues discussed were; the need for resources to address elements in the training guide and the need for 5 year validation plan for validation and moderation process of the assessment tools.

The consultation meeting was attended by Dr. Sharimllah Devi Ramachandran, Academic Head, Royal Gurkhas Institute of Technology, Australia and David Atkinson, Operations Manager, English Language Program, School of Foundation Studies and Adult Learning, Box Hill Institute and Rosemary Trewin, Quality Advisor, School of Foundation Studies and Adult Learning, Box Hill Institute.

Hospitality

RGIT Hospitality Training and assessment staff also contributed to course development to ensure the learning and assessment processes employed would allow students to develop the knowledge and skills required by industry.

Industry representatives have also been consulted to better comprehend industry requirements, changes in industry trends. Feedback was also considered in packaging - SIT50416 Diploma of Hospitality qualification.

The Industry representatives were consulted on a range of matters related to training and delivery, including the work based training component. The feedback received would be integral in finalising the training and assessment strategy for SIT50416 Diploma of hospitality and quality of training at RGIT. International students require higher LLN skills where as local students only require numeracy skills support. RTO's including RGIT need to customise the assessment tools to meet the needs of the students (especially International). Assessments may include a lot of verbal questions to assess their knowledge and determine level of understanding. A trainer must understand the needs of the student and be able to use varied learning techniques to meet the learner's needs.

Industry currency is crucial and important for trainers to maintain current trends that can be passed on to learners. Industry currency may be achieved by engaging in the following activities;

i.   Working on a casual basis at marquee events such as Grand Prix, Australian open, AFL footy finals

ii. Joining professional networking sites such as LinkedIn

iii. Shared tables, dinners, chef's table etc.

iv. Attending Les Toques Blanches dinners

v.   Attending hospitality association meetings

vi. Forums, informal discussions, blogs, relevant to the units being delivered

Informal consultations during workplace visits can also be documented in the work diary. The trainer/ assessor must be able to have meaningful conversation with the workplace supervisor, so as to make the work experience more meaningful and relevant to the student.

A suggestion was also tabled that there be effective communication between the manager and student to prove competency.

1. Liz Grist, Didasko on Industry Consultation Day with Buddhi Raya, Training Manager, RGIT
2. Jeremy Guard, TYPSY and Peter Flugge, R&CA with Sudarshan Sripathi, Hospitality Coordinator during a networking session
3. Hamish McKeown, Executive Chef, The Australian Club, briefing RGIT students with trainer Pino Notaro

Resources

Aspire Learning Resources are specialists in developing and publishing market-leading training resources.

Aspire aims to provide resources through excellent research and knowledge and develop inspired educational solutions that empower learners and enhance productivity.

A consultation meeting between RGIT Early Childhood Education and Care and Hospitality Trainers with Aspire Learning Resources content developers was held on Monday, 19 September 2016.

Participants discussed the current Aspire resources, and provided feedback to the Aspire team about currency and sufficiency of the resources.

Didasko Learning Resources is a leading developer and supplier of world-class eLearning resources for the Vocational Education and Training industry. Specialising in the Hospitality and Retail sectors, and more recently partnering with Business and Aged Care collaborators, they offer comprehensive resources for training organisations, trainers and learners to deliver superior learning outcomes and improved operational effectiveness.

Typsy provides access to world-class instructors, an engaging platform and a vibrant community of hospitality lovers. Typsy's online training platform is designed especially for the hospitality industry. They work together with the people who make the industry tick, creating short, fun video courses that empower their clientele to take charge of the future.

RGIT invited representatives from Didasko and Typsy as part of an Industry Consultation Day on 29 September 2016. The participants also included representatives from Restaurant and Catering Association (R&CA) and Australian Computer Society (ACS) among others.

Trainers from the hospitality, health sciences and business were present at the consultation meeting.

The program's objective was to help ensure that RGIT staff members were informed and aware of the most recent developments in their specialist areas.

Andrea Cerioli

Brewing dreams a drop at a time

At twenty-five, hospitality student Andrea Cerioli is living his dreams of owning his very own cafe. Currently studying Certificate IV at RGIT, he juggles between classes, assessments and working hard to set up his cafe **Italians Do It Better**, located in Richmond. Andrea dreamt of having a cafe after realising his passion in working to enhance his customer's happiness.

He credits Natalie O'Donoughue for guiding him in his classes and giving invaluable advice. "She always makes time for us. She loves teaching us."

Did you know?

- The average Australian hotel employs 34.7 people.
- Hotels spend more than $70 million each year on staff training and development.
- Employment in the accommodation sector is around 90,000 people nationally.

Andrea also was featured in RGIT Student Magazine EVOLVE on July 2016.

View our publications on:

- http://rgit.edu.au/about-us/publications

Factoring labour market trends and needs

"In relation to the change away from VET FEE-HELP, and the extra integrity measures, we're very supportive," says Jenny Lambert, director of employment, education and training at the Australian Chamber of Commerce and Industry.

The Australian Chamber says it will be taking a very close look at the courses on the government's proposed funding list and Lambert says politicians need to improve their approach to market analysis when it comes to deciding how students are trained and for what.

"The federal government needs to improve its approach to labour market training and analysis," she says.

"It has to be what industry says around what skills are needed."

Dr Mary Leahy of Melbourne Graduate School of Education's says the aim of proposed changes should be ensuring that students study courses that are needed in the workforce.

"The reform to student loans was necessary – VET FEE help was a complete and utter joke – but certainly not sufficient," she opined.

"The big issue is ensuring the quality of courses so that qualifications have value."

Leahy believes another major challenge is that VET courses have been too narrowly defined by the job at the end of the course.

"Employers want employability skills, and it concerns me that we're created a VET system tied very closely to specific work tasks. The actual shape of the vocational education we've got is another issue," she says.

The reputational damage done by unscrupulous providers has extended to quality VET teachers, who say they are not able to properly market courses when others have been taking advantage of the system with less detailed options.

"I've had good providers say to me, 'how can I develop a proper course when there's another provider offering the same qualification in a couple of weeks?'" says Leahy.

The federal government will open its proposed new course list for consultation until October 23.

Training groups will be combing through the details, with some space to argue for courses that should be added back on for government funding.
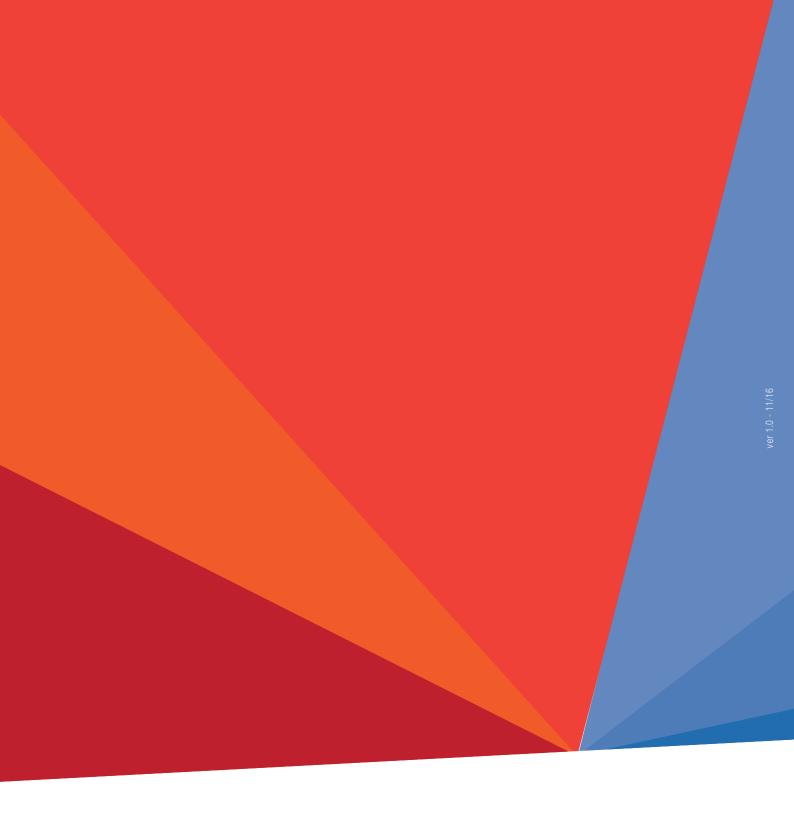
The kinds of courses that will lose out include those focused on holistic counselling, fitness coaching, flower essence therapy and jewellery making.

Lambert says that the detail of the proposed changes still needs to be considered.

"We look forward to participating [in consultation]. We've got to see [the] context here."

Source: http://www.smartcompany.com.au/people-human-resources/training-development/76544-vet-funding-list-met-optimism-experts-say-government-needs-think-future-work/

Melbourne Campus:
28-32 Elizabeth Street, Melbourne, VIC 3000, Australia
Phone: (+61 3) 8639 9000 | Fax: (+61 3) 8639 9001
Email: study@rgit.edu.au
www.rgit.edu.au

Hobart Campus:
162 Macquarie Street, Hobart, TAS, 7000, Australia
Phone: (+61 3) 6217 9000
Email: hobart@rgit.edu.au
www.rgithobart.edu.au

Postal Address:
GPO Box 5466, Melbourne, VIC 3001, Australia

RGIT
australia
ROYAL GURKHAS INSTITUTE OF TECHNOLOGY