



BRUNEI DARUSSALAM

**Energy Industry Competency Framework
Registered Training Organisation (RTO)
Self-Assessment Tool**

2013

Introduction

This self-assessment tool has been developed to assist technical and vocational education colleges and training providers in Brunei Darussalam with the process to become a Registered Training Organisation (RTO) for the delivery and assessment of accredited programs and courses leading to the award of energy industry qualifications.

To become an RTO, colleges and training providers will need to satisfy the registration requirements and standards established to support the Energy Industry Competency Framework (EICF)

The process for recognition as an RTO will require a formal external audit of college or training provider operations by the Energy Industry Quality Agency.

Status as an RTO will allow the delivery and assessment of technical and vocational education programs and courses as specified in a scope of registration.

The scope of registration will define the type, level and number of energy industry qualifications that may be delivered by the RTO.

After the initial registration, an annual audit will be conducted to ensure RTOs maintain the standards.

The self-assessment tool will allow prospective RTOs to measure the current level of compliance with the registration requirements and standards prior to submitting a formal application and seeking an initial audit.

College/Training Provider details

Name of college/training provider: _____

Location: _____

Address: _____

Primary contact person

Name: _____

Title: _____

Telephone: _____

Mobile: _____

Facsimile: _____

Email: _____

Proposed scope of registration

Qualification title and level: _____

Other accredited courses

Section 1 - Training and Assessment

In this section you will be able to measure the current capacity and capabilities of your organisation to deliver accredited energy industry courses and to provide the required training delivery and assessment processes.

Where you identify gaps or deficiencies in your training delivery and assessment processes you should describe the actions you intend to take to fill and correct these before you apply for RTO status and seek an initial audit.

Registration Requirement	Standard
Strategies in place to provide quality training and assessment in energy industry qualifications.	<ol style="list-style-type: none">1. Training and assessment methods have been developed and validated through an effective consultation process with the energy industry.2. Facilities, equipment, resources and training and assessment materials meet the requirements of the energy industry qualifications and have been developed through an effective consultation process with the energy industry.3. Training and assessment occurs at a time, place and pace to suit the requirements of learners and the energy industry.4. Training and assessment methods integrate institutional and workplace activities and have been developed through an effective consultation process with the energy industry.5. Processes for the recognition of prior learning and current skills are an integral part of training and assessment methods.

Training and assessment methods have been developed and validated through an effective consultation process with the energy industry.

Describe the formal links, connections and working relationships your organisation has in place with energy industry companies. Do you meet regularly with energy industry representatives?

Describe the procedures your organisation has in place to receive input and advice from energy industry companies on training delivery and assessment processes. Do you consult with companies? Do you seek advice and feedback from companies with regard to your courses and programs?

Facilities, equipment, resources and training and assessment materials meet the requirements of the energy industry qualifications and have been developed through an effective consultation process with the energy industry.

Describe the specific facilities and equipment your organisation has in place for energy industry training. Are the facilities, equipment and learning resources at your organisation sufficient to meet the skill requirements of the energy industry? Is there a process in place to consult with energy industry representatives about facility and resource requirements?

Training and assessment occurs at a time, place and pace to suit the requirements of learners and the energy industry.

Describe the processes in place at your organisation to determine how training is scheduled and programmed. Describe how learners are assessed at your organisation. Has your organisation consulted with energy industry representatives about training delivery times and schedules and assessment methods?

Training and assessment methods integrate institutional and workplace activities and have been developed through an effective consultation process with the energy industry.

Describe how your organisation ensures workplace skills, practices and behaviours are integrated into training delivery. Do you consult with the energy industry about the integration of training and assessment? Is there a formal process for work placements and work practice for courses at your organisation?

Processes for the recognition of prior learning and current skills are an integral part of training and assessment methods.

Describe the formal processes in place at your organisation to recognise and credit existing skills and previous learning. Does your organisation operate Recognition of Prior Learning (RPL) procedures?

Are there any gaps in the organisation's training and assessment processes that will need to be filled before seeking approval to operate as an energy industry RTO? What are these gaps? How do you intend to fill these gaps and to improve the organisation's training and delivery processes?

Section 2 – Client Relationships

In this section you will be able to assess the way your organisation establishes, manages and maintains its client relationships.

Client relationships refer to the processes used to support individual learners and also to individual companies that provide the employment destination for your graduates.

Where you identify gaps or deficiencies in your client relationship processes you should describe the actions you intend to take to fill and correct these before you apply for RTO status and seek an initial audit.

Registration Requirement	Standard
Strategies in place to manage client relationships and maximise outcomes for clients.	<ol style="list-style-type: none">1. Processes are in place to identify and meet energy industry client needs.2. Processes are in place to ensure students receive training, assessment and support services that meet their individual need.3. Processes are in place for the continuous improvement of training, assessment and support services provided to energy industry clients and students.

Processes are in place to identify and meet energy industry client needs.

Describe how your organisation ensures that it is delivering training and assessment services that satisfy the needs of energy industry learners and companies. What processes you use to collect information and advice from learners and companies? How do you utilise client advice to improve your services?

Processes are in place to ensure students receive training, assessment and support services that meet their individual need.

Describe the processes and systems your organisation has in place to ensure training and assessment suits individual student needs. What support services do you provide to students to allow them to progress appropriately through your programs and courses? If you do not currently

have in place individual and personalised training, assessment and support services for students, describe how you intend to develop and implement these.

Processes are in place for the continuous improvement of training, assessment and support services provided to energy industry clients and students.

Describe how your organisation currently ensures the validity and relevance of its programs. Do you have in place a quality assurance system? How do you ensure that your training, assessment and support services remain current and responsive to client needs?

Are there any gaps in how your organisation manages its client relationship processes? What are these gaps? How do you intend to fill these gaps and improve the management of client relationships before applying for recognition as an energy industry RTO?

Section 3 – Responsiveness

In this section you will be able to measure how responsive your organisation is to its industry client base.

High quality technical and vocational education providers are able to respond quickly to changing client need and to amend, adapt and develop training and assessment services to suit client requirements.

Where you identify gaps or deficiencies in the responsiveness of your organisation you should describe the actions you intend to take to fill and correct these before you apply for RTO status and seek an initial audit.

Registration Requirement	Standard
Strategies in place to respond promptly to energy industry skills development needs	<ol style="list-style-type: none"> 1. Client driven and customised training programs such as skill sets and short courses are developed through an effective consultation process with the energy industry. 2. Processes are in place to adopt changes to the content of energy industry qualifications and adjust training and assessment methods accordingly. 3. Processes are in place to adopt new energy industry qualifications and develop training and assessment methods through an effective consultation process with the energy industry.

Client driven and customised training programs such as skill sets and short courses are developed through an effective consultation process with the energy industry.

Describe the processes used at your organisation to engage with industry and other client groups. How do you obtain advice on industry and other client group training needs and use this advice to structure your training delivery?

Processes are in place to adopt changes to the content of energy industry qualifications and adjust training and assessment methods accordingly.

Describe how your organisation responds to changing training needs. What processes do you use to ensure your programs are satisfying client requirements? Describe how your organisation adapts and changes its training and assessment processes in response to changing client need.

Processes are in place to adopt new energy industry qualifications and develop training and assessment methods through an effective consultation process with the energy industry.

Describe how your organisation will develop and establish processes to allow for a prompt response to energy industry training requirements. How will you put in place and offer energy industry qualifications and programs? How quickly will your organisation be able to establish and offer programs once a need is identified?

Are there any gaps in how your organisation responds to client need? What are these gaps? How do you intend to fill these gaps and improve the organisation's responsiveness before applying for recognition as an energy industry RTO?

Section 4 – Qualification Requirements

In this section you will be able to explain how your organisation intends to establish strategies, systems and processes to ensure that the registration requirements of the EICF are complied with and that only units and contents approved for use within the EICF are utilised.

You should consider what internal arrangements will be needed to establish your organisation's scope of registration and the people, resources and capacity required to manage, monitor and maintain EICF registration.

Registration Requirement	Standard
Strategies in place to comply with the qualification packaging rules of the Brunei Darussalam Qualifications Framework	<ol style="list-style-type: none"> 1. Programs and courses are within scope for energy industry qualifications and are delivered using the units of competence and other content as prescribed. 2. Programs and courses for energy industry skill sets, short courses or customised training are delivered using the units of competence and other content as prescribed. 3. Processes are in place for the issue of official certification documents for all energy industry training. 4. Processes are in place for the notification of changes to unit of competence content for industry qualifications.

Programs and courses are within scope for energy industry qualifications and are delivered using the units of competence and other content as prescribed.

Describe the processes your organisation intends to establish to manage, monitor and maintain EICF registration. What resources will be allocated to the process? Who will be responsible within your organisation for ensuring the EICF standards are maintained?

Processes are in place for the notification of changes to unit of competence content for industry qualifications.

Describe how your organisation will manage its relationship with the Energy Industry Quality Agency and ensure efficient and effective communication. Who will be responsible in your organisation for liaison and communication with the Energy Industry Quality Agency?

Section 5 – Registration and Audit

You should use this section to consider what will be required within your organisation to support the establishment and operation of internal auditing, monitoring and communication processes.

Consider the current processes you use to measure organisational performance and compliance and determine whether these are suitable for the EICF arrangements.

Recognition as an energy industry RTO will require regular communication and reporting with the Energy Industry Quality Agency and other EICF bodies and you should consider how your organisation will be able to resource and manage this requirement.

There will also be a need for formal and detailed record-keeping associated with EICF qualifications and student outcomes. You should consider how your organisation will deal with these requirements.

Registration Requirement	Standard
Strategies in place to comply with registration and annual audit requirements	<ol style="list-style-type: none">1. Internal auditing and monitoring arrangements have been established.2. Processes for the provision of accurate and timely information and data on RTO performance and operations have been established.3. Safe and secure training record-keeping processes have been established.

Internal auditing and monitoring arrangements have been established.

Describe the current arrangements you have in place to monitor, evaluate and audit organisational performance? Will you be able to use these methods to monitor the EICF arrangements? If your current processes are insufficient, explain how you intend to develop processes and systems to audit and monitor performance against the EICF standards.

Safe and secure training record-keeping processes have been established.

Describe the process currently used at your organisation to establish, manage and maintain training records? Are these records held in a secure electronic format? Do these records show details on student outcomes including employment destination?

Section 6 – Teacher and Trainer Expertise and Skills

This final section will allow you to consider whether your organisation has the appropriate technical teacher or trainer skills base to ensure the effective delivery of energy industry qualifications.

High quality technical and vocational education outcomes are dependent on the expertise and skills of the individual teachers and trainers. There is a requirement to ensure the right mix of teaching, assessment and general pedagogical skills and technical skills. Teachers and trainers should also have an appropriate level of technical experience in the disciplines and skill areas they are delivering.

It will take some time for most technical and vocational colleges and private training providers to develop a teacher and trainer skills base that satisfies in full the EICF standards. You should use this section to explain what you intend to do to develop your skills base in the short, medium and longer term to ensure compliance with the standards.

Registration Requirement	Standard
Strategies in place to ensure access to teachers and trainers with appropriate skills and experience	<ol style="list-style-type: none"> 1. Technical teachers and trainers have the necessary training and assessment competencies as determined by the Brunei Darussalam National Accreditation Council. 2. Technical teachers and trainers have the relevant technical and vocational competencies at least to the level being delivered or assessed. 3. Technical teachers and trainers can demonstrate current energy industry skills relevant to the training and assessment being undertaken. 4. Technical teachers and trainers continue to develop their training and assessment competencies and maintain industry currency.

Technical teachers and trainers have the necessary training and assessment competencies.

Describe in general terms, the current technical teacher and trainer skills base within your organisation for those skill areas and disciplines that you intend to include in your EICF scope of registration. What are the teaching and technical qualifications of key staff?

If your current technical teacher and trainer skills base is insufficient to ensure the effective delivery of EICF qualifications, explain what your organisation intends to do to improve the current situation.

Technical teachers and trainers have the relevant technical competencies.

Describe in general terms the technical and industry skills of the technical teachers and trainers within your organisation who will be involved in the delivery of EICF qualifications. What is the industry expertise and experience of these key staff? Do these staff have sufficient industry and technical experience to deliver energy industry programs?

If there is currently insufficient energy industry experience, explain what your organisation intends to do to obtain and/or develop this experience.

Technical teachers and trainers continue to develop their training and assessment competencies and maintain industry currency.

Describe the processes in place currently at your organisation to ensure the knowledge and skills of technical teachers and trainers remains current, up-to-date and aligned with industry needs? What professional development processes are in place? How do you ensure your staff remain connected to the skill areas in which the deliver training and assess competencies?

If there are deficiencies or gaps in your current practices in regard to professional development and currency of skills, explain how your organisation will deal with these gaps.

RTO Audit Process

You should use the responses you have provided throughout this self-assessment tool to determine the readiness of your organisation to undergo a formal audit to become an energy industry RTO.

It is unlikely that most technical and vocational colleges and private training providers will be able to satisfy all of the standards and there will be standards that do not allow a full assessment of organisational readiness, however this should not preclude organisations from seeking an audit.

The RTO audit process is designed to prove compliance against the standards, but it is also an opportunity to get an objective view of your current operations and to receive advice on improvement practices.

Use the table that follows to rate your current situation against the standards.

In simple terms, if you have more YES responses than NO responses you are probably ready to request an audit. Depending on the areas of your NO responses, there may be more work to do before you fully comply with the EICF standards.

Standard	YES The organisation complies	NO The organisation is non-compliant and more work is required
Training and assessment methods have been developed and validated through an effective consultation process with the energy industry.		
Facilities, equipment, resources and training and assessment materials meet the requirements of the energy industry qualifications and have been developed through an effective consultation process with the energy industry.		
Training and assessment occurs at a time, place and pace to suit the requirements of learners and the energy industry.		
Training and assessment methods integrate institutional and workplace activities and have been developed through an effective consultation process with the energy industry.		
Processes for the recognition of prior learning and current skills are an integral part of training and assessment methods.		

Processes are in place to identify and meet energy industry client needs.		
Processes are in place to ensure students receive training, assessment and support services that meet their individual need.		
Processes are in place for the continuous improvement of training, assessment and support services provided to energy industry clients and students.		
Client driven and customised training programs such as skill sets and short courses are developed through an effective consultation process with the energy industry.		
Processes are in place to adopt changes to the content of energy industry qualifications and adjust training and assessment methods accordingly.		
Processes are in place to adopt new energy industry qualifications and develop training and assessment methods through an effective consultation process with the energy industry.		
Programs and courses are within scope for energy industry qualifications and are delivered using the units of competence and other content as prescribed.		
Programs and courses for energy industry skill sets, short courses or customised training are delivered using the units of competence and other content as prescribed.		
Processes are in place for the issue of official certification documents for all energy industry training.		
Processes are in place for the notification of changes to unit of competence content for industry qualifications.		
Internal auditing and monitoring arrangements have been established.		
Processes for the provision of accurate and timely information and data on RTO performance and operations have been established.		
Safe and secure training record-keeping processes have been established.		

Technical teachers and trainers have the necessary training and assessment competencies as determined by the Brunei Darussalam National Accreditation Council.		
Technical teachers and trainers have the relevant technical and vocational competencies at least to the level being delivered or assessed.		
Technical teachers and trainers can demonstrate current energy industry skills relevant to the training and assessment being undertaken.		
Technical teachers and trainers continue to develop their training and assessment competencies and maintain industry currency.		

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