

Simulated Work Environment Policy and Procedure

Purpose

To provide the required environment for assessment of practical skills off-the-job which can simulate the workplace environment in various ways. It may be as simple as assessing in a workshop or classroom where tools and equipment used mirror those used in a workplace. A simulated environment is used where learners are learning in an off-the-job environment but require exposure to experiences that mirror those in the workplace. Examples include model offices, engineering workshops, case studies, or a project of a workplace. Simulations can also be computer-based planning and undertaking project work, and workplace planning, implementing, evaluation, and monitoring workplace tasks, and activities.

Scope

Training and assessment practice and procedure of ICM for its scope of registration that require training delivery and assessments to be conducted in a simulated work environment that resembles the real workplace according to current industry standards and training package requirements.

Responsibilities

CEO and Head of training are responsible for facilitating setting up the simulated work environments for trainers and assessors including equipment, tools, business resources, policies, and procedures to make the training and assessment environment to be simulated resembling a real workplace.

Policy

A simulation is a recreation of a real-world situation or task, which is designed to explore key elements of that situation. Simulations are “interactive events” in which the environment is simulated but the behaviour and application of skills and knowledge are real. Simulations include role-play among students or with facilitators, case studies, workplace related projects, workplace presentations, group discussions etc. Simulation is related in some ways to the use of workplace roles and play in learning, and shares some of the same challenges and advantages.

Our simulation environments including business plans, marketing plans, case studies, policies, procedures, templates, and business forms offer performance-based assessment which can be used to evaluate across all learning dimensions: cognitive, behavioural, and affective depending upon the intended learning outcomes to be measured and the nature of the simulation developed related to the unit of competency of specific qualification and AQF level. They lend themselves especially well to assessing professional competencies, communication, and interpersonal skills, decision-making and application of skills and knowledge, for a simulated work environment.

Principles

- Interaction: the agreed and communicated criteria against which we assess interaction with or within the simulation will depend upon the nature of the simulation and intended learning outcomes. It includes mastery of technical skills, adherence to rules and procedures, participation in formal debate, communication, effective representation, negotiation and compromise, decision-making, leadership, teamwork and/or inter-professional communication.
- The learners should be 'doing' practicals - reading, writing, web searching, problem solving, creating, discussing, questioning, experimenting, exploring, teamwork, and role-playing in a simulated work environment.
- Clear instructions are provided so the students know what they need to perform and why.
- The outcome needs to be clear, so the students know when they have succeeded.
- The assessor may not be a direct part of the activity but should still be supporting and guiding as required and observing candidate performance.

Procedure

- When planning to provide training in a “simulated” environment (Similar to a real workplace), ICM clearly defines the tasks and workplace policies and procedures to be used in training and assessment.

- Simulated environments are used to allow learners who do not have access to the workplace, with an authentic work environment where they can demonstrate application of learnt skills, and knowledge.
- Simulated environments are also used to support learners and familiarise them with a workplace prior to doing practical work experience.
- Workplace simulations are training methods used which enable students to develop and demonstrate skills in a real-world setting.
- By observing and assessing skills under realistic conditions, and in real-world environments, ICM ensures stakeholders have confidence that learners’ competency reflects contemporary, industry-appropriate situations.
- A decision to offer actual or simulated workplace training we consider a number of factors, including:
 - training package requirements
 - the learner cohort
 - access to resource and facility needs.
 - the outcomes from consultation with industry.

Simulated workplace resources.

- Training room set up as a model office including tables that are set similar to workplace meetings, computer lab, and workplace documentation.
- Technological equipment including computers, projectors, presentation aides, telecommunication equipment and tools.
- Simulated workplace documents such as business plans, marketing plans, financial projections, policies and procedure manuals, work templates, forms, and SOPs relevant to the tasks of unit of competency being trained and assessed.
- Personal protective clothing and equipment such as gloves, steel boots, visible clothing, head gears, goggles, etc. relevant to the tasks of the unit of competency being trained and assessed.

ICM uses the following simulated workplaces.

Australian Construction	Construction/resources and infrastructure industries
Tech Dynamics Pty Ltd	Technology services
Café 65	Hospitality business
Coffeeville	Hospitality business
Australian Hardware	Construction equipment and tools

- ICM’s simulated workplaces ensure the following:
 - The unit allows for learners to complete assessment tasks in a simulated work environment.
 - Our simulated environment closely resembles the workplace environment for the tasks being demonstrated.
 - Case studies and Scenarios are aligned to current workplace practices.
 - Roleplay instructions are made extremely comprehensive. They simulate and align with actual workplace tasks. When reviewing or creating roleplays, we ensure that:
 - Instructions clearly describe the environment and workplace conditions required for the roleplay to be performed, including any equipment or resources required to complete the roleplay. We provide clear instructions for the learner, assessor, and any other participants. These instructions are explicit on what is to be done, who is doing what etc.

- Each participant has clear and detailed instructions to realistically carry out the role-play task, this involves creating scripts for ALL support participants (e.g., those acting as clients, supervisors, stakeholders, and colleagues, etc).