Federation University

School of Education

The VET teaching workforce in Australia

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Introduction

This report begins with some background information about the Australian VET system, its students and its teaching workforce. A brief overview of VET teachers in Australia follows this. Three main aspects of VET teaching workforce are then covered:

- Working conditions of vocational training teachers, including wages and working hours, compared with other occupations;
- Qualifications and professional development for vocational training teachers;
- Career development, career guidance, and career management for vocational training teachers.

A number of Appendices are provided for further information, and as templates that could potentially be adapted for implementation.

Background on Australia's VET system

Australia has a well-developed VET system. It is overseen by the national ('Commonwealth') government, but the eight States and two Territories provide funding for VET courses, and employ VET teachers in the public system, TAFE (Technical and Further Education). In Australia, VET is usually understood to have two main purposes. One is to improve people's skills by training them before they enter the workforce, or by upskilling them after they enter the workforce. This helps improve the overall skills of the Australian workforce and provides economic benefit by lifting productivity, reducing accidents, and making movement of workers among industries and occupations easier. The other purpose of VET is to provide social benefit. Completing VET qualifications or parts of qualifications improves individual people's life chances, provides them with confidence, and helps them find appropriate employment. Currently, the benefits of VET in Australia are often expressed in economic rather than social terms. Industry and employers feel they have ownership of VET and while this could be seen as legitimate to an extent, it is often the social benefits that are observed and experienced more by teachers, and which attract them to the occupation.

VET has qualifications covering most industry areas, in occupations that are not regarded as needing university preparation. The Australian Qualifications Framework (www.aqf.edu.au) ranges from AQF 1 (pre-employment courses) to AQF 10 (university doctorates). VET covers AQF levels 1 to 6[1]. The first four levels are Certificate I to Certificate IV, Level 5 is Diploma and Level 6 is Advanced Diploma. Most VET students are in Certificate II to Certificate IV qualifications, with apprentices, for example, usually studying Certificate III qualifications; in 2019, almost half (47.2%) of students were in Certificate III programs (NCVER, 2020). Most qualifications are contained in one of 65 'Training Packages', based around industry and/or occupational areas, all of which have large numbers of units of competency gathered into multiple qualifications[2]. Many occupations, especially in service industries, health and community care, did not have formal VET qualifications until the advent of Training Packages, which were first introduced in 1997 (Smith & Keating, 2003). The Australian VET system has been competency-based since the mid-1980s, and as in many countries, competency-based training has been heavily critiqued on a number of fronts; a summary of the arguments can be seen in Smith (2010).

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[1] Some Training Packages contain Graduate Certificate and Graduate Diploma (Levels 7 and 8) qualifications but these are becoming less common and are rarely taught in VET.
[2] There are also a small number of other 'accredited programs', usually accredited by individual States.

Each Training Package, which can be viewed at https://training.gov.au/ under National Register of VET, contains three components:

- **Units of competency** define the skills and knowledge needed, and how to apply them in a workplace context.
- **A qualifications framework** contains groups of units of competency used to develop learning outcomes. These groupings range from Certificate I to Graduate Diploma level.
- **Assessment guidelines** cover the qualifications required by assessors, the design of assessment processes and guidelines for assessment management. Assessment guidelines explain the industry's preferred approach to assessment. (https://www.asqa.gov.au/about/vet-sector/training-packages

VET teachers are generally required to deliver very highly-specified training based on the units of competency in the Training Packages. While Training Packages do not specify the method of teaching delivery, except by proxy via the assessment guidelines, in practice many TAFE Institutes and other training providers control curriculum delivery very tightly. This is because the training providers are keen to ensure they are meeting regulatory requirements, which are very much based around auditors' examination of curriculum and assessment documentation.

Training Packages are developed and updated by Industry Reference Committees (IRCs) for each specific industry, which typically manage a small number of Training Packages. Skills Service Organisations, formerly known as Industry Skills Councils (which, however, had broader remits), provide support services for the Industry Reference Committees, whose members are drawn from the relevant industry[3], and are therefore providing voluntary services to the IRC.

Training providers are known as 'Registered Training Organisations' (RTOs). There is a public provider, TAFE (Technical and Further Education), and around 5000 other training providers, many of which are very small and in niche areas. Often the term 'RTO' is used to refer only to non-TAFE training providers.

Generally, non-TAFE RTOs are divided into four major groups (Harris, Simons & McCarthy, 2006):

- Adult and community providers (not for profit);
- Enterprise-based (providing qualifications to their own workers) (see Smith, Smith & Walker, 2013);
- Industry providers (e.g. employer associations);
- Commercial (often known as 'private') training providers.

The latter group has the greatest proportion of non-TAFE RTOs. While the Australian VET system is recognised as being fundamentally strong, in recent years there have been a number of financial scandals, mainly involving misuse of government funding by commercial RTOs (Smith, 2016). This problem has led to a heavy focus on regulatory compliance, with strict rules put in place to try to prevent further problems. There is a national regulatory body for the VET sector, known as the Australian Skills Quality Authority (ASQA) (www.asqa.gov.au. This body registers and re-accredits RTOs, as well as carrying out special audits in qualifications known to be 'at risk'.

Australia also caters for international VET students, mainly studying in Australia, but also a small number in other countries with Australian RTOs, mainly TAFE Institutes, delivering training there.

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[3] For example, Erica Smith is a member of the Education Industry Reference Committee, which includes oversight of the Training and Education Training Package.

The students living overseas may achieve Australian qualifications or may not, depending on local arrangements. Finally, VET is also taught in most senior secondary schools (students aged 16-18), but that sub-sector is not covered in this report. VET teachers in secondary schools are required in most States and Territories to hold school-teaching as well as VET teaching qualifications.

The Australian government funds much of the vocational education and training effort, with funding channelled through State and Territory governments. There are parameters around government funding, both for RTOs and for students. In 2019, there were just over one million students - 1,011,000 - enrolled in government-funded VET (NCVER, 2020); 565,400 were enrolled in TAFE Institutes. Also, some training is delivered on an entirely fee-paying basis. The number of students in VET has declined over the past eight years, from a high of 1.54 million in 2012 (NCVER, 2019) due to the financial scandals mentioned earlier and due to national and State governments withdrawing funding from some qualifications, with flow-on effects for viability of RTOs.

Students were evenly distributed across age ranges, with the largest concentration in the group 25-44 years (NCVER, 2020). The six most popular Training Packages in 2018 (data are not provided for 2019) were Community Services (which includes child-care training); Construction; Business; Tourism and Hospitality; Electrotechnology; and Health (NCVER, 2019). For non-TAFE providers, Business was number one; and their top six included Sport and Fitness.

Overview of VET teachers in Australia

It is frequently stated that the VET teaching workforce in Australia is very diverse. Because of the wide range of training providers, teachers operate in widely different contexts. **Appendix 1**, while a teaching aid for VET teacher-trainees rather than an official document, provides a sample of different teaching contexts and roles to be found in the system. Many VET teachers work part-time in VET, sometimes as well as working in their industry areas; some part-time or casually-employed teachers work across a range of RTOs.

Some generalisations can, however, be made. Most teachers teach in a specific industry area[4] and they are required to have industry qualifications and experience. Hence VET is always their second career, and often their third or fourth. Because of this, the VET teaching workforce has a high proportion of mature aged workers. For example, almost half of TAFE teachers in 2008 were aged 50 or over; with only 21% aged less than 40 (Guthrie, 2010). It is generally believed that teaching staff in non-TAFE RTOs tend to be younger. Because of the diversity of teachers and contexts, data collection is difficult. It is estimated that 57,800 people worked as TAFE teachers in 2008 (Guthrie, 2010) but this is likely to under-count part-time and casual staff. The following general characteristics applied (Guthrie, 2010):

- The proportion of females in the TAFE workforce increased in the decade up to 2008, making up slightly more than half in 2008;
- The TAFE workforce was getting proportionately older in 2008;
- About half of the TAFE workforce was not permanent;
- The TAFE workforce was aligned with the areas of study of students.

No data are available on the non-TAFE VET teaching workforce. A report in 2011 by the Productivity Commission (2011, p. XL) said that estimates varied from 72,800 to 541,00 depending on data sources. This estimate was presumably based on data attaching to certain occupational descriptors in censuses and other generalist government surveys.

A report is to be released in mid-April 2020 by the National Centre for Vocational Education Research (NCVER). NCVER has been undertaking survey-based research to gain a more accurate estimation of the size of the VET teaching workforce. The web site for the project is at https://www.ncver.edu.au/research-and-statistics/current-research/in-house-research/national-vet-workforce-survey The project manager is Ms Genevieve Knight, genevieveknight@ncver.edu.au, who is willing to be contacted for more information. The survey collected information via RTOs, generally considered to be the best method (Guthrie, 2010). This report is eagerly awaited, as available data are over a decade old, as well as being unreliable, as explained above. Also, the changes in funding and associated decline in VET student numbers mentioned above are likely to have affected the numbers and nature of VET teachers.

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[4] Those who do not teach in a specific industry area may be teaching Foundation Skills (language, literacy, numeracy and related skills) or may be teaching VET teaching itself (see below for more information).

Working conditions for VET teachers

Pay and conditions for TAFE teachers are determined by bargaining between the employer and employee bodies. In most of the eight States and Territories (six States and two smaller Territories), the employer body is the State or Territory government itself, while in Victoria the teachers are employed by individual Institutes, of which there are 16[5]. In all States and Territories, the trade union is the Australian Education Union (TAFE) http://www.aeufederal.org.au/our-work/tafe, which has a branch in each State or Territory.

The starting salary for teachers in November 2019 in Victoria at the lowest level was $69,238 AUD. In several States and Territories, TAFE teachers may proceed onto, or commence at, higher salary rates on attainment of higher-level qualifications in VET pedagogy. For example, in Victoria with a Diploma of VET teachers are automatically eligible for a higher pay scale beginning at $75,059; and with an Associate Degree, degree or above (a higher education qualification)[6], they are eligible for an even higher pay scale, beginning at $88,114, in a scale that takes the teacher within four years to $98,167. Several other States or Territories have similar pay scales for higher level VET pedagogy qualifications. Most teachers gain these higher-level VET pedagogy qualifications while already working as a TAFE teacher, while others may have them before commencement.

These pay rates are now compared with school teachers and university teachers. The starting salary at the lowest rate for school-teachers in Victoria in 2019 was $69,772. In other words, the starting salary was almost identical with TAFE teachers. School teachers are required to have a degree before commencing. In Victoria, in government schools, after four years the school-teacher moves to $80,654; and takes nine years to reach $96,674, compared with a TAFE teacher with Associate Degree, degree or above qualification, who takes only four years to attain $98,167. 'Leading 'or 'senior' teacher salaries are comparable in both the sectors (around $108,000). Hence, when qualification levels are comparable, TAFE classroom teachers are paid more than school teachers. However, this must be balanced against the fact that TAFE teachers often enter the job as mature adults, as described earlier, while beginning school teachers can be in their early to mid-20s – although in practice, many new school-teachers in Australia are also mature adults. Moreover, TAFE teachers are required to have two sets of qualifications – industry and pedagogical.

University academics are paid, at the lower levels, at a comparable rate to TAFE teachers. While rates of pay vary among universities, at Federation University, for example, the lowest rate for an entry level academic job, an Associate Lecturer (Level A), was $67,844 per annum in late 2019, with a top rate of $91,451 after seven years. However, academics expect to proceed to higher levels via promotion or advertised vacancies, usually contingent on attaining a PhD, with a Level C (senior Lecture) job commencing at $117,416. In terms of responsibility, this level is roughly equivalent to a leading or senior teacher in TAFE or schools; and hence universities form the education sector with the highest rate of pay.

It is often stated (e.g. Productivity Commission, 2011) that VET teachers could earn much higher salaries in industry. In the sense that they might move into senior jobs if they stayed longer in industry, this could be true. But in carpentry for example, a typical industry sector which has a large TAFE teaching workforce, the salary for a qualified tradesperson starts at only $48,048, according to

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[5] Four of these are attached to universities, forming 'dual-sector universities', of which Federation University Australia is one.

[6] These qualifications are required to include certain content, see https://vta.vic.edu.au/employment-relations/victorian-tafe-teaching-staff-agreement-2018 Federation University's Associate Degree, for example, contains all the required content, including a lengthy practicum and studies in applied research.

the 'Modern Award' – the allowable minimum, administered by Fair Work Australia, the government's lead industrial relations commission. (See www.fairwork.gov.au). The belief that higher pay rates are obtainable in industry probably stems from the fact that during the height of the Australian mining boom, around 2010-15, trade-qualified workers could earn very high salaries - up to $200,000 p.a. or even higher.

There is no common industrial agreement for VET teachers in non-TAFE RTOs. The commercial site 'payscale.com' says that 'a Vocational Training Teacher typically makes between AU$24.80 - AU$52.35 per hour.' $38.57 (half-way up this scale) would provide $70,207 per annum assuming a 35-hour week, which is almost identical to a starting TAFE teacher in the State of Victoria. There is a Modern Award, which can be applied in VET, the 'Educational Services (Post-Secondary Education) Award'; the pay rates cited for 2019 are from Level 1 at $50,429 per annum to Level at $66,006 per annum. As mentioned earlier, Modern Awards list the allowable minimum rates.

It is difficult to provide a clear comparison to other, non-education, occupations. In Australia in 2019 (Australian Bureau of Statistics, 6302.0 series, www.abs.gov.au) the average wage for a fill-time worker was stated to be $86,226. However this average (a *mean*) is skewed by high income earners. It has been stated that the *median* wage for full-time workers was $71,000 in 2019 and was $57,200 for all workers regardless of number of hours worked (Johnson, 2019, based on ABS statistics); while the median *income* for Australians was $48,360 (Australian Bureau of Statistics, 6524.0 series).

The occupation of nurse is perhaps analogous in some respects to that of VET teacher. The public health system in the State of Victoria pays a base salary of $54,427 per annum for 'enrolled nurses', who hold a VET-sector Diploma of Nursing, and $65,260 for 'registered nurses' who hold a Bachelor of Nursing and have completed a first-year out supervised year. Hence, VET teachers are better paid, on face value, than Diploma-qualified nurses; but nurses' wages are enhanced by many allowances, for example for weekend shifts and meals, far more so than VET teachers can claim.

Working terms and conditions are reasonably generous for TAFE teachers in Australia (Productivity Commission, 2011). Using the state of Victoria as the example again, TAFE teachers' conditions may be summarised as follows:

- Working hours are 38 per week, but teachers are only required to attend the workplace for 30 hours a week, being expected to spend the 'non-attendance' days on professional development, curriculum work and so on.
- No more than 21 hours a week teaching is expected (with a maximum of 800 hours an year of the required 1748 working hours); with 'unsociable' hours weighted, or paid at overtime rates.
- TAFE teachers receive four weeks' annual leave and employer-paid superannuation (at 9.5% of salary), as well as paid sick leave and other entitlements in line with people in permanent work in other occupations.

It should be stated that many TAFE teachers are highly dedicated to their jobs, and work well above the hours outlined above.

Qualifications for VET teachers

From around 1975, full-time TAFE teachers starting work were required by their employing State or Territory to gain, while working, a university diploma in VET teaching (which changed to a degree qualification around 1990), or a Graduate Diploma if they already had a degree in another discipline area (Guthrie, 2010). In each State, at least one university provided such qualifications (Harris, 2015). Generally, TAFE systems paid university fees for teachers, and also gave them time release for study.

In 1998, a Certificate level qualification (now called the Certificate IV in Training and Assessment) was approved, containing only 300 nominal hours of training. This was part of a new Training Package. The qualification was introduced to provide a mandated 'floor' for qualifications for VET teachers; this however rapidly became a 'ceiling' (Smith & Keating 2003; Wheelahan & Moodie, 2011). Over the first decade of the 21st century, progressively in each State-based TAFE system, the requirement for pedagogical qualification for full-time TAFE teachers was reduced to this regulatory minimum. Victoria was the first State to remove this requirement, in 2000, and New South Wales was the last, in 2008. Thus new teachers joining the VET workforce were less qualified than their colleagues. According to the Australian Qualifications Framework, level 4 qualifications 'have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.' To set this in context, a degree, the expectation for full-time TAFE teachers in the 1990s, is at AQF level 7.

In recent years, Australian government-sponsored reports have shown, on many occasions (e.g. Skills Australia, 2011), deficiencies which could, at least in part, be attributed to a low level of qualification among VET teachers. For example, an ongoing concern has been the quality of assessment of students (Department of Education and Training (2016). As well as the inadequate *level* of the qualification, problems with the *delivery* of Certificate IV in Training and Assessment have been well-recognised; such problems in this qualification exceed the sector norm. The Certificate IV qualification has, unfortunately, always had notoriety as being delivered in an unduly short manner, often partly or even wholly by Recognition of Prior Learning, or in weekend courses (Smith & Keating, 2003). The content of the Certificate IV, and of the higher-level VET sector Diploma of VET, are shown in **Appendix 2.**

In response to the problems outlined in government reports, in research, and in reports from the regulator, a degree of regulation and a special compliance framework specifically for the Certificate IV qualification were implemented via changes to the 'RTO Standards' (Commonwealth of Australia, https://www.legislation.gov.au/Details/F2019C00503). These standards are used for audits by the regulatory agency for the VET sector, the Australian Skills Quality Authority. Revised regulatory standards for training providers were introduced in 2016, requiring, *inter alia*, evidence of VET teachers' professional development in VET pedagogy as well as in teachers' industry areas (the latter have always been part of training provider standards), in an attempt to boost teachers' capabilities.

Also in this update, higher-level VET pedagogy qualifications (i.e. Diploma or above) were from 2016 required to teach the Certificate IV qualification. These higher level qualifications in what was termed 'adult education', which include VET teacher-training courses at universities, were also deemed to be equivalent to Certificate IV level qualification for regulatory purposes. These

requirements can be seen in **Appendix 3**, an extract from an ASQA 'fact sheet' explaining the RTO Standards relating to providers' teaching workforce[7].

Since the advent of the Certificate IV as the mandated qualification, it has been left to individual TAFE Institutes or private training providers to encourage teachers to undertake higher-level pedagogical qualifications; or to teachers' own initiative and drive. The VET-sector 'Diploma of VET' qualification is popular in some States where there is a TAFE teacher pay rise associated with completion (see above), and TAFE colleges tend to deliver the Diploma to their own teachers during working hours, reducing perceived burden on teachers. There are also small numbers of teachers undertaking university degree or graduate diploma qualifications in VET teaching while they are working.

Despite the clear benefits of a more highly-qualified VET workforce (as evidenced in research – see following sub-section), numbers in university VET teacher-training courses are currently low, and fewer universities are offering programs. All university programs in VET teaching are now offered only by distance (online and/or printed learning materials), sometimes with occasional face to face workshops. Nevertheless VET teachers report a high level of satisfaction with their experiences studying such courses (Smith, Yasukawa & Hodge, 2015). The relevant universities have formed an official group within the Australian Council of Deans of Education (faculty heads of the Education discipline in universities) known as ACDEVEG, the Australian Council of Deans of Education Vocational Education Group (https://www.acde.edu.au/networks-and-partnerships/acde-vocational-group/) This group lobbies for higher qualifications for VET teachers, as well as working with VET sector stakeholders to improve the Certificate IV qualification and generally lift the standard of VET teaching. **Appendix 4 and Appendix 5,** produced by ACDEVEG, show the content areas covered by university courses and the textbooks used in courses.

In the State of Victoria, as explained earlier, a new pay scale has recently been introduced (2018) that can only be accessed by those with an AQF 6 or above qualification in VET teaching. One example of such a qualification is Federation University's Associate Degree of VET, whose student numbers have increased markedly in 2020.

As mentioned above, in Australia, teachers in the VET system are also required to have industry qualifications, as well as experience in the industry for which they are preparing or upskilling students. Generally, teachers' qualifications in the industry area need only be at the same level as the qualification being taught by that teacher, but some Training Packages have additional requirements. By contrast, in the higher education regulatory framework in Australia, there is a general 'one level higher' rule. However it should be noted that in some discipline areas, VET teachers routinely have degree level industry qualifications; these are often apparent in, but are not confined to, 'professional' areas such as nursing, marketing and social welfare. All VET teachers (except those in specialist roles such as literacy support) are required to maintain their industry currency and engagement, as set out in the RTO standards (see Appendix 3).

Research evidence about higher-level qualifications for VET teachers

The proportion of VET teachers with differing levels of qualification is not currently known, but it is to be hoped that the NCVER VET workforce survey report to be released mid-April 2020 will provide this information. The only existing data are from a study of VET teachers in the industry areas

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[7] There have been some minor changes in 2019 which are reflected in the standards, but do not affect these points.

covered by the then Service Skills Industry Skills Council (retail, hospitality and tourism, sport, fitness and recreation, floristry, wholesale, and hair and beauty) in a study carried out ten years ago (Smith, Brennan Kemmis, Grace and Payne, 2009). In this study, RTO managers were asked about the proportion of their teaching staff in those specific industry areas, who had highest qualifications at certain levels. Looking at the data for proportions over 50% of teaching staff at certain qualification levels:

- VET pedagogy qualifications: Only small numbers of RTO (5%) had 50% or more teaching staff with degree qualifications
- Industry/discipline qualification:, Qualification levels were higher - 36.4% had 50% or more teaching staff with diploma or degree qualifications. The proportions varied by type of RTO and industry/discipline area of staff.

Because of the different traditions among teaching disciplines in VET, it would not be possible to extrapolate these results to VET as a whole.

A major research project into the benefit of higher level qualifications for VET teachers was carried out in 2015-17 and funded by the Australian Research Council and five VET-sector partner organisations. The project, 'VET teachers: Qualifications and quality', examined the difference which the level of VET teachers' qualifications make to their teaching and to quality in the Australian VET system http://federation.edu.au/research-vet-quality. The research had multiple phases and was carried out all over Australia, involving 1255 participants.

The key findings of the project, from the qualitative and quantitative data alike, were as follows:
1. Higher level qualifications in VET pedagogy improve teaching approaches, confidence and ability to address diversity in contexts, learners and AQF level of teaching.
2. VET teachers often have high level qualifications in their industry area or other disciplines, and these too make a difference. However, higher level qualifications in VET pedagogy make a significant difference to VET teachers' confidence and ability in teaching a diversity of learners.
3. The key qualification level that makes a difference is a degree.
4. Participation in both formal and informal professional development, in industry/discipline areas and in VET teaching, increases with higher qualifications, irrespective of the type of qualification.
5. Teachers with higher level qualifications contribute more to their employing organisations in curriculum and assessment development, leadership and project work.

(Smith, Yasukawa, Harris and Tuck, 2018).

Professional development for VET teachers

As 'dual professionals', VET teachers are, of course, expected to keep up to date in their industry areas. This is expected to be achieved by 'returning to industry', working part-time in industry, and a range of other means (Clayton, Jonas, Harding, Harris & Toze, 2013). The requirement for teachers to maintain 'industry currency' has been included in RTO standards for some years. Maintaining industry currency is problematic, for a range of reasons; for example, some teachers may work part-time in an industry which has a very narrow and atypical range of activities, or teachers may feel uncomfortable entering a strange workplace to act as a worker. Smith et al (2009) suggested that structured 'work experience' type programs should be provided for teachers so that their industry experience would be meaningful and easy to manage both for the teachers and for the workplace in which they were placed. Currently a research project on industry currency, including a pilot program, is being carried out by Wodonga Institute of TAFE for the Department of Education and Training, Victoria on this topic.

As the results of the RTO Standards' requirements for industry currency and for currency in VET teaching and learning, training providers are now beginning to keep more systematic records of the professional development that is undertaken by their staff, both in their industry areas and in VET teaching. The provision has also created a growing demand for professional development that contributes to the more recent regulatory requirement; some large providers of professional development in VET teaching and VET compliance have considerably expanded their program offerings. One example is the VET Development Centre, which is partially supported by the government of the State of Victoria. Its programs can be seen at https://vdc.edu.au. Other providers of VET professional development, such as Velg Training (https://www.velgtraining.com/) are entirely private. Webinars are commonly offered by these professional development as well as face-to-face sessions.[8]

Research evidence about professional development in VET

This section examines in detail VET teachers' participation in professional development, using a sub-set of data from the national project funded by the Australian Research Council that is referred to above. Some of the findings about professional development are used here to examine the development undertaken by teachers in their two main spheres of activity: VET pedagogy and industry skills and knowledge. This is the most up to date and comprehensive data source on the topic. This sub-section draws on three sources of data (Table 1).

Table 1: Details of the data analysed in this sub-section

Data source	Research method	Numbers of participants
1	'National Teacher/Trainer Survey' administered through eight TAFE and 48 non-TAFE training providers. Contained a section on professional development	574
2	'Professional Development Survey' administered through three external professional development providers	368
3	Case studies at two TAFE (public) and one non-TAFE (private) training provider	33

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[8] In the Current COVID-19 crisis, no face to face workshops are offered by professional development providers.

In the main survey (Data source 1) The teachers were asked about how often they had undertaken professional development activities in the previous 12 months, answering firstly for development in their industry/discipline area and then for development in VET teaching or training. These were categorised as 'formal' or 'informal' activities.

VET teachers were active in **keeping up to date with their industry** (Table 2), with around three-quarters involved in each of the formal methods suggested in the survey. Almost four-fifths attended course or seminars in their industry area, external to their own organisation.

There was also a high degree of informal development in their industry area (Table 3 below). Almost four-fifths read 'regularly' in their industry area – trade journals and so on. Networks of teachers/trainers in the same industry/discipline area were also common. These typically occur among teachers in say, electrical or information technology, in each State and Territory; teachers meet to discuss pedagogical and curricular issues as well as validating assessment practices. The least common form of keeping in touch with industry, but still undertaken by two-thirds of teachers, was informal liaison with employers, which presumably occurred partly through student-related activities (Smith, 2014).

Table 2.   Frequency with which teachers/trainers undertook formal professional development activities in their industry/discipline area in the previous 12 months (%)

	Regularly	Sometimes	Hardly ever /never	N/A
Industry/discipline conferences	31.8%	43.5%	22.1%	2.5%
Short courses, seminars or workshops outside the RTO	35.6%	42.5%	19.9%	2.0%
Short courses, seminars or workshops within the RTO	30.8%	42.0%	24.1%	3.0%
Network of teachers/trainers	41.3%	32.6%	24.4%	1.7%
Membership of employer/ industry professional association	44.5%	23.1%	24.3%	8.0%

Table 3. Frequency with which teachers/trainers undertook informal professional development activities in their industry/discipline area in the previous 12 months (%)

	Regularly	Sometimes	Hardly ever /never	N/A
Email lists, blogs or similar	65.7%	23.4%	9.5%	1.5%
Own industry-relevant reading	78.1%	17.7%	3.0%	1.2%
Informal liaison with employers	56.7%	30.8%	10.2%	2.2%

There was a somewhat different picture in **professional development in VET teaching and training** (Tables 4 and 5). Only just over half of the teachers had attended conferences about VET teaching, and only 61% had attended external professional development events. The most common form of formal professional development was activities provided inside the organisation (Table 4).

Table 4.   Frequency with which teachers/trainers undertook formal professional development activities in VET teaching/training in the previous 12 months (%)

	Regularly	Sometimes	Hardly ever /never	N/A
Conferences about VET teaching/training	16.2%	36.6%	42.8%	4.5%
Short courses, seminars, workshops or webinars outside the RTO	21.4%	40.3%	34.8%	3.5%
Short courses, seminars or workshops within the RTO	26.6%	45.0%	25.9%	2.5%

With relation to informal methods of development in VET teaching (Table 5), there was slightly less activity here than for industry development, with fewer people saying that they 'regularly' undertook the activities.

Table 5.   Frequency with which teachers/trainers undertook informal professional development activities in VET teaching/training in the previous 12 months (%)

	Regularly	Sometimes	Hardly ever/ never	N/A
RTO electronic or non-electronic newsletters or noticeboards	54.2%	27.1%	17.4%	1.2%
Email lists, blogs or similar	50.2%	26.9%	21.1%	1.7%
Own reading	50.2%	35.6%	12.7%	1.5%

Data from the other two sources are now summarised. The Professional Development survey was administered through the three main commercial providers of PD for the VET sector in Australia, and all of these teachers had participated in external professional development in the previous 12 months, otherwise they would not have been involved in the survey. The teachers said they were

more likely to attend external PD events than internal events (47% had only attended external events that year, and 41% about the same number of internal and external events). Many were 'multiple consumers' of external professional development events, with nearly three-quarters attending four or more events during that year, and 15% attending 10 or more events. Webinars were becoming an increasingly popular form of PD. However, slightly more teachers still reported attending more face to face events than webinars; and the preferred method of P.D. was face-to-face (61% preferred face-to-face events). These teachers were more likely to attend VET-focused events than industry events. Of the VET-focused events they attended, half were about pedagogy and assessment (equally divided amongst these two topics), with the remainder being about regulatory compliance or other matters.

In the case studies, in RTOs, teachers said that most of the professional development they were encouraged to undertake by their RTO was related to administrative (e.g. new student records systems) or compliance matters, i.e. matters that would ensure that their employing RTOs passed audits from the regulatory body. Managers, however, perceived the situation quite differently, describing the encouragement and financial support they offered to teachers to complete higher level qualifications in VET pedagogy and referring to annual events where speakers and workshops were offered for all teaching staff in the institution.

Teachers in all case studies were most enthusiastic about professional development in their industry areas, but the intensity of this preference varied according to industry areas. Teachers in areas which had strong industry requirements for professional development in the sector (e.g. the fitness industry or nursing) showed the strongest commitment to industry professional development, either because they needed to keep up their registration as industry practitioners or because it was what they were used to when they worked in industry. In all case study sites, teachers mentioned keeping abreast of industry journals, email lists and so on. At one private RTO, teachers organised and paid for most of their own professional development in their industry area; and managers did not really seem to be aware of this. At all sites, some teachers expressed a preference for events that took place outside normal working hours to make it easy for them to attend. Some of the teachers were also enthusiastic about pedagogical development. They valued the contact with teachers from other disciplines that came from the in-house pedagogical events, whether linked to a qualification or not.

Whether professional development related to pedagogy or to their industry area, teachers in all case studies valued PD which was intensive and did not waste time. They wanted to 'learn something new' and wanted to be challenged in their PD. Some teachers reported that some external PD was 'hit and miss' in its quality, and wished they could judge in advance the quality of an event.

It seems from these results that there are two parallel streams to professional development for VET teachers. One stream is development that their employing organisation encourages them to undertake, either by holding PD in-house, or by funding the teachers to undertake it externally. This is reflected in the large proportion of events on compliance reported in the Professional Development survey. There is a second stream of development of 'independent' activity which teachers find out about, organise their attendance at, and sometimes pay for themselves. This 'independent' activity is more likely to relate to PD in teachers' industry areas than in VET teaching.

The following two-by-two matrix (Table 6), which incorporates examples from the case studies, summarises the activity found in the research, categorised by the locus of the impetus for participation.

Table 6: Professional development: the locus of control

	Impetus comes from the employing RTO	Impetus comes from the teacher him or herself
Professional development in industry area	Example: Manual lifting session.	Example: Attending a conference on early childhood trauma.
Professional development in VET teaching	Example: Internal e-learning workshop.	Example: Undertaking a part-time university qualification in teaching.

Note: Examples are taken from events reported by teachers in the case studies.

VET teacher professionalism

Smith (2019) drew together findings from the major research study mentioned above, together with other sources, to develop a simple matrix of VET teacher professionalism (Table 7) which incorporates both qualifications and professional development.

Table 7: Characteristics of different levels of professionalism in full-time VET teachers,

	Qualifications in VET teaching	Qualifications in discipline area	Professional development
Highly professional	The highest available VET teacher-training qualification (Degree or Graduate Diploma)	The highest available qualification of relevance to the discipline area	Engages in frequent professional development (PD), whether funded or not, and often in own time. Identifies and seeks out PD. Provides PD to others.
Moderately professional	Diploma of VET	One level higher qualification than that taught to students.	Engages in PD as often as possible when brought to attention; makes occasional own-expense and own-time contributions.
Not professional	Certificate IV in Training and Assessment	The qualification level that is taught to students	Only attends PD where it is funded and in working time; may even avoid PD unless necessary.

This matrix could be useful for teachers to consider, or for their employing organisations to sue as the basis of categorisation. It could be adapted for different country contexts.

Career development, career guidance and career management for VET teachers

It is generally accepted that career guidance is under-developed in Australia, particularly for adults as opposed to young people alone; and this was a gap identified in a recent review of VET led by The Hon Steven Joyce (Commonwealth of Australia, 2019). To this end, the Australian government has recently established a National Careers Institute (Department of Education Skills and Employment) (2019) https://www.nci.employment.gov.au/about. The Institute sets out to broaden the scope of careers policy and services beyond education and post-school pathways. It is only just beginning its activities.

Hence it is no surprise that there is no co-ordinated approach to career development or guidance for VET teachers. In other occupations, such as pharmacy or accountancy, such services are provided to some extent by professional associations, but there is no association for VET teachers. Proposals for such an association have been put forward from time to time, including in the government's report on the Quality of Assessment in VET (Department of Education and Training (2016), but none have been followed through. The research project described earlier (Smith, Yasukawa, Harris and Tuck, 2018) indicated widespread support among stakeholder groups for such an association.

The nearest approach to such an organisation is the ITECA (Independent Tertiary Education Council Australia) recently-established 'College of VET Professionals'. ITECA is the main association of non-TAFE VET (and also higher education) providers. https://www.iteca.edu.au/ITECA-College. Its designation of Certified Education Professional is for VET teachers, and there is also a designation for VET managers. However, on inspection, the entry level for Professionals appears to require little more than the regulatory requirement for VET teachers. It does require an 'obligation' for ongoing professional development. However it may be that this is a work in progress, with more levels to be added later. Service Skills Australia, which commissioned the work described earlier by Smith, Brennan Kemmis, Grace & Payne (2009), developed a more rigorous accreditation program for teachers in its industry areas, known as the 'Right Way'. The program was for VET teachers and also for training providers. The Right Way program was partly based on the Smith *et al* study, and included a requirement for teachers to accrue professional development 'points' in order to maintain registration. Service Skills Australia has since been subsumed into the 'SkillsIQ' Skills Service Organisation, and the program can still be viewed, http://www.rightwayprogram.com.au/, although there is a statement that no new applications are being taken as the program is being reviewed. At the time of its establishment, the program was also being considered by Manufacturing Skills Australia for teachers and RTOs in the sectors covered by that Industry Skills Council.

A national study on careers in VET was carried out by Simons, Harris, Pudney and Clayton (2009). The study covered managers and 'general' staff (clerical and other support staff) staff, as well as teachers. It found that 'careers in VET are characterised by high levels of mobility and self-directed career behaviour aimed at achieving two outcomes: job satisfaction and security of employment.' (Simons et al, 2009). Extracts from the study's report can be seen in **Appendix 6**. While the data are interesting, this study did not produce any models of typical VET teaching careers, saying instead that more understanding of careers is needed. There has been no subsequent study.

However, one feature of recent years has been the development of various 'capability frameworks' designed to better understand the domains of work of VET teachers and the expected characteristics of teachers as mapped against those domains. Some of the domains incorporate various levels in them. Some frameworks are national, other specific to certain States, and others

are developed by individual TAFE Institutes. Appendices 7 and 8 provide, respectively, examples of a national and an Institute-specific framework.

The 'IBSA' VET practitioner framework (**Appendix 7**) was developed by Innovation and Business Skills Australia, which was at one time the Industry Skills Council that covered the Training Package for VET teachers (the Training and Education Training Package). While this framework was developed a while ago, it is still widely used; and its launch was accompanied by a number of resources that could be used in different ways by VET teachers and organisations.

The IBSA framework has four domains: Teaching; Assessment; Industry and Community Collaboration; and Systems and compliance. Each domain is described at three levels: First level practitioner, Second level practitioner, and Third level practitioner.   It is emphasised in the Implementation guide (IBSA, 2011) that VET teachers may be at different levels in each domain and/or each capability. Also, it is stated that different RTOs may require or recognise fewer than, or more than, three levels of VET teacher.

The general descriptors for each level are as follows:

Level	Descriptor
First level practitioner	Practitioners have a broad theoretical knowledge and practical experience of training and assessment; they operate independently and seek guidance when necessary.
Second level practitioner	These practitioners have specialised theoretical knowledge and practical experience of training and assessment; they employ a wide range of teaching and assessment methods ,and provide guidance and support to practitioners
Third level practitioner	These practitioners have in-depth knowledge and established skills to shape a team's training and assessment practice; they inspire others, lead change processes and provide specialist advice and support.

Appendix 7 shows detailed descriptors for four 'capabilities' with the 'Teaching' domain, at three levels.

While the complete set of the IBSA framework materials can no longer be accessed, as IBSA no longer looks after the Training and Education Training Package, the implementation guide can still be viewed at https://www.dtwd.wa.gov.au/sites/default/files/uploads/vet-capability-framework-implementation-guide.pdf
Sections 2 and 3 in this guide provide advice on using the framework, for managers and for VET teachers respectively, although the actual tools can no longer be accessed.

One criticism of the IBSA framework was that it was not specifically focused on VET teachers but rather included domains that were aimed at managers and those working in quality and compliance departments. Other frameworks were developed that were more specifically VET-teacher focused. These included the Queensland College of Teachers (QCT) VET Practitioner framework, which however, was never implemented by the State of Queensland's Education Department .

The QCT framework drew on the English Further Education teacher framework (see https://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/) and on the Australian school-teacher standards https://www.aitsl.edu.au/teach/standards

The QCT framework contained three domains and seven standards, with each domain including two or more standards. The three domains were: Professional Knowledge, Professional Practice, and Professional learning and engagement.

The Chisholm Institute of TAFE framework (**Appendix 8**) is an example of an organisation-specific framework. This has in fact been adopted by several TAFE Institutes in the TAFE of Victoria.

The 'Educator Excellence' framework is administered by what the TAFE calls its Professional Educator College (the teaching and learning unit), which states that " The Framework is underpinned by contemporary educational research and built on adult learning principles. The Framework focuses on course and educator capability development and has a strong emphasis on the following seven excellence domains:

1. Professional Practice

2. Design

3. Assess

4. Facilitate

5. Engage

6. Support

7. Review "

It can be seen that this framework focuses very much on the role of VET teacher rather than broadening into other domains of VET work, as the IBSA framework does.

Chisholm TAFE has developed materials to help teachers map their progress and for the use of the framework in performance management of teachers. There is a profiling tool (self-evaluation tool) for the teachers and their supervisors to complete to assist during conversations around workplace performance and development needs. The teachers are provided with a benchmark to aim at. However, the Institute states, 'The ideal expectation can differ for individuals depending of their role within a teaching department, employment mode and their teaching area. This allows for specialisations within the workforce.'

Chisholm TAFE has also developed an 'App' specifically to help VET teachers develop their individual 'passport'.   The web site for this app states: 'The app enables Educators to plan, view and track their professional development. Educators can seamlessly browse and register for programs based on their capability requirements, identified through completion of a profiling tool in the app. The company employed (Wave Digital) also built a web app to enable the administration of the mobile apps, including user and content management, permissions and reporting. The app is extensible and flexible enough to ensure the best possible experience for students and industry across a Government workforce at State and National level.' https://wavedigital.com.au/folio/chisholm-institute-educator-passport-app/

Thus there are various tools available which can help individuals plan their careers and can also help training providers both in their performance management systems and also in offering careers guidance to their teachers. What is missing in Australia is any clear national career information for VET teachers. This situation could well contribute to the lack of public awareness about the career of VET teacher, as noted by several authors including Smith (forthcoming), who point out that the occupation of VET teacher is not prestigious nor aspirational.

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Appendix 1: Diversity of VET teachers and trainers in Australia

These examples are taken from a chapter in a VET teaching textbook (Brennan Kemmis & Atkins, 2014). They show the different contexts of VET in Australia and the differing challenges faced by hypothetical teachers in those contexts.

While they are presented as fictional examples, they were all drawn either from research studies or from previous VET teacher-training students taught by the chapter author, Erica Smith.

Brian: Teaches IT and graphic design learners at high AQF levels. The learners attend in full-time mode. One issue of Brian's is that there is quite a high prevalence of mental illness among his students.

Bill: Teaches carpentry apprentices who are undertaking work-based apprenticeships in a rural area. One issue of Bill's is that it is hard to schedule visits, and sometimes when he turns up to work with an apprentice, the employer says there isn't time for the training and assessment.

Bob: Works in an enterprise RTO, training call centre workers. One issue of Bob's is that once the learners have finished their initial off-the-job training, it is really difficult to get them released from the phones to attend further training sessions.

Brad: Works for an RTO but is remote from the headquarters, and is embedded, with some fellow teachers, in a steel works. One issue for Brad is that he sometimes finds his loyalties divided between his employing RTO and the company in which is embedded, especially since he used to work for the company.

Janet: Teaches tourism learners working in caravan parks. One issue of Janet's is the sheer amount of time that she spends on the road, because the parks are in tourist areas which are remote.

Jennifer: Teaches food processing to students who work in a manufacturing company that employs people with disabilities. One issue of Jennifer's is that the learners can be distressed by assessment events, and sometimes she has to reschedule them for another day.

Julie: Teaches hairdressing students who attend the RTO on block release. One issue of Julia's is that many of her learners have language, literacy and numeracy challenges.

Jessica: Teaches hospitality at a specialist private RTO, mainly to overseas students who are attending full-time. One issue of Jessica's is to ensure that her overseas students participate fully in class, as she finds that they tend to be shy.

Jane: Works for a TAFE Institute but is based in a prison, where she works with inmates on literacy programs and indigenous cultural programs. One issue of Jane's is that her students are not allowed access to the internet.

Appendix 2: Details of Certificate IV in Training and Assessment and Diploma of VET

TAE40116 Certificate IV in Training and Assessment

Source: Extracts from **https://training.gov.au/Training/Details/TAE40116**

Qualification Description

This qualification reflects the roles of individuals delivering training and assessment services in the vocational education and training (VET) sector.

This qualification (or the skill sets derived from units of competency within it) is also suitable preparation for those engaged in the delivery of training and assessment of competence in a workplace context, as a component of a structured VET program.

The volume of learning of a Certificate IV in Training and Assessment is typically six months to two years.

Licensing/Regulatory Information: Achievement of this qualification by trainers is a requirement of the Standards for Registered Training Organisations (RTOs) 2015.

Entry Requirements: Those entering this program must be able to demonstrate vocational competency in their proposed teaching and assessing area. Vocational competency is defined as broad industry knowledge and experience, and may include, but is not limited to, holding a relevant unit of competency or qualification.

Packaging Rules:

Total number of units = 10. There are 9 core units **plus** 1 elective unit

The elective unit may be:

- from the elective list below (see https://training.gov.au/Training/Details/TAE40116**)**
- from any currently endorsed Training Package or accredited course at Certificate IV or above.

The elective unit chosen must be relevant to the work outcome and meet local industry needs.

Core Units

TAEASS401 Plan assessment activities and processes

TAEASS402 Assess competence

TAEASS403 Participate in assessment validation

TAEASS502 Design and develop assessment tools

TAEDEL401 Plan, organise and deliver group-based learning

TAEDEL402 Plan, organise and facilitate learning in the workplace

TAEDES401 Design and develop learning programs

TAEDES402 Use training packages and accredited courses to meet client needs

TAELLN411 Address adult language, literacy and numeracy skills

TAEASS301 Contribute to assessment

TAEDEL301 Provide work skill instruction

TAEDEL403 Coordinate and facilitate distance-based learning

TAEDEL404 Mentor in the workplace

TAEDEL501 Facilitate e-learning

TAELLN412 Access resources and support to address foundation skills

TAELLN413 Integrate foundation skills into vocational training delivery

TAETAS401 Maintain training and assessment information

TAEXDB401 Plan and implement individual support plans for learners with disability

BSBAUD402 Participate in a quality audit

BSBCMM401 Make a presentation

BSBLED401 Develop teams and individuals

BSBMKG413 Promote products and services

BSBREL402 Build client relationships and business networks

BSBRES401 Analyse and present research information

TAE50116 Diploma of Vocational Education and Training

Source: Extracts from **https://training.gov.au/Training/Details/TAE50116**

Qualification Description

This qualification reflects the roles of experienced practitioners delivering training and assessment services usually within Registered Training Organisations (RTOs) within the vocational education and training (VET) sector. They may have a role in leading other trainers and assessors and in providing mentoring or advice to new trainers or assessors as well as designing approaches to learning and assessment strategies across a significant area within the RTO.

The volume of learning of a Diploma of Vocational Education and Training is typically one to two years.

Licensing/Regulatory Information: No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements: Nil

Packaging Rules

Total number of units = 10. There are 6 core units **plus** 4 elective units

At least 2 elective units must be selected from the elective units listed below (see https://training.gov.au/Training/Details/TAE50116

The remaining 2 elective units may be selected from any currently endorsed Training Package or accredited course.

Where a unit is chosen from another currently endorsed Training Package or accredited course, it must be from a qualification or course at Diploma level or above.

The elective units chosen must be relevant to the work outcome and meet local industry needs.

Core Units

TAEASS501 Provide advanced assessment practice

TAEASS502 Design and develop assessment tools

TAEDEL502 Provide advanced facilitation practice

TAEDES501 Design and develop learning strategies

TAELLN501 Support the development of adult language literacy and numeracy skills

TAEPDD501 Maintain and enhance professional practice

Electives in Diploma of VET

TAEASS503 Lead assessment validation processes
TAEASS504 Develop and implement recognition strategies
TAEDEL501 Facilitate e-learning
TAEDES502 Design and develop learning resources
TAEDES503 Design and develop e-learning resources
TAEDES504 Research and develop units of competency
TAEDES505 Evaluate a training program
TAEICR501 Work in partnership with industry, enterprises and community groups
TAELLN411 Address adult language, literacy and numeracy skills
TAELLN412 Access resources and support to address foundation skills
TAELLN413 Integrate foundation skills into vocational training delivery
TAERES501 Apply research to training and assessment practice
TAESUS501 Analyse and apply sustainability skills to learning programs
TAESUS502 Identify and apply current sustainability education principles and practice to learning programs
TAETAS501 Undertake organisational training needs analysis
TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability

Appendix 3: Regulatory requirements for VET teachers' qualifications and currency in pedagogy and industry

Adapted extracts from **'Fact Sheet' produced by the Australian Skills Quality Authority**

https://www.asqa.gov.au/resources/fact-sheets/meeting-trainer-and-assessor-requirements

Notes: (i) The RTO standards (including 2019 amendments of the 2015 standards) can be viewed at https://www.legislation.gov.au/Details/F2019C00503

(ii) ASQA uses the term 'trainers', not 'teachers'.

Requirements for all trainers and assessors

As part of the RTO (Registered Training Organisation) Standards, an RTO's training and assessment may only be delivered by trainers and assessors who:

- **hold the required credentials** (Standards 1.14 and 1.15, Schedule 1 of the Standards)
- **hold vocational competencies** at least to the level being delivered and assessed (Standard 1.13[a])
- **have current industry skills** directly relevant to the training and assessment being provided (Standard 1.13[b])
- **have current knowledge and skills** in vocational training and learning that informs their training and assessment (Standard 1.13[c])
- **undertake relevant professional development** (Standard 1.16).

Keeping evidence in relation to trainers and assessors

Your RTO needs to retain sufficient evidence for each trainer and assessor to show they can demonstrate appropriate competency, currency and professional development. This fact sheet includes suggestions for how your trainers and assessors can demonstrate that they meet the requirements.

You also need to verify information presented by trainers and assessors. Verifying this may include:

- contacting the provider named on the person's evidence (including qualifications) to confirm that documentation is genuine
- conducting referee checks at the time of employment to confirm relevant industry experience.

You should keep evidence showing how you have verified this information.

1.   Ensuring trainers and assessors hold required credentials

Your RTO must ensure that:

- training and assessment is only delivered by trainers and assessors who have current knowledge and skills in vocational training and learning
- all trainers and assessors undertake professional development in the knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment.

Your RTO must also ensure trainers and assessors have particular training and assessment credentials. Changes to the required credentials for trainers and assessors came into effect from 1 July 2019.

Trainers and assessors must hold required qualifications

As of 1 July 2019, only a person who holds one of the following credentials can deliver training and assessment:

1. *TAE40116 Certificate IV in Training and Assessment*
2. *TAE40110 Certificate IV in Training and Assessment* plus the following units:
   either TAELLN411 or TAELLN401A, and
   either TAEASS502 or TAEASS502A or TAEASS502B
3. A diploma or higher level qualification in adult education.

Assessment may be undertaken by a person who holds one of the above credentials or the *TAESS00011 Assessor Skill Set* or both the *TAESS00001 Assessor Skill Set* and *TAEASS502 Design and develop assessment tools*.

If a trainer and assessor employed by your RTO does not hold the required credentials

If a trainer and assessor does not hold the required credentials as of 1 July 2019, you may be able to put in place arrangements for them to work under supervision. Anyone working under supervision is required to have:

- one of the skill sets identified in Item 6 of Schedule 1 of the Standards
- current industry skills directly relevant to the training and/or assessment provided
- vocational competencies at least to the level being delivered and/or assessed.
- Individuals working under supervision are not able to determine assessment outcomes, but may be involved in aspects of the assessment process.

If you offer training products from the *TAE Training and Education Training Package*, trainers and assessors delivering these products need to hold additional qualifications.

Additional requirements for trainers and assessors delivering any products from the TAE Training Package

Additional requirements apply to trainers and assessors delivering training products from the *TAE Training and Education Training Package.*

What qualifications are required for trainers and assessors delivering TAE training products?

Trainers and assessors delivering the *TAE40116 Certificate IV in Training and Assessment* or any assessor skill set from the *TAE Training and Education Training Package* are required to hold one of the following qualifications:

- *TAE50111/TAE50116 Diploma of Vocational Education and Training*
- *TAE50211/TAE50216 Diploma of Training Design and Development*
- a higher level qualification in adult education.

Can trainers and assessors deliver Certificate IV in TAE or TAE assessor skill sets without the required qualifications?

If a trainer does not hold one of the required qualifications (as listed above), that trainer cannot determine assessment outcomes and must work under the supervision of a trainer/assessor who does hold the required qualification.

Supervised trainers and assessors must also still hold either:

- TAE40116 Certificate IV in Training and Assessment, or
- TAE40110 Certificate IV in Training and Assessment plus the following units:
  TAELLN411 or TAELLN401A, and
  TAEASS502 or TAEASS502A or TAEASS502B.

What are the requirements for delivering qualifications from the TAE Training Package other than the Certificate IV and assessor skills sets?

Trainers and assessors delivering any qualification or skill set from the TAE Training Package *other than the Certificate IV in Training and Assessment or any assessor skill set* must hold a TAE training product at least to the level being delivered. (For example, a person delivering a diploma qualification from the TAE package must hold a diploma qualification from the TAE package, but not necessarily the same qualification they are delivering.) Demonstrated equivalence is not permitted.

2.   Meeting vocational competency requirements

Your RTO must ensure it has trainers and assessors who are vocationally competent to deliver all units you intend on offering.

Vocational competency means trainers have the particular skills and knowledge relevant to the industry area in which they are delivering. The training product identifies the competencies that the relevant industry requires.

When considering the vocational competencies required to deliver a training product, consider the requirements listed in the training product, both at the qualification and unit of competency/module level.

How trainers and assessors can demonstrate vocational competency

Trainers and assessors can demonstrate they have vocational competency at least to the level being delivered and assessed by either:

- holding the competency they are delivering, or
- demonstrating equivalence of competency.

Your RTO can determine how your trainers and assessors demonstrate equivalence of competency. However, you must be able to provide evidence showing how you have determined that their vocational skills and knowledge are equivalent to the requirements of the training product being delivered.

You may choose to capture evidence of equivalence by mapping the requirements of the training product and comparing these to the trainer and assessor's actual industry skills and knowledge.

If conducting a mapping exercise, you should:

- document all skills and knowledge requirements for each unit of competency/module the trainer and assessor is delivering
- collect evidence of the trainer and assessor's vocational competencies
- verify the evidence provided
- record a documented analysis between the evidence and the competency requirements.

3.   Meeting current industry skills requirements

To provide training that reflects current industry practice and valid assessment, your RTO's trainers and assessors must have current skills in their industry area.

The current industry skills held by trainers and assessors:

- need to be consistent with the requirements of any training packages or accredited courses they are delivering
- need to be consistent with the required skills for trainers and assessors that your RTO has identified through industry engagement.

The training package implementation guide that accompanies may also include advice on maintaining current industry-specific skills.

Currency in skills will depend on the industry area. Some industries operate in an environment where continual changes to technology or societal needs can mean that resources and processes are quickly out of date. In these industries, RTOs need to stay informed and regularly engage with industry to understand the industry skills trainers and assessors need.

> **How trainers and assessors can demonstrate current industry skills**
>
> Your trainers and assessors need to show how they have maintained, upgraded or developed new skills relevant to current industry needs.
>
> Aim to ensure that your trainers and assessors:
>
> - are regularly exposed to industry workplaces
> - have the ability to participate in workplace tasks.
>
> The purpose of a trainer and assessor workplace visit will determine whether the visit counts towards evidence of current industry skills:
>
> - delivering training and assessment in a workplace would not count as development of current industry skills.
> - attending a workplace to experience the latest techniques, processes and resources could contribute to the demonstration of current industry skills.
>
> Evidence relating to trainers' and assessors' industry skills can take many forms. Trainers and assessors could also demonstrate current industry skills through:
>
> - participating in relevant professional development activities—trainers and assessors may identify potential development activities by consulting relevant industry associations
> - networking by attending (for example) industry breakfasts, workplace health and safety meetings or discussions with employers
> - undertaking personal development by reading industry journals
> - completing accredited training (single units of competency, skill sets or qualifications)
> - working in the relevant industry on a part-time or casual basis.

Your RTO must ensure that the outcome of any industry engagement confirms the relevance of your trainers' and assessors' current industry skills. Consultation with industry will help identify which activities your trainers and assessors should undertake and how often.

4. Meeting 'current knowledge and skills in vocational training and learning' requirements

Training and assessment can only be delivered by trainers and assessors who have **current knowledge and skills in vocational training and learning**.

This ensures that:

- trainers and assessors have contemporary knowledge of the vocational education and training (VET) environment
- they can demonstrate this knowledge when delivering training and assessment
- training and assessment they deliver is relevant to learners' needs.

How trainers and assessors can demonstrate current vocational training and learning knowledge and skills

Currency in vocational training and learning also encompasses having current skills and knowledge to deliver in the adult vocational education environment. A trainer and assessor who has recently completed any qualification or skill set from the TAE Training Package would be able to demonstrate current vocational training and learning knowledge and skills.

Your RTO should ensure your trainers and assessors understand the requirements of the VET environment and that they continue to develop this knowledge after obtaining their training and assessment competencies.

Ensuring that all trainers and assessors undertake professional development will help contribute to the demonstration of vocational training and learning requirements. Your RTO must develop and implement a plan for professional development for each of your trainers and assessors.

5. Undertaking professional development in vocational training, learning and assessment

You RTO must ensure that all trainers and assessors undertake professional development in:

- the knowledge and practice of vocational training, learning and assessment
- competency-based training and assessment.

Definition of 'competency-based training and assessment'

Competency-based training and assessment means that a person is trained and assessed to meet the performance and knowledge requirements to safely and effectively complete workplace activities:

- in a range of different situations and environments
- to an industry standard as expected in the workplace.

A trainer and assessor has undertaken professional development:

- if they have participated in activities to maintain, upgrade and/or develop how they train and assess
- these activities relate to providing training and assessment in a competency-based environment.

How you can demonstrate that trainers and assessors have undertaken vocational training, learning and assessment professional development

Simply delivering training and assessment does not constitute professional development. Professional development activities are planned activities with the primary purpose of developing trainers' and assessors' own knowledge and skills.

Your RTO must:

- demonstrate that you have developed and implemented a plan for professional development for all trainers and assessors (including new employees, long-term staff, subcontractors and third-party providers)
- record evidence of professional development, including positive results of professional development activities.

Examples of professional development activities include:

- participating in internal or external courses, workshops, seminars, and conferences (that is, courses run by professional development providers as well as internal programs provided by your RTO)
- demonstrating recent completion of a VET training product
- participating in learning networks—various professional associations hold forums about vocational training and assessment
- reading relevant publications
- participating in validation or moderation activities
- shadowing or working closely with other trainers and assessors.

Appendix 4: Core Knowledge & Skills developed in VET teacher-training qualifications at universities in Australia

Document created by the Australian Council of Deans of Education Group (ACDEVEG) c.2013.
https://www.acde.edu.au/networks-and-partnerships/acde-vocational-group/

1. Context – social, policy, systemic

This focus area concerns the multiple contexts of VET, from international developments, national demographics, economic settings and policy frameworks to national and state systems.

2. Curriculum, program and learning strategy – planning, design and development

This focus addresses the practice and theory of curriculum, including competency-based training and training packages.

3. Teaching and learning – theory and practice

This focus includes learning theories, instructional theories, theories of development, critical perspectives and applications.

4. Literacy and numeracy

This focus addresses literacy, numeracy and communication in and for work and the challenges of integrating literacy and numeracy teaching in VET practice.

5. Learner diversity

This focus area addresses the multiple challenges and opportunities of learner diversity in VET and other post-compulsory learning contexts.

6. Assessment and evaluation

This focus area encompasses the wide range of theories of assessment and evaluation, including competency-based assessment.

7. Workplace and organisational context – learning, issues

This focus area covers workplace, workforce and organisational learning, development and policy.

8. The VET profession – identity, practices, issues, content knowledge

This focus area concerns the complex issue of the nature and development of the VET professional, including industry knowledge and teaching capability development.

9. VET research

This focus area covers quantitative and qualitative research methodologies, data collection and analysis methods, research ethics and critically reading research (AQF Levels 7 and above only).

10. Leadership and management

This focus area covers organisational leadership and management theories and application (AQF Levels 7 and above only).

Appendix 5: Text books used in university VET teacher-training courses, 2017

Note: The first book, *Teaching in the VET sector in Australia*, was written by members of the ACDEVEG group, as there was no other suitable Australian textbook .

Topic	Textbooks
General	Brennan Kemmis, R., & Atkins, L. (Eds.). (2014). *Teaching in the VET sector in Australia*. Terrigal, NSW, Australia: David Barlow Publishing. Hill, D., Hill, T., & Perlitz, L. (2013). *Professional training & assessment*. North Ryde, NSW: McGraw Hill Education. (2nd edition due 2017).
Learning theories	Gould, J. (Eds.). (2012). *Learning theory and classroom practice in the lifelong learning sector*. Thousand Oaks, California: SAGE publications. Jarvis, P. (Eds.). (2010*). Adult education and lifelong learning: Theory and practice*. Milton Park, Abingdon, Oxon. Routledge.
Economics	Gittins, R. (2006). *Gittins' guide to economics*. Crows Nest, NSW: Allen & Unwin.
Sociology	Connell, R., Welch, A., Vickers, M., Foley, D., Bagnall, N., Hayes, D., Proctor, H., Sriprakash, A., & Campbell, C. (2013). Education, change and society. (Eds.). South Melbourne, Victoria: Oxford University Press. Holmes, D., Hughes, K., & Julian, R. (Eds.). (2012). *Australian sociology: A changing society*. Frenchs Forest, NSW: Pearson Australia.
Reflective Practice	Boud, D., Cressey, P., & Docherty, P. (2006). *Productive reflection at work: Learning for changing organizations*. London, England: Routledge. doi: 10.4324/9780203001745. Rushton, I., & Suter, M. (2012). *Reflective practice for teaching in lifelong learning*. Maidenhead, Berkshire: Open University Press.
Training in workplaces	Sisson, G. (2001). *Hands-on training: A simple and effective method for on-the-job training*. San Francisco, California: Berrett-Koehler Publishers.
Language, Literacy and Numeracy (LLN)	Blastland, M., & Dilnot, A. (2009). *The tiger that isn't: Seeing through a world of numbers*. Profile Books. ISBN 9781861978394 Griffiths, G., & Ashton, J., with Creese, B. (2015). *Training to teach adults mathematics*. Leicester: NIACE. Griffiths, G., & Stone, R. (Eds.). (2013). *Teaching adult numeracy: Principles and practice*. Maidenhead, Berkshire: Open University Press. Hughes, N., & Schwab, I. (2010). *Teaching adult literacy: A teacher education handbook: principles and practice*. United Kingdom: McGraw-Hill Education. Kelly, S., Johnston, B., & Yasukawa, K. (Eds.) (2003). The adult numeracy *handbook: reframing adult numeracy in Australia*. Sydney: ALNARC & Language Australia.

	Lukin, A., & Ross, L. (1997). *The numeracy handbook: A resource for literacy and numeracy teachers*. Sydney: NSW AMES. Marr, B., Helme, S., & Tout, D. (2003). *Rethinking assessment: Strategies for holistic adult numeracy assessment*. Canberra: Commonwealth of Australia. National Research and Development Centre for Adult Literacy and Numeracy. (2008). *Formative assessment*. London: NRDC. Tout, G., & Motteram, G. (2006). *Foundation numeracy in context*. Camberwell, Victoria: ACER Press.
Academic skills development	Brick, J. (2011). *Academic Culture: A student's guide to studying at university*, 2nd edn, South Yarra, VIC: Macmillan. Crème, P., & Lea, M.R. (2008). *Writing at university: A guide for students*, 3rd edn.,Maidenhead Berkshire: Open University Press. Hall, B. (Eds.). (2013). *The night before essay planner* (3rd ed.). NSW, Australia: Xoum publishing. Morley-Warner, T. (2009). *Academic writing is … A guide to writing in a university context*. Canberra: AALL
Teaching and learning in VET	This is an unmet need, with no up to date Australian textbooks in this specific area, apart from the 'general' textbooks which cover more than pedagogy. Instead, textbooks from England are used.

Appendix 6: Extracts from 'Careers in vocational education and training: What are they really like?' Simons, Harris, Pudney, & Clayton, 2009, Adelaide: NCVER

https://www.ncver.edu.au/research-and-statistics/publications/all-publications/careers-in-vocational-education-and-training-what-are-they-really-like

Summary

About the research

Little is known about the vocational education and training (VET) workforce. In particular, little is known about the nature of careers and career pathways in VET. This is an issue, given the age of the current VET workforce.

This study examines the nature of career pathways for various groups of VET employees, including teachers, general staff and educational managers. It did this principally through a survey of nearly 1100 staff from 43 public and private providers.

While the project is a first step in reconceptualising careers and developing new and better employment arrangements, other work remains to be done. This includes developing useful typologies of those who work in the sector, as well as how their careers begin and develop, and how they work and want to work.

Key messages

- Careers in VET are characterised by high levels of mobility, with VET staff largely focused on two outcomes—job satisfaction and security of employment.
- Because staff strongly value job satisfaction and the esteem and support of their colleagues and managers, VET leaders and managers need to create working environments that meet the aspirations of staff. This will be a key determinant of successful workforce development strategies in the future.
- Current professional development in the sector is not even handed. Staff in management positions are best served by existing arrangements. Teachers and general staff are less well accommodated by the available mechanisms.

Executive summary extracts

Careers in the VET sector are notable for their diversity. They are shaped by both individual and organisational concerns, as well as by the nature and structure of the different occupations that make up the sector's workforce.

Significantly, respondents reported that their decisions about their careers were more often driven by internal considerations such as job satisfaction, support from colleagues and their own self-esteem and confidence than workload issues and the availability of full-time work. Factors such as holding qualifications, personal ambition and family responsibilities also featured prominently for teaching staff, while, for general staff, support from managers, work–life balance and the availability of permanent, ongoing work and ensuring they could meet their financial responsibilities rated more highly.

The survey highlighted the casualised nature of entry positions in the teaching workforce. Beginning teachers and trainers were older than the general staff entering VET and also often had working lives that included work outside the sector. Many considered this outside work to be their primary employment. For most teachers and trainers, the VET sector was usually not their first employment experience, with many having extensive experience before making a career change into VET.

Entry into management roles from outside the sector were less common, particularly in public training providers, where the pathway seemed to be well defined for teachers, who usually took up these roles to advance their careers. Entry into job roles where teaching was combined with either management or general staff roles appeared to be more common among private training providers.

One of the generally accepted features of the working lives of VET staff participating in this study was their occupational mobility and their changeable work roles. Two-thirds of respondents reported that they had made between one and five moves during their employment in the sector. This is, perhaps, not remarkable for teachers and trainers, given that they had already made a significant career decision to leave their work in industry and opt to work in the VET sector.

Staff mobility can be understood in two ways. On the one hand, VET organisations have been successful in managing their workforces to the extent that they have been able to create a type of intra-organisational mobility or career path. The adoption of self-directed career behaviour by staff is also a marker of the flexibility and agility now required of both themselves and the providers they work for, if both are to thrive in a competitive training market.

On the other hand, the high level of mobility of staff within an organisation (particularly teaching staff) may be viewed as a strategy to cope with working lives that no longer offer traditional career pathways. Rather than 'progression' being measured by promotion or changing modes of employment from hourly-paid to contract work, to permanent appointment, progression is made in less direct ways. It is achieved through a series of opportunities that prepare staff for a wider range of roles, making them increasingly valuable to the organisation and hence enabling them to have a more satisfying and permanent work life.

Implications for policy and practice

A better understanding of how careers work in different types of VET organisations, particularly different types of providers, is needed.

Managing the movement of different groups of staff into the VET sector warrants more considered and systematic attention. Industry is by far the largest source of recruitment for teachers and trainers. Maintaining and supporting these transitions from industry into providers needs to be more effectively planned and managed if the numbers of people moving into teaching and training roles are to be sustained or increased. This may be difficult in a tight labour market, where higher salaries can act to keep potential teachers and trainers in industry. Given the highly casualised nature of entry-level employment, teachers and trainers may also need better support to help them to juggle the demands of several employment roles, as well as family and other personal commitments, as they seek to establish themselves more permanently in the sector.

The capability of managers to forge high-quality working environments for staff and within structures and systems which enable them to foster and develop their skills and careers will be a key determinant of successful workforce development strategies in VET in the future. Get this wrong, and the VET sector will not be able to sustain its role in supporting the development of the Australian workforce at large.

Appendix 7: IBSA Innovation and Business Skills Australia (IBSA)[9] VET Practitioner[10] Capability Framework (Extract)

https://www.dtwd.wa.gov.au/sites/default/files/uploads/vet-capability-framework-implementation-guide.pdf

Detailed example of 'Teaching' domain (one of four domains), with each capability described at three different levels

Capability Level	Learning theories	Design	Facilitation	Evaluation
First	Demonstrates awareness of basic educational theories; determines applicability of theories to the learning needs of individuals and groups .	Contributes to development of resources and programs that generate authentic learning experiences; contributes to the design of flexible learning strategies.	Uses strategies and skills to ensure learner engagement and achievement of learning outcomes; creates supportive learner inter-relationships; uses a range of technologies effectively.	Contributes to program evaluation; seeks regular feedback to evaluate own performance and plan for improvements.
Second	Investigates a range of learning theories to expand and improve teaching repertoire for a range of learners.	Designs learning programs that meet industry expectations and provide meaningful learning experiences.	Develops and implements models for learner connectedness; demonstrates a range of facilitation strategies to respond to diverse learner groups and contexts; guides others in the use of alternative delivery methods.	Evaluates program outcomes using established tools and techniques; modifies program design in response to evaluation outcomes.
Third	Reviews relevant theoretical frameworks about learning and teaching in VET and applies and models the use of theories in VET teaching practice.	Provides leadership and recognised expertise in learning design, across varying contexts and a range of delivery methods.	Applies and models a broad range of facilitation techniques; leads others to develop their facilitation approaches across a range of delivery contexts.	Negotiates with clients and stakeholders to identify measures of success and evaluation strategy; develops and implements tools and techniques to evaluate program outcomes; reports on evaluation outcomes and recommends system improvements.

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[9] IBSA was one of 11 Industry Skills Councils in place prior to the Industry Reference Committee system.

[10] The framework was developed at a time when the VET sector was divided between those who used the term 'teachers' and those who used the term 'trainers'; presumably the word 'practitioner' was seen as neutral.

Appendix 8: The components of Chisholm Institute of TAFE's Educator Excellence Framework

- Professional Practice

  Displays and maintains knowledge of sector and professional associations; Engages in ongoing industry currency experience, provides evidence of impact of currency experiences on learning and assessment; Engages in practices that promote self-reflection; leads and mentors others

- Design

  Planning and designing programs using current industry practices: Consults with stakeholders when planning future developments, uses research to identify student cohorts and their backgrounds and characteristics; considers future study and employment outcomes for graduates; validates program design with industry, plans effective teaching based on industry knowledge

  Development: Adapts program design to suit learner needs based on learning style, applies innovation so program design meets key stakeholder needs, designs learning programs for different delivery modes (online, video, workplace, conferencing, face-to-face); Includes evaluation strategy

- Assess

  Creation: ensures learning outcomes are evidenced in assessment tasks; develops marking criteria to assess effectively and consistently; uses range of assessment methods and technologies; consults with external and internal stakeholders in design of tasks; takes appropriate records while undertaking assessments; records assessment outcomes appropriately, provides detailed assessment feedback to learners

  Validation: consults with internal stakeholders to ensure consistent approaches; builds relationships with industry to inform assessment practice; participates in validation processes; coordinates industry validation sessions; evaluates validation outcomes and makes appropriate changes to assessment materials; evaluates, measures, judge and provide feedback on performance throughout Course

- Facilitate

  Learning Approaches: Applies different learning approaches to meet the needs of differing cohorts; Applies a range of teaching approaches to cater for a range of learning styles; Uses technology to implement flexible learning strategies: Makes use of technology to improve learner outcomes; Contributes to the implementation of new learning strategies; Provides advice and mentoring to others in a wide range of delivery methods

  Delivery Modes and Environment: Guides others in the design and use of alternative delivery methods; Selects appropriate delivery modes to best meet the needs of learners and clients; Selects learning resources that are suitable to the learning mode; Creates a learning environment that encourages students to take responsibility for their own learning.

  Learning Resources: Considers learners and their needs when selecting learning resources; Selects learning resources that meet the needs of the curriculum and industry; Evaluates all learning resources effectively; Customises resources to meet changing needs of the learner; Adapts learning materials in line with the available environment and facilities.

- Engage

  Learner Engagement: Displays a solid knowledge of student support services offered by the Institution; Applies Institute approved strategies for determining learner LLN skills are measured at pre--enrolment; Plays an active role to ensure that all students understand the course requirements prior to enrolment; Makes appropriate referrals to learners who have LLN concerns; Identifies and makes appropriate referrals for students with personal and learning challenges; Makes adjustments to teaching styles to cater for students who are experiencing learning challenges.

- Support

  Attendance and Participation: Tracks student progress effectively including making case notes where appropriate; Ensures that student results are accurate and entered in a timely fashion; Monitors student engagement levels and takes action where appropriate

  Student Communication: Provides frequent feedback to students about learner progress.

  Student Success: Identifies common risk factors for typical learner cohorts; Effectively communicates with learners suspected of being at risk; Works with learners identified as being at risk to develop an agreed learning plan; Identifies learners at risk and implements supports strategies; Provides basic pastoral care to learners

- Review

  Stakeholder Feedback: Implements course experience survey tools designed to evaluate the outcomes of programs; Implements processes to ensure that evaluation data is recorded and analysed; Engages with key stakeholders to gather feedback on the course; Evaluates course-based trend data such as student results and attrition rates.

  Continuous Improvement

  - Reports on evaluation data and makes recommendations for improvement.

  - Implements continuous improvement strategies for learning and assessment resources.