

**National survey of VET teachers and trainers 2016**

**Background information**

This document contains a survey developed for an Australian Research Council-funded project on Vocational Education and Training (VET) teacher qualifications and their contribution to quality in the VET system.

The researchers in the project were: Professor Erica Smith (Federation University), Dr Keiko Yasukawa (University of Technology Sydney), Professor Roger Harris (University of South Australia) and Dr Jackie Tuck (Federation University). The project’s industry Partner Organisations were: TAFE Queensland, the VET Development Centre, Federation Training, the Australian Council of Private Education and Training and the National Centre for Vocational Education Research.

The project web site is at <http://federation.edu.au/research-vet-quality>

The research for the project was carried out during 2015 and 2016, and the survey was administered in May/June 2016. The survey was administered on-line and was distributed via training providers (Registered Training Organisations – RTOs), which forwarded the survey to their VET teaching/training staff. Individual responses from VET teachers/trainers outside these RTOs were not sought because we wanted to know response rates. The participating RTOs comprised:

* 8 TAFE Institutes (including one dual sector university);
* 36 Private RTOs (including a small proportion of community providers) which were members of the Australian Council of Private Education and Training; and
* 12 Enterprise RTOs which were members of the Enterprise RTO Association

The survey was developed with considerable assistance, including input from the Partner Organisations, and the project Reference Group, NCVER staff Michelle Circelli and Patrick Korbel, and Geordie Zhang from Victoria University; and was piloted with staff in Canberra Institute of Technology, Federation University’s Horsham campus, Box Hill Institute, and individuals from public and private RTOs in Sydney. We are very grateful for the assistance of these staff and those who helped to organise the pilots.

As the survey was on-line, with automatic skips between questions, instructions have been inserted into this document, and in a few minor cases wording has been amended to ensure clarity in the printed format. Please note that the survey included a preliminary question (not reproduced here) which excluded VET in Schools teachers working only in schools; teachers who taught only Higher Education qualifications; and teachers who taught academic programs only (e.g. secondary school qualifications).

Others are invited to use the survey, or questions from it, for educational purposes, including

* International comparisons
* Professional development purposes
* Formal educational programs

It would be appreciated if any uses of the survey are communicated to the project leader, Erica Smith, on e.smith@federation.edu.au, and appropriately acknowledged.



# VET teacher qualifications and their contribution to VET quality.

Researchers: Erica Smith, Keiko Yasukawa, Roger Harris and Jackie Tuck

# ARC VET Teachers Project

The survey is for people who work as VET teachers or trainers, whether it is all of your job or just part of your job. By VET teachers or trainers we mean someone whose role is as a teacher or trainer and/or assessor, involved in the delivery of nationally-recognised VET qualiﬁcations, and working directly with learners, whether face to face or on-line (i.e. not just in ‘behind-the-scenes' activities).

This survey is one part of a major project. We’re also talking face to face to many VET teachers and students. We recognise how busy VET teachers are, particularly with the rate of change in the sector, and we hope you are able to spare the time to complete the survey. A large number of responses will give us a really good picture of what VET teachers and trainers think about the topic.

Please respond only once. If you are sent the survey by more than one RTO, please respond only to the ﬁrst invitation.

# Section 1. Background information about you

This group of questions ask for background information about you.

Please mark the appropriate box or give brief responses in spaces provided.

Q1.1. What is your **age group** (Select **one** option)?

[ ]  20-29 years

[ ]  30-39 years

[ ]  40-49 years

[ ]  50-59 years

[ ]  60 years or more

Q1.2. Are you (Select **one** option)?

|  |  |  |
| --- | --- | --- |
| Female | Male | Prefer not to identify |
| [ ]  | [ ]  | [ ]  |

Q1.3. What is the **total** number of years you have been in the VET workforce as a teacher/trainer? (Include all years spent in such a role, even if not continuous)

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Q1.4. What year did you commence your ﬁrst position working in VET as a teacher/trainer? (e.g. 1986)

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Q1.5. What was the job you were doing **immediately before** commencing your work in VET as a teacher/trainer? Please state name of the occupation in your own words (e.g. hairdresser, HR manager)

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Q1.6. And at what level was that job? (Select **one** option that most closely describes your level)

[ ]  Employee (non-professional)

[ ]  Employee (professional)

[ ]  Supervisor

[ ]  Manager

[ ]  Small business owner

[ ]  Other (please specify below)

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Q1.7. Do you have a concurrent position **outside** of the VET workforce at this time? (e.g. carpenter, clerical assistant, small business owner)

*If ‘Yes’ progress to Q1.8; if ‘No’ progress to Q1.10*

[ ]  Yes

[ ]  No

Q1.8. Is this outside position in the industry/discipline area in which you teach/train?

[ ]  Yes

[ ]  No

Q1.9. Which do you consider to be your **primary** role?

[ ]  VET teaching/training role

[ ]  Position outside of VET workforce

[ ]  Unsure

Q1.10. What is your **highest** educational qualiﬁcation overall? (in any industry or discipline area; it could be unrelated to your current job)

[ ]  Certificate III (e.g. 'trade certificate’)

[ ]  Certificate IV (e.g. 'post-trade’ qualification)

[ ]  Diploma/Advanced Diploma

[ ]  VET sector (Training Package) Grad Cert/Grad Dip

[ ]  Higher Education Associate Degree/Bachelor's Degree

[ ]  Higher Education Grad Cert/Grad Dip

[ ]  Masters by coursework or research

[ ]  Doctorate (PhD, EdD etc)

Q1.11. What is your **highest** qualiﬁcation in the **main industry/discipline area** in which you teach? (We'll ask about your VET teaching qualiﬁcations in the following question)

[ ]  Certificate III

[ ]  Certificate IV

[ ]  Diploma or Advanced Diploma

[ ]  Degree or above

Q1.12. Did you already have that qualiﬁcation before you became a VET teacher/trainer?

[ ]  Yes

[ ]  No

Q1.13. Are you **currently** studying an industry/discipline qualiﬁcation?

[ ]  Yes (Please state below what it is)

[ ]  No

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Q1.14. What is your **highest** qualiﬁcation in **VET/adult education teaching/training**?

[ ]  Certificate IV TAE or earlier version, or skill set from Certificate IV

[ ]  Diploma of VET or earlier version

[ ]  Degree or above

Q1.15. Did you already have that qualiﬁcation before you became a VET teacher/trainer?

[ ]  Yes

[ ]  No

Q1.16. Are you **currently** studying a VET teaching/training qualiﬁcation?

[ ]  Yes (Please state below what it is)

[ ]  No

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Q1.17. Do you have, or are you currently studying, any qualiﬁcations designed for teaching in a different educational sector?

*If ‘Yes’ progress to Q1.18; if ‘No’ progress to Section 2*

[ ]  Yes

[ ]  No

Q1.18. If yes, which sector is your teaching qualiﬁcation for?

[ ]  School teaching

[ ]  University teaching

[ ]  Other (Please specify below)

|  |
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Q1.19. At what level is this qualiﬁcation?

[ ]  Degree

[ ]  Postgraduate

[ ]  Other

Q1.20. When was this qualiﬁcation completed?

[ ]  Prior to becoming a VET teacher

[ ]  Since becoming a VET teacher

[ ]  Still studying the qualiﬁcation

# Section 2: About your current employment as a VET teacher or trainer

*In this section, please answer in relation to the RTO or TAFE that sent you the link to this survey.*

Q2.1. How many RTOs do you currently work for?

[ ]  1

[ ]  2

[ ]  3 or more

Q2.2. What **type** of registered training organisation sent you this survey as a staff member?

*If ‘TAFE’, progress to Q2.3; all other answers progress to Q2.4*

[ ]  TAFE

[ ]  Private RTO

[ ]  Non-proﬁt industry or community-based RTO

[ ]  Enterprise RTO (i.e. a company delivering qualiﬁcations to its own
 employees)

[ ]  Other (please specify below)

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Q2.3. If TAFE, please enter the name of the institution below:

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| --- |
|  |

Q2.4. Which State/Territory did you work in when commencing your career as a VET teacher/trainer in Australia?

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|  |

Q2.5. Which State/Territory do you work in most of the time in your current role?

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Q2.6. What best describes your current **mode of employment** as a VET teacher, **in the RTO that sent you this survey**?

[ ]  Permanent/ongoing full-time

[ ]  Permanent/ongoing part-time

[ ]  Fixed-term contract full-time

[ ]  Fixed-term contract part-time

[ ]  Sessional contract / Hourly Paid Instructor (HPI)

[ ]  Non-employed contractor

[ ]  Other (please state)

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Q2.7. Are the qualiﬁcations/skill sets that you mainly teach/train, part of a national Training Package? (For example, Aeroskills Training Package, Retail Services Training Package)

*If ‘Yes’ progress to Q2.8 and then Q2.10; do not complete Q2.9*

*If ‘No’ or ‘Not Sure’ progress to Q2.9*

[ ]  Yes

[ ]  No

[ ]  Not Sure

Q2.8. What is the name of the main Training Package from which you deliver training? (Answer as accurately as possible, or look up at <https://docs.education.gov.au/documents/list-training-packages-and-ircs>

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|  |

Q2.9. What is the industry area/discipline for which you teach/train? (e.g. 'plumbing')

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Q2.10. Which Australian Qualiﬁcations Framework (AQF) level forms the **largest single component** of your teaching/training at this RTO over the past twelve months? (Please note if some of the students in a group only complete skill sets but others do the whole qualiﬁcation, mark the whole qualiﬁcation)

[ ]  Certiﬁcate I

[ ]  Certiﬁcate II

[ ]  Certiﬁcate III

[ ]  Certiﬁcate IV

[ ]  Diploma

[ ]  Advanced Diploma

[ ]  Vocational graduate certiﬁcate or diploma (from Training Package or
 accredited course)

[ ]  Higher Education qualiﬁcations (Associate Degree and above)

[ ]  Skill sets only

[ ]  Non-AQF level (Please specify below).

[ ]  Don't know

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|  |

Q2.11. Please select **ALL AQF levels** at which you have taught at this RTO over the past twelve months:

[ ]  Certiﬁcate I

[ ]  Certiﬁcate II

[ ]  Certiﬁcate III

[ ]  Certiﬁcate IV

[ ]  Diploma

[ ]  Advanced Diploma

[ ]  Associate Degree and above

[ ]  Don't know

Q2.12. Do you hold any speciﬁed supervisory/management/leadership/curriculum or assessment development positions **at this RTO** in addition to your role as a teacher or trainer? (For example, putting materials on line for a number of units.)

*If ‘Yes’ progress to Q2.13; if ‘No’ progress to Q2.15*

[ ]  Yes

[ ]  No

Q2.13. Please specify the main additional role:

|  |
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|  |

Q2.14. Do you spend the majority of your time as a teacher or in the other role or roles?

[ ]  As a teacher

[ ]  In the additional role or roles

Q2.15. What is the qualiﬁcation/skill set on which you have spent the greatest proportion of your teaching time in the last 12 months or so?

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Q2.16. Please specify the main teaching mode for that qualiﬁcation/skill set:

[ ]  Mainly face-to-face at your RTO

[ ]  Mainly on-line

[ ]  Mainly in the students' workplace(s)

[ ]  An equal mix of two or more modes

Q2.17. The age group of the students you typically teach in this qualiﬁcation/skill set:

[ ]  Young (15- 24)

[ ]  Adult (25+)

[ ]  Mixed

Q2.18. In your teaching/training of this qualiﬁcation/skill set, are there normally a high proportion of students who are culturally and linguistically diverse learner groups?

[ ]  Generally yes

[ ]  Generally no

[ ]  Sometimes

Q2.19. In your teaching/training of this qualiﬁcation/skill set, are literacy/numeracy issues prominent among the students that you teach? (Select **one** option)

[ ]  Generally yes

[ ]  Generally no

[ ]  Sometimes

Q2.20. In your teaching/training of this qualiﬁcation/skill set, please note any special features of the teaching/training context not covered above, such as teaching/training in prisons, or specialising in people with disabilities:

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| --- |
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Q2.21. Different words are used by people to describe the job of a VET teacher/trainer. How do you and this employing RTO, usually describe your role as a teacher/trainer?

(Please select **only one option** in each column)

|  |  |  |
| --- | --- | --- |
|  | You | Your employing RTO |
| Teacher | [ ]  | [ ]  |
| Trainer | [ ]  | [ ]  |
| Assessor | [ ]  | [ ]  |
| TAFE teacher | [ ]  | [ ]  |
| VET teacher | [ ]  | [ ]  |
| VET trainer | [ ]  | [ ]  |
| VET practitioner | [ ]  | [ ]  |
| VET educator | [ ]  | [ ]  |
| Other, *Please state in next questions* | [ ]  | [ ]  |

Q2.22. If you selected "Other" for **your choice**, please state:

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|  |

Q2.23. If you selected "Other" for your **employing RTO choice**, please state:

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| --- |
|  |

Q2.24. Please add any comments you would like to make about the process of selecting a word.

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Q2.25. Is there a particular non-educational occupation that you often describe yourself as belonging to? (e.g. carpenter, nurse).

*If ‘Yes’ progress to Q2.26; if ‘No’ progress to Q2.28*

[ ]  Yes

[ ]  No

Q2.26. What occupation?

|  |
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|  |

Q2.27. With which occupation do you most strongly identify, your occupation as a VET teacher/trainer or that non-educational occupation?

[ ]  Wholly other, non-educational, occupation

[ ]  Mainly other, non-educational, occupation

[ ]  Both equally

[ ]  Mainly VET teacher/trainer

[ ]  Wholly VET teacher/trainer

Q2.28. Thinking about your satisfaction with, and conﬁdence in, your job as a teacher, please rate your answers to the following questions below (one answer on each line):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Very High | Fairly High | NeitherHigh or Low | Fairly Low | Very Low |
| What is your overall satisfaction with the actual teaching/ training component of your job (i.e. the part of your job where you are working with students or preparing teaching materials)? | [ ]   | [ ]   | [ ]   | [ ]   | [ ]   |
| What level of conﬁdence do you have in your abilities in teaching/training? | [ ]   | [ ]   | [ ]   | [ ]   | [ ]   |
| What is your overall satisfaction with the job as a whole, taking into account organisational and policy environments? | [ ]   | [ ]   | [ ]   | [ ]   | [ ]   |
| What level of conﬁdence do you have in your abilities in your job? | [ ]   | [ ]   | [ ]   | [ ]   | [ ]   |

Q2.29. Please comment if you wish (optional):

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Q2.30. Do you hope to progress to a higher level position either in your organisation or elsewhere in the VET sector?

[ ]  Yes

[ ]  No

[ ]  Maybe

# Section 3: About your teaching and training approaches

We are going to ask a number of questions based on the VET practitioner standards developed recently in Queensland, after extensive national consultation with the VET sector.

We have selected ﬁve of their seven standards, each containing a number of items.

For each item we ask you to say how important you think it is for a VET teacher/trainer, and then what your level of conﬁdence is in that activity or knowledge area (using scales of 1 to 5, 1 being the lowest and 5 being the highest). We also ask you whether you are required to use that item in your current job role.

To dig a little more deeply, we also ask you to select one item only within each of the ﬁve standards, for which you have a reasonably high level of conﬁdence, and to give an example of how you implement that item. Don’t forget to say which number item you are choosing.

**There are no right or wrong answers. All answers are conﬁdential.**

Q3.1.**Know learners, their context and how they learn**

|  |  |  |  |
| --- | --- | --- | --- |
|  | What importance do you think this item has for VET teachers/ trainers in general? (From 1 – Very Low to 5 – Very High) | Is this item (activity or knowledge area) required in your current teaching role? (Yes, No or Occasionally) | What is your personal level of conﬁdence in this activity or knowledge area? (From 1 – Very Low to 5 - Very High) |
| **Item 1.1** Understand adult learning principles, frameworks and theories that underpin effective practice in teaching/ training, learning and assessment. |  |  |  |
| **Item 1.2** - Understand the demands of different learning contexts including classrooms, workplace, virtual and community education locations. |  |  |  |
| **Item 1.3** - Recognise and value the diversity of social, cultural and linguistic backgrounds of learners. |  |  |  |
| **Item 1.4** - Understand effective teaching/ training strategies that are responsive to the community, cultural setting, linguistic back-ground and histories of learners. |  |  |  |
| **Item 1.5** - Understand a range of inclusive learning strategies that support the participation of all learners. |  |  |  |

Q3.2. We’d like to know a little more about how you use these skills. We will ask you to choose an item from the above list and then to provide, in a few words or sentences, an example of how you implement the skill described in that particular item.

Please select one of the items from the list above- state item number:

|  |
| --- |
|  |

Q3.3. What is an example of how you implement that particular skill?

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Q3.4. **Know the content and how it can be taught**

|  |  |  |  |
| --- | --- | --- | --- |
|  | How important do you think this item is for VET teachers/trainers in general?(From 1 – Very Low to 5 – Very High) | Is this item (activity or knowledge area) required in your current teaching role?(Yes, No or Occasionally) | What is your personal level of conﬁdence in this activity or knowledge area?(From 1 – Very Low to 5 - Very High) |
| **Item 2.1** - Demonstrate current industry knowledge and skills in your vocational area. |  |  |  |
| **Item 2.2** - Understand the content of the learning program. |  |  |  |
| **Item 2.3** - Know how to communicate effectively with learners. |  |  |  |
| **Item 2.4** - Understand the application of strategies for ﬂexible, applied and supported learning appropriate to the vocational area. |  |  |  |
| **Item 2.5** - Understand a variety of effective strategies to support the learners’ language, literacy and numeracy requirements. |  |  |  |
| **Item 2.6** - Understand the use of a range of quality resources including technology to support teaching/training, learning and assessment in different environments. |  |  |  |

Q3.5. We’d like to know a little more about how you use these skills. We will ask you to choose an item from the above list and then to provide, in a few words or sentences, an example of how you implement the skill described in that particular item.

Please select one of the items from the list above- state item number:

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Q3.6. What is an example of how you implement that particular skill?

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Q3.7. **Plan, design and deliver effective teaching/training experiences**

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| --- | --- | --- | --- |
|  | How important do you think this item is for VET teachers/trainers in general?(From 1 – Very Low to 5 – Very High) | Is this item (activity or knowledge area) required in your current teaching role?(Yes, No or Occasionally) | What is your personal level of conﬁdence in this activity or knowledge area?(From 1 – Very Low to 5 - Very High) |
| **Item 3.1** - Plan, design and deliver engaging and inclusive learning experiences. |  |  |  |
| **Item 3.2** - Select, develop and use a range of teaching/training strategies and resources including new and emerging technologies. |  |  |  |
| **Item 3.3** - Utilise local, national and global content through real and/or virtual environments for learning experiences. |  |  |  |
| **Item 3.4** - Reﬂect on your practice to improve the learning experience. |  |  |  |

Q3.8. We’d like to know a little more about how you use these skills. We will ask you to choose an item from the above list and then to provide, in a few words or sentences, an example of how you implement the skill described in that particular item.

Please select one of the items from the list above- state item number:

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Q3.9. What is an example of how you implement that particular skill?

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Q3.10. **Assess, provide feedback and report on learning**

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| --- | --- | --- | --- |
|  | How important do you think this item is for VET teachers/trainers in general?(From 1 – Very Low to 5 – Very High) | Is this item (activity or knowledge area) required in your current teaching role? (Yes, No or Occasionally) | What is your personal level of conﬁdence in this activity or knowledge area?(From 1 – Very Low to 5 - Very High) |
| **Item 4.1** - Select, develop and/or customise a range of assessment tools that meet the principles of assessment and the rules of evidence. |  |  |  |
| **Item 4.2** - Use a range of assessment methods and tools. |  |  |  |
| **Item 4.3** - Use a variety of formative and summative assessment processes. |  |  |  |
| **Item 4.4** - Understand and participate in assessment validation. |  |  |  |
| **Item 4.5** - Provide timely feedback and results of assessment to learners and approved stakeholders. |  |  |  |

Q3.11. We’d like to know a little more about how you use these skills. We will ask you to choose an item from the above list and then to provide, in a few words or sentences, an example of how you implement the skill described in that particular item.

Please select one of the items from the list above- state item number:

|  |
| --- |
|  |

Q3.12. What is an example of how you implement that particular skill?

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Q3.13. **Engage with industry, colleagues, community, regulatory and professional bodies**

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| --- | --- | --- | --- |
|  | How important do you think this item is for VET teachers/ trainers in general?(From 1 – Very Low to 5 – Very High) | Is this item (activity or knowledge area) required in your current teaching role?(Yes, No or Occasionally) | What is your personal level of conﬁdence in this activity or knowledge area?(From 1 – Very Low to 5 - Very High) |
| **Item 5.1** - Liaise with stakeholders to ensure that learning programs and the learning environment are industry relevant. |  |  |  |
| **Item 5.2** – Engage with educational, professional, industry and vocational networks / associations in order to keep abreast of contemporary vocational education and training issues, research and practice. |  |  |  |
| **Item 5.3** - Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes. |  |  |  |

Q3.14. We’d like to know a little more about how you use these skills. We will ask you to choose an item from the above list and then to provide, in a few words or sentences, an example of how you implement the skills described in that particular item.

Please select one of the items from the list above- state item number:

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Q3.15. What is an example of how you implement that particular skill?

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# Section 4: Professional development

This section asks you some questions about your professional development.

Q4.1. Where do you think you currently sit on a scale from novice VET teacher/trainer to expert VET teacher/trainer?

[ ]  Novice

[ ]  Advanced beginner

[ ]  Competent

[ ]  Proﬁcient

[ ]  Expert

Q4.2. How often have you undertaken the following **formal** professional development activities **in your industry/discipline area** in the last 12 months or so? (Note: We are going to ask about professional development in VET teaching later on)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Regularly | Sometimes | Hardly ever/Never | N/A in your role |
| Industry/discipline conferences | [ ]   | [ ]   | [ ]   | [ ]   |
| Short courses, seminars, workshops or webinars in the industry area, external to the RTO | [ ]   | [ ]   | [ ]   | [ ]   |
| Short courses, seminars or workshops in the industry area, within the RTO | [ ]   | [ ]   | [ ]   | [ ]   |
| Network of teachers/trainers in the industry or discipline | [ ]   | [ ]   | [ ]   | [ ]   |
| Membership of employer/industry professional association | [ ]   | [ ]   | [ ]   | [ ]   |
| Other formal PD activities: please specify in the box below. | [ ]   | [ ]   | [ ]   | [ ]   |

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Q4.3. How often have you undertaken the following **informal** professional development activities **in your industry/discipline area** in the last 12 months or so? (Note: We are going to ask about professional development in VET teaching in the next question)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Regularly | Sometimes | Hardly ever/Never | N/A in your role |
| Email lists/blogs/ or similar relating to the industry or discipline | [ ]   | [ ]   | [ ]   | [ ]   |
| Your own industry-relevant reading | [ ]   | [ ]   | [ ]   | [ ]   |
| Informal liaison with employers (beyond simply teaching-related matters) | [ ]   | [ ]   | [ ]   | [ ]   |
| Other informal PD activities: please specify in the box below | [ ]   | [ ]   | [ ]   | [ ]   |

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Q4.4. How often have you undertaken the following **formal** professional development activities **in** **VET teaching/training** in the last 12 months or so?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Regularly | Sometimes | Hardly ever/Never | N/A in your role |
| Conferences about VET teaching/ training | [ ]   | [ ]   | [ ]   | [ ]   |
| Short courses, seminars, workshops or webinars in VET teaching/training, external to the RTO | [ ]   | [ ]   | [ ]   | [ ]   |
| Short courses, seminars or workshops in VET teaching/training, within the RTO | [ ]   | [ ]   | [ ]   | [ ]   |
| A Community of Practice that is formally constituted | [ ]   | [ ]   | [ ]   | [ ]   |
| Other formal PD activities: please specify in the box below | [ ]   | [ ]   | [ ]   | [ ]   |

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Q4.5. How often have you undertaken the following **informal** professional development activities **in VET teaching/training** in the last 12 months or so?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Regularly | Sometimes | Hardly ever/Never | N/A in your role |
| RTO electronic or non-electronic newsletters or noticeboards | [ ]   | [ ]   | [ ]   | [ ]   |
| Email lists/blogs or similar relating to the VET sector or VET teaching | [ ]   | [ ]   | [ ]   | [ ]   |
| Your own reading about VET teaching/training | [ ]   | [ ]   | [ ]   | [ ]   |
| Other informal PD activities: please specify in the box below | [ ]   | [ ]   | [ ]   | [ ]   |

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Q4.6. Thinking of **your overall professional development activities** (both industry-related and teaching-related), who **generally** inﬂuenced or motivated you to undertake the activities?

[ ]  Yourself

[ ]  Your manager

[ ]  Someone else (Please specify below)

|  |
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Q4.7. Did you **generally** participate in work time or your own time?

[ ]  Wholly work time

[ ]  Mainly work time

[ ]  About half and half

[ ]  Mainly your own time

[ ]  Wholly your own time

Q4.8. For activities that had a cost associated, who generally paid?

[ ]  Wholly your RTO

[ ]  Mainly your RTO

[ ]  About half and half

[ ]  Mainly yourself

[ ]  Wholly yourself

[ ]  Other, please state

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Q4.9. Thinking about your professional development **overall**, do you feel that this employing RTO values and supports your professional development (PD)? (Select the one that is closest to your view)

[ ]  Yes, totally

[ ]  Yes, to a certain extent

[ ]  Yes, but primarily because it relates to ASQA/State government compliance

[ ]  No

Q4.10. Do you feel that this employing RTO prefers to support you in PD related to your: (Select the one that is closest to your view)

[ ]  Industry/discipline

[ ]  VET teaching/training

[ ]  About equal

Q4.11. Has there been an area or areas of PD you would have liked, but could not ﬁnd a way to do it?

*If ‘Yes’ progress to Q4.12; if ‘No’ progress to Q4.14*

[ ]  Yes

[ ]  No

Q4.12. What was that area of PD?

|  |
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|  |

Q4.13. What stopped you from accessing it?

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|  |

Q4.14. Thinking about your PD plans or ideas for the next twelve months, what is your **ﬁrst** priority?

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# Section 5: Some ﬁnal questions about VET teacher qualiﬁcations and VET quality

In the ﬁrst few questions, please answer in relation to the RTO or TAFE that sent you the link to this survey.

Q5.1. Do you think your RTO wants teachers in your area to have qualiﬁcations in your industry/discipline area above the minimum required by regulation to teach the qualiﬁcations that you teach?

(We are going to ask about VET teaching qualiﬁcations later on)

*If ‘Yes’ progress to Q5.2; if ‘No’ progress to Q5.3*

[ ]  Yes

[ ]  No

Q5.2. If yes, what qualiﬁcation(s)?

|  |
| --- |
|  |

Q5.3. Do you think your RTO wants teachers in your area to have qualiﬁcations **in VET teaching** above the minimum required by regulation?

*If ‘Yes’ progress to Q5.4; if ‘No’ progress to Q5.5*

[ ]  Yes

[ ]  No

Q5.4. If yes, what qualiﬁcation(s)?

|  |
| --- |
|  |

Q5.5. In relation to other teachers/trainers **in your section/department**, do you think you are more or less qualiﬁed than the average?

|  |  |  |  |
| --- | --- | --- | --- |
|  | I am less qualiﬁed than the average | I am qualiﬁed at about the average level | I am more qualiﬁed than the average |
| In the **industry/ discipline area** | [ ]   | [ ]   | [ ]   |
| In **VET teaching/ training**: | [ ]   | [ ]   | [ ]   |

Q5.6. Do you have **an industry/discipline qualiﬁcation** above the regulatory requirement (e.g. Certiﬁcate III in Carpentry, Diploma in Early Childhood?) for your current teaching/ training?

(We will ask about your VET teaching/training qualiﬁcations later on)

*If ‘Yes’ complete Q5.7 to Q5.10 and then to Q5.13; if ‘No’ progress to Q5.11*

[ ]  Yes

[ ]  No

Q5.7. How much did your **higher level industry/discipline qualiﬁcation(s)** add to the skills and knowledge that you learned in your required qualiﬁcation? (From 1 - not at all, to 5 - a great deal)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

Q5.8. Can you give one example of skills and one of knowledge added by the higher qualiﬁcation?

|  |
| --- |
| Skills: |

|  |
| --- |
| Knowledge: |

Q5.9. How has the higher-level qualiﬁcation impacted on the way you teach?

|  |
| --- |
|  |

Q5.10. We would like to know why you undertook the higher level qualiﬁcation. Here are some common motivations for completing such qualiﬁcations. Please select the **most important** motivation and the **second most important** motivation (place a tick in each column):

|  |  |  |
| --- | --- | --- |
|  | **Most Important** | **Second Most Important** |
| It was required before I was appointed | [ ]  | [ ]  |
| My employer required me to gain the higher level qualiﬁcation after I was appointed | [ ]  | [ ]  |
| To become eligible for a higher pay rate | [ ]  | [ ]  |
| To enable me to teach the subject more effectively | [ ]  | [ ]  |
| To position myself for career advancement | [ ]  | [ ]  |
| Own interest | [ ]  | [ ]  |
| Other for Most Important (please state): | [ ]  | [ ]  |
| Other for Second Most Important (please state): | [ ]  | [ ]  |

|  |
| --- |
| Other for Most Important (please state): |

|  |
| --- |
| Other for Second Most Important (please state): |

Q5.11. Do you plan to undertake a higher-level qualiﬁcation in your industry/discipline area?

*If ‘Yes’ progress to Q5.13, if ‘No’ or ‘Maybe’ progress to Q5.12*

[ ]  Yes

[ ]  No

[ ]  Maybe

Q5.12. What might encourage you to undertake a higher-level qualiﬁcation in your industry/discipline area? (Select the one that you feel is most important)

[ ]  The availability of a suitable qualiﬁcation

[ ]  Funding from my employer to undertake the qualiﬁcation

[ ]  Time release from my employer to undertake the qualiﬁcation

[ ]  Convenient mode of delivery for the qualiﬁcation

[ ]  Nothing would encourage me; I do not feel it is necessary

Q5.13. Do you have a **VET teaching qualiﬁcation** above the Certiﬁcate IV TAE?

*If ‘Yes’ complete Q5.14 to Q5.17 and then to Q5.20; if ‘No’ progress to Q5.18*

[ ]  Yes

[ ]  No

Q5.14. How much did your higher level VET teaching qualiﬁcation(s) add to the skills and knowledge that you learned in your required qualiﬁcation? (From 1 - not at all, to 5 - a great deal)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

Q5.15. Can you give one example of skills and one of knowledge added by the higher level VET teaching qualiﬁcation?

|  |
| --- |
| Skills: |

|  |
| --- |
| Knowledge: |

Q5.16. How has the higher level VET teaching qualiﬁcation impacted on the way you teach?

|  |
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Q5.17. We would like to know why you undertook the higher level qualiﬁcation. Here are some common motivations for completing such qualiﬁcations. Please select the **most important** motivation and the **second most important** motivation (place a tick in each column):

|  |  |  |
| --- | --- | --- |
|  | **Most Important** | **Second Most Important** |
| It was required before I was appointed | [ ]  | [ ]  |
| My employer required me to gain the higher level qualiﬁcation after I was appointed | [ ]  | [ ]  |
| To become eligible for a higher pay rate | [ ]  | [ ]  |
| To improve my teaching/training skills | [ ]  | [ ]  |
| To position myself for career advancement | [ ]  | [ ]  |
| Own interest | [ ]  | [ ]  |
| Other for Most Important (please state): | [ ]  | [ ]  |
| Other for Second Most Important (please state): | [ ]  | [ ]  |

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| --- |
| Other for Most Important (please state): |

|  |
| --- |
| Other for Second Most Important (please state): |

Q5.18. Do you plan to undertake a higher-level qualiﬁcation in VET teaching/training?

*If ‘Yes’ progress to Q5.20, if ‘No’ or ‘Maybe’ progress to Q5.19*

[ ]  Yes

[ ]  No

[ ]  Maybe

Q5.19. What might encourage you to undertake a higher-level qualiﬁcation in VET teaching/training? (Select the one that you feel is most important)

[ ]  The availability of a suitable qualiﬁcation

[ ]  Funding from my employer to undertake the qualiﬁcation

[ ]  Time release from my employer to undertake the qualiﬁcation

[ ]  Convenient mode of delivery for the qualiﬁcation

[ ]  Nothing would encourage me; I do not feel it is necessary

Q5.20. *As VET is so diverse, some people have views about whether different sorts of VET teachers should have different levels of teaching/training qualiﬁcation. We would like to know what you think about whether you think there should be differences between qualiﬁcations for full-time and part-time teachers.*

What VET/adult education teaching qualiﬁcations do you think the government should require for full-time teachers/trainers in VET?

[ ]  None

[ ]  Skill set from Cert IV TAE

[ ]  Full Cert IV TAE

[ ]  Diploma of VET

[ ]  Associate Degree or Degree or above

[ ]  Other (Please specify below)

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|  |

Q5.21. Please give reasons for your response, if you wish (optional)

|  |
| --- |
|  |

Q5.22. What VET/adult education teaching qualiﬁcations do you think the government should require for **part-time or casual teachers/trainers** in VET?

[ ]  None

[ ]  Skill set from Cert IV TAE

[ ]  Full Cert IV TAE

[ ]  Diploma of VET

[ ]  Associate Degree or Degree or above

[ ]  Other (Please specify below)

|  |
| --- |
|  |

Q5.23. Please give reasons for your response, if you wish (optional)

|  |
| --- |
|  |

Q5.24. Please comment if you wish about any other types of teachers that you think ought to have VET teaching qualiﬁcations above the minimum requirement.

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Q5.25. **A few questions about quality in VET**

*There is currently a lot of discussion about the issue of quality in VET. To ﬁnish the survey, we are really interested in your views about this issue and the link with teaching, training and assessment.*

To what extent do you think there are **system wide** quality issues in the VET sector? (From 1 - no issues, to 5 - serious issues)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

Q5.26. We would like to know what you think would be the best way to improve quality in VET. Here are some ideas commonly put forward. In your view, what are the MOST important and SECOND most important solutions?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Improvingfunding regimes in States/Territories | Improvingteaching/training | Improving regulation of training providers | Improving assessment practices | Improving management and systems within training providers |
| **Most important** | [ ]   | [ ]   | [ ]   | [ ]   | [ ]   |
| **Second most important** | [ ]   | [ ]   | [ ]   | [ ]   | [ ]   |

Q5.27. Please add any comments on improving quality in VET:

|  |
| --- |
|  |

Q5.28. How important do you think the quality of teaching, training and assessing is to the overall quality of the VET sector?

[ ]  Not important at all

[ ]  Not very important

[ ]  Neither important nor unimportant

[ ]  Quite important

[ ]  Very important

Q5.29. Which of the following teacher-related factors, in your view, would create the most signiﬁcant improvement in the quality of teaching, training and assessing in the VET sector?

[ ]  Raising the minimum level of teaching/training qualiﬁcations

[ ]  Raising the minimum level of industry/discipline qualiﬁcations
 above the current requirements

[ ]  More professional development in teaching/training/assessment

[ ]  More teacher involvement in ongoing industry engagement

Q5.30. Please add comments about quality in teaching, training and assessing if you wish.

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| --- |
|  |

Q5.31. Please make any other comments that you wish about quality in VET/VET teaching and possible links with VET teachers’ qualiﬁcation levels (optional).

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 *Thank you for completing the survey.*