



## The quality of teaching in VET: final report and recommendations

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Leesa Wheelahan  
LH Martin Institute for Higher Education Leadership and Management  
Melbourne Graduate School of Education  
Level 1, 715 Swanston Street  
University of Melbourne, VIC 3010  
Australia  
Tel: +61 3 8344 0756  
<http://www.lhmartininstitute.edu.au/>  
leesaw@unimelb.edu.au

Gavin Moodie  
RMIT  
GPO box 2476V  
Melbourne 3001  
Tel: + 61 3 9925 9569  
<http://rmit.academia.edu/GavinMoodie>  
gavin.moodie@rmit.edu.au

*This project has been produced with the assistance of funding provided by the Australian Government through the Department of Education, Employment and Workplace Relations.*



**Australian Government**  

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**Department of Education, Employment and Workplace Relations**

## Table of contents

Project information.....	3
Note on terminology .....	4
A framework for the quality of VET teaching and training, VET teaching qualifications and continuing professional development .....	5
Introduction.....	13
The new demands on VET .....	15
The scope of this report.....	18
Why we need a developmental and staged approach.....	21
The structure of the VET workforce .....	24
Different categories of teachers and trainers .....	24
Cross-sectoral teachers and trainers.....	28
Creating a staff data collection.....	31
National teaching and training awards .....	33
VET teacher and trainer preparation and development.....	34
VET teacher qualifications for teachers and trainers with primarily a teaching role.....	34
Entry level teacher qualifications .....	35
VET teacher qualifications for teachers and trainers whose primary role is not training.....	37
Institutionalised strategies to support new teachers.....	39
Continuing VET teacher education qualifications.....	41
Continuing professional development.....	47
Ensuring quality and evaluating outcomes .....	51
External validation, accreditation and recognition .....	51
A national VET professional body.....	53
Standards for VET teaching and training.....	56
Accrediting qualifications for VET teaching .....	58
Registering VET teachers and trainers .....	60
Evaluating the quality of teaching in VET.....	61
Research on VET pedagogy and models of VET teaching.....	63
Acknowledgements .....	65
Appendix A: Projects on VET teaching, the VET workforce and qualifications.....	66
References.....	68

## Project information

This is the final report of the *Quality of Teaching in VET* project. The purpose of this project is to research and make recommendations on the quality of vocational education and training (VET) teaching; VET teacher qualifications and continuing professional development; the impact teaching has on the quality of the VET student experience and student outcomes; and, how this can be evaluated.

The project is funded by the Department of Education, Employment and Workplace Relations; managed by the Australian College of Educators; and implemented by the LH Martin Institute at the University of Melbourne.

The project has produced four research papers and one options paper. The papers are:

- The quality of teaching in VET: literature review
- The quality of teaching in VET: overview
- The quality of teaching in VET: framework
- The quality of teaching in VET: evidence
- The quality of teaching in VET: options paper.

The *literature review* contextualised the project, identified issues that needed further investigation and shaped the project's research questions. The *overview* reported on the outcome of research on the perspective of different participants in VET. This included interviews with stakeholders in representative bodies, industry peak bodies, three states, key VET bodies, three skills councils, researchers, and senior staff and teachers in nine different types of registered training organisations. It also included a web survey that attracted responses from almost 1400 participants. The *framework* paper developed a conceptual framework for evaluating the quality of teaching in VET, teacher preparation and development programs, and the experience of VET students and their outcomes. The *evidence* paper reviewed the data available to inform the evaluative framework. The *options paper* proposed options, models and proposals for public discussion which were based on the findings from the research. Submissions to the *options paper* were used to prepare the project's final report which proposes models for the preparation and continuing development of VET teachers, and for appropriate evaluation frameworks and quality indicators.

All project papers and public submissions to the *options paper* are available from the Australian College of Educators at the following web address:

<https://austcolled.com.au/announcement/study-quality-teaching-vet>

## Note on terminology

The terms 'teacher' and 'trainer' have been used in this report to include:

- Teachers
- Trainers
- Lecturers
- Tutors
- Assessors
- Workplace assessors and/or trainers
- VET practitioners
- VET professionals who teach, train, instruct or assess
- VET workplace consultants
- Vocational educators
- Sessional, casual, contract and permanent staff
- Those who develop courses and modules and learning and assessment materials
- Any other term that may be used to describe those engaged in assessing, validating, moderating, training, instructing, and teaching and learning.

The term 'student' has been used to include anyone enrolled in an accredited VET qualification or accredited qualification taught by a VET provider (such as a higher education qualification or a senior school certificate). This includes students in any sort of registered training organisation (RTO) (including schools, TAFE institutes, adult and community education providers, VET students in universities, private providers, not-for-profit providers, enterprise providers, and prisons), apprentices, trainees, those undertaking their qualifications in the workplace, and those enrolled in 'welfare to work' programs.

## A framework for the quality of VET teaching and training, VET teaching qualifications and continuing professional development

This paper is structured in a framework that incorporates stages. The framework does not include three stages for all areas, because some can be achieved more immediately, while others will require time, resources and partnerships.

Recommendations	What happens now?	Stage 1	Stage 2	Stage 3
<b>The structure of the VET teaching workforce</b>	All teachers/trainers and assessors required to undertake the same qualification, employment not contingent on having the certificate IV TAE, but is later required. Many teachers/trainers do not have the certificate IV and do not undertake an induction	<p>Visiting experts undertake an induction program</p> <p>Workplace trainers &amp; assessors who train as part of a broader job required to undertake a new entry level qualification. An evaluation program is implemented to ensure the results meet their needs and the needs of their employers and students/trainees.</p> <p>Those employed to teach &amp; train undertake induction prior to teaching, &amp; same entry level qualification on starting teaching</p>	<p>Visiting experts undertake an induction program</p> <p>Workplace trainers &amp; assessors who train as part of a broader job required to undertake a new entry level qualification</p> <p>Teachers/trainers with full responsibilities undertake an induction program, entry level qualification on starting &amp; higher level qualification subsequently. Teachers/trainers without full responsibilities undertake an induction program &amp; entry level qualification</p>	
<b>Cross sectoral teachers</b>	Teachers mainly employed to teach/train in one sector, although cross-sectoral teaching happens in new mixed-sector institutions.	State and Territory governments investigate as part of their jurisdiction's education plan the potential for a new category of teachers who can teach from certificate		

Recommendations	What happens now?	Stage 1	Stage 2	Stage 3
		IV to the first years of degrees to support school retention and participation in post-school education in the regions.		
<b>Staff data collection</b>	There is no staff data collection	A new collection is based on the data RTOs already collect for the AQTF. RTOs eligible for Quality Skills Funding required to report on My Skills website. Jurisdictions report at state level	A staff collection be developed and all RTOs report their outcomes on the My Skills website. Jurisdictions report at state level.	
<b>National VET awards for teachers/trainers</b>	There are no VET national awards for teachers/trainers	National awards for VET teachers/trainers to be established commensurate with teaching awards in the schools and higher education sectors.		
<b>Entry level teacher qualifications</b>	Cert IV is the mandated entry level qualification for VET	<p>New staff undertake induction program.</p> <p>The new Cert IV TAE remains. It is nested in higher qualifications</p> <p>RTOs offering the Cert IV required to meet higher AQTF standards. Teachers/trainers who teach the Cert IV required to have a higher teaching/training qual and demonstrated experience</p>	<p>New staff undertake induction program.</p> <p>The next review of the Cert IV TAE includes a greater emphasis on broader knowledge of pedagogy, classroom management, understanding learners, student diversity, and student engagement. It is nested in higher level qualifications. The Certificate IV is revised in light of the findings of the NQC Strategic Audit.</p>	

Recommendations	What happens now?	Stage 1	Stage 2	Stage 3
			<p>An entry level training and assessing qualification is developed for those who are not employed as teachers or trainers but undertake these duties as part of a broader role.</p> <p>RTOs offering the Cert IV required to meet higher AQTF standards. Teachers/trainers who teach the Cert IV required to have a higher teaching/training qual and demonstrated experience</p>	
<b>Supporting new teachers and trainers</b>	Schemes and programs to support new teachers and trainers are sporadic at RTO & jurisdictional level	RTOs be encouraged to establish institutional strategies to support new teachers and trainers. The existence or otherwise of such schemes to be reported on the My Skills website	<p>The Quality Skills Fund have as possible criteria for allocating funding the existence of institutional programs to support new teachers and trainers. The existence or otherwise of such schemes to be reported on the My Skills website.</p> <p>States and Territories systematise and extend their jurisdiction-wide programs to support new teachers and trainers.</p>	<p>RTOs above a certain size are required to implement and report on institutional programs to support new teachers.</p> <p>A complementary program to support new teaches and trainers is established by a VET teachers' professional body.</p>
<b>Continuing teacher education qualifications</b>	Teachers/trainers not required to undertake higher level teaching/training qualifications except as condition for progression in some states. Many higher	RTOs encourage and support teachers/trainers in the public VET system to undertake higher qualifications. State governments implement a	Higher level qualifications that embed lower level qualifications be developed. These qualifications incorporate preparation in teachers' specialisation and	A range of different qualifications is developed reflecting teachers' and trainers' occupational and disciplinary specialisations,

Recommendations	What happens now?	Stage 1	Stage 2	Stage 3
	level VET & HE qualifications exist	<p>project with ACPET to encourage and support teachers/trainers in the private VET system to undertake higher qualifications.</p> <p>AQTF requires RTOs to demonstrate their staff have the range of qualifications and experience that is appropriate for the qualifications on its scope of registration</p>	<p>pedagogy for that specialisation. Where possible, CPD should contribute to accredited studies within qualifications. Progress towards these qualifications or other suitable qualifications be a condition of progression.</p> <p>AQTF requires RTOs to demonstrate their staff have the range of qualifications and experience that is appropriate for the qualifications on its scope of registration</p>	<p>and the different areas and domains in which they teach, Progress towards a suitable qualification is a condition of progression</p> <p>AQTF requires RTOs to demonstrate their staff have the range of qualifications and experience that is appropriate for the qualifications on its scope of registration</p>
<b>Continuing professional development</b>	There is no national CPD strategy. States have different programs and RTOs vary in supporting CPD. Public, private & enterprise RTOs differ in access to CPD. Most CPD is generic and not in teachers/trainers' specialisations or industries	<p>CPD is a shared responsibility between individual teachers, work teams, RTOs, jurisdictions and industry.</p> <p>Jurisdictions encouraged to develop industry specific CPD &amp; industry master classes. Teachers/trainers continue to be provided with access to generic CPD on pedagogy.</p> <p>The existing national VET workforce development group is funded to a framework to support nationally consistent approaches to CPD.</p>	<p>CPD is a shared responsibility between individual teachers, work teams, RTOs, jurisdictions and industry.</p> <p>Jurisdictions develop a coordinated strategy for CPD in teachers/trainers' specialisations. Teachers/trainers continue to be provided with access to generic CPD on pedagogy. Systematic access to CPD is planned for casual teachers and trainers in all RTOs, and teachers and trainers in community, private and enterprise RTOs as well as the public TAFE provider.</p>	<p>CPD is a shared responsibility between individual teachers, work teams, RTOs, jurisdictions and industry.</p> <p>A national CPD plan is developed to support teachers/trainers' specialisations.</p> <p>A new model of CPD is developed that focuses on what teachers/trainers have to know and teach in their specialisation. Teachers/trainers continue to be provided with access to generic CPD on pedagogy.</p>

Recommendations	What happens now?	Stage 1	Stage 2	Stage 3
		<p>A network of continuing teacher development units in RTOs is fostered.</p>	<p>Institutions that are eligible for funding under the Quality Skills Fund be required to report on strategies to achieve workforce development objectives and benchmarks (and not just outcomes) specified in the Quality Skills Fund.</p>	<p>Systematic access to CPD is planned for casual teachers and trainers in all RTOs, and teachers and trainers in community, private and enterprise RTOs as well as the public TAFE provider.</p> <p>Competitive funding for CPD in industry specialisations is established, with a focus on collaboration between the skills councils, professional bodies, higher education providers and RTOs to ensure such CPD is included as part of accredited qualifications and pathways.</p> <p>Institutions that are eligible for funding under the Quality Skills Fund be required to report on strategies to achieve workforce development objectives and benchmarks (and not just outcomes) specified in the Quality Skills Fund.</p>
<p><b>External validation of assessment of VET qualifications</b></p>	<p>External validation of assessment by RTOs is sporadic</p>	<p>The AQTF require RTOs to demonstrate that they validate their assessment externally</p>	<p>The National VET Regulator consider whether Australia should introduce mandated external validation of assessment of VET qualifications undertaken independently of RTOs.</p>	

Recommendations	What happens now?	Stage 1	Stage 2	Stage 3
<b>The role of industry bodies &amp; professional associations in quality assurance in VET</b>	The potential for industry bodies and professional associations to play a role in quality assurance in VET is under-developed and inconsistent	The National VET regulator convenes a forum with educational, industry and professional associations and bodies to discuss how they can encouraged and supported to play a more active role in quality assurance in VET.		
<b>A national VET professional body</b>	There are a range of professional bodies in different areas for different purposes, but no national VET professional body	A project is commissioned to establish a VET professional body, bringing together existing professionals and stakeholders with an interest in such a body. The project is auspiced by an organisation with an understanding of the role of professional bodies and is supported by a wide range of stakeholders.	<p>A national VET professional body is established and commences developing principals and categories of membership and begins developing professional standards</p> <p>The national VET professional body considers how it can develop a category of ‘master teachers and trainers’ in specialist vocational fields and specialist areas to develop the knowledge base of VET practice and contribute to the development of the next generation of teachers and trainers.</p>	<p>A national VET professional body is established and develops VET teaching standards which it uses to accredit VET programs, establish a voluntary register of members, and support processes of professional development and peer review of teaching and training</p> <p>The national VET professional body establishes a category of ‘master teachers and trainers’ in specialist vocational fields and specialist areas to develop the knowledge base of VET practice and contribute to the development of the next generation of teachers and trainers.</p>
<b>Standards for VET teaching and training</b>	There are no explicit standards for VET teaching	As part of the project to establish a VET professional	The VET professional body establish and manage a process for achieving broad	The VET professional body adopts the standards developed in the trial and

<b>Recommendations</b>	<b>What happens now?</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>
	and training	body, the auspicing organisation for that project also establish a study group and undertake broader consultative process to investigate standards for VET teachers/trainers.	consensus within the profession on a framework for VET teachers/trainers standards.  The VET professional body commission a trial and evaluation of a possible implementation of the agreed framework.	evaluation as interim standards for implementation for three to five years before the standards are evaluated and adopted formally.
<b>Accrediting qualifications</b>	National VET qualifications are endorsed by the NQC. State VET qualifications accredited by jurisdictions  There is no accreditation for HE qualifications for VET teaching	The organisation auspicing the development of the VET professional body establishes a committee of leading VET teacher educators to lead the process of accrediting higher education VET teacher education programs, drawing from the community of VET teacher educators in Australia according to criteria established by this body	A VET professional body is formed which, amongst other things, recognises qualifications which are suitable for entry to and progressing in VET teaching.	A VET professional body accredits qualifications for entry to and progressing in VET teaching.
<b>Registering VET teachers</b>	VET teachers and trainers have no mandatory or voluntary registration. RTOs are audited to ensure staff have appropriate qualifications	VET professional body is formed which, amongst other things, develops a consensus amongst recognised VET teachers and trainers of the desired attributes of VET teachers and trainers.	The VET professional body establishes categories of membership that reflect levels of practice	The VET professional body establishes a register of members and promotes membership of the body as a desirable attribute of VET teachers and trainers.
<b>Evaluating the quality of VET teaching</b>	Student outcomes and satisfaction data are not published.	Students outcomes survey data on teaching quality published for each RTO by	An interim national student satisfaction survey on teaching quality is	A new national student satisfaction survey on

Recommendations	What happens now?	Stage 1	Stage 2	Stage 3
	There is no direct evaluation of VET teaching	NCVER and on My Skills	implemented using either the Students Outcomes Survey or the ACER AQTF survey. The agreed survey is administered by all RTOs in compliance with their AQTF reporting requirements. NCVER develops protocols and processes for collecting and publishing data. These data are published in the My Skills website.	teaching quality is developed and implemented. The new survey is administered by all RTOs in compliance with their AQTF reporting requirements, according to protocols and processes developed by NCVER for collecting and publishing data. These data are published in the My Skills website.  VET teaching is evaluated by peers against standards adopted by the VET professional body
<b>Research on VET pedagogy and models of teaching</b>	NCVER undertakes VET research, but there is no national centre on the scholarship of VET teaching or on vocational specialisations, or vocational knowledge and practice in specialisations	Governments commission activities to develop the scholarship of and models of VET teaching and training to meet specific policy objectives. This includes commissioned research on pedagogic content knowledge in different industrial/occupational fields	A program on the scholarship of VET teaching and training is developed to undertake fundamental research on pedagogies appropriate for VET and on pedagogic content knowledge in different industrial/occupational fields. NCVER could be commissioned to manage this program.	Co-operative research networks on the scholarship of VET teaching are established to undertake fundamental research on pedagogies appropriate for VET, on pedagogic content knowledge in different industrial/occupational fields, and on promoting the adoption of appropriate pedagogies.

## Introduction

There is an unprecedented level of attention currently being paid to VET teaching and teachers and trainers in Australia. This project is one of number of projects examining the VET workforce and its qualifications and future needs.<sup>1</sup> The reason there is so much attention on the VET workforce is that it will play a critical role in helping Australia increase workforce participation, productivity, skills and social inclusion. The Council of Australian Governments has set ambitious targets for participation in education and attainment of qualifications to ensure Australia is internationally competitive, productive, prosperous, resilient and inclusive (2009).

Skills Australia (2010a) has explained the scale of the challenge confronting Australia. The workforce participation rate will need to rise from 65% to 69% by 2025 and the skills of the workforce must rise to accommodate changes in the economy. Australia needs to increase the percentage of the population with high level skills, and in particular, the level of the population with foundation skills and adequate language, literacy and numeracy skills. In its submission to the *Quality of teaching in VET: options paper*, the Australian Industry Group explained that:

“The reduced availability of low skilled work will mean people who had not previously undertaken training will now need to and many of them will require additional support, particularly in relation to literacy and numeracy.”

Australia’s level of social inclusion also depends on achieving these goals. Most people’s life chances are related to their access to, and success in, education and this now means completing school and participating in tertiary education. Those who are excluded from universal systems of tertiary education (Trow, 1974) in which most people are tertiary qualified are more disadvantaged than those who were excluded from elite systems in the past. In elite systems, the majority do not participate in tertiary education but there is a wide range of jobs available that don’t require high levels of knowledge and skills. In contrast, access to and participation in universal systems of tertiary education mediates access to a much wider range of jobs than in the past, and to the lifestyle and culture associated with high levels of education.

Skills Australia (2010a) says that the tertiary education sector will need to grow by 3% per annum to ensure the workforce has the qualifications and skills it needs. VET will be required to teach a much wider range of students than ever before. Australia will have to increase the size of the VET workforce, and as many other countries have found, further professionalise VET teaching. Existing teachers and trainers will need to be supported to increase the scope and range of their industry and pedagogic knowledge and skills to accommodate the increasing demands that are being made on VET and the new roles they will be required to fulfil. New teachers and trainers must be recruited to replace an aging workforce and be supported to develop expert knowledge and skills in teaching and learning to foster dual identities as industry experts and expert teachers and trainers.

This paper presents recommendations on the quality of VET teaching, VET teacher preparation and continuing professional development (CPD) and on ensuring the quality of student outcomes. It includes the following sections:

- The new demands on VET
- The scope of this report
- Why we need a developmental and staged approach
- The structure of the VET workforce. This includes:

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<sup>1</sup> See Appendix A for the list of different projects on the VET workforce and its qualifications.

- Different categories of teachers and trainers
- Developing master practitioners roles
- Cross-sectoral teaching roles
- A staff data collection
- National teaching and training awards
- VET teacher and trainer preparation and development. This includes:
  - Entry level teaching qualifications
  - Mentoring and institutional strategies to support new teachers
  - Continuing VET teaching qualifications
  - Continuing professional development, which includes maintaining and extending industry currency
- Ensuring quality and evaluating outcomes. This includes:
  - External validation, accreditation and recognition, which includes the role of industry bodies and professional associations
  - A national VET professional body
  - Standards for VET teaching and training
  - Accrediting VET teaching qualifications
  - Registering VET teachers and trainers
  - Evaluating the quality of teaching in VET
- Research on VET pedagogy and models of VET teaching.

## The new demands on VET

In the *Options paper* we explained that the trend internationally is towards further professionalising the VET teaching workforce as many countries try to increase the qualifications of their VET workforce and improve CPD for teachers and trainers. Demands on VET teachers and trainers are increasing as work changes, skill requirements increase, new industries emerge, society becomes more complex, and VET is called upon to deliver more ambitious government objectives. This is reflected in the changing nature of VET qualifications. VET is now required to ensure students have:

- the knowledge and skills they need for work;
- adequate language, literacy and numeracy skills and foundations skills;
- 'green' skills needed for a sustainable economy and society;
- technological skills;
- employability skills; and,
- the knowledge and skills they need for further learning.

The new Australian Qualifications Framework (AQF) will affect qualifications in all sectors and it requires all qualifications to prepare graduates for work or professional practice and for further learning.

VET must meet these diverse purposes and at the same time engage a wider range of students in learning, particularly from disadvantaged backgrounds. A number of submissions to the *Options paper* made the point that VET has always engaged students from disadvantaged backgrounds, including trainees in the workplace who may also be disadvantaged. This is indeed the case. However, COAG's qualifications targets, the need to increase workforce participation to offset the aging population and the need for higher productivity in the workforce to maintain living standards have renewed and increased demands on VET to meet the needs of disadvantaged students and those in the community without foundation skills. VET must also meet the needs of those who are already skilled to gain higher level or different skills to support an innovative and flexible economy, young people entering the workforce, older people who want to stay in the workforce, and those already in work and those who are not.

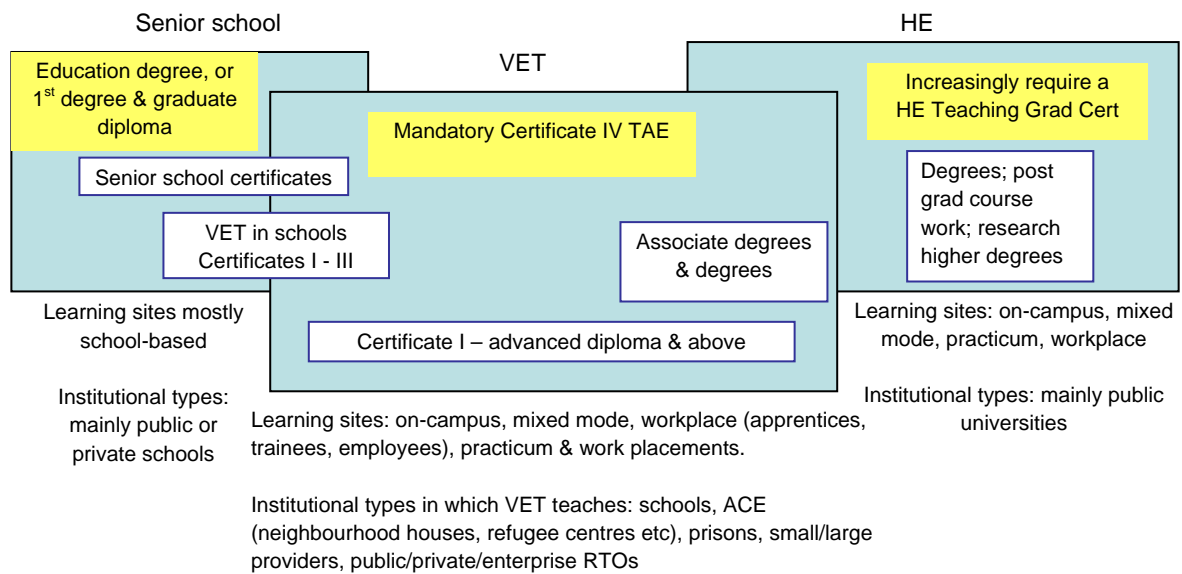
The complexity of VET as a sector is increasing. While most students and teaching are still in publicly funded TAFE institutions, increasing numbers of students are also in adult and community education providers (which includes community colleges, neighbourhood houses, refugee support centres, and other forms of community-based provision), in prisons, group training organisations (that train apprentices and trainees), private providers (which include for-profit and not-for-profit providers), and enterprise providers (including government departments and statutory bodies, and private enterprises) which conduct their own training for their business. Providers also vary widely in size and in the resources they can draw on to support the development of their staff.

VET must also respond to the changes in tertiary education and the blurring of the sectoral divide between VET and schools on the one hand, and VET and higher education on the other. The blurring of these sectoral divides is being driven by changes in the economy as much as by changes in government policies and the development of competitive markets. Occupational progression is increasingly related to educational progression, and the labour market destinations of VET and higher education graduates are less differentiated as diploma and degree graduates compete for similar positions (Karmel 2008). VET in schools is playing a key role in keeping young people engaged in education and in providing pathways to skilled work. Pathways between the sectors take on more importance, and this brings with it new demands

on VET as it collaborates with the schools and higher education sectors, but also as it increasingly offers provision associated with these sectors.

The common theme running through all this complexity is that VET must provide students with access to high quality *vocational* education that prepares them for changing workplaces and work. The difference is that the nature of the knowledge and skills students will need for work is increasingly complex as work and society become more complex. The key message is that Australia cannot continue with 'more of the same'. VET has traditionally acknowledged and celebrated its diversity as a key feature that defines the sector. However, VET needs to change to meet these new demands, and VET teachers and trainers need to be equipped with the knowledge and skills to enable them to teach a wider range of students at higher levels of knowledge and skill, and also to ensure students have the foundation skills they need. Skills Australia (2010a) argues that VET needs to take on new roles in workforce development, and to markedly expand its provision of foundation skills. The central question that this project responds to is: how can VET teaching and training contribute to increasing the quality of VET and improved student outcomes, anticipate the knowledge and skills needed for work and changing workplaces, and improve the vocational focus of VET provision regardless of where it is offered?

This entails examining the qualifications VET teachers and trainers are required to have to teach and train in their field. As will be discussed later, VET teaching qualifications are only one aspect of building teaching capacity in VET; however they are still an important aspect. VET teaches a wider range of students than either the schools or higher education sector, and in a wider range of contexts, modes and sites. The range of qualifications VET teaches is also wider. The nature of the qualifications that teachers and trainers are required to have to teach and train differ from the other sectors. All school teachers must have a four year teacher education qualification or a three year degree and a teacher education graduate diploma to prepare them to teach in disciplines associated with their degree. Higher education teachers have a degree in their field, are expected to have a research higher degree, and increasing numbers now have a graduate certificate of higher education teaching. Many universities are making possession of a graduate certificate of higher education teaching a condition for tenure or promotion. Currently VET teachers and trainers must have a relevant occupational qualification at least at the level at which they are teaching, and a Certificate IV in Training and Education (TAE) as the mandated educational qualification by the VET National Quality Council (NQC). The range of qualifications taught in each sector, learning contexts, delivery modes, and teaching qualifications required of teachers is represented in Figure 1. The extent to which VET teaching qualifications are adequate will be addressed later in this report.



**Figure 1: Diversity of qualifications taught in each sector, teaching contexts & teacher qualifications**

In Figure 1, the boxes shaded in yellow show the teaching qualifications teachers require in each sector. Generally speaking, higher education teachers are not required to have a teaching qualification as a condition of teaching, but as explained above, many universities are now making the acquisition of a higher education teaching qualification a condition of employment, tenure or promotion. The unshaded boxes show the qualifications that each sector teaches, and the overlaps between the sectors.

## The scope of this report

This section discusses the scope of this report. While not a universal perspective, the general consensus is that VET faces a workforce crisis because of the aging of VET teachers, the high level of casualisation of VET teachers and trainers and the need to increase the number of teachers as VET expands. This may vary by field of study, gender, age, location, and nature of employment contracts. A number of submissions focused on the extent of casualisation in VET and there was general recognition that casualisation was both an opportunity and threat for VET. It was an opportunity because it provided registered training organisations (RTOs) with flexibility to respond to changing demands and to ensure better links to industry by employing industry experts as sessional teachers. It was a threat because an over-reliance on sessional teachers and trainers meant that they were not as available to students. Sessionals generally have less access to CPD and thus do not have the same opportunity (and generally are not given the support) to develop their repertoire of teaching and assessing strategies or their knowledge of teaching and learning and students. Moreover, a large number of sessional staff means that there are fewer staff available to share the administrative requirements, which are considerable.

Assessing the impact of sessional staff on the VET workforce and their CPD requirements is difficult because we do not have adequate data about the VET workforce, and we do not know what percentage of sessionals see their teaching and training as an adjunct to their main job, or as their principal job. Moreover, while we know very little about teachers and trainers in the public VET system, we know even less about those in the private system. In a study of 43 RTOs (23 public and 21 private) Simons et al. (2009) found that many contract and permanent teachers and trainers first start as sessionals or casuals, and use this form of employment to access more permanent positions.

Some submissions argued that the approach taken in the *Options paper* was too institutionally focused, particularly on large public TAFEs. The employment conditions in the public sector are not the same as in the private sector,<sup>2</sup> and many private providers, community colleges and adult and community education (ACE) providers employ mainly sessional staff to deliver teaching, training and assessment. Similarly, while many enterprise providers have training departments and staff dedicated to this role (Smith and Smith 2009), in many enterprises trainers and assessors are mainly supervisors who train and assess as part of their broader responsibilities (ERTOA 2009). Enterprise providers also often enter into partnerships with other private and public RTOs (Smith and Smith 2009).

This contributes to the complexity of the VET system and how we can ensure that VET teachers, trainers and assessors have access to the qualifications and CPD that they need to perform their role. Many of the recommendations in this report address this purpose, particularly the recommendations concerning the structure of the teaching workforce, and the nature of the qualifications that teachers and trainers require and CPD.

However, we must also consider the requirements of institutional providers that employ teachers and trainers in full-time, part-time, contract and sessional roles. TAFE institutes are large public providers and account for approximately 77% of VET students, and 84% of delivery (NCVER 2010a: Table 11). There are also approximately 4900 other providers that include a small number of large providers, and many more medium and small enterprises, most of which are private. What teachers and trainers do in these roles in these mainly institutional

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<sup>2</sup> See the Educational Services (Post-Secondary Education) Award 2010 that covers private providers: [http://www.fwa.gov.au/documents/modern\\_awards/pdf/MA000075.pdf](http://www.fwa.gov.au/documents/modern_awards/pdf/MA000075.pdf) viewed 18 October 2010. The public TAFE systems are mostly covered by state-wide industrial agreements.

RTOs, the nature of their duties, and the locations and sites in which they teach, train and assess is a different question and is addressed later in this report. Institutional providers, particularly large public providers, must recruit and retain teachers and trainers to fulfil their obligations, and if they are to do so, they will need to reduce their reliance on casual teachers and trainers and develop career structures that offer employment security, career progression, appropriate levels of pay, and supportive work environments. Tenure can have an impact on student outcomes. Gross and Goldharber (2009: 24) found that community colleges in the United States that had a higher percentage of tenured fulltime staff also had higher transfer rates and better outcomes for students when in four year colleges:

In fact, the model estimates that for every 10 percent increase in the percent of tenured faculty in the two-year college, holding all else equal, the odds that a student will transfer to a four-year college increases by 8 percent. (Gross and Goldharber 2009: 24)

However, providing specific options for jurisdictions for employment conditions and contracts is beyond the scope of this project, while options for creating supportive internal cultures within institutions is addressed later in this *Options paper* when it discusses preparation and support for new teachers and CPD.

A number of submissions to the *Options paper* made the point that the quality of teaching was shaped by a whole range of factors that include sectoral frameworks, governance and policies, institutional cultures, policies and management practices, the capability of management, employment contracts, pay and conditions, workforce design and workforce development, and appraisal, recognition and reward schemes. The nature of curriculum and qualifications also has an impact on student outcomes, as does the diversity in students' backgrounds, motivations, engagement and aspirations. These factors also emerged in the research for this project (Wheelahan and Curtin 2010) and have been discussed in the literature (Clayton, Fisher, Harris, Bateman and Brown 2008; Guthrie and Clayton 2010; Harris, Clayton and Chappell 2008; Hawke 2008; Devlin and Samarawickrema 2010; Biggs 2003).

It is not possible for this project to address all the factors that affect the quality of VET outcomes. The focus of the report is on the quality of teaching and training, teaching qualifications and CPD, and evaluating the outcomes of teaching. These topics deserve sustained attention in their own right, while keeping in mind that the broader contextual factors must be conducive to ensure good outcomes from VET teaching and training. Unless we pay specific attention to these issues it will not be possible to make meaningful recommendations until all the other policy elements are in place. In practice this means that serious consideration of VET teaching and training will be delayed and partial and subordinate to other considerations.

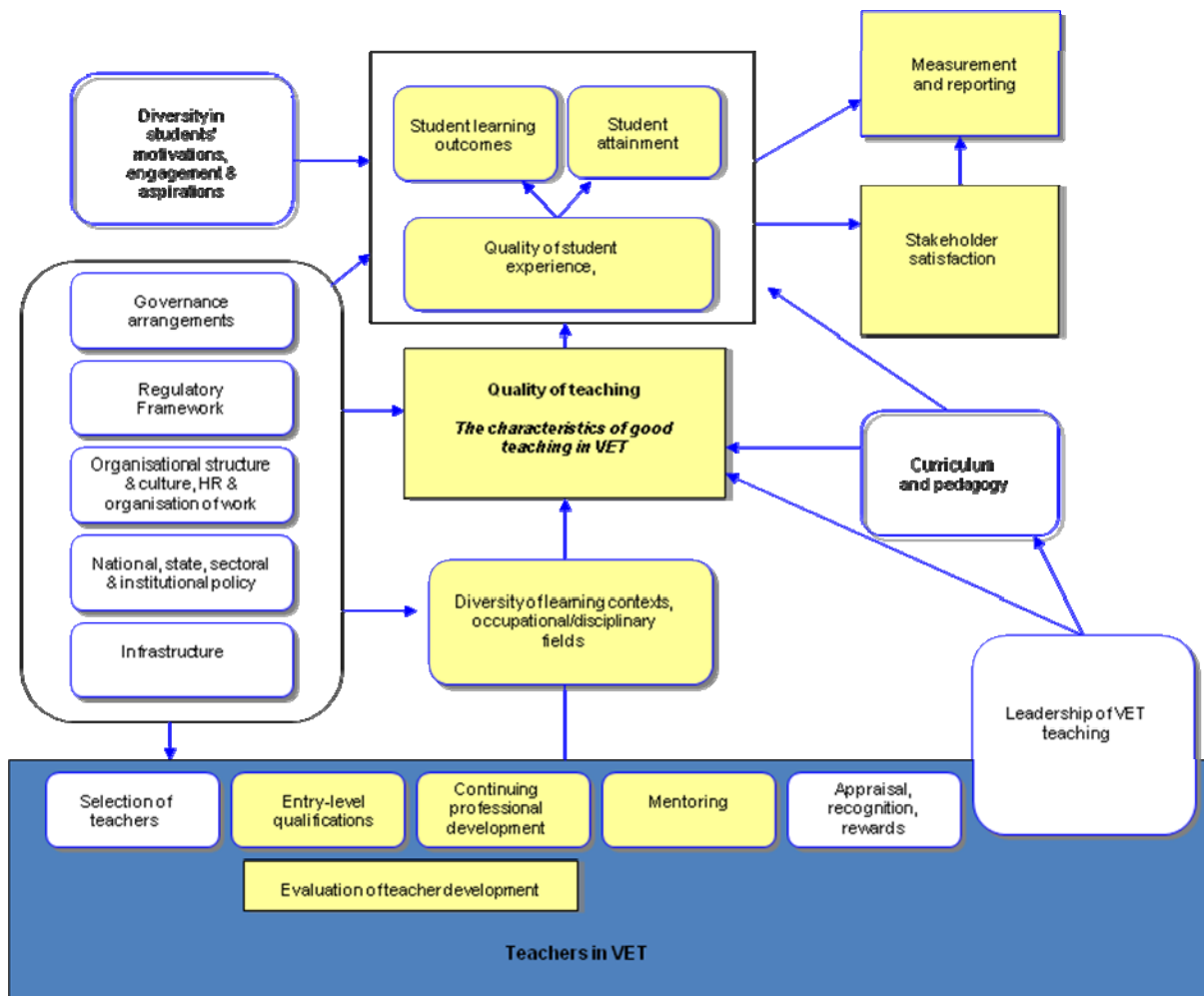
Consequently, the conceptual framework in Figure 2<sup>3</sup> was developed to show the complexity of evaluating the quality of VET teaching and to contextualise the project, but also to put boundaries around the project so that it was focused. Other projects, such as the Productivity Commission's (2010) project on the VET workforce, have broader terms of reference and will address some of the issues identified here.<sup>4</sup> This project is focusing on issues highlighted in the shaded boxes.<sup>5</sup>

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<sup>3</sup> Original graphic by Richard James and Kerri-Lee Harris

<sup>4</sup> See the Productivity Commission's terms of reference for its inquiry into the VET workforce here: <http://www.pc.gov.au/projects/study/education-workforce/terms-of-reference> viewed 18 October 2010.

<sup>5</sup> See the *Literature Review* for a more in depth discussion of the conceptual framework.



The areas shaded in yellow represent the focus of the *Study on the Quality of Teaching in VET*

Figure 2: Conceptual framework for the Study on the Quality of Teaching in VET

## Why we need a developmental and staged approach

In its *Australian Workforce Futures: A National Workforce Development Strategy* Skills Australia (2010a) argues that VET will need to take on new roles, particularly in supporting workforce development, better use of skills at work, developing training plans in workplaces and supporting wider numbers of students from disadvantaged backgrounds in gaining the foundation skills they need for work and further study. VET's role will need to expand and it will need to do things differently.

However, we need to start with things as they are and work out how to achieve these objectives. This is the reason why the *Options paper* presented a range of options in a framework that had stages. The first stage was the augmented status quo, the second was intermediate enhancement, and the third was ambition. These terms could be perhaps changed, but the purpose of presenting the options in this way was so that we wouldn't start with a normative and idealised notion of what we wanted with no idea of how to achieve these goals and the intermediate steps that would be needed to do so.

There was considerable support in submissions to the *Options paper* for this approach, even if there was not unanimous agreement about all the options themselves, or whether the options went far enough or too far. However, some submissions to the *Options Paper* felt that the project and the options presented an outdated notion of VET teaching and training because it was not sufficiently focused on learning in the workplace, while agreeing with some of the options in the paper such as the nature of the VET workforce, teaching qualifications and CPD.

The key purpose of the options in the *Options paper* was to enhance the vocational focus of VET teaching and training, and to deepen VET teachers' and trainers' pedagogic and industry knowledge. There is a broad consensus (with some exceptions) that teachers and trainers need both high level teaching and training skills and high level industry knowledge with the capacity to ensure both remain current. The recommendations in this paper are designed to provide a framework for deepening the vocational focus of VET teaching and training and ensuring positive vocational outcomes. They are also designed to equip teachers and trainers to develop the knowledge and skills they need for being a catalyst for learning and workforce development in the workplace, and to develop the capacity to take on the new roles identified by Skills Australia in its *Australian Workforce Futures*. This will take time, and it will require a national workforce development strategy if it is to be successful.

A range of strategies will be required to support the professional development of teachers and trainers. While industry trainers may have high level industry knowledge, they also need teaching skills, particularly in teaching trainees who come from disadvantaged backgrounds and who have been disengaged from education. Industry teachers and trainers need not only to be experts in their fields, they need to be able to translate their industry knowledge if they are to design a learning program, and they need to know strategies for teaching in their field. The *Options paper* argued that Australia needs a much greater focus on industry and disciplinary specialisations in its teacher qualifications and CPD, and this would contribute to the quality of vocational learning for all students, regardless of their context.

However, most accredited, formal teaching and training takes place in TAFE institutes and in private providers. These teachers and trainers face different challenges from those situated in enterprise RTOs whose work is on-the-job. This may well look different in the future as VET undergoes major change and becomes more embedded in work and in supporting learning cultures at work. The role of institutional RTOs in supporting non-formal structured learning and informal learning in the workplace will undoubtedly grow as well and this process is under way. A number of submissions pointed out that while many teachers and trainers teach

primarily on campus or in mixed mode, many also spend much of their time in workplaces and in supporting workplaces to develop the capabilities of their staff.

While this is so, in 2009, 11.5% of recognised delivery took place in the workplace, and this has grown from 6.8% in 2006 (NCVER 2010c: derived Table 12). Some 70.5% was campus based learning, with the remainder by remote access or other modes (ibid). The growth in workplace delivery is very quick given that recognised workplace delivery grew by 2% from 2000 (when it was 4.8%) to 2006. This growth may be in part as a consequence of the Enterprise Productivity Places Program which, among other things, funded training for existing workers and for training in the workplace.<sup>6</sup> Moreover, in 2009 only 30% of VET graduates were employed in jobs that were directly associated with their qualification, while around 33% found their qualification relevant for the jobs in which they were employed (NCVER 2010a: Table 7). We also need to recognise that the majority of VET students are not in the jobs for which they are training – they are learning about the occupations that they want work in, they are not already employed in those occupations or undertaking training at their workplace. The challenge for VET teachers and trainers is to increase the vocational focus of teaching and training in all contexts, including on-campus as well as the workplace and other modes, and to ensure that students are prepared for the range of vocational outcomes they will experience.

We also need a staged developmental approach so resources can be marshalled over time. It is important to recognise that transforming VET so that it fulfils the purposes envisaged for it will require a greater commitment of resources by governments, RTOs, employers and students. This will take long-term sustained commitment and investment.

A staged developmental approach will provide opportunities for greater ‘buy-in’ by all stakeholders, including and perhaps particularly teachers and trainers. It is essential that teachers and trainers take greater responsibility for the development of the profession, but they will need support to do so. Government needs greater buy-in by teachers and trainers to overcome the divisiveness of the last 10 years or so about VET teaching qualifications (among other things) and feelings of exclusion if it is to develop the kind of professional teaching and training workforce that will be needed to achieve its objectives. Without this buy-in, the only alternative will be for government to rely on greater regulation to achieve its goals because it will not have the active cooperation of the *profession* as the profession. Submissions to the *Options paper* expressed considerable support for the idea of a professional body for teachers and trainers to help them develop professional identities as industry experts and expert teachers, and to develop the knowledge and skills of the profession. This is discussed later in this report.

Some submissions objected to specific options because of their industrial relations implications, or suggested that more account be taken of existing industrial awards in developing options. Existing sectoral boundaries and different levels of government responsibility were also raised as objections by a small number of submissions to options that discussed the establishment of a category of cross-sectoral teachers. These are important issues and play a role in determining current arrangements and those in the immediate future. However, if all options were based on these considerations, no change would ever occur. A staged and developmental approach allows progress towards desired objectives, while ensuring scope for continued negotiation over how longer term objectives can be achieved.

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<sup>6</sup> See:

<http://www.deewr.gov.au/Skills/Programs/SkillTraining/ProductivityPlaces/Pages/TrainingPlaces.aspx> viewed 15 November 2010. The Commonwealth government has now redirected funding from the program (see Ross 2010).

For all these reasons, this paper is also structured in a framework that incorporates stages. It has refined the recommendations based on the submissions to the *Options paper* and the direct consultations that took place. The framework does not include three stages for all areas, because some can be achieved more immediately (such as the creation of national awards and prizes for VET teachers and trainers to parallel the awards for teaching in schools and universities), while others will require time, resources and partnerships.

## The structure of the VET workforce

This section considers the structure of the VET teaching and training workforce. It outlines an approach for differentiating between teachers and trainers based on their level of responsibility. It also discusses the creation of new cross-sectoral teaching roles which was canvassed in the *Options paper*.

### Different categories of teachers and trainers

The *Options paper* argued that one of Australia's achievements over the last 30 years has been the creation of a national VET system, but that this may have been at the cost of homogenising VET which no longer takes account of the increasing diversity of its students, programs and teaching and training contexts. VET teaching and training has been defined primarily as training for the workplace, with less emphasis on the educational purposes of VET. However, the multiple purposes and contexts of VET teaching and training as well as the needs of diverse student populations now means that being an industry expert is necessary but not sufficient for being a VET teacher or trainer. They must also be expert teachers and trainers. These requirements will become more pronounced as a consequence of the new AQF requirements that all qualifications prepare students for work or professional practice and, with the exception of doctoral qualifications, for further learning.

The structure of the VET teaching profession needs to be reconsidered to, on the one hand, accommodate requirements for the increasing professionalisation of the VET teaching workforce; and on the other, the diversity of the VET sector and diversity of teachers. This has implications for the kinds of qualifications and credentials that will be required, but conversely, the nature of qualifications VET teachers are required to have will contribute to shaping the profession. However that is achieved, VET must still ensure that industry experts are able to make important occasional contributions to teaching. But as policy currently stands, the Australian Quality Training Framework (AQTF) requires all categories of teachers to have the qualification mandated by the NQC, which is now the Certificate IV Training and Education (TAE).<sup>7</sup> In practice, many teachers have no teaching qualification, and they are supervised (at least nominally) by someone with the appropriate qualifications.

The requirement to have the Certificate IV TAE (and its predecessors, the Certificate IV Training and Assessment [TAA] and the Certificate IV Assessment and Workplace Training) was implemented in part to raise the quality of workplace training, and to reorient RTOs towards workplace learning (Clayton 2009). However, while some large enterprise RTOs have training departments with dedicated staff who are employed exclusively to undertake teaching and training (and thus have the same responsibilities as other VET teachers and trainers) (Smith and Smith 2009), much workplace training and assessing is by those who undertake these duties as part of a broader job. They are not employed primarily as teachers or trainers.

Requiring workplace trainers and assessors who do not primarily work in this role to undertake the same base qualification as all other teachers and trainers means that the base qualification must be designed to meet the needs of this group, even if it is not a sufficient foundation for the whole system. This makes it difficult to implement more rigorous entry level requirements for teachers and trainers at the system level, while at the same time it may put undue pressure on these enterprise RTOs. This paper proposes that VET develop specialised qualifications for

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<sup>7</sup> For further information see the *New NQC policy for AQTF trainer and assessor competencies*, at <[http://www.nqc.tvetaustralia.com.au/\\_data/assets/pdf\\_file/0020/53750/NQC\\_Special\\_Bulletin\\_-\\_New\\_Requirements\\_for\\_AQTF\\_Trainers\\_and\\_Assessors.pdf](http://www.nqc.tvetaustralia.com.au/_data/assets/pdf_file/0020/53750/NQC_Special_Bulletin_-_New_Requirements_for_AQTF_Trainers_and_Assessors.pdf)> viewed 16 November 2010.

trainers in these circumstances that reflect their level of responsibility. It is, however, essential that they be required to undertake some training and achieve a level of certification to ensure that the outcomes of training result in a high quality qualification, because graduates of their programs will be awarded a national qualification. A range of mechanisms to ensure the quality of qualifications will need consideration, which may include external validation. Employers and enterprise RTOs and their trainers and assessors have a particularly important role in designing the qualification needed for workplace trainers.

Visiting industry experts are also in an ambiguous position. They are ‘teachers or trainers’ who are brought in specifically for their industry expertise, but do not normally have responsibility for designing delivery strategies or assessment tasks, and their delivery and assessment is under the direction of another teacher or trainer. These experts play a critical role in VET and the structure of the workforce must facilitate their participation.

This paper proposes that different categories of teachers be defined by the level of responsibility that they have, which is then linked to appropriate preparation for that level of responsibility. England distinguishes between a full teaching role and an associate teaching role with higher mandatory qualifications required for the full teaching role and lower level mandatory qualifications required for associate teaching. While not endorsing many aspects of the English system, this paper draws from the English system in arguing that the level of responsibility (and thus category) of teacher be distinguished by the extent to which the teacher is required to demonstrate “an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies.”<sup>8</sup>

It is important to emphasise that these categories are *not* being used in this report to distinguish between ‘full’ and ‘partial’ roles or ‘foundational’ versus ‘more expert’ or purely ‘specialist’ teachers or trainers with the implication that those teaching ‘higher’ skills and knowledge are in a hierarchically higher position compared to other teachers. Indeed, all teachers and trainers will be required to understand how to support students to develop foundational skills as well as higher level skills in their field of expertise, while arguably those teachers and trainers who mainly teach foundational skills to students who have experienced high levels of educational and social disadvantage will need to be among the most skilled (and qualified). The distinction being made here in distinguishing between teaching roles is between the level of *responsibility* teachers and trainers have for curriculum and assessment development, design and implementation and for teaching and learning.

Many submissions to the *Options paper* supported the proposal to differentiate teachers and trainers by their level of responsibility for teaching, training and assessing. Some distinguished between those who undertake workplace training and assessment as part of a broader role and those who were specifically employed to teach and train while still arguing that they should have the same base qualification. They proposed further differentiation of teaching beyond the initial entry level. Others supported the categorisation of teachers and trainers as outlined below. Recommendations on the qualifications teachers and trainers will need are covered later in this report.

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<sup>8</sup> Source: [http://www.opsi.gov.uk/si/si2007/uksi\\_20072264\\_en\\_1](http://www.opsi.gov.uk/si/si2007/uksi_20072264_en_1) viewed 15 June 2010.

## Recommendations for the structure of the VET teaching and training workforce

### Stage 1 – distinguishing between workplace trainers and assessors and all other VET teachers

- Visiting industry experts who teach occasionally for a very specific purpose related to their industry expertise be required to undertake an induction program before teaching;
- Workplace trainers and assessors who train and/or assess against national units of competency as part of a broader, usually supervisory, role be required to undertake an appropriate induction program for their training and assessing responsibilities and an appropriate level of credentialed training commensurate with their role. However, this would not normally be the full entry level qualification required for those with greater teaching responsibilities. Appropriate quality assurance, verification and validation procedures would need to be established to assure the quality of outcomes of accredited qualifications. At least for an initial period that such a program is introduced an evaluation project should be established which may involve following some case studies or collecting some data to ensure that the trainers and assessors' program meets their needs, and those of their employers and trainees.
- Those employed specifically to teach and train would be required to undertake an induction program before commencing teaching, and be required to undertake the same entry level qualification as a condition of practising as a teacher or trainer, regardless of the context in which they teach. This includes teachers and trainers employed by enterprise RTOs to specifically teach and train as their principal role.

### Stage 2 – distinguishing between category of teachers based on their level of responsibility

- Visiting industry experts who teach occasionally for a very specific purpose related to their industry expertise be required to undertake an induction program before teaching;
- Workplace trainers and assessors who train and/or assess against national units of competency as part of a broader, usually supervisory, role be required to undertake an appropriate induction program for their training and assessing responsibilities and an appropriate level of credentialed training commensurate with their role. However, this would not normally be the full entry level qualification required for those with greater teaching responsibilities. Appropriate quality assurance, verification and validation procedures would need to be established to assure the quality of outcomes of accredited qualifications.
- Teachers who do not have full responsibility for curriculum development, innovation and curriculum delivery and assessment strategies would be required to undertake an induction program before commencing teaching and an entry level qualification once they commence teaching.
- Teachers who have full responsibility for curriculum development, innovation and curriculum delivery and assessment strategies would be required to undertake an induction program before commencing teaching, an entry level qualification once they commence teaching, and an appropriate higher level qualification subsequently (see section on teacher preparation). This includes teachers and trainers employed by enterprise RTOs to specifically teach and train as their principal role.

In practice this would mean that those sessional teachers who maintain their primary employment in their industrial field of practice are less likely to wish to take on responsibilities for a full teaching role compared to those who see sessional teaching as their primary occupation or as their entry to more permanent teaching positions. The latter would undertake higher level qualifications commensurate with the level of responsibility they undertake as teachers and trainers. It also means that enterprises that employ teachers and trainers and assessors mainly to train and assess would be required to obtain appropriate qualifications commensurate with their role, in the same way as other teachers. The key distinguishing principle is the level of responsibility teachers and trainers have, not the site where learning takes place.

## Cross-sectoral teachers and trainers

In its *Report advising on the development of the Victorian tertiary education plan* the expert panel (Dow, Adams, Dawson and Phillips, 2009: 43) recommended:

That some appropriately qualified staff may be identified in schools, TAFE institutes and universities, who could effectively teach students needing special attention and assistance at first or second year undergraduate level. Over time employment arrangements for limited numbers of such 'expert teachers' could allow them to build careers through work in more than one sector. As well, a pilot program could be initiated with an education faculty to prepare a stream of teaching staff with proficiencies to teach from say, year 11 and 12 through to first and second year undergraduate level.

(Dow, Adams, Dawson and Phillips, 2009: 43)

The expert panel suggested that such teachers could help provide students from regions with low school retention rates and low levels of participation in tertiary education with more access to education, and provision that was appropriate for their needs. Addressing the needs of the regions is a central part of equity strategies in all sectors of education. There are also arguments that similar problems confront students in outer-metropolitan areas as in regional areas (DEEWR 2010). The apparent school retention rate to year 12 in regional Australia is 63%; it is 65% in outer metropolitan areas, in contrast to metropolitan areas where it is 76%. Students in out-metropolitan areas have participation rates in higher education similar to those from the regions (DEEWR 2010: 7). Students from inner regional, outer regional and rural and remote areas are over-represented in VET compared to the population as a whole, while they are under-represented in higher education. Table 1 shows the percentage of students in regional and remote Australia in VET and higher education, and within VET, the percentage of school-based apprentices, all VET-in-schools students and all VET students. School-based apprentices are even more strongly over-represented in regional and remote Australia compared to VET-in-schools students overall and all VET students.

**Table 1: percentage of students in inner & outer regional & remote & very remote Australia in VET & HE in 2008**

	Regional	Remote
School-based apprentices*	47.8	5.5
All VETiS students*	40.0	4.5
All VET students**	38.3	4.6
Higher education (in 2007)#	18.1	1.1
<b>Australia##</b>	<b>29.1</b>	<b>2.3</b>

Note: Regional includes inner & outer regional; remote includes remote and very remote  
 Source: \*NCVER (2010b: Table 5); \*\*NCVER (2009: Table 3); #Bradley (2008: 28, Table 4);  
 ## Australian Bureau of Statistics<sup>9</sup>

Table 2 shows the distribution *within* qualifications in VET by students from outer regional and remote and very remote areas. It shows that these students are particularly under-represented in higher level VET qualifications, and substantially over-represented in other VET qualifications. The challenges for Australia are thus to increase school retention rates in regional and remote Australia, increase the percentage of students who study at higher level VET qualifications, and increase pathways to, and participation in, higher education. Students in

<sup>9</sup> Source: <http://www.abs.gov.au/ausstats/abs@.nsf/Products/3218.0~2008-09~Main+Features~Main+Features?OpenDocument#PARALINK2> viewed 16 November 2010

these areas need highly qualified teachers with industry expert knowledge so they can support them in studying and embarking on pathways, but also in supporting the economic development of these areas.

**Table 2: percentage of outer regional & remote students in VET**

	<b>%</b>
Diploma or higher	4.6
Certificate IV	9.4
Certificate III	32.6
Certificate II	21
Certificate I	6.4
Non-AQF qualification	25.9
<b>All qualifications by outer regional/remote students</b>	<b>99.9</b>
School-based apprentices	24.9
All VETiS students	20.2
All VET students	19.7
<b>Australian population</b>	<b>11.7</b>

Note: This includes only outer regional, remote and very remote students  
 Source: NCVET (2009: Table 3 & Table 6); NCVET (2010b: Table 5); Australian Bureau of Statistics.

The response to the proposal in the *Options paper* for cross-sectoral teachers was mixed. One skills council recommended that there be a holistic approach to skilling across the education spectrum to include schools, VET and higher education and cross-sectoral teachers who teach across the sectors. It argued that government should work collaboratively with industry skills councils, employers and training providers to establish priority regions to promote and facilitate this new teaching role.

Some submissions argued that the industrial relations problems involved in employing cross-sectoral teachers were insuperable, and that there was lack of clarity about the employer. Existing sectoral structures were also cited as obstacles. However, TAFE institutes are now able to offer higher education in six states,<sup>10</sup> and many of these TAFEs also provide VET in schools and teach the senior school certificates. The identification of the employer may be more difficult in regional partnerships where schools and VET, or VET and universities partner to deliver programs, but this is not insurmountable. The sectors will need to cooperate if greater participation in education in the regions is to be achieved, and as with any partnership that involves delivery by different institutions, various employment mechanisms will need to be found.

There was some suggestion that it would be more appropriate to consider cross-sectoral teaching as covering two rather than three sectors. So, teachers and trainers would teach VET in schools and other VET programs, or they would teach VET and higher education programs. This is because it was argued that there was too great a spectrum for teachers and trainers to manage if they were teaching across all three sectors. Teaching over two sectors is in effect what happens now, but there is not a well developed qualifications structure to support this provision. We return to this point later in the report.

<sup>10</sup> This includes six TAFEs in Victoria, two in Western Australia and one in Queensland. South Australia TAFE is registered to offer higher education qualifications as a system, as is NSW TAFE.

A recurring criticism of VET in schools is that teachers and trainers are not necessarily industry experts and that many are teaching outside their area of specialisation. However, what is often not recognised is that VET-in-schools teachers can be required to teach outside their area of expertise as well. One VET-in-schools teacher who made a submission to the *Options paper* explained that as a contract teacher she taught subjects ranging from VET certificates in business and retail (her specialist areas), but also Studies of Society and Environment, English, Film and TV studies and Japanese. Arguably, this is not good use of an industry expert and it makes it difficult for teachers and trainers to maintain their connections with industry and their industry currency. While teaching at different levels using different models of curriculum is challenging (Wheelahan, Moodie, Billett and Kelly 2009), it is arguably more challenging to teach and train in completely different fields in which teachers and trainers have no expertise.

The creation of cross-sectoral teachers and trainers may provide greater scope for teachers and trainers to remain within their specialist area, while teaching at different levels. This is particularly the case in the regions where schools, RTOs and universities do not have the same access to specialists as in the cities. The research team thought the notion of teachers who could teach from certificate IV to degrees in their industrial or disciplinary fields may have potential for the 74 RTOs which are also accredited to offer higher education programs, in addition to the 21 universities which are also RTOs. Some of these institutions (some TAFEs and dual-sector universities) teach over three sectors because they also teach the senior school certificate as well as VET and higher education programs. The emerging tertiary policy environment in Australia will result in more education providers becoming 'mixed-sector'.

In considering responses to the proposal for cross-sectoral teachers, the Project Steering Committee thought it should be investigated because it has the potential to provide new models of learning, and help provide students in regional Australia with access to high level, vocationally focused education and related high education pathways, and help support regional economic and community development. Consequently, this report recommends that the state governments investigate the potential of teachers and trainers who can teach from certificate IV to degree level to support school retention and participation in post-school education in the regions. States might further be invited to collaborate with Industry Skills Councils to identify priority regions.

### **Recommendation: cross-sectoral teachers and trainers**

- That State and Territory governments investigate as part of their jurisdiction's education plan the potential for a new category of teachers who can teach from certificate IV to the first years of degrees to support school retention and participation in post-school education in the regions.

## Creating a staff data collection

There was strong (but not universal) support for a national staff data collection in submissions to the *Options paper*. Some submissions offered unqualified support, and one leading industry stakeholder submission suggested that “a useful extension would be the inclusion to the fullest extent possible of those people who are employed by enterprises to deliver training as all or the majority of their responsibilities.” A staff collection was seen by many to be an important foundation for national workforce planning and for policy development. It was also seen to provide RTOs with the opportunity to benchmark their outcomes with those of other providers and the sector more broadly, and as a mechanism to support quality by providing information individuals with information they can use in choosing RTOs. Such information would include the qualifications of the staff teaching and training in that RTO.

There were some concerns expressed about the privacy of data and sharing information in a competitive environment. Concerns were also expressed about publishing institutional data on the My Skills website, when that is operational. It was argued that this could result in simplistic league tables based on incommensurable data reflecting the different circumstances of RTOs and lead to similar conflicts that accompanied the publication of the My School website.

In considering these different perspectives, this report recommends the establishment of a national staff data collection and that the outcomes be reported on the proposed ‘My Skills’ website. It proposes that all providers that issue nationally accredited VET qualifications be included in the staff collection, but that the outcomes of this collection be confined initially to those RTOs that are eligible for funding under the Quality Skills Fund. This includes the largest 100 providers which account for approximately 95% of the public VET system. The report proposes a staged approach which requires the publication of the staff collection for all providers. This provides smaller providers which have access to fewer resources the time they need to develop the capacity to provide these data. It also proposes a framework for developing the staff collection by first using existing data that RTOs are required to collect as a requirement of the AQTF, while later stages are based on elements in a purposively designed staff collection.

The collection and publication of these data would contribute to workforce planning, institutional benchmarking and transparent outcomes that can be used to provide individuals with information they need to make decisions about choosing providers. All these elements would contribute to the development of a more robust quality assurance framework for VET in Australia. It also brings VET into line with the schools and higher education sectors, both of which are required to publicly report their outcomes on the My School and My University websites respectively. The My School website has been established, while the My University website is being developed. In the interim all higher education institutions registered to offer fee-help are required to submit all their higher education enrolment data to be published by the Department of Education, Employment and Workplace Relations, and all public universities have long been required to publish extensive data on their students, staff and finances.

## Recommendations for the creation and publication of a staff collection

### Stage 1: a staff collection and reporting against the AQTF requirements

- A national staff data collection be created based on existing information that RTOs are required to submit as part of their AQTF reporting requirements. RTOs that are eligible for funding under the Quality Skills Fund are required to report their outcomes on the My Skills website. Jurisdictions to publicly report at the state level using data from all RTOs.

## **Stage 2: develop a new staff collection and reporting against it**

- A staff data collection be developed and all RTOs report their outcomes on the My Skills website. Jurisdictions to publicly report at the state level using data from all RTOs.

## National teaching and training awards

The Australian government funds national teaching awards in higher education and schools. The antecedents of the Australian Institute for Teaching and School Leadership (AITSL) administered a range of awards for different categories of teachers and schools, while the AITSL is developing new awards based on the national teaching professional standards. These will commence in 2011, and will replace the previous school teaching awards.<sup>11</sup> The states also have school teaching awards.<sup>12</sup> The Australian Learning and Teaching Council (ALTC) administers national awards in higher education (which includes a Prime Minister's award),<sup>13</sup> and much is made of these in the media and by the universities with the winning academics and programs.

There are national training awards in VET and there are awards for students, businesses and RTOs, but there is no award for teachers and trainers.<sup>14</sup> The Institute for Trades Skills Excellence had a national award for a trade teacher/trainer, but they are only one component of the VET teaching and training workforce. Furthermore, the Institute has since been wound up. Some skills councils have annual awards for VET teachers and trainers, as do the states, but this does not give the same level of recognition by the Australian government as is provided to school and higher education teachers. This contributes to perceptions of the low status of VET teaching, teachers and trainers.

Teachers and trainers play an irreducible role in high quality VET outcomes, and they should be recognised. Winning RTOs already use the national training awards to promote themselves, because they are deemed to have some worth. The teaching awards in the other sectors are regarded as a core component of their quality assurance strategies, and the VET national awards play the same role. They would be enhanced if they included a category for teachers and trainers.

### Recommendation: national VET teaching and training awards

- National awards for VET teachers and trainers to be established commensurate with teaching awards in the schools and higher education sectors.

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<sup>11</sup> The Australian Institute for Teaching and School Leadership is developing new teaching awards based on the national teaching professional standards. These will commence in 2011, and will replace the previous school teaching awards. See: <http://www.aitsl.edu.au/ta/go/home/cache/offonce/pid/594> viewed 19 October 2010.

<sup>12</sup> See, for example, the Victorian teacher/trainer of the year award: <http://www.skills.vic.gov.au/events/victorian-training-awards/awards/victorian-teachertrainer-of-the-year-award> viewed 19 October 2010.

<sup>13</sup> See the ALTC: <http://www.altc.edu.au/awards> viewed 16 November 2010

<sup>14</sup> See [http://www.australiantrainingawards.gov.au/entering\\_the\\_awards/default.htm](http://www.australiantrainingawards.gov.au/entering_the_awards/default.htm) viewed 19 October 2010.

## VET teacher and trainer preparation and development

VET teacher and trainer preparation and development need to be integrated within national, state and institutional policies and strategies to support teaching. This means that VET teaching and training qualifications and CPD are interdependent and each can and should be a component of the other. However, this paper discusses VET teaching and training qualifications, support for new teachers and trainers, CPD, and maintaining industry currency separately for ease of presentation and analysis.

### VET teacher qualifications for teachers and trainers with primarily a teaching role

This report recommends a nested model of qualifications that incorporate the following:

- An induction program before starting teaching and training;
- Basic entry level credentialed study upon commencing teaching and training; and
- Higher level credentialed study as teachers and trainers progress in their careers.

The entry level credentialed study should be generic, but higher level credentialed study should provide teachers and trainers with training in their vocational discipline and specialist teaching in their industry or disciplinary area.

This model does not necessarily imply a linear pathway or a single set of VET teaching and training qualifications. As will become apparent, this report argues that teaching and training qualifications should enhance teachers' and trainers' industry or disciplinary focus and capacity to teach and train in their area. This means that it is possible that teachers and trainers will require different qualifications, or that qualifications that are of the same type may comprise different elements. It is also possible to build qualifications pathways for teachers and trainers who have different types of initial industry/professional/disciplinary qualifications. This may result in the development of a suite of VET, undergraduate and postgraduate teaching and training qualifications. Some teachers and trainers in VET who have not obtained higher level qualifications themselves may need support to develop the knowledge and skills and sometimes the literacy skills they need to study at an appropriate level. Teachers and trainers will need higher level knowledge and skills and literacy and numeracy if they are to support their own students, trainees or apprentices, or staff they are supervising.

There were suggestions that teaching and training qualifications should aim to provide pathways for teachers and trainers to commence as new practitioners, and proceed to become an accomplished practitioner and then educational leader. Different models of new, accomplished and experienced practitioners and educational leaders are offered, as are the different types of roles they play.<sup>15</sup> These models are not mutually exclusive; rather they all emphasise the point that teachers and trainers need support to become expert teachers and trainers in their field and to develop the knowledge and skills they need to take on new roles as educational leaders, learning, teaching/training and assessment experts, workplace consultants and advisors, workplace teachers/trainers, and consultants who develop the RTO's capacity to generate business in existing and new fields. This report does not try to specify the various roles that teachers and trainers will undertake; rather it offers a framework for developing appropriate qualifications structures and CPD to support them in these various roles.

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<sup>15</sup> See, for example, Mitchell and Ward (2010) and the Victorian TAFE Development Centre submission to the *Options paper*.

## Entry level teacher qualifications

New teachers require integrated appropriate induction, entry level qualifications, institutional support, and a developmental plan that incorporates study for further qualifications and engagement in targeted CPD.

While the Certificate IV TAE is the mandated qualification for all VET teachers, no state makes this a condition of employment, although they require teachers and trainers to acquire the Certificate IV within a specified time. This means that many teachers and trainers begin teaching and training with no preparation at all. However, they need at least: some teaching and training and assessing strategies; an understanding of basic lesson planning or how to develop a learning program for individuals or groups in the workplace; how to translate their expert industry knowledge to lesson plans or learning programs and strategies for teaching or training and learning; how to implement and undertake assessment judgements; how to engage students or trainees in learning (particularly incorporating an understanding of inclusiveness); and, an understanding of the RTO or enterprise that employs them and its requirements. RTOs may have to exercise judgement and require commencing teachers to be more highly qualified if they are to teach a group of particularly disadvantaged students, or those without fundamental language, literacy and numeracy skills (or both). All teachers or trainers who are not qualified need to undertake an induction program before commencing teaching or training, and a program of credentialed learning once they have begun teaching. The induction program should be a part of the entry level credentialed study and count towards the initial, entry level qualification.

The Certificate IV TAE is the current mandated qualification for VET teachers and trainers, having replaced the Certificate IV TAA. Many participants in the research argued that if a certificate IV such as the Certificate IV TAE continues to be the entry level qualification then it will require some modification to incorporate more on teaching, pedagogy, how people learn, and student diversity and inclusiveness. As with the research for this project, the responses to the *Options paper* varied in the extent to which they thought that the Certificate IV TAA or TAE would be an appropriate entry level qualification. Many thought it was but that there were problems with delivery. Others thought that the content of the qualification was not adequate and nor was delivery. There were arguments that poor delivery represented a failure of regulation. An additional problem is the diverse purposes the Certificate IV must serve as it is the only mandated qualification for teaching and training in the VET system.

The Certificate IV TAE has been revised so that it is “is now more clearly an entry level qualification...” (IBSA 2010b: 9). In contrast, the previous Certificate IV TAA was designed as a qualification for new and continuing VET teachers. The focus on entry level is reflected in the redesign of the Certificate IV TAE which now has 7 core modules and three electives, in contrast to the Certificate IV TAA which had 12 core modules and two electives. However, it is not clear whether the revised Certificate IV TAE will provide all that is needed of a foundation, entry level program because while the process of revision:

“has seen some radical change to the units of competence and restructuring of units in some cases. The basic material has, however, remained unchanged and any provider currently delivering the Certificate IV in Training and Assessment should encounter nothing new.” (IBSA 2010a: 20)

Given that it seems that the content and approach of the Certificate IV TAE has not fundamentally changed from the Certificate IV TAA, this report recommends that the next review of the Certificate IV TAE result in a greater focus on focus on teaching, pedagogy, how people learn, diversity and inclusiveness. Consultations on and submissions to the *Options paper*

also suggested that a greater emphasis on language, literacy and numeracy might need to be incorporated. At the moment, units in language, literacy and numeracy are electives, and not core units. It should also include a component of supervised practice to ensure the teachers/trainers can be provided with structured feedback and be assisted to integrate their practice and study.

It is also suggested that teachers and trainers who have teaching/training qualifications from either the schools or higher education sectors not be required to undertake the entry level qualification, particularly if the Certificate IV is revised to include a greater focus on pedagogy and inclusiveness. However such teachers should still be required to undertake aspects of the induction program that introduces them to the nature of competency-based training and assessment (if they are to teach and assess competency-based qualifications) and to the nature of their RTO and its requirements and practices. In the *Higher Education in TAFE* project many teachers who taught higher education programs exclusively could not see how the Certificate IV TAA helped them in their practice (Wheelahan, Moodie *et al.* 2009).

In the consultations and submissions to the *Options paper* it was suggested that RTOs that have, or seek to have, the Certificate IV on their scope of registration be required to meet more stringent requirements than those for other qualifications given that the VET teaching/training qualification underpins the quality and integrity of the VET system and public and industry confidence in it. This would be a requirement of the AQTF. Additionally, it has been suggested that teachers/trainers teaching the Certificate IV be required to have a higher level teaching/training qualification to ensure the quality of provision. These suggestions have also been made in a report for the South Australian Training and Skills Commission (TASC) (Guthrie 2010: 23). The TASC (2010: 16) has recently published a *Five Year Plan for Skills and Workforce Development* which says that:

As the main underpinning qualification to the quality of what the VET system offers, the Commission believes that there is a case for placing limitations on which providers can deliver the Certificate IV (TAE). Providers might be subject to a more rigorous audit in getting the course on scope.

The National Quality Council is at present undertaking a strategic audit of the Certificate IV TAA. This has not yet been completed, although one state has published its findings (see the Training Accreditation Council Western Australia 2010). The findings of this strategic review should be used to inform the next review of the Certificate IV TAE, and also the AQTF requirements that RTOs must meet.

This report recommends that the entry level qualification that new teachers/trainers undertake be the Certificate IV (TAE) that is nested in higher level teaching qualifications. It also recommends that RTOs that have the Certificate IV TAE on their scope of registration be required to demonstrate higher level requirements in their AQTF audits. This includes requiring those delivering the Certificate IV to have higher level teaching/training qualifications and demonstrated experience as a teacher/trainer. It also suggests a staged implementation of this strategy to facilitate the development of a revised Certificate IV as the basic entry level qualification.

## VET teacher qualifications for teachers and trainers whose primary role is not training

This report argued in the section on the structure of the VET workforce that it would be inappropriate to require workplace trainers and assessors who do not primarily work in this role to undertake the same base qualification as all other teachers. However, a similar nesting of two qualifications is appropriate:

- An induction program before starting teaching and training; and
- Basic entry level credentialed study upon commencing teaching and training.

The third higher level credentialed study is not needed for trainers for whom training is not their primary role since they will progress in their careers in their primary role.

As with all other teachers and trainers regardless of role, trainers whose primary role is not training should have an induction program which introduces them to at least some training and assessing strategies. It is likely that enterprises would want their induction program to reflect the enterprise's processes and to introduce trainers to how training fits the enterprise's business strategy.

Trainers whose primary role is not training require a base qualification because the outcomes of their training and assessing must be acceptable as part of the national qualifications framework. However, their base qualification should be tailored to their specific needs, recognising that the Certificate IV in Training and Education as it is currently or as it may be revised in the future may not be appropriate. Consequently, since teaching, training and assessing is not their primary role, a certificate III may be appropriate. Since trainers whose primary role is not training have distinct and specialist needs, this report recommends that a basic entry level program for teachers and trainers whose primary role is not teaching, training and assessing be developed in close association with enterprises and their trainers and assessors.

### Recommendations for entry level VET teaching qualifications

#### Stage 1: an induction program and more stringent requirements of RTOs teaching the Certificate IV TAE

- An induction program to be undertaken prior to teaching and training is developed for all visiting industry experts with an intermittent teaching role, and commencing teachers and trainers (regardless of category) who are not qualified teachers. Those who are qualified teachers without experience in VET may be required to undertake a shorter induction program designed to introduce them to VET curriculum, assessment and policy, and to the policies and practices of the institution that employs them.
- The Certificate IV TAE is the entry level qualification that all teachers and trainers with primarily a teaching role who are not teacher qualified are required to undertake upon commencing teaching. It is nested in one or more higher level qualifications.
- RTOs with the Certificate IV TAE on their scope of registration be required to meet higher and more stringent requirements in their AQTF audits. This includes a requirement that teachers/trainers delivering the Certificate IV TAE have a higher level teaching/training qualification and demonstrated experience as a teacher/trainer.

## Stage 2: review of the Certificate IV TAE, an induction program and more stringent audit requirements

- An induction program to be undertaken prior to teaching and training is developed for all visiting industry experts with an intermittent teaching role, and commencing teachers and trainers (regardless of category) who are not qualified teachers. Those who are qualified teachers without experience in VET may be required to undertake a shorter induction program designed to introduce them to VET curriculum, assessment and policy, and to the policies and practices of the institution that employs them.
- The next review of the Cert IV TAE includes a greater emphasis on broader knowledge of pedagogy, classroom management, understanding learners, student diversity, and student engagement. It is nested in higher level qualifications. The Certificate IV is revised in light of the findings of the NQC Strategic Audit.
- An entry level training and assessing qualification is developed for those who are not employed as teachers or trainers but undertake these duties as part of a broader role.
- RTOs with the new Certificate IV on their scope of registration be required to meet higher and more stringent requirements in their AQTF audits. This includes a requirement that teachers/trainers delivering the new Certificate IV have a higher level teaching/training qualification and demonstrated experience as a teacher/trainer

## Institutionalised strategies to support new teachers

The responses to the *Options paper* confirmed the findings from the project's research on the importance of mentoring and institutional strategies to support new teachers. There was also general support for the proposition that institutions need to take responsibility for institutionalising structured mentoring and support, but also that mentoring needed to be embedded in state-wide mentoring and staff development strategies. The states have a range of mentoring and staff development strategies. For example, the Victorian TAFE Development Centre has an Industry Experts as Teachers program and coaching and mentoring projects. The QLD VET Development Centre has TROPIC (Teachers Reflecting on Practices in Context), and the VET Futures Initiative. The latter included collaboration with the Australian Council of Private Education and Training to deliver a range of events and to offer opportunities for teachers/trainers in private providers for staff development and participation in accredited higher education qualifications.<sup>16</sup> These initiatives by the states offer good models for widespread and possibly national programs. It was also argued that the jurisdictions have an obligation to help resource institutionalised mentoring within RTOs where this is a requirement that RTOs must meet, as well as broader state-wide programs.

The emphasis from respondents to the research and the *Options paper* focused on mentoring as a key strategy, but this was largely used as catch-all for institutionalised support for new teachers. Mentoring can take many forms, and there is good and bad mentoring (see, for example, Bathmaker and Avis 2005; Lucas 2007). Consequently, this report focuses on institutionalised strategies to support new teachers and trainers which may include mentoring, but equally may include 'preceptorship' programs in which a senior teacher or trainer has responsibility for guiding and supporting a number of new teachers and trainers. It may also include a range of other strategies. The key determining factor is that such programs are institutionalised, resourced and evaluated.

In consultations it was suggested that one strategy would be to retain teachers and trainers who are close to retirement or in semi-retirement to support new teachers and trainers, as at Box Hill Institute (Mitchell 2010). If the industry is to take responsibility for the development of its practitioners in the same way as other industries and professions (such as nursing and teaching) then institutionalised programs for new teachers/trainers will need to be widespread. However, establishing such programs can be expensive and onerous, particularly for small private providers and enterprise providers (although some submissions argued there should be no exception).

For this reason, the *Options paper* recommended that government consider using the new 'Quality Skills Incentive' announced in the 2011 Budget as an incentive for institutions to implement, institutionalise and evaluate effective support programs for new teachers. This could be one way of experimenting with different approaches and developing exemplars for other institutions as part of a more developmental approach that eventually requires institutions to demonstrate how they embed such programs and other support strategies for new teachers in their institutional structure and budgets.

The *Options paper* also recommended that a complementary mentoring scheme be established by a VET teachers' professional body. In light of the above discussion, this report recommends that a VET teachers' professional body develop a complementary support program for new teachers and trainers which may well include an appropriate mentoring strategy. A good example of the potential for such a program is the NSW TAFE Managers Association's mentoring scheme *Developing TAFE Educational Leadership and Management Capacity*. A broader program

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<sup>16</sup> See <http://www.acpet.edu.au/nmu/edition-360-29-march-2010/vet-futures> viewed 19 October 2010

undertaken by a VET professional body for teachers/ trainers would help them to develop networks in their field of expertise, to develop a broader appreciation of VET and their role and to access developmental programs to extend their knowledge and skills that are not available in their institution.

The recommendations on support programs for new teachers have been presented as a staged and developmental set of recommendations to allow the infrastructure and resources to be assembled over time, and to provide scope for experimentation with different approaches as a way of informing strategies for the VET sector.

## **Recommendations for strategies to support new teachers**

### **Stage 1: encouraging RTOs to establish institutional strategies**

- RTOs be encouraged to establish institutional strategies to support new teachers and trainers. The existence or otherwise of such schemes to be reported on the My Skills website.

### **Stage 2: using the Quality Skills Fund to support innovation and experimentation**

- The Quality Skills Fund have as possible criteria for allocating funding the existence of institutional programs to support new teachers and trainers. This can be used to support innovation and experimentation as part of a longer term strategy to implement these approaches more widely. The existence or otherwise of such schemes to be reported on the My Skills website.
- States and Territories systematise and extend their jurisdiction-wide programs to support new teachers and trainers.

### **Stage 3: all RTOs above a certain size to implement mentoring schemes**

- RTOs above a certain size are required to implement and report on institutional programs to support new teachers.
- A complementary program to support new teachers and trainers is established by a VET teachers' professional body.

## Continuing VET teacher education qualifications

The *Options paper* argued that continuing VET teachers require the integration of appropriate higher level qualifications, institutional support, and a development plan that incorporates study and engagement in targeted CPD. At the same time, teachers and trainers with full responsibility for teaching and training would be required to undertake higher level qualifications, and a range of options was presented.

There was agreement in consultations and submissions to the *Options paper* that the Certificate IV could only ever be an entry qualification, and that teachers and trainers would be required to undertake further development as their career progressed. While there was much support for teachers and trainers being encouraged to undertake higher level qualifications, there was disagreement or ambivalence about the extent to which this should be mandated. A number of concerns were expressed: first, a career structure was needed, but it had to ensure that industry experts were not dissuaded from entering VET. One industry submission suggested that “a framework approach has merit, enabling ongoing skill and qualification progression for VET teachers as well as various specialisations.” The submission argued however that this framework must encourage industry personnel to enter VET so that a framework needed to include “multiple and broad access points, with clear pathways to higher level qualifications across various applications.”

A second concern was that we needed to place greater emphasis on the development of teams and ensure that they comprised an appropriate mix of skills to enable the complex work of teaching and training in various contexts to be undertaken. This would require CPD to develop these skills, but this did not need to be within the context of qualifications (although this is not excluded).

There was also strong support for requiring VET teachers/trainers to undertake higher level qualifications as they progressed. Some argued that this should apply to all teachers and trainers to include sessionals, and others argued that such qualifications needed to be at different levels, while others said that teaching and training qualifications needed to be commensurate with other professional occupations, including school teaching. There was broad agreement that a qualifications structure should be based on pathways enabling teachers to progress as they increasingly took on leadership roles and develop advanced skills.

These arguments are not necessarily all mutually exclusive. If VET is to fulfil the demands being made upon it, it will need to professionalise further, and provide flexible pathways for industry experts to enter VET, recognising that many who do so are embarking on a second or third career, as they bring their industry expertise to VET teaching and training. Many of those teaching and training in enterprise RTOs integrate the two in supervisory roles in the workplace, but there are also many who are employed as teachers and trainers in these RTOs and so have the same obligations as other teachers and trainers.

It is no longer possible to define a single type of VET teacher given the diversity of purposes, contexts, outcomes, occupational fields, and students. Multiple pathways will be needed to support the development of teachers and trainers. However, qualifications are a proxy for knowledge and skills; that’s why Australia wants to increase the proportion of Australians with post-school qualifications and higher level qualifications. It is difficult to argue that the qualifications of the workforce must rise, without at the same time increasing the qualifications of the core teaching and training workforce.

Teaching and training is complex. It requires teachers and trainers to demonstrate high levels of autonomy, the capacity to solve problems in complex situations, and the knowledge and skills

needed to understand how people learn and how to teach. Teachers and trainers need to engage with a professional body of knowledge, and this is why VET teaching and training is a profession. While a certificate IV may provide a foundation for entering a profession, VET teachers and trainers will need to undertake higher level studies if they are to be able to demonstrate the application of knowledge and skills commensurate with their role. Many teachers and trainers in VET will be familiar with the demands of a profession because they come from a profession (for example, accounting), but they must also acquire the professional body of knowledge that underpins a *new* profession – in this case, VET teaching and training.

Table 3 presents the AQF level descriptors for levels four, five, six and seven and the qualifications that are located on each level. It shows the depth of knowledge and skills graduates are expected to have at each level, and the level of autonomy, judgement and responsibility they are required to demonstrate. In addition, each qualification requires graduates to have the knowledge and skills they need to progress to further learning, and each qualification is required to provide a pathway to a higher level qualification. It is highly improbable that a core VET workforce with full responsibility for teaching, training and assessing that does not have qualifications at higher levels than a certificate IV will be able to achieve VET's goals, which will be increasingly characterised by innovation, diversity and complexity.

**Table 3: AQF level descriptors and qualifications that are located on that level**

	<b>AQF Level 4 Certificate IV</b>	<b>AQF Level 5 Diploma</b>
<b>Summary</b>	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for skilled/ paraprofessional work and/or further learning
<b>Knowledge</b>	Graduates at this level will have broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning	Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning
<b>Skills</b>	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to: <ul style="list-style-type: none"> <li>• complete routine and non-routine activities</li> <li>• provide and transmit solutions to a variety of predictable and sometimes unpredictable problems</li> </ul>	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> <li>• analyse information to complete a range of activities</li> <li>• provide and transmit solutions to sometimes complex problems</li> <li>• transmit information and skills to others</li> </ul>
<b>Application of knowledge and skills</b>	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters
	<b>AQF Level 6 Advanced diploma Associate degree</b>	<b>AQF Level 7 Degree</b>
<b>Summary</b>	Graduates at this level will have broad knowledge and skills for paraprofessional/ highly skilled work and/or further learning	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning
<b>Knowledge</b>	Graduates at this level will have broad theoretical and technical knowledge of a	Graduates at this level will have broad and coherent theoretical and technical

	specific area or a broad field of work and learning	knowledge with depth in one or more disciplines or areas of practice
<b>Skills</b>	<p>Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> <li>analyse information to complete a range of activities</li> <li>interpret and transmit solutions to unpredictable and sometimes complex problems</li> <li>transmit information and skills to others</li> </ul>	<p>Graduates at this level will have well developed cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> <li>analyse and evaluate information to complete a range of activities</li> <li>analyse, generate and transmit solutions to unpredictable and sometimes complex problems</li> <li>transmit knowledge, skills and ideas to others</li> </ul>
<b>Application of knowledge and skills</b>	<p>Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility:</p> <ul style="list-style-type: none"> <li>in contexts that are subject to change</li> <li>within broad parameters to provide specialist advice and functions</li> </ul>	<p>Graduates at this level will apply knowledge and skills to demonstrate autonomy, well developed judgement and responsibility:</p> <ul style="list-style-type: none"> <li>in contexts that require self-directed work and learning</li> <li>within broad parameters to provide specialist advice and functions</li> </ul>

Research in the United States establishes a connection between the qualifications of school teachers and good student outcomes. Darling-Hammond (2000: 32-33) found that US state governments that were interested in improving student achievement:

“...may be well-advised to attend, at least in part, to the preparation and qualifications of the teachers they hire and retain in the profession.”

She later says that:

“The strength of the ‘well-qualified teacher’ variable may be partly due to the fact that it is a proxy for both strong disciplinary knowledge (a major in the field taught) and substantial knowledge of education (full certification). If the two kinds of knowledge are interdependent as suggested in much of the literature, it makes sense that this variable would be more powerful than either subject matter knowledge or teaching knowledge alone.” (Darling-Hammond 2000: 26)

While teams are essential and will comprise staff with different skills and qualifications at different stages in their career, the trajectory needs to be to support all teachers and trainers who have full teaching and training responsibilities to progress to higher level qualifications. These qualifications need to be designed to be flexible, incorporate recognition of prior learning, have multiple entry and exit points, and as much as possible, be integrated with CPD so that this can count towards qualifications. There is much greater scope for slippage if all that is required is for core staff to have a Certificate IV, while participating in CPD based on the notion that it is the combination of skills in a team that matters. It would not be particularly onerous for problematic RTOs to demonstrate compliance with this requirement, but it is less difficult for them to evade reporting against the qualifications their staff have, and the extent to which staff are engaged in acquiring qualifications. Unless there are strong career paths with incentives for teachers and trainers to gain higher level qualifications we run the risk of fragmenting and dispersing the knowledge and skills of the VET teaching workforce.

## A greater focus on teacher/trainers specialist industry/disciplinary field in qualifications

As in the research, there was considerable support in responses to the *Options paper* to have a much greater focus on teachers' and trainers' specialist fields within higher level teaching and training qualifications, while ensuring that all had access to a shared base of knowledge in the entry level qualification. While there is an emphasis on teachers' and trainers' specialist fields in the United Kingdom and Europe in VET teacher training programs, this has not been the case in Australia. However, there is growing recognition that Australia needs to move beyond generic training for its VET teachers and trainers to deepen the vocational focus of their preparation by including studies in their specialist field, and how to teach in their specialist field. Research shows that teachers need pedagogic content knowledge, which is knowledge about how to teach in their content area, and support to deepen the underpinning knowledge of their content area (Shulman 2004). They also need to extend their common shared based of knowledge and broader understandings about teaching, learning and assessing, and higher level qualifications would build on the foundation provided in the entry level qualification.

There were mixed views about whether there should be differentiated VET teaching qualifications or whether there should be a uniform higher level qualification that included components in teachers' and trainers' specialist fields. It is possible to have both a 'mainstream' higher level qualification for VET teaching and differentiated qualifications that focus on particular forms of delivery or specialist areas (such as language, literacy and numeracy specialists or those who teach school or higher education qualifications in VET). Those who teach primarily VET in schools need to be highly skilled teachers with well developed understandings of adolescent development, classroom management and teaching foundation skills; they are more likely than other teachers to teach students who are regarded as at risk or already are disengaged from education. Higher education teachers need to engage in scholarship in their professional or disciplinary field. In all cases, it would be possible to embed the induction program and entry level credentialed study within the higher level qualification to reflect the shared pedagogic knowledge that is relevant to all teaching.

This report recommends that a staged and developmental approach be implemented to develop qualifications at Level 6 in the new AQF (associate degrees and advanced diplomas) as this is the first level in which graduates from qualifications are required to demonstrate autonomy in contexts subject to change within broad parameters – that is, the level at which professionals are required to work. It is also recommending that specialist qualifications be developed that focus more on particular fields (such as language, literacy and numeracy) or sectors (such as VET in schools or higher education). For example, Griffith University offers a Bachelor of Adult and Vocational Education which prepares students for teaching in VET, and VET in schools. Teachers are able to register with the QLD College of Teachers and teach in schools as well as RTOs. This is a four-year program, but students are awarded two years advanced standing based on their occupational qualification, a Diploma TAA, and teaching and training experience. It includes many trade teachers. Students have to complete designated majors such as a major in VET-in-schools or adult literacy and numeracy to qualify for registration (as well as a major in adult and vocational teaching).<sup>17</sup> It may also be appropriate to develop graduate certificates and diplomas and masters for those who already hold a degree to allow them to study at a graduate level. It would not be necessary for particular qualifications to be mandated (except perhaps for those teaching VET-in-schools), as long as teachers and trainers were making progress within a suitable qualification. The development of these qualifications could and should be a collaborative undertaking by VET and higher education with industry, particularly in developing specialist vocational components. These specialist vocational components could be integrated with CPD.

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<sup>17</sup> See: [http://www17.griffith.edu.au/cis/p\\_cat/admission.asp?ProgCode=1065&Type=overview](http://www17.griffith.edu.au/cis/p_cat/admission.asp?ProgCode=1065&Type=overview) viewed 18 November 2010

If there are diverse teaching and training qualifications that are designed for particular purposes it would help to ensure the quality of VET teaching and training if RTOs were required to demonstrate that they employed staff with the range of qualifications and experience that is appropriate for the qualifications on their scope of registration. Demonstrating this is particularly important for RTOs teaching programs primarily comprising students from the most disadvantaged backgrounds who require the highest skilled teachers.

There were mixed views about the curricular basis of higher level qualifications – whether they should be VET or higher education qualifications, and if they are higher education qualifications, whether they should be associate degrees or degrees (which may embed the former in the latter). Both degrees and associate degrees are higher education qualifications, but they can embed VET qualifications within them. This allows VET to play a key role in developing and providing qualifications (that have multiple exit points), while providing students with access to higher education (and higher education pathways) as these qualifications have a greater focus on the theoretical knowledge bases of teaching and training. It provides an opportunity for VET and higher education to work together in developing a range of appropriate qualifications and pathways.

## **Recommendations for continuing VET teacher education qualifications**

### **Stage 1: increasing reporting requirements**

- While there is no mandated higher level qualification in the public VET system other than the qualification that the states currently specify as the basis for progression in each state, teachers and trainers are encouraged and supported to undertake higher qualifications. The state governments implement a project with ACPET to encourage and support teachers and trainers in the private VET system to undertake higher qualifications beyond the entry level qualification.
- The AQTF requires RTOs to demonstrate that they have employed staff with the range of qualifications and experience that is appropriate for the qualifications on its scope of registration.

### **Stage 2: higher level qualifications that incorporate preparation in teachers' specialisation**

- Higher level qualifications that embed lower level qualifications be developed. These qualifications should incorporate preparation in teachers' specialisation and pedagogy for that specialisation. Where possible, CPD should contribute to accredited studies within qualifications. Progress towards these qualifications or other suitable qualifications be a condition of progression.
- The AQTF requires RTOs to demonstrate that they have employed staff with the range of qualifications and experience that is appropriate for the qualifications on its scope of registration.

### Stage 3: a range of different f qualifications

- A range of different qualifications is developed reflecting teachers' occupational and disciplinary specialisations, and the different areas and domains in which VET teachers teach, such as for those who teach VETiS (which then allows them to register as school teachers); those who teach adults with low language, literacy and numeracy skills and other foundational skills; those who teach in the trades, and technical and para-professional and technical fields; and those who teach higher education programs. This could include different programs for those who already have higher level qualifications, such as graduate certificates/diplomas/masters for those with degrees. Progress towards a suitable qualification be a condition of progression.
- The AQTF requires RTOs to demonstrate that they have employed staff with the range of qualifications and experience that is appropriate for the qualifications on its scope of registration.

## Continuing professional development

As in the research for this project, there was a high level of support in consultations and submissions to the *Options paper* for CPD that included a greater focus on teachers' and trainers' specialisations. This includes CPD that helps teachers and trainers incorporate language, literacy and numeracy skills and foundation skills in their specialist area. Such CPD is in addition to providing teachers with access to more systemic, policy, and institutional issues and broad pedagogic developmental activities. Deepening teachers' vocational knowledge and expertise has many components. One is industry currency and engagement (discussed below). This is an essential and irreplaceable component of CPD, but CPD must also involve teachers and trainers in engaging and extending their understanding of the knowledge base of their occupation/specialisation and how to teach in that specialisation. Such an approach would help teachers and trainers keep up to date with changing knowledge in their industry or field as well as technological innovations and developments. This is a significant departure from existing models of CPD for VET teachers and trainers in Australia, but implementing a national CPD strategy that included a focus on teachers' industry and specialist areas would help to increase the vocational focus of VET programs, and help teachers and trainers to maintain their industry currency and engagement, particularly if industry were involved in these programs. The Australian Chamber of Commerce and Industry (2010) argues in its submission to the Productivity Commission that:

There would also be considerable benefit in establishing a national professional development strategy that concentrates on knowledge and skills development in their industry area along with developmental pedagogy to assist VET practitioners in delivering skills and knowledge to learners.

As the *Options paper* argued, CPD should try to engage teachers in the same industry or field to help develop networks, but also to support collaborative learning focused on what teachers and trainers have to teach and how to teach it. This approach has been found to be very effective in the schools sector (Ingvarson 2003; Ingvarson, Meiers and Beavis 2005; Ingvarson and Rowe 2008). It helps to build shared and public understandings about quality and standards, and provides the basis for peer learning. It also helps teachers and trainers to develop their own professional capacities, particularly in developing teaching and learning and assessment materials.

## Maintaining and extending industry currency

The importance of industry currency was a key theme in the consultations and submissions to the *Options paper*. One submission argued that the notion of industry currency was too restrictive and that we need a broader notion of industry engagement that goes beyond industry release. This is explained in research for Service Skills Australia which explains that:

“Industry engagement’ goes well beyond industry currency to include: updating industry skills and familiarity with technological systems’ understanding of big-picture developments in the industry; understanding of the whole industry sector, not just one section of it; understanding of developments in the ways in which companies organise their business; global trends in the industry and the economy as a whole.” (Smith, Brennan Kemmis, Grace and Payne 2009: 89)

Toze (2010: 8-9) found, in research in Queensland, that trainers undertake a range of activities to maintain their industry currency, knowledge and technical skills. This includes:

- “industry placement

- concurrent employment in industry and the RTO
- industry and professional association membership
- attending conferences, professional workshops and industry specific development programmes
- attending professional development activities run by industry skills alliances
- researching best and new practice and general research
- subscribing to professional journals and publications
- applying for sponsored corporate teaching awards and scholarships
- networking with industry mentors, employers and other trainers
- talking to students about practices and job roles in their workplaces
- industry specialist visits, industry site visits and study tours
- undertaking specific training courses in new equipment or skill sets
- work shadowing
- fulfilling industry licensing or regulatory requirements.

Opportunities such as research scholarships, overseas sabbaticals, interstate assignments, work shadowing and industry projects could also be considered when planning industry currency activities.”

The above cited submission also argued that industry release did not necessarily result in industry currency, and nor did the widespread and prevailing assumption that just because a person had a job in industry and undertook sessional teaching that they had industry currency: “Working in a small company for 20 years does not make you current or engaged with an entire industry. It might not even make your particular skills current. This is only the beginning of currency and can even be counterproductive.” Another submission made the point: “...there is nothing that pins [industry currency] down so that practice can be benchmarked against it, CPD or other professional learning can reference it, or performance management can be applied to it.” This point is returned to later in the report.

The *Options paper* proposed a program for teachers and trainers to undertake projects in industry that led to the development of new learning materials and resources, learning programs and lesson plans, and contribute to developing to a learning culture in workplaces and support innovation in workplaces. It was suggested that such a program would be helpful in supporting teachers and trainers to report on the outcomes of their projects to peers in CPD events, industry networks, seminars and workshops. It is clear that while this approach may have merit and received support in many submissions and in the consultations, that it is too narrow an approach and can be only one element of a broader strategy to support industry engagement. A program designed to increase industry engagement may include industry projects as described in the *Options paper* as a component.

Many of the states have programs to support industry engagement and currency. For example, the TAFE Development Centre has an “Industry Skills Scheme”, while TrainingWA (2009) has resources to support a “Professional Development Framework for Vocational Skill”. However, it is clear that we need to develop a common understanding of industry currency and industry engagement as part of a national professional development program. Activities, programs and resources to support industry are expected to be part of a national professional development program.

## Implementing CPD

The states offer a range of CPD programs and resources for RTOs, and while excellent, they mostly focus on developing teachers and trainers' generic capacities. Much CPD that is offered tends to be 'event' focused, rather than a sustained program of CPD in particular areas.

There were mixed views about the extent to which Skills Councils should lead CPD in their industry fields. Some argued that the Skills Councils were not an appropriate body because their purpose was to engage with industry and they did not focus on pedagogy. However, arguably unless we establish a new framework for developing industry specific CPD or expand the remit of existing organisations (such as NCVER), there are no other national frameworks engaged with specific industries. This would be a new role for Skills Councils and they would need to develop the capacities to undertake it. Industry specific CPD programs would need to be developed with professional bodies to support pathways within occupational fields, and with VET and universities to help develop pathways to higher level qualifications. It would be important to ensure that industry CPD were able to be included within a credentialed framework within qualifications offered by VET and higher education, and this would require close collaboration. Systemising CPD in industries in this way would help to build the economies of scale needed to incorporate specialist development into VET teaching qualifications.

The general trajectory that this is leading to is, as ACCI suggests above, to develop a national professional development program focused on what teachers and trainers have to teach. This would need to explicitly incorporate CPD for sessional staff in all RTOs, and teachers and trainers working in small community RTOs, private RTOs and enterprise RTOs. It would be helpful to leverage the existing programs offered by the states and frameworks that are beginning to emerge. Such a program would be based on the principle that undertaking CPD continues to be a shared responsibility between individual teachers and trainers, RTOs and jurisdictions.

There is already a national VET workforce development group that includes representatives from all states. A strategy could be to build on this framework by formalising its role (and resourcing it appropriately), and by developing networks of staff development units in RTOs, where they exist.

Undertaking CPD is a shared responsibility between individual teachers, work teams, RTOs, jurisdictions and industry. RTOs have a particular role to ensure that their staff have appropriate opportunities for CPD. Consequently, it may be helpful to require RTOs to report on their workforce development and CPD strategies. RTOs are required, under Standard 1.4 (c) and (d) of the AQTF, to employ staff who can demonstrate relevant current industry skills and staff who continue to develop their VET knowledge and skills, and industry currency and competence as trainers and assessors (National Quality Council 2010). So as not to impose too great a burden on small institutions, larger RTOs that are eligible for funding under the Quality Skills fund could be required to report on their strategies to achieve the workforce development objectives and benchmarks (and not just outcomes) that are specified in the Quality Skills Fund.

A developmental and staged approach is recommended to help develop proposals for a national professional development plan and to marshal the required resources

## Recommendations for continuing professional development

### Stage 1: jurisdictions encouraged to develop industry-specific CPD

- Undertaking CPD continues to be a shared responsibility between individual teachers, work teams, RTOs, jurisdictions and industry. Existing approaches to CPD are maintained within each jurisdiction, while jurisdictions' staff development departments/units/centres are encouraged to develop a program of industry specific master classes. Teachers and trainers continue to be provided with access to CPD that builds their generic knowledge of pedagogy. The existing network of jurisdictions' teacher and trainer development units is funded to develop a stronger framework to support nationally consistent approaches to CPD. A network of continuing teacher development units in RTOs is fostered.

### Stage 2 – CPD on teachers' and trainers' specialisations is developed and systematised

- Undertaking CPD continues to be a shared responsibility between individual teachers, work teams, RTOs, jurisdictions and industry. Jurisdictions develop a coordinated strategy to support the development of teachers' and trainers' specialisations and to support industry currency/engagement. Teachers and trainers continue to be provided with access to CPD that builds their generic knowledge of pedagogy. Systematic access to CPD is provided for casual teachers and trainers in all RTOs, and teachers and trainers in community, private and enterprise RTOs as well as the public TAFE provider.
- Institutions that are eligible for funding under the Quality Skills Fund be required to report on strategies to achieve workforce development objectives and benchmarks (and not just outcomes) specified in the Quality Skills Fund.

### Stage 3 – CPD activities are designed to develop teachers and trainers for more sophisticated roles

- Undertaking CPD continues to be a shared responsibility between individual teachers, work teams, RTOs, jurisdictions and industry. A national CPD plan is developed to support the development of teachers' and trainers' specialisations. A new model of CPD is developed that focuses on what teachers and trainers have to know and teach in their specialisation which involves them in collaborative and acting learning processes with others from the same field. Teachers and trainers continue to be provided with access to CPD that builds their generic knowledge of pedagogy. Systematic access to CPD is provided for casual teachers and trainers in all RTOs, and teachers and trainers in community, private and enterprise RTOs as well as the public TAFE provider. A national CPD plan includes supporting the development of industry teacher and trainer practitioner networks, conferences and seminars. Competitive funding for CPD in industry specialisations is established, with a focus on collaboration between the skills councils, professional bodies, higher education providers and RTOs to ensure such CPD is included as part of accredited qualifications and pathways.
- Institutions that are eligible for funding under the Quality Skills Fund be required to report on strategies to achieve workforce development objectives and benchmarks (and not just outcomes) specified in the Quality Skills Fund.

## Ensuring quality and evaluating outcomes

This section discusses external validation of VET qualifications and industry and professional recognition and accreditation of VET qualifications and VET teachers and trainers; the establishment of a national VET professional body; standards for VET teaching and training; accrediting qualifications for VET teaching, registration of VET teachers, and evaluating the quality of teaching in VET.

### External validation, accreditation and recognition

#### External validation of assessment

Skills Australia (2010b) in *Creating a future direction for Australian vocational education and training* has asked: should Australia institute a system for the external validation of RTO assessments and standards to ensure (for example) that a Certificate III awarded by one provider is to the same level as a Certificate III awarded by another? The OECD's (2010) recent policy review of vocational education and training *Learning for jobs* also argued that this should be investigated seriously by Australia. The OECD (2010: 148) explains that external validation can take many different forms and still ensure that qualifications remain responsive to local industry needs.

While external validation of assessment would be very valuable and would be consistent with external assessment of senior secondary certificates, it would go well beyond what is currently practiced or even contemplated in Australian higher education and would have to be introduced over several stages, even if it is agreed in principle. Despite the difficulties in implementing external validation and evaluation for VET, it should be considered if it will contribute to raising level of skills, increasing national consistency and comparability, improving student outcomes and increasing the quality and integrity of the system and confidence in it.

An intermediate step may be to require RTOs to organise for themselves external validation of assessment as part of their own quality processes. Ideally, such a process would involve peers from different institutions who undertake the external moderation. This may be more acceptable than external validation being conducted by an external body such as the VET regulator, jurisdiction or other body. Arguably, this would also help to focus on outcomes, and improve confidence in the integrity of qualifications.

Given the importance of this issue and its potential to contribute to quality outcomes in VET, this report recommends that the new National VET Regulator consider whether external validation of VET qualifications should be facilitated, encouraged or required. It also recommends that the AQTF require VET providers to demonstrate that they validate their assessment externally.

#### Recommendations for external validation

##### Stage 1: RTOs are required to demonstrate external validation processes

- The AQTF require RTOs to demonstrate that they validate their assessment externally.

## Stage 2: the National VET Regulator considers external validation of assessment

- The National VET Regulator consider whether Australia should introduce mandated external validation of assessment of VET qualifications undertaken independently of RTOs.

### The role of industry bodies and professional associations

Skills councils, industry associations, professional bodies and other industry bodies can play a key role in supporting and improving the quality of VET teaching and student outcomes. Service Skills Australia (SSA) is the skills council for many service industries including (among others) hospitality, retail and tourism. In 2009 it undertook an extensive study of the role of VET teachers and trainers in workforce development in their industries, and how VET teachers and trainers could be supported to develop the industry and pedagogic knowledge skills they need (Smith, Brennan Kemmis *et al.* 2009). This has resulted in *The right way program* (the Right Skills, at the Right Time in the Right Way...).<sup>18</sup> It includes endorsement by SSA of quality training and assessment facilities, trainers and assessors, and learning resources. To receive recognition under this program, trainers and assessors must demonstrate continuous engagement in CPD. SSA has developed a range of standards to support their program, and it has developed resources to guide RTOs and trainers and assessors in their use.

A different type of example is THE-ICE (The International Centre of Excellence in Tourism and Hospitality Education).<sup>19</sup> It was initially established as part of the Sustainable Tourism Cooperative Research Centre, and is now an independent not-for-profit body that includes universities and public and private VET and higher education providers in Australia and overseas. It accredits qualifications in hospitality and tourism, and it undertakes benchmarking and provides professional development for members. It also provides students with information about programs ranging from certificates to masters degrees, and it has scholarships for international students to study at member institutions. THE-ICE provides a model for providers in all sectors for how to cooperate in raising quality, developing self-governing frameworks that do not rely on external drivers, and in establishing relationships between providers across sectors thus contributing to student pathways.

It may help encourage RTOs to participate in industry schemes (such as the SSA *Right way* program), or in self-organising industry bodies such as THE-ICE if RTOs were able to include this information in their profiles on the My Skills website.

This report is recommends that the National VET Regulator convene a forum with RTOs, other educational institutions, professional associations, employer and employee bodies and industry bodies to discuss how industry bodies and professional bodies can be encouraged to play a more active role in quality assurance in VET, and how they can be supported to play this role.

### Recommendation: the role of industry and professional bodies in quality assurance

- The National VET regulator convenes a forum with educational, industry and professional associations and bodies to discuss how they can encouraged and supported to play a more active role in quality assurance in VET.

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<sup>18</sup> See: <http://www.serviceskills.com.au/rightway> viewed 18 November 2010.

<sup>19</sup> See <http://www.the-ice.org/index.php> viewed 18 November 2010.

## A national VET professional body

There was quite a lot of support for establishing a national VET professional body in the feedback to the *Options paper*. In its recently released discussion on the future of the VET system, Skills Australia (2010b: 60) says that increasing the skills of VET teachers/trainers “may also require the development and recognition of more diverse professional pathways for VET practitioners, including pathways to advanced teaching.” It follows this by saying that: “The role of a professional body to support the development of professional VET practice might also be a consideration for the future.”

A national VET professional body can support VET teachers and trainers to take greater responsibility for the profession and its knowledge base, make an important contribution to the development of VET teaching standards, contribute to improving the quality of VET teaching and play a role in accrediting VET teaching qualifications and evaluating the quality of VET teaching. It would need to be inclusive, and as one industry submission explained “have relevance and value to work-based trainers not just those, usually with higher level qualifications, employed in fully institutional settings.”

There is a range of existing VET bodies that would have an interest in establishing such a body including the Australian Vocational Education and Training Research Association (AVETRA), NCVER, the Australian College of Educators, AusTAFE, VISTA (a Victorian association for VET professionals), VETnetwork (which is an association for professionals working in VET in schools), Adult Learning Australia (which includes professionals working in ACE), the Australian Institute for Training and Development (AITD, a professional body for those engaged in workforce development), the Higher Education Research and Development Society of Australasia (HERDSA) and the various state-based staff development bodies such as the Victorian TAFE Development Centre, and the VET Development Centre in Queensland. The Australian Education Union is the industrial representative of TAFE teachers, and it would also have an interest in a VET professional body, but the latter would be independent of it and have broader categories of membership and serve different purposes.

There is also a very loose association called AVTEC, the Australian VET Teacher Educators’ Colloquium which while active in the past, has been less active over the last few years. It is a virtual group of VET teacher educators and VET staff development personnel that operate through an electronic forum, and it used to meet once a year at the AVETRA conference (Smith 2006). It held a national forum that included 20 universities to discuss articulation from the certificate IV TAA into university VET teacher education programs. Through its forum and meetings, this group helped build a consensus in Australia about delivery of the certificate IV and pathways into VET teacher education programs in universities and about the scope of credit. This provides the basis of a model for developing shared understandings about VET teacher education programs in VET and higher education, and how to build pathways between them.

## Developing new ‘master practitioner’ roles

The researchers developed the concept of a master practitioner during the research stage of the project from a meeting with industry stakeholders. The master practitioner role would engage highly skilled and experienced employees in industry with special responsibility for developing the next generation of practitioners and create new opportunities for industry experts to become engaged with VET. The *Options paper* suggested that the master practitioner would be a joint post shared between an enterprise and RTO or skills council. This proposal, along the

proposal to develop a new teaching and training stream within industries received a mixed response in submissions to the *Options paper*.

It was pointed out that these roles are embedded within enterprise RTOs and that their only purpose would be to support institutionally-based VET. It was also pointed out that many RTOs work in partnership with enterprises by providing specialist staff to help develop workforce capacity and that this should increasingly become a greater focus for VET. However, there was also support for this proposal in some submissions.

In considering responses to this proposal the Steering Committee felt that the idea still had merit, but that it needed to be reworked. This is because the idea of the master practitioner was to help develop the next generation of practitioners as both industry experts and expert teachers or trainers. Rather than a joint post it was thought that developing master practitioners was more appropriate for a VET professional body. In clarifying the role, the Steering Committee thought that the aim should be to develop master *teachers and trainers* in vocational specialisations. The development of master practitioners to support specialist teachers and trainers in language, literacy and numeracy and foundation skills would be also be included. Indeed, a particular focus would be how to incorporate foundation skills and language literacy and numeracy skills *within* vocational specialisations. This role differs from the advanced teacher role in public providers some states in which teachers generally hold supervisory and institutional responsibilities. The master practitioner role as envisaged here is to support the development of the knowledge base of VET practice in vocational fields and specialist areas and to support CPD. As it is engaged with extending and developing the knowledge base of the profession in specialist fields, it is a responsibility that sits with a VET professional body as this is consistent with the principle that the VET profession must take greater responsibility for the development of its knowledge base and standards.

### Developing a VET professional body

Developing a VET professional body requires a staged and developmental approach, but it also requires an initial impetus to commence the process. It is suggested that a project is commissioned that involves key stakeholders to establish a VET professional body. It would need to be auspiced by an organisation with a good understanding of the role of professional bodies, but also one which is supported by a wide range of stakeholders to develop the consensus that would be needed to create a VET professional body. The goal of a professional body would be to develop VET teaching and training as a profession, and independent of government, while it may initially need the support of government to become established.

### Recommendations for developing a VET professional body

#### Stage 1: establishing a co-ordinating body and developing plans for a VET professional body

- A project is commissioned to establish a VET professional body, bringing together existing professionals and stakeholders with an interest in such a body. The project is auspiced by an organisation with an understanding of the role of professional bodies and one which will be supported by a wide range of stakeholders.

## **Stage 2: establishing a national VET professional body**

- A national VET professional body is established and commences the process of developing principles of membership and categories of members and begins the process of developing professional standards.
- The national VET professional body considers how it can develop a category of ‘master teachers and trainers’ in specialist vocational fields and specialist areas to develop the knowledge base of VET practice and contribute to the development of the next generation of teachers and trainers.

## **Stage 3: a national VET professional body plays a role in supporting the quality of VET**

- A national VET professional body is established and develops VET teaching standards which it uses to accredit VET programs, establish a voluntary register of members, and support processes of professional development and peer review of teaching
- The national VET professional body establishes a category of ‘master teachers and trainers’ in specialist vocational fields and specialist areas to develop the knowledge base of VET practice and contribute to the development of the next generation of teachers and trainers.

## Standards for VET teaching and training

VET is entering into a new period with the establishment of the national VET regulator and national standards council. Its increasing diversity makes ensuring quality and evaluating outcomes a challenge. VET teachers and trainers will have multiple roles and responsibilities and there will be multiple mechanisms for ensuring they have the knowledge and skills they need, which includes a diverse range of teaching qualifications and CPD. One submission to the *Options paper* made the point that there were many arrangements that shape the work of VET teachers and trainers, but not many for assuring the quality of teaching and learning in VET, particularly after the initial teacher education qualification. Australia will need to develop more sophisticated approaches for assuring and evaluating the quality of teaching in VET, and the development of VET teaching standards is one way to do this.

In the consultations and submissions to the *Options paper* it was suggested that the AQTF could play a key role in ensuring quality outcomes as this is its intended purpose. AQTF 2010 was enhanced to provide a stronger regulatory framework for VET. Standard 1.4 in the AQTF requires the following:

- “1.4 Training and assessment is delivered by trainers and assessors who:
- (a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
  - (b) have the relevant vocational competencies at least to the level being delivered or assessed, and
  - (c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken and
  - (d) continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence.” (NQC 2010)

The first two elements are the minimum that VET needs, while the last two elements are regarded as central to ensuring the quality of VET. However, the interpretation of these last two elements depends on the interpretation of auditors, and this can vary. There is also no guidance to RTOs or to teachers and trainers about the levels they are required to demonstrate, or even what they mean. For example, does element (c) mean that teachers and trainers periodically go back into industry or does it mean a broader notion of industry engagement as discussed in a previous section?

The development of standards for teachers and trainers was raised as a possibility in the research for this project and in the consultations and submissions to the *Options paper*. This report is recommending that teaching and training standards be developed to provide guidance to RTOs and to VET teachers and trainers on the requirements they must meet, and to provide the basis for public reporting. It would be a key component in evaluating teaching.

However, developing teaching standards is not straight forward and there are many different kinds. Many of the submissions argued that VET should not have a school model of standards, registration and accreditation (although some did argue this in responding to the *Options paper*, and more strongly in the research for the project). It would be far preferable to have standards developed by the profession for the profession in the same way that many other professions are accountable for developing their standards of practice.

This is because the development of a top-down model of standards would not necessarily result in ‘buy-in’ by the profession, and VET will be required to maintain a high regulatory, high compliance regime without this buy-in. Many have argued that the compliance requirements are deeply problematic and inconsistently applied (see, for example Smith, Brennan Kemmis *et*

al. 2009). In their high level review of training packages Schofield and McDonald (2004: 4) argued that training packages needed:

- “fewer (and more meaningful) rules,
- streamlining and simplifying,
- more faith in the professionalism of VET practitioners,
- less focus on risk aversion and more on risk mitigation, and
- being more open to a disorderly but effective process”

This is still needed, yet VET is moving towards a stronger regulatory regime. Consequently, as explained in the previous section, this report is recommending that a VET professional body be established and that it should be responsible for consulting VET teachers and trainers in developing appropriate standards.

A developmental and staged approach is required to achieve these objectives.

## **Recommendations for developing VET teaching standards**

### **Stage 1: establish a study group and broader consultative process to investigate standards for VET teachers/trainers**

- As part of the project to establish a VET professional body, the auspicing organisation for that project also establish a study group to investigate VET teacher/trainer standards overseas and teaching standards in other sectors. It would also consider the approach to standards adopted by other professions. The study group might commission reports on standards in other countries and sectors from experts in the area. Progress reports would be distributed and discussed, perhaps through a broadly consultative body.

### **Stage 2: develop a framework for VET teachers/trainers standards**

- The VET professional body establish and manage a process for achieving broad consensus within the profession on a framework for VET teachers/trainers standards. This might involve a series of discussion papers, a national meeting in association with one of the existing national conferences and a series of options or stages for VET teachers/trainers standards.
- The VET professional body commission a trial and evaluation of a possible implementation of the agreed framework. This might be an iterative process repeated twice or three times until an acceptable implementation of the framework is achieved.

### **Stage 3: adoption of interim standards**

- The VET professional body adopts the standards developed in the trial and evaluation as interim standards for implementation for three to five years before the standards are evaluated and adopted formally.

## Accrediting qualifications for VET teaching

Some responses to the *Options paper* and in the research for this project argued that VET teaching qualifications are already accredited because they are endorsed by the NQC or by state registering bodies. RTOs are registered to offer them because they must be approved to offer them on their scope of registration, and they need to demonstrate their capacity to offer this qualification if they are to do so. A small number argued that the issue of accrediting qualifications other than VET qualifications does not arise because higher education should not be offering them. Others argued that it would be helpful to have higher education VET teaching qualifications accredited, but not through a process established by the Deans of Education (as was proposed in the *Options paper*). This is so even though deans would be expected to follow normal higher education practice of having expert practitioners and employers heavily involved in the program advisory process.

Higher education will continue to offer VET teaching qualifications, and it is important that they are integrated into career structures and qualifications pathways. As with other professions, VET teacher education programs offered by higher education should be accredited to ensure they meet the needs of the profession. The model proposed in this report is thus based on the professional model, not the statutory model characteristic of school teaching or other professions such as nursing. A VET professional body would be the best mechanism to take on this role, while intermediate steps will need to be found so it can do so. In the meantime, it is suggested that AVTEC be remobilised to take on this role. AVTEC is largely dormant, but the individuals involved in VET teacher education in VET and higher education are still very loosely grouped. A leading VET educator could be invited to lead the process, drawing from the community of VET teacher educators in Australia according to criteria established by this body. Its purpose would be to recognise qualifications that are suitable for progressing in VET teaching. The process of recognising or formally accrediting VET teaching qualifications in any of the stages below would be based on the structure, design, curriculum and assessment of these programs, and also the capacity of teaching staff on these programs to teach them taking into account their professional experience and qualifications that make them suitable to teaching VET teacher qualifications.

## Recommendations for accrediting VET teaching qualifications

### Stage 1: a process for recognising higher education VET teaching qualifications

- The organisation auspicing the development of the VET professional body establishes a committee of leading VET teacher educators to lead the process of accrediting higher education VET teacher education programs, drawing from the community of VET teacher educators in Australia according to criteria established by this body

### Stage 2: VET teaching qualifications are recognised by a VET professional body

- A VET teachers' professional body is formed which, amongst other things, recognises qualifications which are suitable for entry to and progressing in VET teaching.

### **Stage 3: VET teaching qualifications are accredited by a VET professional body**

- A VET teachers' professional body accredits qualifications for entry to and progressing in VET teaching.

## Registering VET teachers and trainers

There was not a great deal of support for mandatory teacher registration as exists in schools (although there were some who argued for this in responding to the *Options paper* and in the research), while there was more support for voluntary registration associated with a VET professional body. Those teaching in other sectors, particularly the school sector, would still be required to meet the registration requirements of that sector. Similarly, many teachers and trainers are registered with professional or trade bodies in their industrial or professional field of practice and they must comply with conditions to maintain their registration with those bodies, and this would not be affected by voluntary VET registration.

Voluntary registration with a professional body would move some responsibility for complying with standards to teachers and trainers and contribute to building professional identities. The alternative is the current indirect registration which occurs by regulating the employers of teachers and trainers – the RTOs. While RTOs must be required to ensure the qualifications of their staff, if this is the only mechanism it reinforces cultures of compliance rather than professional autonomy.

Developing a voluntary registration process for VET teachers and trainers requires a staged and developmental process.

### Recommendations for registering VET teachers and trainers

#### Stage 1: developing a consensus of the desired attributes of VET teachers and trainers

- A VET professional body is formed which, amongst other things, develops a consensus amongst recognised VET teachers and trainers of the desired attributes of VET teachers and trainers.

#### Stage 2: membership of the VET professional body

- The VET professional body establishes categories of membership that reflect levels of practice.

#### Stage 3: a register of VET teachers and trainers

- The VET professional body establishes a register of members and promotes membership of the body as a desirable attribute of VET teachers and trainers.

## Evaluating the quality of teaching in VET

As explained earlier, there was considerable support for improving data so that it could be used for planning, but also for quality improvement. This extends to the publication of data about student outcomes and student satisfaction. There was also considerable support for peer evaluation of teaching, although some caveats were expressed about the way the outcomes of these evaluations could be used. Peer evaluation of teaching is the only direct evaluative measure of teaching, while data on student outcomes and student and employer satisfaction are proxy measures. There is scope for incorporating all aspects in a framework that evaluates the quality of teaching in VET.

In *The quality of teaching of teaching in VET: evidence*, it was reported that there is no national survey of VET students' satisfaction with teaching or their experiences in VET more broadly that is used by RTOs (Moodie and Curtin 2010). The AQTF requires RTOs to collect data about student satisfaction, but it does not mandate the tools that should be used to collect these data. The Australian Government funded the Australian Council of Education Research (ACER) to produce a survey of student satisfaction and support materials. Some state departments of education require publicly funded RTOs to use this, but not all, and while many RTOs believe they are expected to use it, the 2007 and the 2010 Australian quality training frameworks leave institutions free to use other instruments or to use only parts of the ACER's questionnaire. These data are not centrally reported. Moreover, the data collected by RTOs in compliance with the AQTF on student satisfaction are not subject to agreed protocols and processes and they should be to ensure consistency and comparability.

NCVER administers an annual Students' Outcomes Survey and this uses clear protocols and processes. However, institutional data is not published. The Students Outcomes Survey data and student satisfaction data should be placed on the My Skills website for each RTO and published by NCVER as part of its annual data reporting requirements.

A nationally agreed survey on student satisfaction needs to be developed and implemented by RTOs as part of their AQTF reporting requirements according to agreed protocols and processes. These data should be published on the My Skills website for each RTO. It may be appropriate to integrate those components of the Students Outcomes Survey concerned with student satisfaction with an instrument that RTOs administer. Ideally, one instrument should be used to reduce the burden on students and to produce nationally consistent and reliable data. In the interim, it may be appropriate to use the ACER survey or the components of the Students Outcomes Survey on student satisfaction as the designated survey to be implemented by RTOs in compliance with their AQTF requirements.

A staged and developmental approach is needed to develop protocols and processes for collecting and publishing AQTF student satisfaction data, for developing an agreed survey for student satisfaction, and for developing a program of peer evaluation of teaching. A step on the way to the latter could be to encourage RTOs to implement peer evaluation of teaching using the insights from existing programs such as the Queensland TROPIC (Teachers Reflecting on Practices in Context) program which is used to provide constructive feedback to teaching staff.

## **Recommendations for evaluating the quality of teaching in VET**

### **Stage 1: Students outcomes survey data is published**

NCVER publishes each RTO's results for graduates' and module completers' opinions on the 19 items in the student outcomes survey about their training which covers teaching, assessment, and general skills and learning experiences. These data are published in the My Skills website.

### **Stage 2: student satisfaction data are published using an agreed survey**

An interim national student satisfaction survey is implemented covering teaching, assessment, and general skills and learning experiences using either the Students Outcomes Survey or the ACER AQTF survey. The agreed survey is administered by all RTOs in compliance with their AQTF reporting requirements. NCVER develops protocols and processes for collecting and publishing data. These data are published in the My Skills website.

### **Stage 3: A new national student satisfaction survey and peer evaluation of teaching is included**

A new national student satisfaction survey is developed and implemented covering teaching, assessment, and general skills and learning experiences. The new survey is administered by all RTOs in compliance with their AQTF reporting requirements, according to protocols and processes developed by NCVER for collecting and publishing data. These data are published in the My Skills website.

VET teaching is evaluated by peers against standards adopted by the VET professional body.

## Research on VET pedagogy and models of VET teaching

There was general support for more research on pedagogy and models of teaching and training in VET, but this was not universal. One researcher argued that there is a great deal of research on VET pedagogy; the problem was putting it into practice. There were also some concerns expressed about the existing roles of NCVER and AVETRA, and the need to ensure that there was no duplication of existing roles.

The *Options paper* argued that different models and perspectives emerged from the project's research about the nature of VET teaching and training and the qualities, skills and attributes VET teachers and trainers were required to have. It argued providing a greater range of models would give teachers and trainers more scope in developing a wider range of perspectives on the nature of teaching.

The *Options paper* also argued that more research was needed on 'vocational disciplines' as the knowledge base that underpins vocational practice and brings together vocational practice and the knowledge base of practice. This was recognised in the UNESCO 2004 "Hangzhou Declaration" which emphasised the importance of scholarship and research in improving capacity in VET pedagogy, particularly in specific vocational specialisations (UNEVOC 2004). Such research would support the development of vocational specialisations in qualifications and in developing CPD for industry specialisations. Research on the knowledge base of different areas and how to teach in those areas (such as in a group of trades or in health or community services) could be supported to add to the existing body of research on VET pedagogy. It would be a foundation for developing in Australia the scholarship of VET teaching and training (Boyer 1990) and it would provide a basis for research and development in VET.

Developing a research program would require a staged and developmental approach. Teaching and learning is now a research priority of NCVER, and this may provide a framework for developing a research program and research networks on VET pedagogy in vocational disciplines and in developing models of pedagogy and teaching and training. Ideally it would be preferable to develop research networks in the long-term that combine VET and higher education institutions (or at least, researchers from both sectors). This would help to integrate advancements in particular fields as part of the changing base of vocational practice (a legitimate VET research topic) and the implications for teaching and learning in VET in that field. That is, it would be able to tap the applied disciplines in higher education as the basis for developing and extending vocational practice and integrating that with vocational pedagogy in VET qualifications. It would be necessary to include researchers in applied fields (for example, engineering) as part of the research process to enable new insights into applied knowledge to be integrated into the knowledge base of VET practice. It would also be helpful to draw insights from international experience and research into this research program.

## Recommendations for developing VET pedagogy and models of teaching

### Stage 1: commissioned activities

- Governments commission activities to develop the scholarship of VET teaching and training and models of teaching and training to meet specific policy objectives. This includes commissioned research on pedagogic content knowledge in different industrial/occupational fields.

### **Stage 2: a program on the scholarship of VET teaching and training**

- A program on the scholarship of VET teaching and training is developed to undertake fundamental research on pedagogies appropriate for VET and on pedagogic content knowledge in different industrial/occupational fields. NCVET could be commissioned to manage this program.

### **Stage 3: a centre on the scholarship of VET teaching**

- Co-operative research networks on the scholarship of VET teaching are established to undertake fundamental research on pedagogies appropriate for VET, on pedagogic content knowledge in different industrial/occupational fields, and on promoting the adoption of appropriate pedagogies.

## Acknowledgements

We thank all participants in this project. This includes those who were interviewed as well as those who participated in the web survey in the first stage of the project. All gave their time generously and provided frank and fearless advice. We particularly want to thank the key contact in institutions we visited for the onerous and difficult task of organising interviews. We also thank those who provided formal and informal submissions to the *Options paper*, and those who undertook consultations in their own communities to provide us with feedback.

We also thank Anita Wesney who was the project manager from the Australia College of Educators throughout most of the project for her input and support as this has been fundamental to contributing to the project's outcomes.

Dr Emma Curtin has played a critical role in all stages of this project in organising and implementing the research and in analysing the data, and was a co-author of the major research report *The quality of VET teaching: overview* and *The quality of VET teaching: evidence*.

Hugh Guthrie and Dr David Curtis from NCVET, Berwyn Clayton from Victoria University and Professor Erica Smith from the University of Ballarat have provided helpful advice during the project.

### Project team

The project team includes:

Project leader: Associate Professor Leesa Wheelahan  
L.H. Martin Institute for Higher Education Leadership and Management, Melbourne Graduate School of Education, University of Melbourne

Dr Kerri-lee Harris  
Professor Richard James  
Centre for Study of Higher Education, Melbourne Graduate School of Education, University of Melbourne

Dr Emma Curtin  
Associate Professor Leo Goedegebuure  
Professor Lynn Meek  
L.H. Martin Institute for Higher Education Leadership and Management, Melbourne Graduate School of Education, University of Melbourne

Dr Gavin Moodie  
RMIT

### Project Steering Committee

The Project Steering Committee provided helpful guidance in the development of the project and various reports. Steering Committee members comprise:

Jo Anson	DEEWR
Graeme Bevan	DEEWR
Margaret Clark:	Australian College of Educators
Mike Fitzgerald	Australian Education Union
Professor Roger Harris	University of South Australia
Louise Mayo	Australian Council for Private Education and Training
Elizabeth McGregor	TAFE Directors Australia
Patricia Neden	Innovation and Business Skills Australia
Anita Wesney	Australian College of Educators

## Appendix A: Projects on VET teaching, the VET workforce and qualifications

Service Skills Australia conducted a project on workforce development for Service Industries VET practitioners led by Professor Erica Smith from the University of Ballarat. The project report is:

Smith, Erica; Brennan Kemmis, Ros; Grace, Lauri and Payne, Warren (2009), *The New Deal: Workforce Development for Service Industries VET Practitioners*, Service Skills Australia, Sydney,  
<[http://www.serviceskills.com.au/dmdocuments/projects/new%20deal/wfd\\_full\\_report.pdf](http://www.serviceskills.com.au/dmdocuments/projects/new%20deal/wfd_full_report.pdf)> viewed 26 April 2010

NCVER has funded Berwyn Clayton from Victoria University to undertake a project on the extent to which new graduates from the Certificate IV TAA feel they have been adequately prepared for VET teaching. The first publication from this project is:

Clayton, Berwyn (2009), *Practitioner experiences and expectations with the Certificate IV in Training and Assessment (TAA40104): A discussion of the issues*, National Centre for Vocational Education Research, Adelaide,  
<<http://www.ncver.edu.au/publications/2183.html>> viewed 10 November 2009

NCVER has funded Hugh Guthrie to conduct an in-house research project entitled: How are VET teachers receiving their initial training? Details of the project can be found here:  
<http://www.ncver.edu.au/workinprogress/projects/10433.html>

Hugh Guthrie from NCVER has recently completed a project for the South Australian Training and Skills Commission on professional development in the VET workforce. The key publication from this project is:

Guthrie, Hugh (2010), *Professional development in the VET workforce*, National Centre for Vocational Education Research, Adelaide,  
<<http://www.ncver.edu.au/publications/2279.html>> viewed 2 September 2010

The Productivity Commission is conducting an enquiry about the education and training workforce in VET. Details of the project can be found here:  
<http://www.pc.gov.au/projects/study/education-workforce/vocational>

Skills Australia has published a discussion paper on the future direction of Australian vocational education and training. It is:

Skills Australia (2010), *Creating a future direction for Australian vocational education and training: A discussion paper on the future of the VET system*, Sydney,  
<[http://www.skillsaustralia.gov.au/PDFs\\_RTFs/discussionpaper-creatingnewdirectionforVET-hr.pdf](http://www.skillsaustralia.gov.au/PDFs_RTFs/discussionpaper-creatingnewdirectionforVET-hr.pdf)> viewed 10 November 2010.

The National Quality Council has conducted a strategic audit of the Certificate IV TAA. There is no public information available from the NQC yet, but a progress report is available in the September 2010 TVET Australia newsletter:  
[http://www.tvetaustralia.com.au/\\_data/assets/pdf\\_file/0017/54170/TVET\\_Australia\\_Newsletter\\_September\\_2010.pdf](http://www.tvetaustralia.com.au/_data/assets/pdf_file/0017/54170/TVET_Australia_Newsletter_September_2010.pdf)

The Western Australian Training and Accreditation Council has published its component of the strategic audit of the Certificate IV TAA:

Training Accreditation Council Western Australia (2010), National Strategic Industry Audit: TAA40104 Certificate IV in Training and Assessment, from <<http://www.tac.wa.gov.au/Documents/National%20Strategic%20Industry%20Audit%20of%20TAA40104%20-%20Western%20Australia's%20Report%20Final%2018%20June%202010.pdf>> viewed 26 October 2010.

IBSA (the Innovation and Business Skills Australia Skills Council) is currently conducting a review of the Diploma Training and Assessment: <http://www.ibsa.org.au/news-and-projects/news/tabid/112/articleType/ArticleView/articleId/127/Review-of-Diploma-of-Training-and-Assessment-50104.aspx>

John Mitchell and Associates have recently completed research on developing a model of VET capability development:

Mitchell, John and Ward, John (2010), *The JMA Analytics Model of VET Capability Development: A report on the National Survey of Vocational Education and Training (VET) Practitioner Skills, conducted October-November 2009*, John Mitchell and Associates, Sydney, <<http://www.jma.com.au/JMAAnalytics.aspx>> visited 8 February 2010.

The LH Martin Institute for Higher Education Leadership and Management has recently completed research on leadership in VET and developing leadership capabilities. See:

Coates, Hamish; Meek, Lynn; Brown, Justin; Friedman, Tim; Noonan, Peter and Mitchell, John (2010), *VET Leadership for the Future: Contexts, characteristics and capabilities*, LH Martin Institute for Higher Education Leadership and Management and the Australian Council of Education Research, Melbourne, <<http://www.lhmartininstitute.edu.au/research-and-publications/research/28-vet-leadership-for-the-future-contexts-characteristics-capabilities>> viewed 10 November 2010.

The Queensland VET Development Centre is undertaking research on industry currency of VET trainers; see <http://www.vetpd.qld.gov.au/industry-currency/index.html>. It has developed resources, and the main research publication from this project thus far is:

Toze, Melinda (2010), *Keeping it real: Industrial currency of trainers in Queensland*, Product Services, Department of Education, Training and the Arts, Brisbane, <<http://www.vetpd.qld.gov.au/resources/pdf/ic/keeping-it-real.pdf>> viewed 22 May 2010

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