

# VET Teacher Qualifications and Competency Policy

*Policy Code: CG1674*

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## Purpose

The [VET Teacher Qualifications and Competency Policy](#) details the training, assessing and vocational qualifications and competency requirements for staff delivering and assessing the University's Vocational Education and Training (VET) and VCAL Programs.

The University is committed to, and values highly skilled teaching staff. As such the University requires and supports staff to pursue higher levels of teaching and assessing qualifications. In addition to this, the University requires staff to maintain current vocational competence and engagement with industry.

The University strongly encourages VET and VCAL teaching staff to acquire higher level qualifications in teaching at degree level or higher.

The [VET Teacher Qualifications and Competency Policy](#) also ensures compliance with regulatory requirements.

## Scope

This Policy applies to all VET and VCAL Teachers training and/or assessing the University's VET and VCAL programs or courses, regardless of the nature of their engagement and where and how training and assessment occurs. This includes, but is not limited to: permanent, contract and sessional staff, staff at Partner Providers and at third party providers both on and off shore.

## Legislative Context

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- National Vocational Education and Training Regulator Act 2011
- Standards for Registered Training Organisations 2015
- Education and Training Reform Act 2006
- Education and Training Reform Regulations 2007 (Regulations 2007) Schedule 7
- HESG VET Funding Contract (Dual Sector)
- [VRQA Guidelines for Vet Providers 2016](#)

## Definitions

Term	
Assessment	Assessment is the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a Training Package or VET accredited qualifications and is conducted in accordance with the principles of assessment and the rules of evidence.
Competency	The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Current industry skills	<p>Current industry skills are the knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision in accordance with the National <i>Standards for RTOs</i> to ensure that their training and assessment is based on current industry practices and meets the needs of industry.</p> <p>Current industry skills may be informed by consultations with industry and may include, but are not limited to:</p> <ol style="list-style-type: none"> <li>having knowledge of and/or experience using the latest techniques and processes;</li> <li>possessing a high level of product knowledge</li> <li>understanding and knowledge of legislation relevant to the industry and to employment and workplaces;</li> <li>being customer/client-oriented;</li> <li>possessing formal industry and training qualifications; and</li> <li>training content that reflects current industry practice.</li> </ol>
Industry	<p>Refers to bodies that have a stake in the services provided by RTOs. These can include, but are not limited to:</p> <ol style="list-style-type: none"> <li>enterprise/industry clients, eg. employers;</li> <li>group training organisations;</li> <li>industry organisations;</li> <li>industry regulators;</li> </ol>

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Term	
	<p>e) industry skills councils or similar bodies;</p> <p>f) industry training advisory bodies; and</p> <p>g) unions</p>
Industry engagement	<p>May include but it not limited to, strategies such as:</p> <p>a) partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs;</p> <p>b) involving employer nominees in industry advisory committees and/or reference groups;</p> <p>c) embedding staff within enterprises</p> <p>d) networking in an ongoing way with industry networks, peak bodies and/or employers;</p> <p>e) developing networks of relevant employers and industry representatives to participate in assessment validation; and</p> <p>f) exchanging knowledge, staff, and/or resources with employers, networks and industry bodies</p>
NVR Standards	<p>Standards for National VET Regulator Registered Training Organisations. The objectives of the NVR Standards are to ensure nationally consistent, high-quality training and assessment services within Australia's VET system.</p> <p>Continual compliance with the Standards is a condition for all NVR registered training organisations and for applicants seeking registration under the Act.</p>
Professional Development	<p>Activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency based training and assessment. Examples of professional development activities include:</p> <p>a) participation in courses, workshops, seminars, conferences, or formal learning programs;</p> <p>b) participation in mentoring, professional associations or other learning networks;</p> <p>c) personal development through individual research or reading of publications or other relevant information;</p> <p>d) participation in moderation or validation activities; and</p> <p>e) participation in industry release programs</p>

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Registered Training Organisation (RTO):	Registered Training Organisation. A training organisation listed on the National Register, or by the relevant state based authority, as a registered training organisation. FedUni's RTO number is 4909.
Skill Set	A single unit of competency or a combination of units of competency from a training package which link to a licensing or regulatory requirement, or a defined industry need.
VET Teacher:	For the purpose of this Policy, a VET Teacher is any person engaged to teach or assess the University VET (vocational education and training) programs.
VCAL	VCAL - Victorian Certificate of Applied Learning – Foundation, Intermediate and Senior
Vocational Competency:	Vocational competency is broad industry knowledge and experience, usually combined with a relevant industry qualification. Vocational competency must be considered on an industry-by-industry basis and with reference to the guidance provided in the Assessment Guidelines of the relevant Training Package.
VRQA	<p>The Victorian Registration and Qualifications Authority (VRQA) is the Victorian statutory authority responsible for ensuring that employers of apprentices and trainees and providers of education and training (including course and qualification owners) meet quality standards, and that information is readily available to support informed choice in education and training.</p> <p>The VRQA:</p> <ul style="list-style-type: none"> <li>• registers certain education and training providers and awarding bodies</li> <li>• registers certain qualifications and accredits courses</li> <li>• regulates apprenticeships and traineeships in Victoria.</li> </ul>
VTG (Victorian Training Guarantee) Teacher - applicable to government funded students only	<p>VTG Teacher is an trainer and assessor and;</p> <p>a. is employed:</p> <p>i. directly by the RTO;</p> <p>ii. engaged by the RTO as a sole trader; or</p> <p>iii. engaged by the RTO through a subcontracting arrangement</p> <p>b. is listed on the Register of Trainers and Assessors; and</p> <p>c. has relevant training and vocational competency</p>

## Policy Statement

The quality of VET and VCAL programs is directly impacted by the qualifications and competence of the staff delivering and assessing the qualifications and courses. This Policy ensures only appropriately qualified and competent staff deliver and assess qualifications/courses and is based on legislative requirements.

**Staff delivering and assessing the University's VET and VCAL programs and courses must meet the following requirements:**

1. Hold the TAE40110 Certificate IV in Training and Assessment (or its successor) from the TAE Training and Education Training Package, a diploma or higher level qualification in adult education.

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2. Training & Assessment qualifications must include the specific LL&N unit (TAELLN411 address adult language, literacy and numeracy skills).
3. By 1 April 2019, all VET teaching staff must have completed the TAE40116 Certificate IV in Training and Assessment or its successor, or hold one of the following units:
  - TAEASS502 – Design and develop assessment tools
  - TAEASS502A – Design and develop assessment tools
  - TAEASS502B Design and develop assessment tools
4. Previous completion of a diploma or higher level qualification in adult education would allow a VET teacher to meet the regulatory requirements listed in point 3. The units completed within the diploma or higher level qualification would need to demonstrate the skills and knowledge required to train adults. An academic transcript or record of results for the qualification would need to be provided as evidence to demonstrate this.
5. Hold relevant vocational competencies at least to the AQF level of the qualification being delivered or assessed;
6. Meet any specific Training Package / licensing requirements;
7. Demonstrate current industry skills directly relevant to the training / assessment being provided;
8. Through professional development activities, continuously develop and improve their:
9.
  - Vocational Education and Training (VET) knowledge and skills that informs their training and assessment
  - Vocational knowledge and skills relating to their relevant industry, and
  - Trainer/Assessor knowledge and skills;
10. Victorian Institute of Teaching (VIT) Registration – for staff delivering VCAL Strand Units;
11. Hold a current WWCC (for any exclusions and / or exemptions refer to the [Working With Children \(WWC\) Check Procedure](#)); and
12. Staff delivering any qualification from the TAE training package or its successor must hold:
13.
  - TAE5011 – Diploma of Vocational Education and Training or its successor; or
  - TAE50211 – Diploma of Training Design and Development or its successor; or
  - A higher level qualification in adult education.

Evidence demonstrating compliance with the above requirements must be uploaded by teaching staff onto the University HR Management System (Empower) if they are responsible for delivering and/or assessing the University's VET/VCAL programs.

Qualification and vocational information for VET teaching staff must also be recorded in the Skills First Register of Trainers and Assessors.

This includes, but is not limited to ongoing, contract, and sessional staff at Partner Providers and staff at Third Party Providers both on and off shore. Staff at Partner Providers and at Third Party Providers on and off shore will need to follow a similar process of recording their qualifications with their respective employers.

All new sessional and contract trainers and assessors of the University must hold TAE40110 Certificate IV in Training and Assessment (or its successor) prior to commencement of training and assessment.

For VCAL courses, all new sessional and contract teaching staff must also have VIT registration.

## Supervision and Co-assessment

All new sessional and contract trainers and assessors employed by the University must hold at least the TAE40110 Certificate IV in Training and Assessment (or its successor) prior to commencement of training and assessment.

In exceptional circumstance and only with prior written approval from the DVC Academic, trainer/assessors may work under supervision if they are currently enrolled in a qualification from the TAE training package (or its

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successor) or a higher level qualification in adult education, and hold all other Skill Sets and industry currency requirements.

For VCAL courses, all new sessional and contract teaching staff must also have VIT registration.

Industry experts may be involved in the assessment judgement, working alongside a trainer/assessor to conduct an assessment.

As part of the formal industry engagement requirement of the 2015 Standards, the inclusion of industry experts is the only approved practice for utilising supervision and co-assessment arrangements.

Arrangements must be established to ensure qualifications are delivered and assessed by appropriately qualified staff in accordance with this Policy. Evidence of this appropriateness must be maintained as per requirements described in the Record Keeping section of this Policy.

## Further Development of VET Teaching Staff

Opportunities for training, industry release and staff development will be made available to increase the vocational skills and pedagogical knowledge of VET and VCAL teachers, and to engage with industry and broaden the areas in which individual teachers are qualified and competent to train and assess.

**The University seeks to up-skill it's VET and VCAL teachers and strongly encourages the attainment of degrees or higher qualifications in education and training.**

Professional development relates to the individual and qualifications, therefore formal professional development records must be documented on the following:

1. Individual work plans as part of the Performance Review and Development Program;
2. Updated on the [Trainer Skills Matrix](#) for each qualification taught; and
3. Recorded in the Skills First Register of Trainers and Assessors.

Evidence of qualifications and certificates must be formally cited by the Education Manager/Coordinator and uploaded on Empower [HTTP://ubess.ballarat.edu.au/empower](http://ubess.ballarat.edu.au/empower) as part of the individual teacher's personal information file.

The [Performance Review and Development Program Policy](#) and Procedure will be utilised to identify, plan and record evidence relating to professional development in training, assessment, current vocational competencies and teaching. VET and VCAL teaching staff will be expected to undertake a minimum level of professional development each year.

VTG trainers and assessors may be required to undertake specific professional development as directed by the Department of Education and Training.

## Register of Trainers and Assessors

The Department of Education and Training requires all RTOs to establish and maintain a Register of Trainers and Assessors. In accordance with the Skills First Funding Contract this Register must contain the following information for each individual employed by the University to train and / or assess for vocational education and training, including those engaged through a sub-contractor:

- the individual's name;
- whether the University engages the individual as a trainer or assessor, or as both;
- which qualifications the individual will be delivering training and / or assessment;

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- the title of the highest qualification in training and assessment that the individual has obtained, and the date on which it was obtained;
- details of the individual's vocational competencies for each industry area in which they will deliver qualifications, being either:
  - the title of the highest qualification in each industry area that the individual has obtained that is at least of the level being delivered, and the date on which it was obtained; or
  - confirmation that their vocational competencies have been mapped and determined to be equivalent to the level being delivered;
- details of the individual's current industry skills that are directly relevant to the training and / or assessment being delivered;
- details of the individual's participation in professional development, including:
  - in the fields of the knowledge and practice of vocational training, learning and assessment, including competency based training and assessment;
  - the individual's participation in professional development related to online delivery; and
- whether that trainer or assessor is involved in the delivery of qualifications / courses on the Foundations Skills List or Training and Assessment Course List; and

## Records Management

It is recommended that all VET and VCAL trainers and assessors complete / update the VetTAC (VET Training and Assessment Checklist) at least annually. The Trainers Skills Matrix is also completed/updated annually for each qualification and the trainer must provide current qualifications and industry currency in relation to each unit of competency taught.

Documentary evidence confirming vocational qualification(s) , training and assessment qualification(s) and any professional development must be sighted and retained in each staff member's file; this includes evidence such as transcripts, testamurs and / or industry associate membership cards.

On commencement with the University (*or after 1st pay period to access Empower*) all staff must upload (*cited and signed by Supervisor*) copies of their formal qualifications, licenses and competencies directly to the Human Resources portal, Empower.

Web link to instruction manuals:

<http://federation.edu.au/staff/working-at-feduni/human-resources/employee-self-service>

Web link to Empower:

[https://ubess.ballarat.edu.au/empower/.](https://ubess.ballarat.edu.au/empower/)

It is the responsibility of staff to ensure that they continue to upload further cited qualifications, licenses and competencies as they receive these.

It is the responsibility of the Directors of Centre/Heads of Faculty/Business Managers to ensure all staff complete and keep their records updated.

Document Title	Location	Responsible Officer	Minimum Retention Period
Testamur / Statements	HR Empower	Education Manager	50 years after last contact
	Staff Files	Business Manager	

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Document Title	Location	Responsible Officer	Minimum Retention Period
Victorian Institute of Teaching (VIT) Registration	HR Empower	Education Manager	Period of registration
	Staff Files	Business Manager	
Working With Children Check	HR	Education Manager	Period of Registration
	Empower	Business Manager	
	Staff Files		
Trainer Skills Matrix	Staff Files	Education Manager	2 years after cessation of delivery / assessment activities
		Business Manager	
VetTAC	Staff Files	Education Manager	2 years after cessation of delivery / assessment activities
		Business Manager	
Register of Trainer & Assessors	Faculties	Executive Directors	
Direct Supervision Record Sheet	Within Department	Directors/Head/	2 years after cessation of delivery/assessment activities
		Business Manager	

## Records Disposal

University records must only be disposed of in accordance with the University's Records Disposal Process as outlined in the Records Framework Procedure. Authorisation must be obtained from the Faculty/Centre/College, Records Management Services and the Director of Academic Services or their delegate prior to disposal. Records must not be destroyed where it is known that those records may likely be required in evidence, either now or in the future.

## Supporting Documents

- [Performance Review and Development Program Policy](#)
- [Performance Review and Development Program Procedure](#)

### Forms.

- [Direct Supervision Record Sheet](#) (DOCX 1371.3kb)
- [Performance Plan - Individual](#) (DOCX 337.8kb)
- [Professional Development Application Form VET](#) (DOCX 194.5kb)
- [Professional Development Plan](#) (DOCX 146.4kb)
- [VET Teacher Work Plan](#) (XLSX 83.5kb)

## Responsibility

The Executive Director/Directors/Education Managers are responsible for ensuring compliance with the terms and conditions of the [VET Teacher Qualifications and Competency Policy](#).

The DVC - Academic is responsible for the maintenance and review of the Policy.

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## Communication

The policy will be communicated throughout the University via:

- Announcement the University's News webpage;
- Inclusion in the University Policy Library;
- Annual professional development including assessment activities and workshops.

## Implementation

The [VET Teacher Qualifications and Competency Policy](#) will be implemented throughout the University through completion and collection of appropriate forms as listed in this Policy.

All VET Teaching staff must be compliant with this Policy by 1st January 2015.

Quality Services will meet with key stakeholders to discuss this Policy and its requirements.

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