



TRAINING PROVIDERS FORUM 2015

25 - 26 MAY | PERTH CONVENTION AND EXHIBITION CENTRE

Building the workforce to meet the economic and community needs of Western Australia



Customising vocational
competency/currency in a VET in schools
environment

Stephanie Trestrail and Suzanne Slight

Training Accreditation Council



Training Accreditation Council
WESTERN AUSTRALIA

Vocational Competency and Industry Currency in a VET in Schools Environment

Stephanie Trestrail
Executive Officer TAC



Training Accreditation Council
WESTERN AUSTRALIA

Skilled Trainers and Assessors

Clauses 1.13-1.16

Clause 1.13 – Vocational competency and Industry Currency

Training and assessment is delivered only by persons who have:

a) **vocational competencies** at least to the level being delivered and assessed;

(Industry qualifications or equivalent)

b) **current industry skills** directly relevant to the training and assessment being provided; and

(Skills that reflect current industry practice)

c) **current knowledge and skills in vocational training and learning** that informs their training and assessment.

(Staying up to date with VET theory and practice)

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.



Training Accreditation Council
WESTERN AUSTRALIA

Skilled Trainers and Assessors Clauses 1.13-1.16

Clause 1.14 – Training and assessment qualifications

Training and assessment is delivered only by persons who have:

- a) prior to 1 January 2016, the **TAE40110 Certificate IV in Training and Assessment**, a **diploma or higher level qualification in adult education**, or **demonstrated equivalence** of competencies; and

- b) from 1 January 2016, the **TAE40110 Certificate IV in Training and Assessment** or a **diploma or higher level qualification in adult education**.

Clause 1.15 – Conducting assessment only

As above, or the **TAESS00001 Assessor Skill Set**.



Training Accreditation Council
WESTERN AUSTRALIA

Skilled Trainers and Assessors

Clauses 1.13-1.16

Clause 1.16 – Professional development

Trainers and assessors undertake professional development in the fields of the **knowledge and practice of vocational training, learning and assessment** including **competency based training and assessment**.

Professional development can be formal and informal activities:

- **Courses, workshops, seminars, conferences, formal learning**
- **Mentoring, professional associations, other learning networks**
- **Individual research or reading**
- **Moderation or validation activities**
- **Industry release schemes**



Training Accreditation Council
WESTERN AUSTRALIA

Providing Supervision Clauses 1.17-1.20

Summary - Individuals working under supervision must have:

- **Vocational competencies** at least to the level being delivered
- **Current industry skills** directly relevant to the training and assessment being provided
- One of these **skill sets** (or equivalent prior to 1 January 2016):
 - TAESS00007 Enterprise Trainer – Presenting Skill Set
 - TAESS00008 Enterprise Trainer – Mentoring Skill Set
 - TAESS00003 Enterprise Trainer and Assessor Skill Set
- A suitable level of supervision, conditions and accountability



Training Accreditation Council
WESTERN AUSTRALIA

Vocational competency

- In some schools, trainers and assessors will not hold the qualification or unit of competency to be delivered (or will hold a 'higher' qualification).
- In other cases, those who hold the qualification may have completed different units due to changes or flexibility in the qualification's packaging rules.
- In both cases, you will need to demonstrate **equivalence**.
- The outcome must be as rigorous for teachers as it would be for any other person delivering VET, but you may need to build some flexibility into your usual process.



Training Accreditation Council
WESTERN AUSTRALIA

Vocational competency – Demonstrating equivalence

Equivalence is **most commonly** demonstrated by **mapping** past training, experience and ongoing PD against the unit of competency.

Evidence to demonstrate equivalence of **vocational competence** may include:

- Relevant past training (including superseded and pre-existing industry qualifications)
- Experience
- Professional development



Training Accreditation Council
WESTERN AUSTRALIA

Vocational competency – Mapping

- Objective of mapping - A clear and verified relationship between trainers' and assessors' formal or informal training and experience and the qualification or units/modules they deliver and assess, that identifies and addresses any gaps.
- **Relevancy** is a common issue for school staff delivering VET. You must clearly establish the relationship between that person's training/experience and the unit or qualification.
- If you cannot establish this relationship, that staff member may not have the required skills and knowledge.



Training Accreditation Council
WESTERN AUSTRALIA

Vocational competence – The rules of evidence

Evidence to demonstrate equivalence must be:

- **Valid** – the evidence directly relates to the skills, knowledge and attributes as described in the unit of competency.
- **Sufficient** – the evidence is of sufficient quality, quantity and relevance to enable a judgement to be made.
- **Authentic** – the evidence is the candidate's own work.
- **Current** – the evidence demonstrates current competency, as it is from the present or the very recent past.



Training Accreditation Council
WESTERN AUSTRALIA

Industry Currency

Industry currency - maintenance of a trainer's vocational technical skills and knowledge

- Keeping up to date with current industry knowledge, skills and practice
- Industry currency enables trainers to deliver and assess vocational training relevant to industry and is central to the concept of being a **dual professional**. Remember that in a school environment, some staff need to be teachers, trainers and industry professionals.



Training Accreditation Council
WESTERN AUSTRALIA

Industry Currency

Example: CPC08 Construction, Plumbing and Services TP

assessors delivering qualifications from this CPC08 Construction, Plumbing and Services Training Package should have the following minimum competency, recognition and industry experience:

“workplace experience within the last two years in the competency area being delivered”



Training Accreditation Council
WESTERN AUSTRALIA

Factors that Influence Currency

- Technological innovation
- Changing legislation and regulatory requirements
- Changes to industry practice
- New and emerging skills and specialisations as work practices change
- Technical skill degradation through periods of non-use.

Each RTO has to consider relevant factors, ideally in consultation with industry, to determine an appropriate currency period.



Training Accreditation Council
WESTERN AUSTRALIA

Maintaining Industry Currency

- No one currency period, specific activity or group of activities represent the best way to maintain industry currency.
- There are a range of activities that may work for the individual trainer/assessor and RTO, but not all of them are practical for a school environment.
- The activities that the individual provides as evidence needs to suit the kind of knowledge and skill they have to maintain.



Training Accreditation Council
WESTERN AUSTRALIA

Competency and Currency: Some critical questions

- What does the qualification say? Take it back to basics.
- How do you know that you can do the job?
- How do you know you are keeping up to date with changes and recent developments in your industry?
- Are you just doing this for compliance? If so, look at your broader systems. Go back to the intent of the Standard.
- Are you doing what you say you will do? Don't let your own policies trip you up.
- Can you clearly show the relationship between what you are delivering and what you have experience in?
- How might you adapt your approach in a school environment?



Training Accreditation Council
WESTERN AUSTRALIA

2014 Strategic Industry Audit (SIA) of VET in Schools (VETiS)

- 31 RTOs audited:
 - 10 State Training Providers
 - 12 Private RTOs
 - 9 RTO schools
- 4 delivery modes (Auspice, Outsourced, SBA/SBT, RTO school)
- 19 qualifications across 11 industry areas
- Audited against the Australian Quality Training Framework (AQTF) Essential Conditions and Standards for Continuing Registration



Training Accreditation Council
WESTERN AUSTRALIA

2014 VETiS SIA

Competence, currency and development

AQTF Standard 1.4:

- 1.4a (Training and assessment qualification): 6% non-compliant
- 1.4b (Vocational competence): 35% non-compliant
- 1.4c (Industry currency): 30% non-compliant
- 1.4d (VET currency and PD): 23% non-compliant

Anecdotal evidence:

- Cases of schools making staff changes without an RTO's knowledge
- Cases of unit selection based on staff qualifications, not student needs
- Cases of attitudes that 'anyone' can deliver Certificates I and II because of their low AQF levels



Training Accreditation Council
WESTERN AUSTRALIA

2014 VETiS SIA AQTF Standard 1.4

Compliant RTOs:

- Verified the school's capacity to deliver, in relation to the school's vocational competencies, industry currency and training and assessment qualifications
- Trainer profiles/matrices were used to capture this evidence, and these were kept up to date
- Verified/authenticated vocational competencies and industry currency against the units delivered and assessed
- Used a systematic process and maintained evidence of trainers and assessors' professional development



Training Accreditation Council
WESTERN AUSTRALIA

2014 VETiS SIA AQTF Standard 1.4

Non-compliant RTOs:

- Did not follow the processes established in auspice/partnership agreements for confirming trainer/assessor competency
- Provided no or insufficient evidence of trainer/assessor qualifications, vocational competencies or current industry skills
- Were not aware that some staff members delivering/assessing were not suitably qualified or adequately supervised
- Did not confirm or validate staff competency and currency
- Provided no or insufficient evidence of professional development undertaken by staff, or the professional development did not relate to what was being delivered/assessed



Training Accreditation Council
WESTERN AUSTRALIA

School and Industry Input

- Suzanne Slight – DoE perspective
- Current projects – eg toolkits, ITC PD workshops
- Case studies of good practice



Training Accreditation Council
WESTERN AUSTRALIA

School environments: Things to keep in mind

- Resource constraints
- Reporting deadlines
- Multiple RTO arrangements may be in place – can you help streamline any processes for your school?
- Be realistic – your usual strategies may not be appropriate. Can you adapt them without undermining their integrity?



Training Accreditation Council
WESTERN AUSTRALIA

School environments: Things to keep in mind

- Your partnership/auspicing agreement is key. What it contains is up to you and your partner school, but be clear on the roles of each party.
- The **RTO is responsible and accountable** for compliance of third parties under the *Standards for RTOs 2015*. Make sure to monitor these arrangements to avoid exposing your business to unnecessary risk.



Training Accreditation Council
WESTERN AUSTRALIA

What are auditors looking for?

Evidence of:

1. A process in place to establish equivalence (if trainer/assessor does not hold a particular qualification);
2. A clear and verified relationship between trainers' and assessors' formal or informal training and experience and the qualification or units/modules they deliver and assess;
3. Current, relevant industry skills; and
4. Current VET knowledge and skills, and ongoing professional development in VET, including competency-based training and assessment practice (note: delivering training and assessment does not constitute professional development).



Training Accreditation Council
WESTERN AUSTRALIA

Questions and further discussion

Please visit www.tac.wa.gov.au for access to the Users' Guide and FAQs on the *Standards for RTOs 2015*

NEXT SESSION - Session 3

Monday 25th 3:00pm - 4:00pm

MR1	MR2	MR3	MR6	MR7	MR8
Independent validation of assessment pilot project – findings recommendations and the way forward	Who develops training packages these days? Changes to industry advice arrangements at the national level	Aboriginal school based training – breaking the cycle and moving forward	How to maintain your vocational currency	Free copyright and Creative Commons	Shifting cultures – recognising employers' input into training
Dr Ross Kelly	Mitch Cleary	Pat Keay	Jason Ash	Naomi Stallard	Kevin Peachey
Department of Training and Workforce Development	Precision Consultancy	Department of Education	MRWED Training and Assessment	Department of Training and Workforce Development	EUPA and E-Oz Skills Energy Skills Australia