

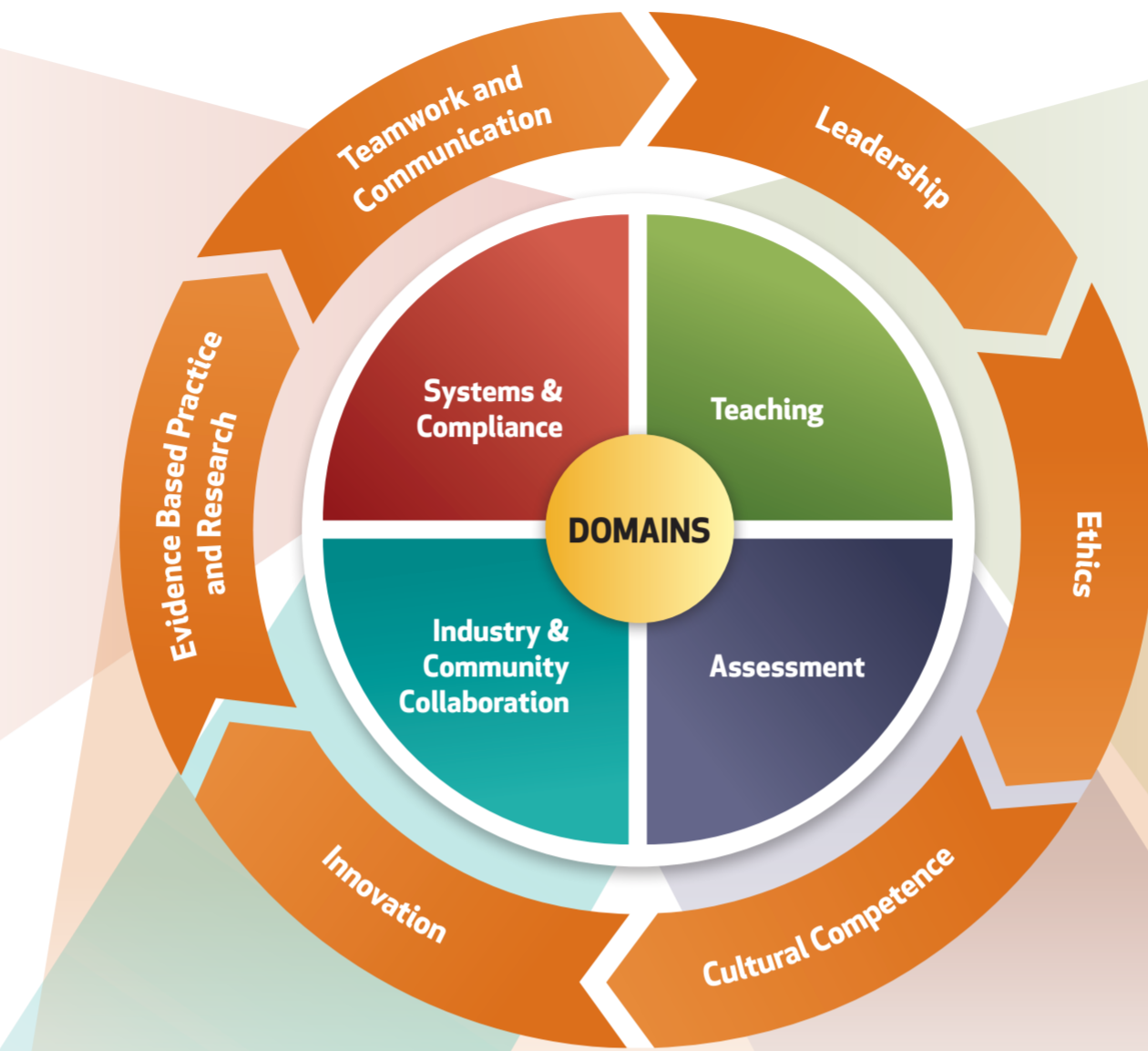
The VET Practitioner Capability Framework

Systems and Compliance

| | System Standards | System Stakeholders | Products | Processes |
|----------------------------------|--|---|--|--|
| First Level Practitioner | Understands VET standards and relevant legislation and ensures compliance in own work practices. | Develops own knowledge of key stakeholders such as state training authorities, industry skills councils, VET regulators and licensing bodies. | Uses current training packages and accredited courses, and supporting tools and resources, to support training and assessment practices. | Ensures work practices comply with organisational policies and procedures; maintains accurate and up-to-date records. |
| Second Level Practitioner | Develops approaches to meet compliance requirements and continually improve practice. | Monitors activities of VET system stakeholders and uses this knowledge in program design. | Contextualises training packages and accredited courses to source and select best products to meet learner needs. | Supports policy development and generates ideas for improvements. |
| Third Level Practitioner | Ensures team compliance with VET standards, and relevant legislation and regulations. | Builds sustainable relationships with key stakeholders to improve teaching and assessment practice and build practitioner capability. | Provides leadership about training packages and accredited courses, and guides implementation. | Reviews and creates policies to guide practice and ensure compliance; ensures team members keep up-to-date records of learner progress and outcomes. |

Industry and Community Collaboration

| | Engagement | Networks | Vocational Competence | Workforce Development |
|----------------------------------|---|--|---|--|
| First Level Practitioner | Liaises with enterprises to ensure teaching and assessment reflects current industry practices. | Participates in enterprise networks to enhance own knowledge and skills. | Maintains vocational competency relevant to own subject area and works with others to maintain that competency; uses a range of methods to keep up-to-date with industry changes. | Contextualises program content and adapts teaching practices to suit specified enterprise needs. |
| Second Level Practitioner | Builds relationships with enterprises and stakeholders to ensure learning programs, and related assessment, meet the client's needs. | Engages in networks to support sharing of vocational, and learning and assessment, knowledge and skills. | Implements approaches to build vocational competence, leading to industry credibility. | Designs training and other solutions to meet identified workforce development needs. |
| Third Level Practitioner | Negotiates with industry bodies and stakeholders to ensure that learning programs meet or exceed expectations and that teaching and assessment practices reflect current industry trends. | Demonstrates leadership in professional networks and provides advice and guidance about industry developments and changes. | Develops and implements approaches to build team vocational competence. | Works with enterprises to design learning and development strategies that address strategic direction. |



Skill Areas

| | Teamwork and Communication | Leadership | Ethics |
|----------------------------------|--|--|--|
| First Level Practitioner | Adapts communication style to suit audience and context; builds constructive relationships with colleagues and generates ideas for improvements. | Identifies own learning needs and obtains support for professional development. | Demonstrates ethical behaviour and regard for confidentiality. |
| Second Level Practitioner | Seeks professional development opportunities and assists team to identify and address their learning needs. | Shares knowledge and experience with team; demonstrates self awareness; provides a positive role model for learners. | Supports colleagues in ethical decision-making; respects confidences. |
| Third Level Practitioner | Mentors team to foster learner engagement, retention and success; communicates persuasive messages to a range of audiences. | Focuses on achieving priorities and team goals; fosters structured approaches, including reflective practice, to develop team members' skills. | Inspires trust and confidence; demonstrates values, attitudes and behaviours that command respect of colleagues and with learners. |
| | Cultural Competence | Innovation | Evidence Based Practice and Research |
| First Level Practitioner | Interacts effectively with learners from a variety of cultures; respects and values difference; identifies LLN issues and seeks advice where required to meet learner needs. | Contributes ideas to enhance and improve work practices. | Accesses and utilises information and research sources about VET practice and the VET sector as appropriate to teaching level and industry area. |
| Second Level Practitioner | Demonstrates awareness of cultural differences and develops strategies to ensure culturally appropriate teaching methods. | Generates ideas to provide new and creative ways of working. | Seeks out and critically analyses information and research sources about VET practice and the VET sector; undertakes role-appropriate research into own practice and within own environment. |
| Third Level Practitioner | Models cross cultural understanding and encourages cultural competence in teaching team. | Encourages staff to generate and share new and different approaches; advocates for change. | Identifies issues that need further investigation, and works with others to carry out research beyond own immediate environment. |

Teaching

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

Assessment

| | Assessment Theories | Products | Processes | Validation |
|----------------------------------|--|---|---|---|
| First Level Practitioner | Demonstrates understanding of the principles of assessment and the rules of evidence. | Contributes to the development of assessment tools, or modifies existing ones, to suit client needs and specified context. | Employs a range of methods to ensure validity and reliability in assessment decisions. | Participates in assessment validation processes. |
| Second Level Practitioner | Uses contemporary assessment research and theory to inform and expand practice. | Designs, develops and evaluates assessment tools for purposes including RPL and assessment of training outcomes; uses a variety of technologies to develop and implement the tools. | Adapts assessment approaches as required for different contexts and candidates; reviews assessment processes and identifies improvements; provides assessment feedback to support continued learning. | Actively contributes to assessment validation processes; uses validation outcomes to improve practice. |
| Third Level Practitioner | Leads others to interpret and apply relevant theory to improve assessment practice; undertakes research to inform assessment practice. | Designs and implements continuous improvement strategies to ensure assessment tools meet industry and system requirements. | Consults with stakeholders to design holistic assessment approaches; leads quality assessment practices; explores opportunities for innovation and improvements in assessment processes. | Coordinates industry validation; critically evaluates validation outcomes and implements improvements to assessment strategies. |