

# **The VET Practitioner Capability Framework**

## **Implementation Guide**



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## Foreword

The 2011 Productivity Commission report Vocational Education and Training Workforce, Innovation and Business Skills Australia's (IBSA's) own Environmental Scan, and internal work in relation to the TAE10 Training Package, led IBSA to develop a Capability Framework for VET practitioners.

This Implementation Guide is designed to assist the professional development decisions of VET practitioners by enabling them to self assess their strengths and development needs against the VET Capability Framework, using the tools we have developed for this purpose.

Capability (or ability) frameworks describe the skills and behaviours that people will demonstrate if they are doing high quality work. These frameworks provide an over-arching list of the skills required in particular work settings or contexts. They are broad descriptions, against which specific skills can be mapped. Typically they cover a range of job roles and/or work contexts.

When IBSA asked VET practitioners how they would like to use this Framework, they strongly preferred a professional development support approach, rather than the provision of yet more qualifications.

We hope this Framework will assist with professional development opportunities for VET practitioners operating in a range of roles and a variety of contexts.

Robert Bluer  
Industry Manager, Education  
IBSA

# Section 1

## Overview

### Introduction

The vocational education industry is large and diverse. It employs over 7.5% of the Australian workforce. It is expected that the industry will continue to grow and that there will be an increasing demand for skilled VET Practitioners.

Registered Training Organisations (RTOs) vary enormously; some provide niche training and assessment for specific professions or industries across the country, others work locally and have a focus on addressing community needs and some are large complex organisations delivering hundreds of qualifications.

It is a requirement of the National Skills Standards Council (NSSC) that all trainers and assessors must hold the TAE40110 Certificate IV in Training and Assessment from the TAE10 Training and Assessment Training Package as a minimum qualification. RTOs must meet this requirement, but many want support and tools to manage their workforce and to ensure that it has the knowledge, skills and attributes to meet the demands and challenges of this changing sector.

The VET Practitioner Capability Framework describes the broad capabilities required for a range of job roles in the VET sector. It provides a common language for the knowledge, skills, behaviours and attitudes that practitioners will display if they are performing well in their roles.

### Purpose of the Framework

This Framework was developed to support and improve:

- Workforce planning
- Recruitment and selection processes
- Performance management
- Self assessment
- Performance development and professional development
- Career planning.

### Who is this Framework for and how can it be used?

The Framework can be used by people in different roles in RTOs, and for a range of purposes.

#### The Leadership Group

Executive teams, senior managers and owners of RTOs can use the Framework to:

- Review organisational strategy and prioritise the skills that they need to foster across the workforce to achieve identified goals
- Plan for the workforce they need
- Develop an integrated approach to managing the human resources in their RTO.

#### Managers

Managers of trainers and assessors can use the Framework to:

- Identify the capabilities they require of their staff, at different levels
- Develop selection criteria and interview questions when recruiting
- Structure performance management and performance development
- Clarify the behaviours that are expected of people in their job roles
- Assist with career planning, mentoring and coaching.

#### VET Practitioners

Trainers and assessors with different levels of experience and expertise can use the Framework to:

- Confirm what is expected of them in their current role, and the capabilities that are required of them if they want to progress to the next level in their career
- Talk with their managers about the skills they want to develop and how they plan to do this
- Self assess and recognise their strengths and expertise
- Aid the processes of gathering evidence for Recognition of Prior Learning.

## How we developed the Framework

Development of the Framework occurred over an 18 month period and many industry representatives were involved in the process. The Framework was firstly informed by desktop research process including a review of the literature about the industry and its workforce, and analysis of a range of position descriptions for a variety of job roles. Extensive consultation and validation was followed by many drafts and revisions, to make sure that the capabilities in this Framework reflect the real demands of VET Practitioners.

## Capabilities and competencies?

Competencies, as described by units of competency within training packages, provide VET Practitioners with a familiar benchmark to guide their training and ensure that it meets the needs and expectations of the workplace. These competencies are robust and undergo vigorous testing to ensure that they provide clear benchmarks. However, because of the detail in structure and form, nationally endorsed units of competence do not really lend themselves to supporting a range of HR functions.

Capabilities are intended to be short and accessible ways of explaining what good performance looks like – a capability framework is like a toolbox that can be used in a range of ways. Many large companies have developed capability frameworks to describe what they expect of people in different job roles, and there are peak bodies for many professions that have developed capability frameworks for people in different vocations and disciplines. Capability frameworks are becoming increasingly popular as an aid to shaping and honing workplace behaviours and performance.

Training package units of competency are designed to be used within a regulatory framework with rules about assessment and how it should be measured and recorded in relation to the achievement of statements of attainment or qualifications. In contrast, there is nothing mandatory about this Framework, rather it is just that, a framework to support the workforce development of the VET sector.

## This Implementation Guide

This Implementation Guide has four main parts

1. Section One provides an overview to the Framework and its applications, as well as describing the structure and features of the Framework. There is also some advice about how it can be contextualised for different settings
2. Section Two will assist RTOs to implement the Framework to improve recruitment and selection, and performance feedback and staff development
3. Section Three is for practitioners who wish to use the Framework to review their capabilities and plan their careers
4. Section Four provides two versions of the Framework: the first presentation of the Framework groups' capabilities by domain, and shows how each capability builds; the second presentation shows the suite of capabilities for each level of practitioner.

## Additional Resources

There are other tools to support RTOs to implement the Capability Framework, and reference is made to these tools throughout this Guide.

### Capability Card Set

The card set provides a card for each capability and skill area – 22 cards in all. You can use the cards for many of the applications of the Framework explained in Section 2 of this Guide, for example, as an aid to selection processes or as an aid to group discussions about key requirements for specific job roles. The tactile nature of the cards often enables people to think differently about work and work roles.

### Capability Assessment and Review Tool

This is an Excel spreadsheet which presents the capabilities by level. It can be used by VET Practitioners to self assess, and for performance review and development planning. The spreadsheet uses a five point numeric rating system and can be used for one person to rate (self assessment) two people (performance and skill reviews by a staff member and manager) and three or more people (for 360 degree feedback).

# The Structure of the Framework

The Framework has been developed as a practical starting point for a range of learning and development and human resource (HR) functions. The features of the Framework are summarised below.

## The Levels

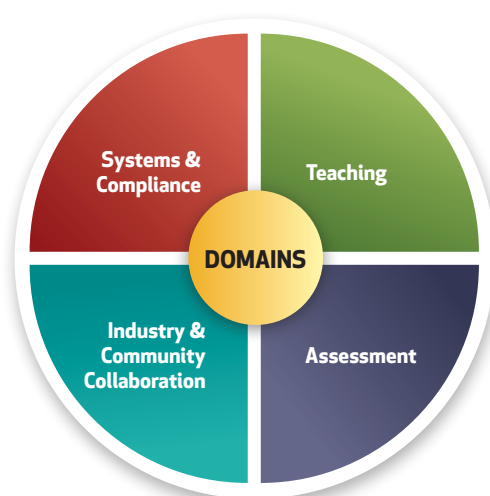
VET Practitioners have different job roles and job titles, but research for the development of the Framework indicated that a construct with three distinct levels of experience and expertise would cover most practitioner roles in the sector. The three levels are shown in the table below.

Level	Descriptor
<b>First Level Practitioner</b>	Practitioners have a broad theoretical knowledge and practical experience of training and assessment; they operate independently and seek guidance when necessary.
<b>Second Level Practitioner</b>	These practitioners have specialised theoretical knowledge and practical experience of training and assessment; they employ a wide range of teaching and assessment methods and provide guidance and support to practitioners.
<b>Third Level Practitioner</b>	These practitioners have in-depth knowledge and established skills to shape a team's training and assessment practice; they inspire others, lead change processes and provide specialist advice and support.

In larger RTOs there may be more than three levels of practitioner, and in small RTOs there may be only two. Some job roles will require capabilities from more than one level. Section 2 of this Guide provides advice about how to adapt the Framework to profile jobs in your organisation.

## The Domains and Capabilities

The domains are a means to group related capabilities. There are four domains in this Framework:



Each domain has four areas of capability, as shown in the table below.

Domain	Areas of capability
<b>Teaching</b>	Theory
	Design
	Facilitation
	Evaluation
<b>Assessment</b>	Theory
	Products
	Processes
	Validation
<b>Industry Collaboration</b>	Engagement
	Networks
	Vocational Competence
	Workforce Development
<b>Systems and Compliance</b>	System Standards
	System Stakeholders
	Products
	Processes



The capabilities provide a hierarchy of skills and knowledge. This example, from the capability for Facilitation from the Teaching domain, shows this hierarchy in practice:

Level	Capability
<b>First Level Practitioner</b>	<i>Facilitation</i> Uses strategies and skills to ensure learner engagement and achievement of learning outcomes; creates supportive learner inter-relationships; uses a range of technologies effectively.
<b>Second Level Practitioner</b>	<i>Facilitation</i> 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.
<b>Third Level Practitioner</b>	<i>Facilitation</i> Applies and models a broad range of facilitation techniques; leads others to develop their facilitation approaches across a range of delivery contexts.

If you turn to Section 4 of this Guide you will see the capabilities for each domain and how they build by level.

### The Skill Areas

The domains represent what is considered fundamental to teaching and assessment practice. Yet as any industry will attest, an effective employee needs more than their technical skills; they need to complement their specialist skills with generic or transferrable skills in order to function effectively in an organisation and deal with the changing demands of work. The skill areas that are part of the Framework are:

#### **Leadership, Ethics, Cultural Competence, Innovation, Teamwork and Collaboration, Evidence Based Practice and Research**

As with the capabilities that are grouped under domains, there is a progression or hierarchy in the skill areas. Here is an example of the skill area for Ethics, by level.

Level	Descriptor
<b>First Level Practitioner</b>	<i>Ethics</i> Demonstrates ethical behaviour and regard for confidentiality.
<b>Second Level Practitioner</b>	<i>Ethics</i> Supports colleagues in ethical decision-making; respects confidences.
<b>Third Level Practitioner</b>	<i>Ethics</i> Inspires trust and confidence; demonstrates values, attitudes and behaviours that command respect of colleagues and learners.

### In Summary

The Framework has:

- Three levels that reflect different levels of expertise and responsibility in job roles
- Four domains that each group or cluster four capabilities describing the specialist skills required of VET Practitioners
- Six skill areas that address more generic work skills required for VET Practitioner job roles.

### Contextualising the Framework

This Framework has been designed to cover the role of the Australian VET Practitioner, but there are many factors that can affect how practitioners' job roles are shaped, such as:

- State and territory differences
- Differences between industries
- The size and complexity of the RTO
- The needs of different learner groups.

Contextualising the Framework will enable you to tailor it to meet the needs of your RTO. It has been developed as a flexible resource and will become more meaningful when set in context. You are encouraged to use and adapt it in ways that best suit the needs of your RTO. The Framework is provided in Word so that you can contextualise it.

You may wish to:

- Incorporate references to:
  - specific organisational values
  - key internal documents, such as a Code of Conduct, policies or procedures
  - internal practices such as team meetings, planning days or performance reviews
  - Adapt the language to reflect that preferred in your RTO, for example participants instead of learners
- Develop additional capabilities for specialist roles – for example some RTOs have dedicated positions for business development, and these roles might comprise some of the capabilities shown in the Framework, together with additional specialist capabilities
- Select and blend capabilities from different levels to suit the needs of specific roles.

## Section 2

# Using the Framework – advice for RTOs and Managers

All RTOs need to make sure that they are recruiting trainers and assessors with the skills and experience to provide quality training and assessment. And, having recruited these people, RTOs need to ensure that these staff continue to grow and develop their professional expertise.

Having a strong and capable workforce, and good practices to support workforce planning, will assist with the RTO's sustainability and help to meet national quality standards. The Capability Framework can assist RTOs to develop structured approaches to reviewing the skills of trainers and assessors, and planning for further skill development.

This section of the Guide provides some tools to assist you to get started in implementing the Framework in your RTO.

### Job Design

The Capability Cards are a helpful starting point for job design and preparing a position description:

- Lay out the Capability Cards and group them by colour to clearly show the domains
- Select the Capability Cards that are most critical to this job role. Review the descriptors for each level and select the appropriate level
- Select the cards from the Skill Areas that are most important to the role, again select the appropriate level
- Discuss and prioritise the cards to determine what is key or critical to the role
- Use this information to prepare a position description, and behavioural interviewing questions.

### Recruitment and Selection

Interview questions are an important method of understanding how candidates perceive or interpret the job role, and how candidates see their skills in relation to the role requirements. Asking VET Practitioners to describe their experience in relation to the selection criteria will prompt the candidate to provide additional detail about aspects of previous work. Some people are confident in interviews, others less so – interviewers need to make sure that candidates are given the best opportunity to present their skills and experience.

The Capability Cards can be used in a range of ways in interviews:

- Ask candidates to select two skills areas that they think are their real strengths, then ask them to provide examples of how they have displayed those strengths in previous professional roles
- Ask candidates to choose two or three skills area cards that are most critical to the job they are applying for; prompt them to explain their selection. This gives insight into how the candidate perceives the role and what is most important.

Most people find that using the cards enlivens the interview process. The addition of something that is tactile often stimulates people to relax and move away from prepared scripts, showing more of who they are and how they think.

### Capability Card Set

<b>Teaching Evaluation</b>  <b>Level 1</b> Contributes to program evaluation; seeks regular feedback to evaluate own performance and plan for improvements.  <b>Level 2</b> Evaluates program outcomes using established tools and techniques; modifies program design in response to evaluation outcomes.  <b>Level 3</b> 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.	<b>Assessment Assessment Theories</b>  <b>Level 1</b> Demonstrates understanding of the principles of assessment and the rules of evidence.  <b>Level 2</b> Uses contemporary assessment research and theory to inform and expand practice.  <b>Level 3</b> Leads others to interpret and apply relevant theory to improve assessment practice; undertakes research to inform assessment practice.	<b>Industry and Community Collaboration Engagement</b>  <b>Level 1</b> Liaises with enterprises to ensure teaching and assessment reflects current industry practices.  <b>Level 2</b> Builds relationships with enterprises and stakeholders to ensure learning programs, and related assessment, meet the client's needs.  <b>Level 3</b> 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.	<b>Systems and Compliance System Standards</b>  <b>Level 1</b> Understands VET standards and relevant legislation and ensures compliance in own work practices.  <b>Level 2</b> Develops approaches to meet compliance requirements and continually improve practice.  <b>Level 3</b> Ensures team compliance with national quality standards, and relevant legislation and regulations.	<b>Skill Areas Teamwork and Communication</b>  <b>Level 1</b> Adapts communication style to suit audience and context; builds constructive relationships with colleagues and generates ideas for improvements.  <b>Level 2</b> Seeks professional development opportunities and assists team to identify and address their learning needs.  <b>Level 3</b> Mentors team to foster learner engagement, retention and success; communicates persuasive messages to a range of audiences.
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## Reviewing Skills and Performance

RTOs vary in terms of how they approach performance and development reviews. You can adapt the capabilities into your RTOs existing processes, or implement some of the procedures shown below. Here are two examples of how the Framework can be used in performance and development reviews.

### Option 1

Option 1 uses standards to assist employees to reflect on the capabilities that apply to their own work role, and how they have demonstrated these capabilities, and evidence that they are doing this well.

## Example of a Practitioner Review of Industry and Community Collaboration Capabilities

Capabilities Assessment	Staff member comment: a recent example / evidence of performance	Manager's comment
<b>Engagement</b> Liaises with enterprises to ensure teaching and assessment reflects current industry practices	Visit salons of every final year student at least quarterly to discuss student progress.	<i>Well done; maybe we can develop something in Survey Monkey so that you can keep in touch with them electronically too.</i>
<b>Networks</b> Participates in enterprise networks to enhance own knowledge and skills	Don't participate in any industry networks. Feel I would like to know more about the business side of hairdressing and salon management.	<i>We should address this in your development plan.</i>
<b>Vocational Competence</b> 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	Attended the Hair Expo in Sydney last month; read industry magazines; work two days a week in a salon as a colourist.	<i>You bring some great ideas and new knowledge - for the students and the teaching team.</i>
<b>Workforce Development</b> Contextualises program content and adapts teaching practices to suit specified enterprise needs	Have revised training to include more information on matching colour to skin tone (in response to salon feedback).	<i>The additional content has been picked up by others in the teaching team - thanks.</i>

The table above illustrates performance in relation to the capabilities for the job role. Additionally, RTOs should consider options for development. The capabilities and skill areas can also be used to plan for development, as shown in the following example.

## Example of a Practitioner Development Plan

Capabilities	Rated	Development ideas	How and when
<b>Engagement</b> Liaises with enterprises to ensure teaching and assessment reflects current industry practices	<i>Capable</i>	<i>Create a Survey Monkey tool so that we can get feedback from salons about how students are progressing.</i>	<i>By end of semester.</i>
<b>Networks</b> Participates in enterprise networks to enhance own knowledge and skills	<i>Needs development</i>	<i>Attend the Chamber of Commerce Women in Small Business monthly meetings to learn more about the 'business' side of hairdressing.</i>	<i>First Wednesday of every month in the community centre.</i>
<b>Vocational Competence</b> 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	<i>Highly capable</i>		
<b>Workforce Development</b> Contextualises program content and adapts teaching practices to suit specified enterprise needs	<i>Capable</i>		

Note that not all capabilities will need development. Managers should ensure that development plans are realistic and achievable.

These two examples or tables illustrate an approach that looks firstly at performance and secondly at development. Some RTOs find it helpful to take this two-step approach, whilst others prefer to integrate the two steps, so that areas of lesser performance are directly addressed with a development plan.

Some organisations like this 'text based' approach, which relies on words and examples of evidence, but others like to use a quantitative approach that is usually faster, and where results can more readily be collated and compared.

## OPTION 2

This option uses the VET Practitioner Capability Review Tool, in the form of an Excel spreadsheet. The capabilities for each level have been listed in a separate sheet. These sheets can be used for the purposes of:

- self assessment
- practitioner/manager reviews
- 360 degree reviews.

The Tool uses a five point scale to rate how often the capability is displayed:

- 1 = Never
- 2 = Occasionally
- 3 = Sometimes
- 4 = Mostly
- 5 = Always

Advice about using the tool for self assessment is covered in Section 3 of this Guide.

### For Practitioner / Manager Reviews

1. The manager should ask the practitioner to use the VET Practitioner Capability Review Tool to rate their own performance for each capability and skill area. This needs to be done prior to any performance and/or development review meeting. The manager should make clear which level is to be used; if the job is a composite of more than one level, this will need to be explained.
2. After the staff member has self rated, and forwarded the completed file, the manager should then rate the staff member, using the same scale.
3. The averages across each of the capabilities will be automatically calculated and displayed to the right of the spreadsheet.
4. In the performance review meeting the manager and staff member should discuss their ratings, paying particular attention to capabilities or skill areas that indicate significant discrepancies between each party's rating.

The VET Practitioner Capability Review Tool will show areas of strength and strong performance and this should be acknowledged.

Managers should note that it is also possible to collate numeric ratings for teams or business units, to identify where there might be trends in areas for skill development.

VET Practitioner Framework						
Third Level Practitioner						
For each capability and their associated domains, please rate either yourself, your colleague or the employee within the specified column according to how frequently you feel those capabilities are demonstrated. The rating scale is between 1 and 5.						
		1= Never	2=Occasionally	3=Sometimes	4= Mostly	5=Always
Capabilities		Self	Colleague	Manager		
Teaching	How do you rate yourself?	How do you rate your peer?	How do you rate your employee?			
	learning theories	Reviews relevant theoretical frameworks about learning and teaching in VET and applies and models the use of theories in VET teaching practice	3	3	3	
	design	Provides leadership and recognised expertise in learning design, across varying contexts and a range of delivery methods	3	3	3	
	facilitation	Applies and models a broad range of facilitation techniques, leads others to develop their facilitation approaches across a range of delivery contexts	3	3	3	
	evaluation	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	3	3	3	
	Average	3.0	3.0	3.0		
Assessment	How do you rate yourself?	How do you rate your peer?	How do you rate your employee?			
	assessment theories	Leads others to integrate and apply relevant theory to improve assessment practice, undertakes research to inform assessment practice	3	3	3	
	products	Designs and implements continuous improvement strategies to ensure assessment tools meet industry and system requirements	3	3	3	
	processes	Consults with stakeholders to design holistic assessment approaches, leads quality assessment practices, explores opportunities for innovation and improvements in assessment processes	3	3	3	
	validation	Coordinates industry validation, critically evaluates validation outcomes and implements improvements to assessment strategies	3	3	3	
	Average	3.0	3.0	3.0		
Industry and Community Collaboration						
	How do you rate yourself?	How do you rate your peer?	How do you rate your employee?			
management	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	3	3	3		

Overall Capability results are.....	
Teaching	3.0
Assessment	3.0
Industry and Community Collaboration	3.0
Systems and Compliance	3.0
Skill Areas	3.0
Total Average	3.0

Snapshot of the VET Practitioner Capability Review Tool

### Using the VET Practitioner Capability Review Tool for a 360 degree performance review

360 degree reviews provide a more comprehensive picture of an employee's performance, because peers and colleagues are also involved in the rating process.

The process is similar to that described above in Option 2 but the Excel spreadsheet will generate averages using ratings from additional people.

### Building Organisational Capability

The focus of performance appraisal is on the individual employee. RTOs can, however, use the Framework to determine priorities for skill development across the business. Ideally the RTO's strategic plan will set a course for future activity; the RTO can nominate specific capabilities that are important for practitioners at all levels to ensure that goals are achieved.

## Mentoring and Coaching

Mentoring and coaching sessions enable practitioners to review and define capabilities they would like to develop in order to further their career; the Framework can be used to assist in these reflective processes.

Mentoring takes a broad approach, looking at career paths, development opportunities and support – the Capability Framework can provide a useful basis for prompting discussions about career objectives and aspirations. Coaching, by contrast, is specific and goal focussed. The Framework can be used to identify specific areas for performance improvement, and serve as a benchmark for development.

## Implementation Case Studies for Managers

### Creating Selection Criteria

*Scenario: Francesca is Lead Trainer in a small RTO specialising in Workplace Health and Safety training in the construction industry. She is looking to recruit a new full-time employee who can initially deliver basic training and, after gaining more experience, deliver higher-level programs.*

#### Francesca:

- Prints the capabilities and focus areas for Level 1
- Finds a previous duty statement for a similar role
- Selects four focus areas she would prioritise for this role
- Selects the capabilities she sees as critical to the role
- Consults with the RTO owner / manager to discuss her selections and contextualises some of the wording
- Finalises the selection criteria and adds information about relevant experience and qualifications.

### Aligning Capabilities to RTO Strategy

*Scenario: An RTO delivering Children's Services qualifications in two states is planning to purchase another smaller RTO working in the same industry.*

#### The management team:

- Looks at the Code of Conduct, policies and procedures and other documentation from the two RTOs
- Reviews the Framework and determines specific skill areas that they want to prioritise for all employees following the merger
- Develops a new Code of Conduct and organisational values to create a more cohesive organisation.

### Discussing Performance Development Needs

*Scenario: Wayne, Head of School in a TAFE wants to conduct a performance review with Emma, one of his senior teachers.*

#### Wayne:

- Explains the process and invites Emma to use the Capability Review Tool, Level 3, to self rate
- Reviews her ratings and provides his own assessment of her performance.

#### Emma:

- Reflects on her skills and rates herself
- Thinks about specific examples of how she demonstrates her strengths
- Identifies areas where she would like development.

#### Together, Wayne and Emma:

- Discuss their ratings
- Note areas of strength and strong performance
- Discuss options for enhancing identified areas for development.

### Teaching Team Review

*Robert is Head of School for Business. He wants the teaching team to reflect on the capabilities of the team.*

#### Robert:

- Explains the Framework and its structure at a team meeting
- Lays out the Capability Cards and invites team members to choose three capabilities that they perceive as the areas of strength for the team, and asks people to explain their choice
- Invites team members to select up to three capabilities where the team most needs to lift its capability, and explain their choice
- Facilitates a discussion about how they collectively can work on the agreed and prioritised areas for improvement; the team agrees to establish an online community of practice to lift capabilities around Systems and Compliance
- Documents the outcomes of the meeting in the minutes for review in the future.



## Section 3

# Using the Framework – Advice for VET Practitioners



As a VET Practitioner you may be working within a large RTO or a small one. You may even be working across RTOs as a self employed trainer and assessor.

You can use the Framework yourself to help identify your skills, rather than wait for an annual performance review or someone in your organisation to take up the Framework as an organisation wide approach to professional development. If you are planning your career, or looking at an advertisement for a more senior position, you can use the Framework to help identify the required skills, to analyse your own skills and to identify any gaps. From there you can start looking at how to fill those gaps. You can use the Framework to self assess your capabilities across all the domains, or focus on just one. You may, for instance, look at a broad career plan, (look at how to progress up practitioner levels in the framework) or you may have had some feedback from a group of students that they would like to see more variety in your teaching approaches (look at how to deepen your skills in facilitation).

First you need to find where you 'fit' on the broad Framework. Don't be too focussed on the levels but just scan the skill areas and circle the capabilities that you believe you have. You might end up with quite a patchwork, or you might end up with high level skills in one area, but low in others, just because you have been specialising in one area for a long time.

You can use modified versions of either of the two options mentioned above in Section 2.

### **OPTION 1: Use the entire Framework to find your own capabilities**

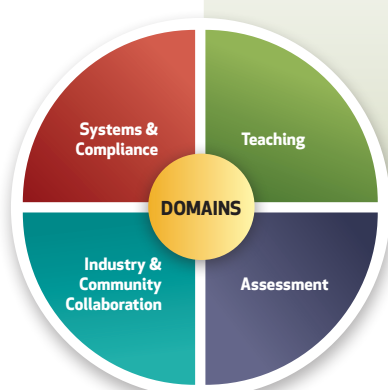
#### **Le**

The circled version of the Framework shown indicates the result after Le circled the areas that seemed to fit best for her. You can see that she considers her industry and community collaboration skills to be high, but her assessment and teaching skills to be only at First Level. Le has a background as an industry association liaison officer. Her previous job was to work with enterprises to help them identify workforce development issues and to help them negotiate with RTOs for training solutions for their staff. This work led her to an interest in becoming a trainer herself and she has only just begun to work full-time in a training and assessment role. She is currently working part-time and will use the Framework to identify areas in which she needs to develop if she is to follow a career in VET.

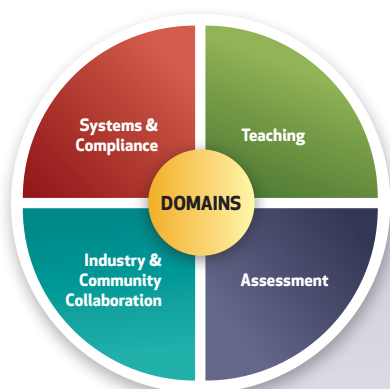
From the Framework she identifies that she wants to build her teaching and assessment skills, in particular group facilitation skills and assessment validation skills. Because she is relatively new to the field she has yet to participate in any assessment validation sessions and decides to start by asking the supervisor about them and how she can be involved.

## Teaching

	Learning Theories	Design	Facilitation	Evaluation
<b>First Level Practitioner</b>	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.
<b>Second Level Practitioner</b>	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.
<b>Third Level Practitioner</b>	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.

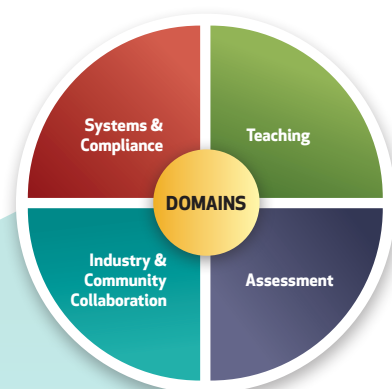






## Assessment

	Assessment Theories	Products	Processes	Validation
<b>First Level Practitioner</b>	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.
<b>Second Level Practitioner</b>	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.
<b>Third Level Practitioner</b>	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.

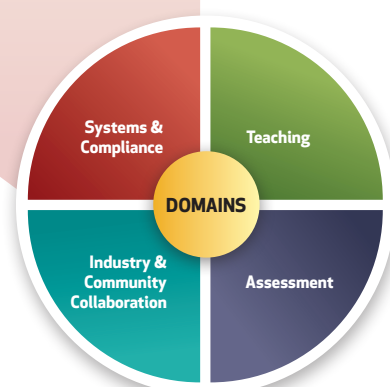


## Industry and Community Collaboration

	Engagement	Networks	Vocational Competence	Workforce Development
<b>First Level Practitioner</b>	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.
<b>Second Level Practitioner</b>	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.
<b>Third Level Practitioner</b>	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.	Work with enterprises to design learning and development strategies that address strategic direction.

## Systems and Compliance

	System Standards	System Stakeholders	Products	Processes
<b>First Level Practitioner</b>	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.
<b>Second Level Practitioner</b>	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.
<b>Third Level Practitioner</b>	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.



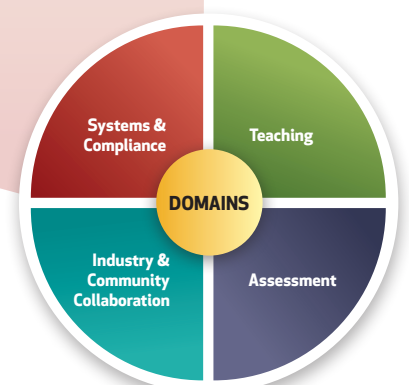
### Siobhan

Siobhan has recently been promoted into a position in which she will have responsibility for 'compliance with VET standards' amongst many other responsibilities. She has had previous experience in teaching and assessing and in leading groups of teachers, but has had limited exposure to compliance, apart from her own practice. She decides not to look at the entire Framework, but rather to see what it says about compliance, work out what she already knows and

can do and where she needs to be in order to lead compliance in her area. She annotates the Systems and Compliance part of the Framework as follows, just for her own use. After doing this she decides that her role only requires some of the capabilities, as others are required by people who work in different roles. In one area she decides to check whether this is her responsibility or something that the Quality Manager should cover.

## Systems and Compliance

	System Standards	System Stakeholders	Products	Processes
<b>First Level Practitioner</b>	Understands VET standards and relevant legislation and ensures compliance in own work practices. <i>OK</i>	Develops own knowledge of key stakeholders such as state training authorities, industry skills councils, VET regulators and licensing bodies. <i>OK</i>	Uses current training packages and accredited courses, and supporting tools and resources, to support training and assessment practices. <i>OK</i>	Ensures work practices comply with organisational policies and procedures; maintains accurate and up-to-date records. <i>OK</i>
<b>Second Level Practitioner</b>	Develops approaches to meet compliance requirements and continually improve practice. <i>By Second semester</i>	Monitors activities of VET system stakeholders and uses this knowledge in program design. <i>NEED THIS</i>	Contextualises training packages and accredited courses to source and select best products to meet learner needs. <i>ID team do this, not applicable</i>	Supports policy development and generates ideas for improvements. <i>OK</i>
<b>Third Level Practitioner</b>	Ensures team compliance with VET standards, and relevant legislation and regulations. <i>My job or Quality Manager?</i>	Builds sustainable relationships with key stakeholders to improve teaching and assessment practice and build practitioner capability. <i>Main part of my job</i>	Provides leadership about training packages and accredited courses, and guides implementation. <i>Main part of my job</i>	Reviews and creates policies to guide practice and ensure compliance; ensures team members keep up-to-date records of learner progress and outcomes. <i>OK</i>





## OPTION 2: Use the Capability Review Tool, focussing only on the self assessment component

The two examples above have used the printed version of the Framework. However, using the Capability Review Tool would allow practitioners to be more precise about their own self assessment, and potentially allow them to benchmark themselves against others in the future.

VET Practitioner Framework

Third Level Practitioner

For each capability and their associated domains, please rate either yourself, your colleague or the employee within the specified column according to how frequently you feel those capabilities are demonstrated.

The rating scale is between 1 and 5.

1= Never
2= Occasionally
3= Sometimes
4= Mostly
5= Always

Capabilities

		Self	Colleague	Manager	
		How do you rate yourself?	How do you rate your peer?	How do you rate your employee?	
Teaching	learning theories	Reviews relevant theoretical frameworks about learning and teaching in VET and applies and models the use of theories in VET teaching practice	3	3	3
	design	Provides leadership and recognised expertise in learning design, across varying contexts and a range of delivery methods	3	3	3
	facilitation	Applies and models a broad range of facilitation techniques; leads others to develop their facilitation approaches across a range of delivery contexts	3	3	3
	evaluation	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	3	3	3
		Average	3.0	3.0	3.0
Assessment	assessment theories	Leads others to interpret and apply relevant theory to improve assessment practice; undertakes research to inform assessment practice	3	3	3
	products	Designs and implements continuous improvement strategies to ensure assessment tools meet industry and system requirements	3	3	3
	processes	Consults with stakeholders to design holistic assessment approaches; leads equity assessment practices; explores opportunities for innovation and improvements in assessment processes	3	3	3
	validation	Coordinates industry validation; critically evaluates validation outcomes and implements improvements to assessment strategies	3	3	3
		Average	3.0	3.0	3.0
Industry and Community Collaboration		How do you rate yourself?	How do you rate your peer?	How do you rate your employee?	
assessment		3	3	3	

Overall Capability results are....

Teaching	3.0
Assessment	3.0
Industry and Community Collaboration	3.0
Systems and Compliance	3.0
Skill Areas	3.0
Total Average	3.0

## Implementation Case Studies for VET Practitioners

### Aiming for promotion

*Scenario: Karim has been a casual trainer in Film and Television production. He is keen to be part of a group of trainers who will be delivering the diploma in China next year.*

**Karim:**

- Completes the Capability Review Tool and notes that he can demonstrate Level 2 capabilities in the Industry and Community Collaboration domain, as well as many of the Teaching and Assessment capabilities
- Documents examples of how he meets these Level 2 requirements
- Arranges a meeting with his RTO manager, advises him of his wish to be part of the teaching team going to China, and explains why he has the required expertise
- Commences work on a project to further develop his skills in relation to leadership and teamwork, so that he can teach in China.

### Applying for a new job

*Scenario: Richard recently completed his Certificate IV in Training and Assessment, having worked as a fire fighter for the past 8 years. He needs to have more family friendly hours and wants to stay in the industry as a trainer.*

**Richard:**

- Speaks to the Manager of the Training Unit about the recently advertised position, obtains the position description and a copy of Level 1 of the Framework
- Uses these documents to write a letter of application
- Prepares for the interview by recalling specific examples of his behaviours that align with the Framework and the selection criteria.







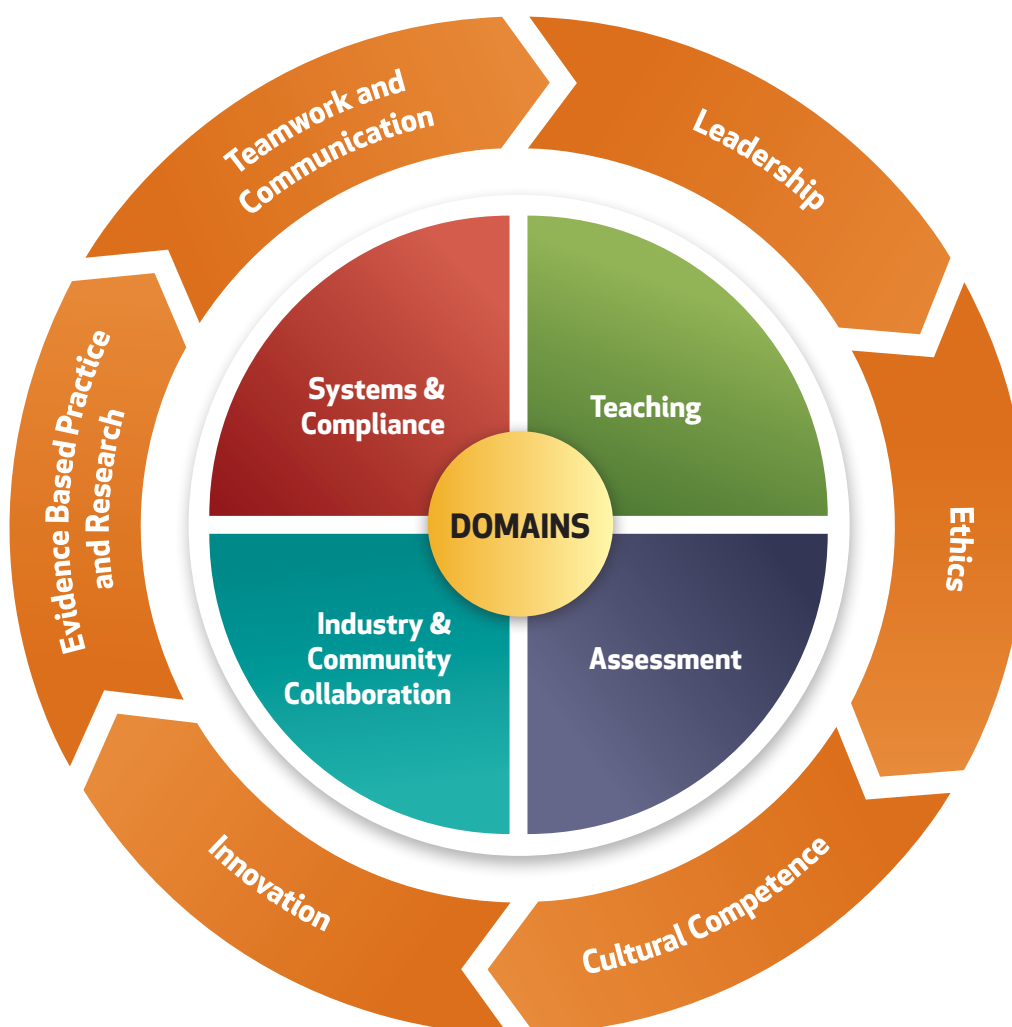
## Section 4

# The VET Practitioner Capability Framework

The Capability Framework is presented in two ways. View 1 uses the domains and skill areas as an organising principle: this makes it easy to see how each capability or skill area develops as the

trainer or assessor progresses in their role. View 2 uses the level as the key organising principle: this is useful for looking at what an individual needs to demonstrate at their respective level.

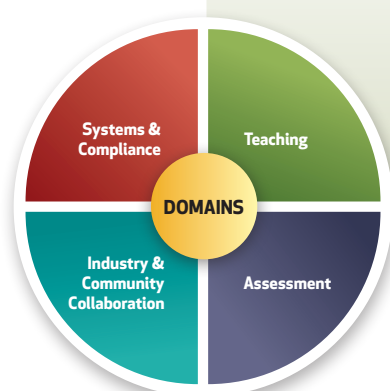
### VIEW 1: The Capability Framework by Domains and Skill Areas



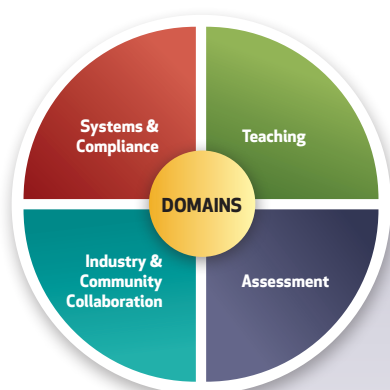
## DOMAINS

### Teaching

	Learning Theories	Design	Facilitation	Evaluation
<b>First Level Practitioner</b>	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.
<b>Second Level Practitioner</b>	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.
<b>Third Level Practitioner</b>	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.

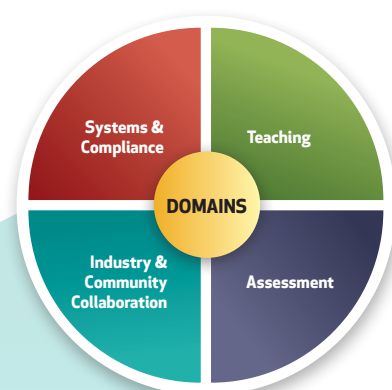






## Assessment

	Assessment Theories	Products	Processes	Validation
<b>First Level Practitioner</b>	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.
<b>Second Level Practitioner</b>	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.
<b>Third Level Practitioner</b>	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.

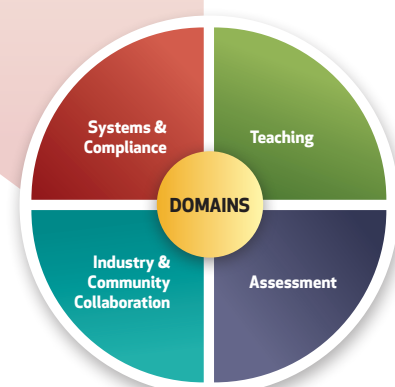


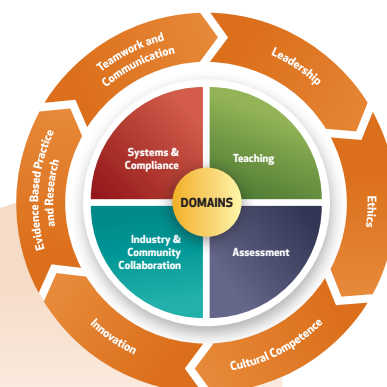
## Industry and community collaboration

	Engagement	Networks	Vocational Competence	Workforce Development
<b>First Level Practitioner</b>	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.
<b>Second Level Practitioner</b>	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.
<b>Third Level Practitioner</b>	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.

## Systems and compliance

	System Standards	System Stakeholders	Products	Processes
<b>First Level Practitioner</b>	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.
<b>Second Level Practitioner</b>	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.
<b>Third Level Practitioner</b>	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.

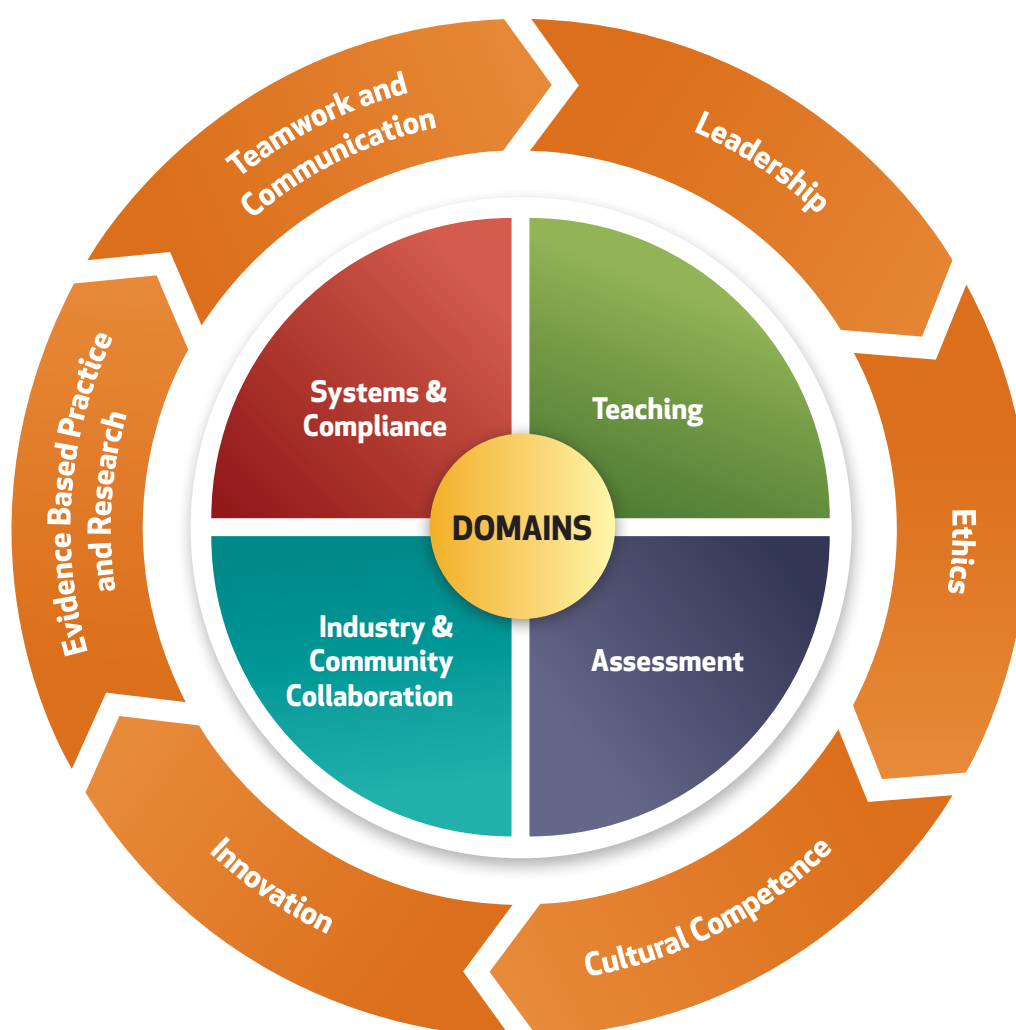




## Skill areas

	Teamwork and Communication	Leadership	Ethics
<b>First Level Practitioner</b>	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.
<b>Second Level Practitioner</b>	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.
<b>Third Level Practitioner</b>	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 learners.
	Cultural Competence	Innovation	Evidence Based Practice and Research
<b>First Level Practitioner</b>	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.
<b>Second Level Practitioner</b>	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.
<b>Third Level Practitioner</b>	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.

## VIEW 2: The Capability Framework by Levels



## First Level Practitioner

### CAPABILITIES

#### Teaching

Learning Theories	Design	Facilitation	Evaluation
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.

#### Assessment

Assessment Theories	Products	Processes	Validation
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.

#### Industry and Community Collaboration

Engagement	Networks	Vocational Competence	Workforce Development
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.

#### Systems and Compliance

System Standards	System Stakeholders	Products	Processes
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.

## SKILL AREAS

Teamwork and Communication	Leadership	Ethics
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.
Cultural Competence	Innovation	Evidence Based Practice and Research
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

### CAPABILITIES

#### Teaching

Learning Theories	Design	Facilitation	Evaluation
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.

#### Assessment

Assessment Theories	Products	Processes	Validation
Demonstrates understanding of the principles of assessment and the rules of evidence.	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.	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.

#### Industry and Community Collaboration

Engagement	Networks	Vocational Competence	Workforce Development
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.

#### Systems and Compliance

System Standards	System Stakeholders	Products	Processes
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.



## SKILL AREAS

Teamwork and Communication	Leadership	Ethics
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.
Cultural Competence	Innovation	Evidence Based Practice and Research
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

### CAPABILITIES

#### Teaching

Learning Theories	Design	Facilitation	Evaluation
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
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.

#### Industry and Community Collaboration

Engagement	Networks	Vocational Competence	Workforce Development
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.

#### Systems and Compliance

System Standards	System Stakeholders	Products	Processes
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.

## SKILL AREAS

Teamwork and Communication	Leadership	Ethics
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
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.



## For Further Information

### For further information please contact:

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Additional copies of the resources to support implementation of the VET Practitioner Capability Framework can be obtained by visiting IBSA's Online Store at **[www.ibsa.org.au](http://www.ibsa.org.au)**