

TAFE Teacher Qualifications and Competency Procedure

Section 1 - Purpose / Objectives

(1) This procedure outlines the requirements and processes for program areas to maintain all required documentation relating to teacher vocational competence and currency, as well as training and assessment competence and currency.

Section 2 - Scope / Application

(2) This procedure applies to all program areas and teaching staff in VET programs within VUIT.

Section 3 - Definitions

(3) Refer to relevant definitions provided within the [National Standards for Registered Training Organisations \(2015\)](#).

(4) Verified Copy is a copy made when the original is presented, copied and returned to the owner. The person with delegated authority to verify the document must write onto the copy "This is a true copy of the original", and then write their name, sign and record the date of verification.

Section 4 - Policy Statement

(5) [Student Assessment and Progress Policy](#)

Section 5 - Procedures

Part A - Roles and Responsibilities

Role	Responsibilities
Director	1. Implement a systematic professional development program for VUIT teachers and assessors
Manager	1. Set up and manage the security of teacher files within each program area. Teacher files to be created on commencement and updated regularly. 2. Ensure all teachers and assessors within delivery programs meet the competency and currency requirements as specified in this procedure and the Standards for Registered Training Organisations, 2015. 3. Facilitate professional development opportunities for teaching staff
Teachers (including ongoing or fixed-term, sessional or teaching contractors)	1. Continually update skills and knowledge as a teacher and assessor, and also in vocational teaching area. 2. Ensure that their designated file within the program area is up-to-date, including the following documents and supporting documentation: a. Teacher File Checklist b. Teacher Vocational Competency Record c. Vocational, Industry and Training & Assessment Currency Record d. Teacher Supervision Agreement (where required)

Part B - Overview of VET Teacher Competency Requirements

(6) The Standards for Registered Training organisations set very specific requirements for the qualifications and competency held by trainers and assessors before they can commence working in these roles. These are fully documented in Part E of this procedure. In addition, the standards require that teachers actively seek opportunities to build further skills and knowledge both as trainers and assessors, and also in their specialist vocational area.

(7) No person can be engaged in the role of teacher and/or assessor unless they hold the required qualifications and meet the required competency levels. Limited opportunities exist for individuals to provide training (but not assessment) under the supervision of a qualified staff member, and the requirements in this case are outlined below in Section D.

(8) Directors and Managers are responsible for ensuring that all trainers and assessors have opportunity to meet the requirements of the standards, in terms of maintaining the currency of their skills and knowledge.

Part C - Teacher Files

(9) Managers are responsible for the setup and security of teacher files within their program area. These files are not replacements for personnel files that are held in People and Culture and should include only information relevant to both the vocational, and training and assessment competency and currency of the teacher. Files must be maintained for

- a. ongoing and fixed-term teachers
- b. sessional teachers
- c. teaching contractors
- d. teachers delivering training or assessment on behalf of VUIT as part of a documented 3rd party arrangement.

(10) Teachers are responsible for maintaining the information in their own files. Each file must contain the following documents:

- a. TAFE Teacher file checklist (signed by the Manager)
- b. TAFE Teacher, Vocational Competency Mapping.
- c. TAFE Teacher, Vocational, Industry and Training & Assessment Currency Record
- d. Certified copies, or appropriately verified copies of
 - i. qualifications
 - ii. transcripts of results
 - iii. other evidence to support the entries on any of the forms listed in a) to c) above.

(11) Teachers must each maintain the above forms electronically so that they can be updated as required. The documentation on the teacher file must be updated according to

- a. [TAFE Teacher File Checklist](#) to be updated if a new qualification or skillset is achieved by the teacher. Valid evidence to support the update must be placed on the file and the checklist must be again endorsed by the Manager before filing.
- b. [TAFE Teacher, Vocational Competency Mapping](#) is updated whenever the teacher is required to teach a new unit, or if a training package or accredited course is updated, causing unit codes, titles and/or content to be updated.
 - i. When updating this section, new (or updated) units are added to the bottom of the list, without deleting any of the existing records. Records from this table can only be deleted on instruction from the Manager.

- ii. Whenever this record is updated, the record must be printed and vocational competency for each unit must be approved by the Manager.
- c. [TAFE Vocational, Industry and Training & Assessment Currency Record](#) is updated continuously during the teacher's employment or contract. Any activity that helps to build current skills and knowledge that assist in maintaining the teacher's currency in their vocational area or as trainers/assessors must be recorded, and supporting evidence placed on file.
 - i. Part A — Vocational Currency must be updated whenever the teacher undertakes activities that help to keep their vocational skills and knowledge current. A list of such activities is found on the record template.
 - ii. Part B — Training and Assessment Currency must be updated whenever the teacher undertakes activities that help to keep their training and assessment skills and knowledge current. A list of such activities is found on the record template.
 - iii. It is the teacher's responsibility to maintain these records electronically. At each update, relevant supporting evidence must be submitted for placement on their files. This evidence provides essential evidence of the currency of your skills and knowledge.
 - iv. Teachers must print and sign an updated copy of their TAFE Vocational, Industry and Training & Assessment Record
 - at least quarterly
 - prior to any internal or external audit
 - as directed by their Manager.
 - v. As each updated copy is placed on a teacher's file, earlier copies are to be removed and destroyed.
- d. Managers must ensure that an annual review of teacher files is conducted to ensure the currency of all documentation.

Part D - Trainers Working Under Supervision

(12) There are some circumstances under which a person who is vocationally competent in a particular industry area, but who does not hold the required training and assessment qualification can be engaged to conduct training. Specific requirements for this circumstance are:

- a. The proposed trainer must hold one of
 - i. TAESS00007 Enterprise Trainer — Presenting Skill Set or its successor (plus transcript); *or*
 - ii. TAESS00008 Enterprise Trainer — Mentoring Skill Set or its successor (plus transcript); *or*
 - iii. TAESS00003 - Enterprise Trainer and Assessor Skill Set (plus transcript) or its successor *or*
 - iv. Prior to January 1, 2016 they may demonstrate equivalent competence to one of i) to iii) above. Such equivalence must be demonstrated in a detailed mapping of skills and experience against the units in the relevant skillset. (After January 1, 2016, this option is no longer valid).

(13) The proposed trainer must work under the direct supervision of a teacher who holds both the vocational competency and has the required training and assessment qualifications as described in the [Standards for Registered Training Organisations](#). Such a supervision arrangement must be documented using a TAFE Teacher Supervision Agreement. On commencement, the agreement must be printed and signed by both parties and a copy placed in the supervised trainer's file.

(14) The supervising teacher is responsible and accountable for the quality and compliance of the training conducted.

(15) The trainer being supervised must not conduct assessment. They may gather assessment evidence under an assessment process developed or approved by the supervising teacher, but may not make assessment judgements.

(16) The trainer being supervised and the supervising teacher must meet / communicate regularly throughout the training period and records of these meetings / communications must be documented on the VUIT Teacher Supervision Agreement.

(17) At the conclusion of the training, the final version of the TAFE Teacher Supervision Agreement must be printed and signed by both parties. This final copy must be placed on the supervised trainer's file.

Part E - General TAFE Teacher Requirements

(18) The minimum qualification / experience requirements to conduct training and assessment in a TAFE qualification are

- a. TAE40110 Certificate IV in Training and Assessment or its successor, or a teaching qualification at diploma level or above in adult education (**or** until the end of 2015, the individual may demonstrate equivalent competency in a detailed mapping) and
- b. A qualification in the vocational area and /or relevant industry experience that together map directly to the specific unit/s of competency being delivered and assessed. This mapping must be detailed on the TAFE Teacher Vocational Competency Mapping form and
- c. Evidence of current skills and knowledge in vocational area that is directly relevant to the units being delivered and assessed, as documented on the TAFE Vocational, Industry and Training & Assessment Currency Record.
- d. Evidence of current skills and knowledge as a trainer and assessor, as documented on the TAFE Vocational, Industry and Training & Assessment Currency Record.

(19) The minimum qualification / experience requirements to conduct assessment only in a TAFE qualification are:

- a. TAESS00001 Assessor Skill Set or its successor or TAE40110 Certificate IV in Training and Assessment or its successor, or a teaching qualification at diploma level or above in adult education (**or** until the end of 2015, the individual may demonstrate equivalent competency in a detailed mapping) and
- b. A qualification in the vocational area and /or relevant industry experience that together map directly to the specific unit/s of competency being assessed. This mapping must be detailed on the TAFE Teacher Vocational Competency Mapping form and
- c. Evidence of current skills and knowledge in vocational area that is directly relevant to the units being delivered and assessed, as documented on the TAFE Vocational, Industry and Training & Assessment Currency Record.

(20) In some circumstances it is appropriate that an industry expert (skilled and knowledgeable in the vocational area) work together with a qualified VU TAFE assessor to conduct assessment. In this situation, the VU TAFE assessor is responsible and accountable for the assessment process and outcomes. Minimum requirements for the industry expert to participate in assessment are:

- a. Evidence of current skills and knowledge in vocational area that is directly relevant to the units being assessed, as documented on the TAFE Teacher Vocational Competency Mapping

(21) The minimum qualification / experience requirements to conduct training only in a TAFE qualification are:

- a. TAESS00007 Enterprise Trainer — Presenting Skill Set or its successor; or TAESS00008 Enterprise Trainer — Mentoring Skill Set or its successor; or TAESS00003 - Enterprise Trainer and Assessor Skill Set or its successor or TAE40110 Certificate IV in Training and Assessment or its successor, or a teaching qualification at diploma level or above in adult education (or until the end of 2015, the individual may demonstrate equivalent competency in a detailed mapping) and
- b. A qualification in the vocational area, and /or relevant industry experience that together map directly to the

specific unit/s of competency being delivered. This mapping must be detailed on the TAFE Teacher Vocational Competency Mapping form.

Part F - Specialist Teaching Areas with Additional or Supplementary Qualifications or Experience Requirements

(22) Training and Education (TAE) qualifications : In addition to the requirements for TAFE teachers specified in Part E, Teachers and Assessors delivering qualification from the or its successor are required (from January 1, 2017) to hold TAE50111 Diploma of Vocational Education and Training or its successor; or TAE50211 Diploma of Training Design and Development or its successor; or a higher level qualification in adult education.

(23) Victorian Certificate of Education (VCE) teachers are required to hold:

- a. Victorian Institute of Teaching (VIT) Registration. To obtain and maintain VIT registration a teacher must provide evidence of
 - i. Relevant qualifications, both in study area and in education
 - ii. Currency of knowledge in study area through structured professional development
 - iii. English language requirements
- b. Teachers in VCE are not required to hold TAE40110 Certificate IV in Training and Assessment or its successor, unless they are teaching in a VET in Schools program, in which case, the requirements for TAFE teachers as listed in Part E of this procedure must also be met.
- c. Where teachers do not hold VIT registration because either they have lodged an application that is awaiting approval or where they don't yet have sufficient teaching hours experience to meet VIT requirements, they are permitted to teach under the supervision of a teacher who does hold VIT registration. Such supervision must be documented fully, including records of meetings and communications between the supervisor and the supervised VCE teacher throughout the supervision period.

(24) Victorian Certificate of Applied Learning (VCAL) teachers are required to hold

- a. TAE40110 Certificate IV in Training and Assessment or its successor, or a teaching qualification at diploma level or above in adult education
- b. For those VCAL teachers teaching in the Industry Skills or Work Skills streams, qualifications as described in Part E of this procedure for TAFE teachers must also be met.

(25) Teachers engaged in teaching English as an Additional Language (EAL) courses must hold:

- a. A recognised TESOL qualification. That is, a postgraduate qualification that includes a supervised teaching practicum which involves at least 60 hours of class observation and classroom teaching or 22 days of supervision in Teaching English as a Second Language (TESL) / TESOL or a 4 year Bachelor of Education qualification with a TESL / TESOL method and
- b. Teachers working within English as an Additional Language framework, must also hold vocational competency (as described in Part E of this procedure) when delivering any units imported from a training package or accredited course. and
- c. TAE40110 Certificate IV in Training and Assessment or its successor, or a teaching qualification at diploma level or above in adult education (**or** until the end of 2015, the individual may demonstrate equivalent competency in a detailed mapping)

(26) Teachers in 10364NAT Certificate III in Spoken and Written English must hold

- a. A recognised bachelor degree — a formal qualification awarded by an Australian university or tertiary

institution, or its onshore or overseas equivalent, that is at least three years full-time in length or its part-time equivalent and a recognised postgraduate TESOL qualification — resulting from a course of study in which course content of no less than 100 contact hours (or distance learning equivalent) covers the grammar of the English language, language learning and TESOL methodology and includes a practicum or or A Bachelor of Education with a TESOL major or equivalent that includes a practicum and

- b. Teachers working within Written and Spoken English framework, must also hold vocational competency (as described in Part E of this procedure) when delivering any units imported from a training package or accredited course. and
- c. TAE40110 Certificate IV in Training and Assessment or its successor, or a teaching qualification at diploma level or above in adult education (**or** until the end of 2015, the individual may demonstrate equivalent competency in a detailed mapping)

(27) Those teaching in the Certificates in General Education for Adults framework must meet the following requirements:

- a. In the context of the delivery and assessment of the Core Skills Reading and Writing units, relevant vocational competencies refers to demonstrable expertise in teaching literacy. This can include holding an AQF level 7 or above teaching qualification with a relevant method. Where a teacher / assessor does not hold a formal relevant qualification they would need to demonstrate relevant knowledge of the theory of literacy development and its application. This can include adult literacy pedagogy and the socio — cultural factors affecting literacy learning, including language as a social and cultural phenomenon and the importance of context.
- b. In the context of the delivery and assessment of the Core Skills Numeracy and Mathematics units, relevant vocational competencies refer to demonstrable expertise in teaching numeracy. This can include holding an AQF level 7 or above teaching qualification with a relevant method. Where a teacher / assessor does not hold a formal relevant qualification they would need to demonstrate knowledge of the theory of numeracy development and its application. This can include adult numeracy pedagogy and the importance of context.
- c. Teachers working within the Certificates of General Education framework, must also hold vocational competency (as described in Part E of this procedure) when delivering any units imported from a training package or accredited course.
- d. Adult literacy and / or numeracy teachers must also hold TAE40110 Certificate IV in Training and Assessment or its successor, or a teaching qualification at diploma level or above in adult education (or until the end of 2015, the individual may demonstrate equivalent competency in a detailed mapping).

(28) 22128VIC Certificate I in Work Education teachers must have:

- a. a special education qualification and /or experience in working with learners who have a disability/ies. Teachers without special education qualifications and/or experience should be supervised by or have access to support from a teacher with these qualifications or experience and
- b. TAE40110 Certificate IV in Training and Assessment or its successor, or a teaching qualification at diploma level or above in adult education (or until the end of 2015, the individual may demonstrate equivalent competency in a detailed mapping) and
- c. vocational competency (as described in Part E of this procedure) when delivering any units imported from a training package or accredited course

(29) 22129VIC Certificate I in Transition Education teachers must have:

- a. a teaching qualification plus a special education qualification and/or experience in working with learners who have a disability, ie Teachers without special education qualifications and/or experience should be supervised by or have access to support from a teacher with these qualifications and

- b. TAE40110 Certificate IV in Training and Assessment or its successor, or a teaching qualification at diploma level or above in adult education (or until the end of 2015, the individual may demonstrate equivalent competency in a detailed mapping) and
- c. vocational competency (as described in Part E of this procedure) when delivering any units imported from a training package or accredited course and
- d. Units imported from the ESL Framework must be assessed by a qualified ESL teacher, as described in point (25) above.

(30) Certificates in Mumgu-Dhal — Tyama-Tiyt teachers must hold

- a. TAE40110 Certificate IV in Training and Assessment or its successor, or a teaching qualification at diploma level or above in adult education (or until the end of 2015, the individual may demonstrate equivalent competency in a detailed mapping) and
- b. vocational competency (as described in Part E of this procedure) when delivering any units imported from a training package or accredited course

(31) Note that where delivery and / or assessment requires the involvement of Elders or Indigenous community members, a partnership approach with a trainer and assessor who holds the required competencies is appropriate.

Status and Details

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