VET Industry Engagement Procedure

Section 1 - Summary

(1) Victoria University Polytechnic is committed to providing responsive and relevant training to the industry, conducted by teachers who have current industry knowledge and skills and helps to prepare students for the world of work. This Procedure details the expectations on the Polytechnic Managers and teachers to ensure that they and the programs offered meet this commitment.

Section 2 - Accountability

Accountable/Responsible Officer	Role
Accountable Officer	Deputy Vice-Chancellor, Vocational Education and Pathways
Responsible Officers	Dean, VU College Dean, College of Trades and Civil Engineering Dean, College of Health, Community and Business

Section 3 - TEQSA/ASQA/ESOS Alignment

(2) Standards for RTOs: Standard 1 (specifically 1.4 and 1.5)

Section 4 - Scope

(3) This Procedure is relevant to all nationally recognised courses on Victoria University's Scope of Registration.

Section 5 - Definitions

(4) Industry is the generic term to describe the external bodies and organisations that have a stake in the services provided by Victoria University Polytechnic. Included are:

  a. Enterprise/industry clients, e.g. employers;
  b. Group training organisations
  c. Industry organisations / peak bodies;
  d. Industry skills councils / Skills Service Organisations (or their deemed equivalent);
  e. Industry training advisory bodies;
  f. Industry regulators;
  g. Unions; and
  h. Job Service Agencies / Recruitment organisations.

Section 6 - Policy/Regulation

(5) Nil

Section 7 - Procedures

Part A - Summary of Roles and Responsibilities

Role	Responsibilities
Polytechnic Leadership Team	• Assist in the facilitation of formal industry consultations and participate where possible.
Polytechnic Managers	• Schedule industry engagement activities for each program area at least once annually. • Ensure teachers are regularly in contact with industry and are documenting input and feedback. • Analyse input from industry in relation to training and assessment strategies and ensure, where possible, that such input is incorporated. • Analyse input from industry in relation to the skills and knowledge required by assessors to remain current and relevant and ensure these are followed up. • Analyse feedback from industry on the quality of training and assessment via the Quality Indicator survey or other feedback processes and act on identified opportunities for improvement. • Record input and feedback from industry on program area Continuous Improvement Register, ensuring actions and timelines are identified and monitored. • Provide examples of industry input and changes made in response on each Training and Assessment Strategy document developed. • Undertake analysis of the Quality Indicator Employer Satisfaction Survey outcomes for the program area and for individual qualifications, adding necessary items to the program area Continuous Improvement Register.
Teachers	• Negotiate training plans for apprentices, gaining input into the selection of electives to ensure their relevance. • Actively seek opportunities to visit employers to maintain knowledge of new developments in the relevant industry. • Identify own industry currency needs and work with Manager to develop professional development plan. • Document regular contact with employers or other industry bodies, updating teacher file records as appropriate. • Communicate industry input or feedback to Manager and other teachers to ensure its addition to the Continuous Improvement Register.
Data Insights Team	• Administer the annual Employer Satisfaction Quality Indicator Survey. • Collate survey outcomes by College, Program Area and Qualification, providing analysis as appropriate.

Part B - Industry Consultation for the Polytechnic On-Campus Programs

(6) Managers are encouraged to hold frequent formal consultations with an industry representative. As a minimum, they must ensure that for each program area, at least one formal industry consultation meeting is scheduled annually.

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(7) Appropriate representatives from the industry must be identified and invited. The list must include current employers and representatives from other industry bodies where appropriate.

(8) Polytechnic participants in the consultations may include the Dean (or a delegate), Director, General Manager, Manager and teaching staff members. The consultation consists of a less formal networking opportunity, all teachers should be invited to participate in that component.

(9) Agenda for the consultation meeting must be made available to all participants ahead of the meeting. The agenda must include the following items, taken from the VET Program Area Industry Engagement Plan and Record:

   a. Training and Assessment Strategy (including relevance of Qualifications to Employers and Industry).
   b. Practices, learner and assessor resources, facilities and equipment (The Polytechnic facilities and equipment).
   c. Current Industry Skills of trainer and assessors (qualifications and competency of teachers, industry trends, new industry technologies, obsolete industry processes and equipment).
   d. Validation and changes to assessment tools.

(10) Where key representatives from industry are unable to attend, effort should be made to meet with them following the consultation to gain their input and feedback as appropriate.

(11) Prior to the meeting, the VET Program Area Industry Consultation Record should be prepared, filling in details of qualifications and preparing sufficient copies of the the additional documentation as required:

   a. List of all core and elective units available for the qualification, indicating which electives are included in the standard on-campus program. The printout of the qualification from http://www.training.gov.au should be adequate for this purpose, with the chosen electives highlighted for ease of reference.
   b. Details of the qualification structure and sequence. The relevant table from the TAS documents should suffice for this purpose.

(12) A note-taker must be appointed to keep comprehensive and accurate records of the discussion and recommendations under each heading.

(13) At the start of the meeting, all participants should enter their details onto the third page of the VET Program Area Industry Engagement Plan and Record. This includes Polytechnic participants.

(14) The remainder of the VET Program Area Industry Engagement Plan and Record is for internal use only, so there is no need to provide a copy to each participant. The agenda will dictate the meeting flow.

(15) At some point in the meeting, take industry representatives on a tour of the facilities used to deliver the program. This must occur before facilities and equipment are discussed in more depth.

(16) Where possible, include an informal networking opportunity after the main meeting and encourage all teachers to participate.

(17) Following the meeting, key recommendations need to be transferred to the program area's Continuous Improvement Register for further analysis, action and review. The industry feedback must also be added to the Training and Assessment Strategy where appropriate.

(18) No later than one month following the industry consultation meeting, a letter must be sent to each industry representative, thanking them for their participation, summarising the meeting's outcomes and confirming actions taken.

(19) Teachers involved in industry consultation meetings are to record detail of the engagement with industry on their

VET Teacher Vocational, Industry and Training and Assessment Currency Record and a copy of the completed VET Program Area Industry Engagement Plan and Record is to be placed on their Teacher File as evidence.

Part C - Industry Consultation for Programs offered in conjunction with Industry or Industry Peak Bodies

(20) Regular meetings with the industry partner to be scheduled prior to and during the program delivery.

(21) Minutes of meetings to be recorded accurately and provided to all parties in a timely manner following each meeting.

(22) Program structure, training and assessment strategies and teaching resources must be agreed before the commencement of the program. Additionally:

   a. If the program involves the industry organisation undertaking training and assessment on behalf of the Polytechnic, the requirements of the [Third Party Arrangements - VET Third Party Arrangements Procedure](#) must be followed. Agreed program structure, training and assessment strategies and resources can be documented in the Responsibilities Matrix that forms part of the Third Party Agreement;
   b. Where the Polytechnic is undertaking all training and assessment, agreement on the above must be clearly documented in meeting minutes.

(23) Feedback from the industry partner must be sought regularly at each scheduled meeting, on the following items in particular:

   a. Feedback on the quality of training and assessment, and competency outcomes of participants;
   b. Recommendations on equipment, facilities and resources available to participants in the program; and
   c. Recommendations relating to the competency and qualifications of teachers and assessors, based on the current and future needs of the industry.

(24) After each meeting, the Manager must analyse the feedback provided and transfer relevant items to the program area's Continuous Improvement Register.

(25) Copies of meeting minutes to be signed by both parties and stored on the relevant file.

(26) Teachers involved in meetings with industry partners are to record the meeting's detail on their VET Teacher Vocational, Industry and Training and Assessment Currency Record and a copy of the meeting minutes is to be placed on their Teacher File as evidence.

Part D - General, Ongoing Contact with Industry

(27) It is incumbent on every teacher involved with VET programs to seek contact with industry representatives at every opportunity. Feedback should be sought whenever informal contact occurs, such as:

   a. visiting an apprentice or trainee in their workplace;
   b. visiting students undertaking structured work placement.

(28) Informal contact with industry should be recorded on the VET Industry Feedback Record.

(29) Teachers provide completed VET Industry Feedback Records to their Managers for inclusion onto the program area's Continuous Improvement Register.

(30) Teachers are to document details of the engagement with industry on their VET Teacher Vocational, Industry and Training and Assessment Currency Record. A copy of the completed VET Industry Feedback Record is to be placed on

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their Teacher File as evidence.

(31) Other informal contact with industry may occur through:

a. Participation in networks of VET teachers for particular program areas where the industry is represented at the meetings;
b. Attendance at conferences, or at industry suppliers/retailers events, where new technology and industry related products are often showcased;
c. The regular reading of industry newsletters or other publications that provides information that may impact on future training and delivery; or
d. Undertaking paid or volunteer work outside the Polytechnic in the relevant industry area.

(32) All such contact should be recorded in the teacher's file (with supporting evidence wherever possible) and any information coming from such an engagement with industry must be passed onto the Manager for inclusion in the program area's Continuous Improvement Register.

(33) Managers monitor the items on the Program Area's Continuous Improvement Register to ensure analysis of recommendations and that appropriate actions are determined and carried out.

Part E - Annual Employer Satisfaction Quality Indicator Survey

(34) The Data Insights Team are responsible for the administration of the annual Employer Satisfaction Quality Indicator Survey, including the following:

a. Issuing the survey;
b. Analysing the data from completed surveys;
c. Providing the collated data to the Polytechnic Leadership team for analysis.

(35) The Polytechnic Leadership Team identifies issues that appear to be common across the Polytechnic; they will consult with Managers and develop an appropriate action strategy.

(36) Issues at the program area level that come to light through the Employer Satisfaction survey responses must be added to the program area's Continuous Improvement Register. For each, appropriate actions, timelines and responsibilities need to be identified. The Leadership Team has also identified the program area issue; actions identified must be consistent with the Leadership Team's action strategy.

Section 8 - Supporting Documents and Information

References

(37) [User's Guide to the Standards for RTOs 2015 - ASQA](#)

(38) [VET Program Area Industry Engagement Plan and Record](#)

(39) [VET Industry Feedback Record](#)

(40) Click [here](#) to view these references (under Industry Engagement section) –

a. VET Program Area Industry Engagement Plan and Record Template
b. VET Industry Engagement Guidelines
c. VET Industry Engagement Frequently Asked Questions (FAQs)

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