Courses Lifecycle - VET Industry Engagement Procedure

Section 1 - Summary

(1) Victoria University TAFE 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 of TAFE Managers and teachers to ensure that they and the programs offered meet this commitment.

Section 2 - Scope

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

Section 3 - Policy/Regulation

(3) Nil.

Section 4 - Procedures

Part A - Summary of Roles and Responsibilities

Role	Responsibilities
TAFE Executive Team	• Assist in the facilitation of formal industry consultations and participate where possible.

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Role	Responsibilities
TAFE 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 to 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. • Report on Industry Engagement activities as part of the annual VSL reporting requirements.
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	• Administers 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 TAFE On-Campus Programs

(4) 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.

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

(6) TAFE participants in the consultations may include the Executive Director (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.

(7) Agenda for the industry engagement meeting must be made available to all participants ahead of the meeting. The agenda may include some or all of the following items for discussion:

a. Course structure, including:

i. Core and elective units;
ii. Methods of training and assessment;
iii. Course duration;
iv. Expectation of students;
v. Work placement and skills required prior to placement;
vi. Tour and review of the facilities, equipment and simulated activities (if the meeting is held on campus);
vii. Review of learning and assessment resources (checking for use of terminology, images, videos, diagrams etc.);
viii. Review of current skills required of trainers and assessors from an industry perspective.

b. Challenges faced by Industry that may be addressed through training and assessment.

(8) 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.

(9) Prior to the meeting, relevant documentation should be prepared to support the agenda that has been created. This may include:

a. List of all core and elective units available for the qualification, indicating which electives are included in a standard program.
b. Details of the qualification structure and sequence.
c. Sample of the learning and assessment resources for review.

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

(11) At the start of the meeting, all participants should enter their details onto the relevant section of the VET record of industry engagement. This includes TAFE participants.

(12) The remainder of the VET record of industry engagement is for internal use only, so there is no need to provide a copy to each participant. The agenda will dictate the meeting flow.

(13) 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.

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

(15) Following the meeting and after the VET record of industry engagement document has been completed and signed by all participants, the VET industry engagement register needs to be updated to provide a summary of the activity. Any actions identified need to be included onto the Continuous Improvement Register for follow up with changes made being described in the next version of the TAS.

(16) 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.

(17) Teachers involved in industry consultation meetings will 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.

(18) TAFE Managers will provide information and evidence of industry engagement as requested as part of the annual

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VET Student Loans reporting requirements to demonstrate ongoing links with industry.

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

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

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

(21) 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 TAFE, 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 TAFE is undertaking all training and assessment, agreement on the above must be clearly documented in meeting minutes.

(22) 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.

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

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

(25) 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

(26) 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.

(27) Informal contact with industry should be recorded on the VET record of industry engagement where appropriate.

(28) Teachers provide completed VET record of industry engagement to their Managers for inclusion onto the VET industry engagement register as well as program area’s Continuous Improvement Register if action is required.

(29) 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 record of industry engagement is to be placed on their Teacher File as evidence.

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(30) 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 TAFE in the relevant industry area.

(31) 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 VET industry engagement register with actions for change to be included in the Continuous Improvement Register.

(32) 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 and are included as updates in the TAS.

Part E - Annual Employer Satisfaction Quality Indicator Survey

(33) 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 TAFE Executive Team for analysis.

(34) The TAFE Executive Team identifies issues that appear to be common across TAFE; they will consult with Managers and develop an appropriate action strategy.

(35) 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 Executive Team has also identified the program area issue; actions identified must be consistent with the Executive Team’s action strategy.

Section 5 - HESF/ASQA/ESOS Alignment

(36) Outcome Standards for NVR Registered Training Organisations 2025: 1.2 Training, 4.4 Continuous Improvement.

Section 6 - Definitions

(37) Industry: the generic term to describe the external bodies and organisations that have a stake in the services provided by Victoria University TAFE. 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);

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e. Industry training advisory bodies;
f. Industry regulators;
g. Unions; and
h. Job Service Agencies / Recruitment organisations.

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