



PATHWAYS FOR VET EDUCATORS

HIGHER LEVEL VET EDUCATION QUALIFICATIONS AND HIGHER EDUCATION ARTICULATION FRAMEWORK

**Final Report to
Innovation and Business Skills Australia
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For further information about this report or any other work being undertaken by Innovation & Business Skills Australia Ltd, please visit www.ibsa.org.au.

Innovation & Business Skills Australia Ltd
Level 11, 176 Wellington Parade
East Melbourne, Victoria 3002
Tel: 03 9815 7000, Fax: 03 9815 7001
Email: reception@ibsa.org.au

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1. INTRODUCING PATHWAYS FOR VET EDUCATORS

The capability of VET educators¹ has become a hot topic with the recent publication of two significant reports commenting on the quality of VET teaching. These are the final reports from the Australian College of Educators quality of teaching in VET project and from the Productivity Commission's study of the vocational education and training workforce (Wheelahan & Moodie, 2011; Productivity Commission, 2011). During the preparation of these two reports, a number of other publications also explored the training needs of VET educators including several NCVET projects (Clayton, Meyers, Bateman, & Bluer, 2010 ; Guthrie, 2010a, 2010b). May 2011 also marked the release of Skills Australia's *Skills for Prosperity* which also contains several important recommendations for 'growing a skilled and professional VET workforce' (Skills Australia, 2011). As a result the research that informs *Pathways for VET Educators* has taken place within an environment of questioning, critique and controversial reconsideration of the quality of VET practice and of the preparation of VET educators to teach and train. These circumstances have provided a fertile ground for the project. Many of our informants were also involved in the other pieces of work cited and, as a consequence, there was a degree of cross-fertilisation.

IBSA asked the researchers to:

- *Identify the factors that influence the design of the Diploma for VET practitioners,*
- *Develop design options for higher level qualifications for VET practitioners that:*
 - *Situates the Diploma in a VET practitioner continuing professional development that spans pathway Certificate IV through to Masters,*
 - *Considers a variety of access requirements,*
 - *Identifies entry and exit points for a wide spectrum of VET practitioners.*
- *Canvass and report on views and opinions in relation to proposals for potential VET practitioner qualifications from Certificate IV through to Masters,*
- *Establish a stakeholder Community of Practice which represents government, VET educator education providers, peak bodies representing VET providers and practitioners, and industry skills councils that will inform debate on this issue into the future, and*
- *Identify future research programs that may inform the ongoing work of the broader issues of higher level VET qualifications and articulation into higher education for the Innovation and Business Skills Australia (IBSA) footprint.*

¹ As our informants reminded us, the naming of VET *educators* is a contentious act and this project like many others has found it difficult to know what to call them. We have noted the terms used by others and decided to follow the lead of *Skills for Prosperity* which generally refers to them as *educators*.

Given the continued unfolding of opinions and evidence on VET teaching practice *Pathways for VET Educators*, like its predecessors, must be regarded as one contribution to a continuing and wide-ranging debate. This report to Innovation and Business Skills Australia (IBSA) specifically presents a conceptual framework and a set of practical recommendations for the design of higher level VET qualifications to support the initial preparation and continuous professional development of VET educators. This work is intended to inform the current and future development of higher level VET qualifications for teaching managed by the Skills Council. It builds on earlier work undertaken by Victoria University for IBSA (Innovation & Business Skills Australia, 2010). The project also advises IBSA on possible design considerations that may assist VET practitioners who undertake IBSA qualifications to be well prepared to access pathways into higher education.

The revised Australian Qualifications Framework identifies that most qualifications, including higher level VET qualifications, must prepare graduates for further learning. In the case of higher level VET qualifications this inevitably includes preparation for higher education. In 2009 IBSA commissioned a Victoria University team to prepare a 'think piece' on the future of its higher level VET qualifications. The earlier report, *Higher Level Qualifications: Towards a new future*, emphasised the need to redesign the architecture of higher level VET qualifications so that these not only prepare graduates for employment but also better prepare them for further learning. *Skills for Prosperity* acknowledged IBSA's leadership saying that:

Innovation & Business Skills Australia has been working to determine whether its higher-level qualifications at VET diploma and above are fit for purpose for the tertiary education and labour markets of the future. This work should be encouraged to continue.²

Therefore it is timely for the Skills Council to consider the future of the Diploma of Training and Assessment and potential higher level VET *teaching* qualifications in the context of new thinking about the purpose and design of higher level VET qualifications and of the changing professional and educational needs of VET educators. This work must play out within a significant paradigm shift in vocational education and training in Australia, the re-invention of VET as part of a new tertiary sector for the post-training reform agenda age. These ideas are explored in *Section 3, An Overview of Recent Literature*.

² Skills Australia (2011) *Skills for Prosperity* p. 118 'Innovation & Business Skills Australia has been working to determine whether its higher-level qualifications at VET diploma and above are fit for purpose for the tertiary education and labour markets of the future. This work should be encouraged to continue.'

2. OUR APPROACH

The research team refined the project aims into the six research questions listed below.

1. What capability is required in VET educators?
2. What qualifications and qualification pathways are needed to support the various capability development needs identified in 1?
3. Which qualifications are appropriately managed, as VET qualifications, by IBSA; and which should be provided by universities?
4. How can IBSA work with a network of universities to ensure that the various capability needs of VET educators are met?
5. How can IBSA design its suite of Training and Assessment qualifications to ensure that these support pathways into higher education where required?
6. What lessons learned from this project can be generalised to inform the development of other IBSA qualifications?

The research was based on: a brief critical review of current literature, interviews with key informants and a focus group with representatives of organisations involved in higher level VET educator education. Further information about the structuring of the interviews and focus groups is provided below.

Interviews

The researchers conducted eighteen interviews with key VET sector informants. Attachment One contains the guide questions used for the interviews. IBSA staff assisted with the identification of potential informants and the final group included senior representatives from state and federal training authorities, Registered Training Organisations, Enterprise Registered Training Organisation Association, Australian Council for Private Education and Training, Australian Quality Training Framework auditors, vocational education and training sector peak bodies, the Victorian TAFE Development Centre, researchers academics teaching in VET educator education courses and senior consultants who commonly advise the VET sector on capability development. These informants represented five states and the ACT and came from urban and regional areas.

The interviews were recorded electronically and transcribed and participants read and verified their own transcripts. The transcripts were then analysed qualitatively to identify key themes and variances in the data relevant to the research questions. Participation in the interviews was voluntary and confidential. Since some participants chose not to be identified in the body of the final

report, opinions and quotations are not attributed to individuals. Those who agreed to be identified as participants are listed in Attachment Two.

Focus groups

The researchers agreed to assist IBSA to establish communication with universities committed to VET educator education as a basis for future ongoing communication about pathways into higher education from higher level VET qualifications managed by the Skills Council. For this reason, the researchers and IBSA staff organised two focus groups to discuss specific issues influencing the ability of VET educators to articulate from vocational to higher education teaching qualifications.

The first, and only formal, focus group was conducted in February 2011 and attracted 10 participants from five universities (3 Victorian, 1 NSW, 1 QLD) and 2 TAFE institutes with a special interest in VET educator development (1 Victorian and 1 QLD).

The second *focus group* took advantage of the presence of a number of higher education representatives at the Australian Vocational Education and Training Research Association annual conference, held in Melbourne in late April.³ IBSA hosted a breakfast meeting and an informal discussion about how to build a sustainable relationship between the Skills Council and those universities interested in VET educator development.

The data that informed this report were derived from the interviews, the February focus group and the May breakfast meeting. This final report provides a full explanation of the findings from the research and the project team's recommendations for further work.

³ AVETRA's 14th Annual Conference. *Research in VET: Janus – Reflecting Back, Projecting Forward* Thursday, 28 – Friday 29 April 2011. Rendezvous Hotel Melbourne, VIC

3. AN OVERVIEW OF RECENT LITERATURE

It is not surprising that the work leading to this report has coincided with a number of significant projects which also examine questions pertaining to the quality of teaching and the capability of teaching staff in the Australian VET sector. It seems that issues relating to the quality of teaching and educator development in the VET sector bubble up whenever the sector is undergoing a period of substantial change - as is presently the case. Both Skills Australia's *Skills for Prosperity* and the Productivity Commission's *Research Report: Vocational Education and Training Workforce* appeared just prior to the Federal Budget's announcement that 'the Gillard Government will be seeking ambitious reform that ensures our VET system: delivers better quality, higher level training which meets the needs of employers and students, supports competitive industries, and is better matched to future jobs growth...' (Evans, 2011). As a result the media have shown an unusual interest in VET teaching quality, demonstrated by headlines such as *Report downgrades VET educators*⁴ and claims that:

Julia Gillard's mission to spread opportunity by prioritising education and training has been dealt a blow by news that up to 40 per cent of TAFE educators are not properly qualified to train and assess students (Rout, 2011).⁵

Rout's article elicited 37 online comments either criticising or defending the quality of TAFE and/or VET teaching. It also led to several weightier responses including Martin Riordan's rebuttal, on behalf of TAFE Directors Australia, asserting that '...government data shows 90 per cent or more of TAFE educators hold that qualification'.⁶

The history of preparation of VET educators is punctuated with controversy (Chappell, Gonzi, & Hager, 1994; Goozee, 1995; Guthrie, 2010b). Governments, providers of VET educator training, employers of VET educators, VET educators, the Australian Education Union, industry peak bodies and other stakeholders have repeatedly asked questions such as:

- What is the nature of VET teaching practice?
- What content, delivery and assessment strategies will best support the development of good VET practice?
- What level of qualifications is appropriate for the initial and ongoing preparation of VET educators/trainers/practitioners?

⁴ Leesa Wheelahan/*The Australian*/ May 18, 2011. Higher Education

⁵ Miranda Rout/*The Australian*/May 06 2011. *Untrained TAFE staff block Julia Gillard's education push*(Rout, 2011)

⁶ Martin Riordan, CEO TAFE Directors Australia. *The Australian*./Letters./18 May 2011

- Who should deliver these qualifications?
- Who should pay for this delivery?

In 2010 Tom Karmel from the NCVET wrote that:

There is an unprecedented interest in VET educators, the quality of teaching and educator training at present. However, as Guthrie points out, this is a road well trodden and, unfortunately, issues identified earlier remain unresolved.’ (Guthrie, 2010b)

Clearly this history reflects the highly changeable nature of the VET sector, the continual reshaping of its institutions, qualifications and practices under the pressure of economic and workforce development demands. In such a context it is illuminating to compare the current debate over VET educator preparation with the last great change in this area, resulting from the Training Reform Agenda in the late 1990s. From the publication of the Kangan Report (Kangan, 1975) in the late 1970s to the mid 1990s, work on VET educator development focused on developing a national approach to TAFE educator development that recognised the differences between TAFE and school teaching practice and was delivered in a way that met the needs of new educators transitioning from industry to education. This national approach was essentially a university delivered, high level qualifications model (Chappell, et al., 1994; Guthrie, 2010b; Schofield, 1994). However the Training Reform Agenda of the late 1990s led to a U-turn in thinking about the development of VET educators ‘...from a high level of mandated qualifications to a minimalist one’ (Guthrie, 2010b, p. 12).

The decision that the qualification now known as the *Certificate IV in Training and Assessment* should be the only mandated national qualification for VET educators appears to be based on a number of factors (Guthrie, 2010b). These represent both the idealism and the pragmatism of the Training Reform Agenda that gave us:

... the development of national competency standards and competency based training, a national framework for the recognition of training, an open training market, increased competition between public and private providers of training, a blurring of the divisions between public and private provision of training (Barnett, 1997).

The training reform agenda was designed to create a responsive, industry-led, demand-driven, national vocational education and training system. It required educator training focused on work-based delivery and scalable to support the increased skills development activity needed to reduce unemployment whilst meeting the demands of ‘...the casualisation of the TAFE and broader VET workforce’ (Guthrie, 2010b). We should not forget that the *Working Nation* (Keating, 1994) report that triggered the Training Reform Agenda followed two decades of high unemployment. There

seems little doubt that in 1994 the need for a cost effective, expanded VET educator training solution was an important consideration. We should remember, too, that many TAFE stakeholders were dissatisfied with some university based teaching qualifications that failed to recognise the emergence of uniquely VET teaching contexts and practices (Guthrie, 2010b).

Reform in the *noughties* is a very different and more complex matter than in the last century. *Then*, in the context of a declining economy, the priority was front end training, simply to get people into work. *Now*, the *patchwork*⁷ Australian economy requires a more diverse mix of skills to reposition the Australian workforce to thrive in a globalised digital age with an ageing workforce requiring lifelong learning. The recent budget focused on investment in lower level skills to meet the immediate needs of the extractive industries. But, as Reserve Bank Chair, Glenn Stevens, has commented recently, 'China could not expect to be immune from...economic slowdown'.⁸ In preparation for that medium term risk, and for many other reasons, Australia is also focusing on developing innovative knowledge based industries supported by high level skills and lifelong learning opportunities. Therefore the Federal Government is opening up increased access to higher level learning through uncapped university places and targets for higher level VET. To ensure the best opportunities for individuals and businesses to achieve higher level skills, we need to create opportunities for individuals to progress from lower to higher level skills. We also need to build the capability of the VET system to simultaneously support the scaling up of low and high skills. This will require a range of teaching skills in the VET workforce, including the capability to support learning at Australian Qualifications Framework levels 5 to 8. VET educator development for the post-training reform age must address all of these needs.

The contemporary VET sector, unlike that in the 1970s or 1990s, consists of a diverse array of providers, VET services and VET job roles. VET educators may work in small RTOs, TAFE institutes, schools, universities or in enterprises; provide training and assessment services in Australia or internationally; provide educational services full time or part time; deliver accredited or informal training, publicly or privately funded by individuals or businesses; pursue a career in VET education or train others as an incidental part of a broader job role. The newly released Productivity Commission Research Report reminds us that this workforce is now so diverse and difficult to measure that:

⁷ Shanahan,D. *Back to work junking two-speed economy* The Australian, 4 February 2011.

⁸ Business Day/April 14, 2011. US-China bilateralism 'unhelpful'

Robust estimates of the exact size of the total VET workforce are not available. Measuring this workforce is a complex task, as other researchers have noted... Overall, the Commission estimates that the total VET workforce numbers about 223 000. This estimate is based on the Census and TAFE administrative datasets (Productivity Commission, 2011, p.37).

The publications that have appeared in these changing VET times, offer us strongly differing views on the education of VET educators. However, taken as a group and considered in the context of an emerging twenty-first century VET paradigm, these reports provide some valuable thinking about what could be in VET educator development. We shall turn now to considering what can be learned from these disparate views, starting with the most recent.

3.1 Productivity Commission Research Report: Vocational Education and Training Workforce

The Productivity Commission Research Report provides a valuable analysis of the size and diversity of the VET workforce yet echoes *Working Nation* (Keating, 1994) in its emphasis on low cost VET educator training solutions. The Productivity Commission describes a VET workforce that now consists of workers:

- ‘with a range of skills’ including delivery, course development and administration,
- Who ‘are engaged by a wide range of providers...Technical and Further Education (TAFE) institutes, secondary schools, dual-sector universities and private training organisations, as well as in... Enterprise Registered Training Organisations (ERTOs), Adult and Community Education (ACE) providers’,
- ‘with different employment and contract arrangements’ including self-employment, permanent and casual employment and those who undertake VET work as part of a wider role (Productivity Commission, 2011, p. 32),
- Who have a ‘high rate of non-permanent employment’ (Ibid, p. L),
- Who have dual skills sets (industrial specialisation and educational), and
- Who are older, more highly mobile, more determined to keep working than the wider labour force.

Turning to the Commission’s findings with respect to improving VET workforce capability, the research report contains a number of controversial findings including the much reported claim that:

a significant proportion of VET trainers and assessors do not possess the Certificate IV in TAA or equivalent formal educational (pedagogic) qualifications. That proportion could be as high

as 40 per cent in the TAFE sector, and is likely to be higher still in the non-TAFE sector (Productivity Commission, 2011, p. XLII).

The Commission considers that lack of educational qualifications ‘might prove to be an impediment to achieving the aims of governments to lift the educational attainment of the population in general, and of some equity groups in particular’ (p. XLIII) given that less well prepared VET educators may not be able to support foundation skills development on the one hand nor ‘more theoretical and high-level curricula’ on the other. The Commission also found evidence of capability gaps in RPL and RCC, ICT skills.

Surprisingly then, the Commission concluded that:

the Certificate IV in TAA, when *well taught*, is an appropriate minimum qualification for the development of essential foundation competencies for VET practitioners and dedicated trainers and assessors working within Enterprise Registered Training Organisations.

Surprising too, are the Commission’s findings on how to ensure that the Certificate IV is ‘well taught’ and on how to develop VET workforce capability to overcome the skills gaps identified during its consultation. With respect to teaching the Certificate IV *well* the Commission found much evidence of poor practice in delivery of the Certificate (p. XLV) and acknowledged Innovation and Business Skills Australia’s recommendation that practitioners who deliver the Certificate IV should hold at least the Diploma in TAA. Nevertheless, in a ghostly echo of decisions past, the Commission concluded that this initiative ‘would represent an overly costly solution to a problem of indeterminate magnitude’. The Commission does recommend continuing professional development, perhaps supported by a national workforce development plan, as the solution to filling the skills gaps identified in the VET workforce (p. XLVII). It should be noted that other recent research has identified the need to improve the quality of delivery of the Certificate IV (Clayton, et al., 2010).

The Productivity Commission rejected arguments that possession of higher level teaching qualifications, of VET or higher education origin, would improve the quality of teaching in the VET sector. The Commission argued in return that researchers have concluded that students are ‘reasonable judges of teaching quality’ and that national data such as that obtained from student satisfaction and destination surveys indicate ‘generally positive’ responses. This conclusion is backed up by the recommendation that:

the NCVET conduct a quantitative analysis of the relationship between VET educators’ qualifications and teaching quality, including at different levels of qualification delivered by educators (p. XLIV).

3.2 The quality of teaching in VET: final report and recommendations

The Department of Education, Employment and Workplace Relations has funded a substantial piece of work, managed by the Australian College of Educators, to examine the quality of teaching in vocational education and training. The project has generated a number of useful research papers available on the L. H. Martin website.⁹ Amongst their recommendations the researchers, Wheelahan and Moodie, have proposed significant changes to entry level and continuing education qualifications. They recommend a three stage series of changes that would result in:

- revision of the Certificate IV in TAA to include 'a greater emphasis on broader knowledge of pedagogy, classroom management, understanding learners, student diversity, and student engagement...nested in higher level qualifications (Wheelahan & Moodie, 2011, p.6);
- the development of 'higher level qualifications that embed lower level qualifications...These qualifications incorporate preparation in educators' specialisation pedagogy for that specialisation. Where possible, CPD should contribute to accredited studies within qualifications (Ibid, p. 6-7).

In developing these recommendations Wheelahan and Moodie consulted widely and explored a number of ideas relevant to the current investigation and, more generally, to the place of higher level VET qualifications in the Australian tertiary sector. They argue persuasively that it makes no sense to require such a diverse population as VET educators to have the same qualifications, particularly one aimed at those 'who do not primarily work in this role' (Ibid p. 24). They suggest that a range of qualifications be developed to support the different levels of responsibilities held by various categories of educators within VET organisations such as visiting industry experts, sessional educators, those without and those with full responsibility for curriculum development, innovation and so on (Ibid p.26). Interestingly many respondents to this research argued that the Certificate IV TAA should include 'more on teaching, pedagogy, how people learn, and student diversity and inclusiveness' to be an effective entry level qualification (Ibid p. 35). This is a particularly relevant suggestion when considered alongside another Wheelahan and Moodie proposal that the entry level qualification should be designed to nest within higher level VET or higher education qualifications (Ibid p. 36). They also recommend that those who deliver the Certificate IV have 'higher level teaching/training qualifications and demonstrated experience as a educator/trainer' (ibid p.36), a recommendation which if it came to pass would greatly increase the market for the Diploma in TAA. It also raises the consequential question of what qualifications might be required to deliver the Diploma.

⁹ <http://www.lhmartininstitute.edu.au/>

In their final report and earlier options paper these researchers explored a number of other issues relevant to the design and content of future higher level qualifications for VET teaching including:

- The need to develop the professional identity of VET educators and their ability to mentor other staff (Wheelahan & Moodie, 2010 p. 19),
- The importance of clear pathways for VET educators wishing to gain higher qualifications (Wheelahan & Moodie, 2011 p. 41),
- The importance of higher level qualifications including higher education qualifications in raising the professional status of VET educators (Wheelahan & Moodie, 2010 p. 20),
- The relevance of competency based training (CBT) at diploma level (Wheelahan & Moodie, 2010 p. 16) ,
- Whether industry currency should be incorporated into formal VET teaching qualifications,
- the importance of integrating continuing professional development and formal qualifications (Wheelahan & Moodie, 2011 p. 48), and
- The need to develop qualifications for the growing number of VET educators who work cross-sectorally at the boundaries between secondary and vocational education or between VET and higher education (Wheelahan & Moodie, 2011 p.29).

3.3 Skills for Prosperity: a roadmap for vocational education and training

Significantly Skills Australia identifies issues and makes recommendations relevant to this project in its recently published *Skills for Prosperity* (Skills Australia, 2011). In describing the context for the development of the *roadmap* Skills Australia emphasises that ‘Australia needs a workforce in which more people have multiple and higher-level skills and qualifications and use them well (p. 2). In this context Skills Australia encourages IBSA’s work on the design of its higher level VET qualifications in general and makes a specific recommendation for the future development of the Training and Education (TAE) Training Package and for the qualifications of those who deliver the Certificate IV. The latter recommendation is that ‘...teachers who train and assess the Certificate IV in TAE must have higher-level qualifications than the Certificate IV and demonstrated experience as a teacher/trainer’(Ibid, p.14).

With respect to higher level qualifications for VET educators, Skills Australia acknowledges Wheelahan’s and Moodie’s work and proposes:

- The development of ‘a broader range of entry level and higher-level qualifications that recognise specialisations and provide career pathways’ (p.95),

- That the TAE ‘provide the ‘scaffolding’ for a qualifications structure that reflects the diverse roles of VET and workplace practitioners, providing both entry-level and higher-level qualifications, including areas of specialisation and pathways to higher education (ibid),
- That IBSA accelerate its work on the development of ‘a large and diverse bank of units that could meet VET practitioners’ professional development needs at various levels (ibid), and
- That ‘higher education providers develop VET-relevant educational qualifications to support practitioner development and facilitate research in the VET sector’ (ibid).

Skills Australia also makes a recommendation to Australian governments that they agree to:

strengthen the Training and Education (TAE) Training Package by

- including a broader range of entry-level and higher-level qualifications and by offering areas of specialisation and career paths into higher education qualifications, to address the diversity of practitioner roles
- making the language, literacy and numeracy elective mandatory in the Certificate IV (TAE) as a priority’ (p. 14).

3.4 Other significant recent literature

In addition to the big reports already discussed other recent research has contributed valuable insight into the future qualifications needs of VET educators. Much of this work considers issues relating to the construction of professional identities for VET educators, acknowledging the importance, for each of them, of achieving a balance between developing their identity as:

A current vocational expert and expert educator...It is where the perceived balance sits that is important for each individual, not least in terms of where precious time and effort will be likely spent in gaining experience and enhancing skills and knowledge, both initially and subsequently’ (Guthrie, 2010b. p. 14).

In 2010 the NCVET published an occasional paper on the history of initial VET educator training which includes some reflections on the future of VET educator training in the context of the emerging tertiary education paradigm (Guthrie, 2010b). In this paper Guthrie argues that given the diversity of VET roles and providers the sector now needs ‘a parallel diversity of relevant qualifications’ if providers are to perform well (Ibid p. 15). He advocates for a workforce development approach that blends formal learning with reflective practice within the context of an active culture of striving for excellent teaching and learning within individual providers. Guthrie goes on to encourage the approach, currently being used for the new Diploma in Training and

Assessment and based on the development of wide range of skill sets to allow qualifications to be achieved progressively. Guthrie also emphasises that VET educators now view higher education qualifications as ‘very much post-initial’ and that universities should be prepared to collaborate with VET providers to ensure ‘seamless pathways and a range of suitable and flexible formal programs’ (Ibid). He explains that the Australian VET Educator Education Colloquium (AVTEC) was originally formed to support dialogue between VET and university providers of VET educator education and that:

It seems timely for universities to reconsider the role their teaching qualifications play in this market, as well as their level, form and format, and in this context examine the relationship between their qualifications and others available. Reappraising their roles as providers of VET educator education also offers universities an opportunity to identify areas for greater collaboration as well as partnerships between themselves and VET, thereby ensuring seamless pathways and a range of suitable and flexible formal programs. Perhaps now is also the time to re-invigorate networks such as the Australian VET Educator Education Colloquium, but with a broader tertiary focus (Ibid. p. 15).

Other researchers, like Guthrie, have identified the relationship between good teaching practice and strong institutional – in the broadest sense of that word – focus on excellence in teaching and learning.

In a similar vein, Mitchell has popularised the concept of the *new VET practitioner*, a new kind of demand-driven educational organisational worker who merges educational and business thinking (John Mitchell & Ward, 2010). Such practitioners are responsive to the demands of industry and communities. They combine teacherly values and concerns about teaching techniques, learning materials and assessment strategies, with the values and concerns of VET business managers. These concerns related to customer service, client needs and building relationships that support business practice and organizational sustainability. Mitchell and Ward have gone on to develop a model and accompanying measurement tool, VETCAT™, for the development of VET practitioner expertise and have tested this with over 4,600 VET educators based on self-reported data (John Mitchell & Ward, 2010; J. Mitchell & Ward, 2011b). Mitchell and Ward have provided this project with some unpublished findings showing that :

as the VET practitioner gains higher levels of qualifications, the practitioner’s foundation skills also improve; that is, the higher the qualification, the higher the level of foundation skills. There are significant differences in the foundation skills of VET practitioners, as they progress up the qualification ladder. Note that there is no significant difference between the self-rated

skills of those with a degree and those with a postgraduate certificate or diploma (J. Mitchell & Ward, 2011a).

The Australian Education Union, at its January 2011 annual general meeting, adopted a new policy on TAFE educator qualifications, professional development and registration (Australian Education Union, 2011). This policy acknowledges emerging VET sector trends and describes a three stage framework for the development of VET educator expertise. This model reflects thinking such as that reported by Wheelahan and Moodie, that VET educator development should be based on on-the-job learning, with formal professional development, all linked to the acquisition of initial and higher level qualifications:

TAFE teaching qualifications have to be acquired on the job – that is, during a teacher’s employment, and linking professional development to the acquisition of a qualification makes the activity purposeful, and captures the notion of continuing professional development (Australian Education Union, 2011 p. 9).

Seddon, in a keynote for the 2009 AVETRA conference, proposed a theorised and inspirational concept of VET teaching. Considering Mitchell’s and others’ modes for VET teaching practice, she gave us a description that takes VET pedagogy into the post-training reform age. Like others, Seddon argued that the reduction of VET educator development to Certificate IV means that Australian VET has limited capacity to meet the challenges that we now face in the Australian part of a globally interconnected world (Ibid p. 15). Instead she proposed the renewal of VET teaching practice based on the concept of the *integrated global educator* (Seddon, 2009) who is able to apply the best of adult education expertise and educational business acumen in a range of settings:

This practitioner is not locked specifically into VET but reaches out from this location to access resources and relationships in other social spaces. They consciously engage in network relationships and partnership work at many scales. They work globally and locally, paying attention to system interfaces and the importance of internal and external relations in strategic development, succession and sustainability, and the competitive edge that underpins innovation capacity (Seddon, 2009) p. 13.

4. WHAT WE LEARNED FROM THE INTERVIEWS AND FOCUS GROUPS

This section presents the experience and perceptions of the eighteen interview and ten focus group participants. All of them provided insightful, often passionately expressed, views about the qualifications and pathway needs of VET educators and these are discussed under the following five headings:

- Who needs higher level teaching qualifications and why?
- What have the participants learned about qualifications pathways for VET educators?
- What makes it difficult for VET educators to access pathways from higher level VET qualifications into higher education?
- What would make it easier for VET educators to transfer from VET to Higher Education qualifications?
- Is there a role for IBSA in the development of higher level qualifications and pathways for VET educators?

Participants are identified only by job role.

4.1 Who needs higher level teaching qualifications and why?

Most participants agreed that many VET educators need higher level teaching qualifications. Most commonly, the participants argued that those for whom training/teaching is their core business require higher level qualifications than the Certificate IV in Training and Assessment:

Certificate IV provides foundational competencies for workers where training only forms part of their role. When their role is to substantially be an educator, Certificate IV is nothing more than induction and must be built on rapidly (*Academic teaching VET educators*);

...if you're a trainer and assessor full-time then you should pull your bloody finger out and have a diploma or higher. I think if we don't we're just pretending it's not a problem (*AQTF Auditor*);

If you're involved in course design, if you're adapting a qualification to suit a particular niche market, whether that's defined in terms of different nature of students or customising it to a particular enterprise or a particular sector of industry, I don't see that the Certificate IV gives you the wherewithal to do that. Certificate IV Training and Assessment...[is] a quite rudimentary qualification and not comparable to Dip Ed or initial educator training qualification in school education (*VET consultant*).

Other reasons frequently given for the value of higher level VET qualifications were:

- To give VET educators a level of qualification aligned with the highly skilled nature of VET teaching, a level of skill comparable to that of other education sectors,
- To provide a more suitable entry level qualification for new VET educators who already have degrees or other qualifications above AQF level 4,
- To prepare VET educators for teaching higher level qualifications including degrees,
- To give VET educators the skills they need to undertake a variety of specialist VET practice tasks including educational leadership, course design and customisation, full-time workplace training and assessment, capability to work across a mix of AQF levels, and
- To teach the Certificate IV Training and Assessment well.

It is worth considering some of these responses a little more deeply. Most participants stated that VET teaching is very highly skilled work and VET educators require the same level of qualification as other education sectors, no matter what level they are teaching. Some participants claimed that teaching lower levels of VET qualifications, such as Certificate III involves more rather than less complexity and skill given that the educator has to be able to embed social, emotional and sustainability skills and knowledge into the program. Similarly most participants agreed that different sub sets of skills may be required in different contexts within the VET sector. VET educators working within RTOs and also as consultants to industry need a 'whole raft of different skills' (*AQTF Auditor*) compared with someone working wholly within an RTO and 'not moving around much' (*AQTF Auditor*). In a similar vein most participants agreed that all training needs to be contextualised and that a range of teaching capabilities are necessary for effective learning irrespective of the context. As one participant observed:

I've never seen a really good sound educational facilitator run into problems but I have seen educators who specialise in only one area [run into problems] (*Academic teaching VET educators*).

Many participants stated that it is inherently problematic for those who already possess higher level qualifications to undertake the Certificate IV Training and Assessment as their entry level qualification:

All educators should be continually required to up-skill and maintain their currency and (asking higher education educators to undertake the Certificate IV Training and Assessment) sends the wrong message (*TAFE NSW*).

This view represents a shift in thinking since the early days of the Training Reform Agenda when the VET sector readily accepted the idea that career change adults restarted their learning near the bottom of the Australian qualifications ladder in their new industry. Twenty-First century thinking and policy about career change tends to prioritise upskilling and this was evident amongst our participants. Searching for solutions, the researchers identified a number of examples of institutions that embed the Certificate IV within higher education qualifications. For example Victoria University embeds the Certificate IV in Training and Assessment into its Bachelor of Education (VET Secondary Teaching), a course sponsored by the Victorian Department of Education and Early Childhood Development to provide VET in schools educators for secondary schools.¹⁰ Charles Sturt University also embeds the Certificate IV Training and Assessment into its associate and bachelor degrees in Vocational Education and Training providing students with credit into the certificate through the University's RTO, CSU Training.¹¹

Some states recognise the value of higher level teaching qualifications by mandating requirements for qualifications higher than the Certificate IV Training and Assessment for TAFE educators. For example, in TAFE NSW the Diploma of Training and Assessment is a requirement for promotion to head educator. In Victoria, the TAFE state-wide teaching agreement specifies that '...progression beyond the fourth incremental point of the Educator classification is subject to the employee completing a course of educator training accredited at diploma (Australian Qualifications Framework Level 5) which includes supervised teaching practice and studies in teaching methodology, or equivalent'.¹² The Victorian Diploma in Vocational Education and Training Practice meets these award requirements and therefore is widely used by Victorian public providers.

Although some jurisdictions and some TAFE institutions specify qualifications above the Certificate IV Training and Assessment for educator progression this is not the case in the private education and training sector. Since 2010 the *Educational Services (Post Secondary Education) Award 2010*¹³ provides a minimum award for all workers in the VET sector and does specify a hierarchy of salary levels for those holding formal qualifications. However this award is a minimum standards award and the salary for a teacher with a five year degree or equivalent at university level in a field relevant to the teaching area is \$49 594.85.

¹⁰ <http://www.vu.edu.au/sites/default/files/faehd/pdfs/course-structures/2011%20ABVS%20FINAL.pdf>

¹¹ http://www.csu.edu.au/courses/undergraduate/vocational_education_ad/course-overview

¹² *Victorian TAFE Educators Multi-Business Agreement 2009*. Victorian TAFE Association
http://www.vta.vic.edu.au/?Name=WS_Awards_and_Agreements

¹³ <http://www.airc.gov.au/awardmod/awards/MA000075.pdf>

In this context we note that many participants raised concerns about the design, content or perceived poor delivery practices associated with the Certificate IV Training and Assessment. In attempting to explain this significant, yet distracting, interest in the Certificate IV Training and Assessment one participant reflected that political and academic focus on the effectiveness of the Certificate IV Training and Assessment:

...has distorted the whole discussion around VET practice. It has taken our eye off the depth and breadth and richness of VET practice (*VET researcher*).

Participants' concerns about the Certificate IV Training and Assessment reflected the views reported in the literature review (Productivity Commission, 2011; Skills Australia, 2011; Wheelahan & Moodie, 2011). In general participants considered that the Certificate IV is a suitable teaching qualification for those delivering training in enterprises *whose core business is not education (ERTOA; AQTF Auditor)*, but was not considered sufficient where teaching is the core business of the VET educator. For the latter educators the Certificate IV is an induction for teaching and more formal development for teaching must follow it (*Academic teaching VET educators*):

Certificate IV in Training and Assessment should be (the) minimum for people where training is not their core business. Where we've gone wrong is we've said this is the minimum requirement for any training package (*AQTF Auditor*);

From my experience, it takes at least three years for somebody to come into the sector and to be an effective trainer and assessor. So I think that might partly answer the question is a Certificate IV sufficient to make somebody an effective professional practitioner in this area. And I would say no (*ACPET*);

The exception, ERTOA, as is well known, regards skill sets as the most appropriate training for enterprise based trainers and assessors who will work under the supervision of someone holding the Certificate IV in Training and Assessment:

The training is mostly done by team leaders, supervisors and expert workers and 80% of the training is done on the job. Skill sets are seen as ideal. The Certificate IV in Training and Assessment is fine for the quality manager or supervisor because they don't see it as their professional area. Less than half would be interested in undertaking the Diploma in Training and Assessment ... educators in a professional teaching environment such as TAFE or RTOs should have higher skills and knowledge (*ERTOA*).

As other studies have identified, the majority of our participants were most critical of the current Certificate IV in Training and Assessment for the lack of rigour surrounding its delivery:

I'm horrified to find that my students are reporting that they're all getting their TAE (Cert IV TAA) in a day. People who get the TAE in a day can teach it and that's problematic. The actual curriculum is fine with a good facilitator (*VET Researcher*).

Why shouldn't it be delivered like a Certificate IV qualification in other industry areas with a lot of classroom input, a lot of work placements, reflective practice, and rigorous assessments and so on? (*Academic teaching VET educators*).

Similarly to IBSA (in its response to the Productivity Commission) many RTO and higher education participants considered that those who teach the Certificate IV in Training and Assessment or the Diploma of Training and Assessment should be required to have the qualification *above* the level they are teaching.

Higher level VET or higher education?

In discussing the value of higher level teaching qualifications for VET practice we have not distinguished between higher level VET and higher education VET teaching qualifications. Participants referred to both sets of qualifications with equal frequency and were aware of the value to be gained from both sectors, including the opportunity to access a VET to higher education qualifications pathway. Both VET and higher education participants described the value to be gained from postgraduate qualifications including:

- Research skills and the ability to think critically about policy,
- Language and conceptual frameworks or theory with which to reflect on practice,
- The confidence to engage with public issues including VET affairs.

VET participants did provide differing opinions regarding the value of undergraduate higher education courses, for example:

They found having to undertake a degree program was onerous and not necessarily assisting their teaching and it was a costly exercise because educators were given a lot of relief to undertake their study and so it wasn't really seen as a good investment. (*TAFE NSW*).

The providers' valuing of both VET and higher education teaching qualifications is consistent with the Productivity Commission finding that for those TAFE educators who hold teaching qualifications higher than the Certificate IV in Training and Assessment, approximately 25% hold a higher level VET

qualification and about 35% hold a higher education qualification, ‘...the distribution of VET teaching qualifications in the non-TAFE sector is not known’ (Productivity Commission, 2011 p. 9). Most of our RTO participants regarded access to higher level VET *and* higher education teaching qualifications as valuable.

They value the skills development inherent in competency-based qualifications and the VET context that surrounds the delivery of those qualifications. They also value the conceptual development and other higher level knowledge-based capabilities developed in the higher education sector. Most RTO participants considered post-graduate higher education qualifications to be particularly valuable given the shift toward degree delivery in the VET sector. However, as one national leader put it, the choice of higher level VET or higher education now gets down to:

... the capability of the individual institution or the individual VET institution whether it wants to accredit its own course or use...the university course (*Skills Australia*).

Providers are also interested in cost effective packages of higher level VET and higher education qualifications. It is no accident that institutions such as Box Hill and the Gold Coast (see Section 4.2 below) which are large enough to provide substantial in-house professional development programs, choose to fund a mix of in-house higher level VET and university delivered higher education qualifications for their teaching staff. Therefore in the following section we focus on pathways from vocational to higher education teaching qualifications for VET educators.

4.2 What have the participants learned about qualifications pathways for VET educators?

Apart from enterprise RTO representatives for whom further study in education is not relevant, participants representing RTOs displayed a good knowledge of, and interest in, ongoing professional development for their staff. Most were able to describe pathways through to post graduate diplomas and masters degrees and many claimed to have numbers of staff holding postgraduate qualifications. Participants described VET educators undertaking a wide range of higher level VET and higher education qualifications and a similarly large and varied number of pathways opportunities.

The private sector representatives we interviewed demonstrated a strong commitment to formal professional development and pathways into higher education for their teaching staff. For example, representatives from the Australian Council for Private Education and Training (ACPET), stated a

preference for educators to undertake professional development conducted by ACPET in Queensland, and recognised by the Queensland University of Technology for credit into a masters degree:

Once you have been in the industry and you've got your industry recognition and you've got your TAA and you're practising in the industry, I think there is an awareness that there is some more to learn and I think that the opportunity...that we've had in Queensland with QUT and just watching people just grab that and really develop and then it's really capacity developing within the industry because suddenly they are, they are seen as, they become leaders in the industry... And most RTOs will encourage their own staff to take on higher ed (*ACPET*).

Our focus group participants were asked to provide case studies of good practice in higher level VET qualifications pathways and three of these are briefly discussed below: Gold Coast Institute of TAFE, Queensland, Box Hill Institute, Victoria and Victoria University, Victoria.

Box Hill Institute, Victoria

Box Hill, like many large public RTOs, has a specialist unit that delivers the Certificate IV in Training and Assessment, Diploma in Vocational Education and Training Practice and Graduate Certificate in Vocational Education¹⁴ to its own staff. In addition Monash University has entered its eighth year of delivering their Master of Education qualification on site to Box Hill staff. These courses are delivered in the early evening creating a vibrant and collegiate professional development culture at the institute.

Gold Coast Institute of TAFE, Queensland

Gold Coast Institute of TAFE has developed a model of staff professional development based on three categories of VET teaching staff – New VET Educator, Practiced VET Educator with 1-3 years experience and Accomplished VET Educator with 5 years plus experience in leading planning and delivery of courses. A New VET Educator will gain a Certificate IV in Training and Assessment and attend scheduled professional development sessions including induction to teaching, ICT, e-learning, cultural awareness etc.

A Practiced VET Educator will enroll in the Diploma in Training and Assessment and scheduled professional development sessions, eg facilitating on-line learning. An Accomplished VET Educator will enroll in a Bachelor of Training at Griffith University and a Future Leaders Program. Gold Coast Institute of TAFE have negotiated a credit arrangement with Griffith University which allows 140 credit points of 240 credit points in the Bachelor of Training if educators have an industry qualification at

¹⁴ A Victorian qualification

Certificate III or above, Certificate IV in Training and Assessment and Diploma in Training and Assessment plus several years teaching experience.

Victoria University, Victoria

Victoria University is a dual sector institution and VET teaching staff are supported in undertaking professional development through accredited qualifications. The Educator Development Unit offers Certificate IV in Training and Assessment, Diploma of VET Practice and the Graduate Certificate in VET. The graduate certificate is a pathway into a Master of Education (VET) which is offered to VU teaching staff at no cost. Those who have an undergraduate or post-graduate teaching qualification find this Masters program a valuable option as it provides a trajectory for their learning. All courses are offered with work based assessment and students engage with expert guest speakers from the wider VET sector. Following the revision of the Australian Qualifications Framework VU is now working on a new approach to the Graduate Certificate which will give two units credit into the masters degree.

Credit arrangements

RTO and higher education participants reported greatly varying levels of credit given, in informal and formal arrangements, to VET teaching qualification graduates articulating into higher education. This applied equally to the Certificate IV in Training and Assessment, and Diploma of Training and Assessment and Victorian Diploma of VET Practice. One University representative said they give a one year credit into a three year bachelor degree for the Certificate IV and Diploma, and a second year of credit for an *Associate* Diploma plus extensive teaching experience. Another higher education representative indicated block credit was given for *any* VET qualification:

In my particular institution we've tended, which is wrong, to kind of lump vocational qualifications together and we haven't really said that for a Certificate IV you get this and for a grad cert you get this as distinct. If they can show, however, say a higher level VET qualification and extensive experience teaching or management leadership experience and their portfolio shows that they have had all of that, they can sometimes get into a masters and they have. (*Academic teaching VET educators*).

Clearly higher education institutions have no consistent system for giving credit for VET qualifications; rather it is an ad hoc process revealing little understanding of VET qualifications. Some higher education participants interviewed, displayed a lack of awareness of the Australian Qualifications

Framework and also indicated that the difference between competency and knowledge acquisition is not well understood by their colleagues. As one better informed higher education representative with a background in VET explained:

You really have to assume that somebody comes in knowing nothing so you're giving them credit because that's equitable and all the rest of it but you have to assume really that they know nothing and have no skills and that's quite hard for a university to do, and I think the universities have only got away with it because their academic boards don't understand how bad the Certificate IV is (*VET researcher*).

Lack of knowledge of the implications of the revised AQF structure was also obvious during the focus group when some higher education participants claimed that universities would 'never give credit' for vocational graduate certificates and vocational graduate diplomas. University participants were unaware that the AQF now gives parity to vocational post-graduate qualifications and requires these to prepare learners for further learning.

4.3 What makes it difficult for VET educators to access pathways from higher level VET qualifications into higher education?

In our earlier report for IBSA we summarised barriers to transition from VET to higher education, generally, as:

- *Dissonant curriculum, teaching and learning practices,*
- *Relationship dependency,*
- *Lack of synchronicity in quality and governance, and*
- *Other bureaucratic hurdles (Innovation & Business Skills Australia, 2010 p. 21) .*

In this study, specifically focusing on transition within the education discipline, participants reported these barriers and more. To the earlier list we can now add:

- The cost of degree level study,
- Lack of awareness of the Australian Qualifications Framework within universities,
- In some circumstances, perceived failure to value higher education in the VET sector.

Participants identified barriers imposed by dissonant curriculum, academic discourse, and teaching styles – the different languages of VET and higher education. Differences in the language between VET and higher education were often cited as a barrier to movement between the sectors. Higher education participants identified lack of familiarity with academic discourse and consequent inability

to undertake an academic argument or critical analysis as barriers to movement from VET to higher education. Conversely differences in language between VET Training Packages and higher education curriculum hinder higher education institutions from understanding the VET sector.

Misunderstandings lead to inappropriate decisions. For example the lack of understanding of the Australian Qualifications Framework, mentioned in Section 4.2, leads to inappropriate consequences such as a university giving the same credit for a Vocational Graduate Certificate as for a Certificate IV.

The recent changes to the Australian Qualifications Framework should assist with remedying these problems. Universities are now paying more attention to the AQF and, over time, will come to a better understanding of VET qualifications. The AQF new requirement for most qualifications to prepare graduates for further learning provide an opportunity for VET providers to build preparation for learning in higher education into their courses. In turn, higher education providers may be more respectful of vocational postgraduate qualifications as these become better aligned with their higher education counterparts.

The dependency of articulation arrangements on individuals and individual institutions played an interesting part in this study. Whilst participants identified it as a problem, the higher education participants in this study expressed great willingness to overcome this barrier through a systematic, national approach. Most of the higher education participants are members of the Australian VET Educator Education Colloquium (AVTEC). This group has made efforts to develop national frameworks for higher education qualifications and pathways for VET educators. For example in their 2004 meeting they agreed that '...a national Higher Education approach to the embedding, articulation and credit arrangements for the new TAA would be valuable' (Colloquium, 2004). Throughout the current study this group expressed great willingness to work with IBSA on the design of new higher level VET qualifications to support preparation for learning in, and pathways into, higher education.

Some participants claimed lack of funding and incentives for VET staff to gain higher qualifications are a barrier:

The lack of career pathway and perceived support from systems that don't value higher level quals because labour costs are the principle outlay and if these quals were valued staff would request higher pay for higher quals (*Academic teaching VET educators*);

On the other hand we heard examples of RTOs supporting staff to obtain higher education qualifications by paying their course fees and/or providing study leave. Certainly there is no lack of incentive in the Box Hill and Gold Coast examples discussed above. A number of participants explored the importance of masters degrees for VET educators involved in higher education teaching and it appears that RTOs which are also HEPs (Higher Education Providers) are most likely to support educators to obtain higher education qualifications.

The dual identity dilemma

In the general context of considering barriers to educational pathways we wish to note that interview participants echoed a dilemma identified by Guthrie, Wheelahan and Moodie and others. This is the problem for individual VET educators and for RTOs of whether to invest time and other resources in developing as educational expertise or industry currency. Many participants referred to the development of professional identity for VET educators as both an important component of, and a barrier to, their development as teachers. Some participants suggested further that the design of VET teaching qualifications should address

industry specific pedagogy and scholarship of teaching where this already exists (e.g. in nurse education) or where this may be usefully developed. In the final section of this report we suggest that it is important that future higher level VET teaching qualifications enable educators to resolve this dilemma by supporting the development of their dual identity as industry specialists and teachers.

4.4 What would make it easier for VET educators to transfer from VET to Higher Education qualifications?

Higher education participants were clear in their advice which focused on breaking down the barriers mentioned above and called for:

- Changes to 'curriculum',
- Changes to course structure or architecture,
- A new approach to relationships and governance.

During the focus group, higher education participants spoke of their difficulties with interpreting competency based curriculum and in understanding the structure of VET qualifications. They suggested that credit would be easier to allocate if VET course architecture aligned more easily with higher education course design. It would also be helpful if competency descriptors used language that is more like the language commonly used to describe higher education courses.

Participants spoke of the need to scaffold academic literacies into higher level VET qualifications and to make these explicit. Participants also spoke of the need to give VET practitioners the language and conceptual frameworks or theory they need in order to reflect on and improve their practice. The new AQF requirement to prepare learners for further learning gives the Skills Council a mandate to do this. We believe that these concerns can be addressed without losing the integrity of VET qualifications and this is discussed further in Section 5.

Focus group participants also discussed the dependence of pathways arrangements on relationships between individuals and on the idiosyncrasies of institutional governance. They agreed that a systematic national approach would benefit VET educators seeking credit into higher education qualifications based on national VET teaching qualifications. Universities commonly design qualifications to meet standards and content specified by accrediting bodies such as the Australian Health Practitioner Regulation Agency and the Australian Computer Society. Higher education participants offered to work with IBSA to develop a more nationally consistent and systematic approach to pathways from VET teaching qualifications into higher education.

4.5 Is there a role for IBSA in the development of higher level qualifications and pathways for VET educators?

The short answer is, yes. RTO participants clearly valued access to both higher level VET and higher education qualifications for VET educators. This view aligns with the Productivity Commission's finding that similar number of TAFE educators hold higher level VET and higher education teaching qualifications. Higher level VET qualifications provide low cost, purpose-designed and easily customised qualifications for the VET workforce. These considerations have been important to VET providers for a long time (Guthrie, 2010b). However the willingness of large private and public providers to fund higher education for their staff demonstrates that RTOs are also aware of the benefits to be gained from higher education. They value both VET skills development and the knowledge and understanding to be gained from higher education. Karmel articulated this distinction at the 2011 TAFE Governance Forum when he explained that:

... it is the pedagogic tradition and funding arrangements that distinguish them...While the accreditation arrangements and funding arrangements differ between the sectors, there is another very large difference: the pedagogical tradition. The curriculum for higher education courses is based on notions of knowledge and understanding, while VET courses are based on

the concept of competency. The interpretation of competencies is relatively narrow, being based on the tasks and skills required (Karmel, 2011).

As the new tertiary sector emerges the boundaries between vocational and higher education continue to blur. This circumstance and the equivalence of postgraduate VET and higher education qualifications in the revised Australian Qualifications Framework offer IBSA new opportunities to expand the range of its higher level VET teaching qualifications to give providers a wider choice of pedagogical and funding models. IBSA not only has an important role in the development of VET teaching qualifications but is also positioned to work with universities to improve pathways opportunities into higher education. The new visibility of the Australian Qualifications Framework within the higher education sector offers IBSA and VET providers an opportunity to work with selected universities to break down barriers to recognition of higher level VET learning.

Partnering with the Australian VET Educator Education Colloquium

Several participants, including higher education representatives, suggested that IBSA formally collaborate with the Australian VET Teacher Education Colloquium (AVTEC) in the development of pathways from higher level VET into higher education qualifications. Guthrie proposed similar idea in his 2010 history of VET teacher training. He explained the history of the colloquium which grew out of earlier networks established in the early 1990s to provide a forum for developing nationally consistent approaches to VET educator preparation and pathways (Guthrie, 2010b, p.8).

AVTEC members present at the focus group expressed a willingness to partner with IBSA in some way to achieve better qualifications pathways for VET educators. The group's interest in partnering focused on the development of pathways from diploma to degree level study. As we have already explained in Section 4.2 some higher education participants did not regard it as appropriate to give credit from VET postgraduate qualifications into higher education. However we think it important that such arrangements are developed. The new Australian Qualifications Framework has the potential to change that thinking. It will require VET qualifications developers to ensure that their qualifications meet the requirements of AQF Level 8 and that they do prepare learners for further learning. This, in turn, will provide skills councils and VET providers with the evidence needed to negotiate pathways from VET postgraduate qualifications into masters degrees.

5. REFLECTIONS AND RECOMMENDATIONS FOR FURTHER WORK

This section covers our reflections on the research questions framed by the literature and interview data. As a reminder the six research questions are listed below.

- 1. What capability is required in VET educators?*
- 2. What qualifications and qualification pathways are needed to support the various capability development needs identified in 1?*
- 3. Which qualifications are appropriately managed, as VET qualifications, by IBSA; and which should be provided by universities?*
- 4. How can IBSA work with a network of universities to ensure that the various capability needs of VET educators are met?*
- 5. How can IBSA design its Training and Assessment qualifications to ensure that these support pathways into higher education where required?*
- 6. What lessons learned from this project can be generalised to inform the development of other IBSA qualifications?*

5.1 Capabilities for the twenty-first century VET workforce

The literature and interview data provide a catalogue of VET educator capabilities, as diverse as the settings in which VET now takes place. While some VET educators have very narrow roles, for example industry trainers and assessors, many undertake wide-ranging and complex work such as teaching in more than one educational sector (i.e. secondary, VET, higher education), teaching learners requiring specific literacy and numeracy support, work-based teaching requiring significant customisation and resource development, teaching using sophisticated e-learning tools, teaching in culturally diverse settings in Australia and offshore. VET educators, like other workers, also need the capability to adapt to future unknown and unknowable work settings, to new technologies and new globally-driven challenges. The participants agreed that such complex work requires skill and knowledge-based capabilities beyond those developed by completing the Certificate IV in Training and Assessment. The capabilities that VET educators require to work in such complex contexts include specific educational skills development in areas such as e-learning and the customisation of Training Package qualifications; these specific skills-based capabilities vary according to the business needs of each RTO and over time as that business changes. VET educators also need to maintain their industry currency and to actively nurture their dual identities as industry and education workers.

Above all VET educators, like other twenty-first century knowledge workers, also need to develop a number of higher level generic capabilities such as the ability to think critically, solve problems, undertake evidence-based practice, communicate very effectively using different media and the ability to manage their own further learning needs as their work inevitably changes. The development of such expertise takes time and effort. The literature reviewed for this project contains a number of models for the progressive development of VET teaching expertise such as those proposed by Wheelahan and Moodie, the AEU or the Mitchell and Ward model already tested in eleven TAFE institutes. These models generally represent a staged progression from novice to expert educator over a period of time achieved through a combination of experience, continuing professional development and formal qualifications for teaching.

The literature is divided as to whether all of the capabilities required by twenty-first century VET educators can be acquired through continuing professional development (the Productivity Commission's view), formal qualifications (the traditional view) or through a mix of both (Wheelahan and Moodie, Skills Australia, the AEU, etc). Most of our participants supported the inclusion of formal qualifications, as well as continuing professional development, in VET educator capability development. RTO participants clearly valued higher education qualifications but they also valued higher level VET qualifications, delivered in a VET context with VET funding where available, as important pathways into higher education. Given the participants' views and the literature we recommend that IBSA develop a VET educator capability development framework to give RTOs a basis for designing continuous professional development programs, to underpin the development of national qualifications and as a basis for collaboration with universities in the design of higher education qualifications and pathways for VET educators.

The structure and application of such a framework is discussed further in Section 5.2.

5.2 A VET educator professional development and qualifications framework

The VET sector needs professional development solutions that reflect the diversity of VET work and of VET providers. It needs professional development that reflects the excellent practices in workforce development and work-based learning that characterises the best of VET teaching practice. Professional development for the VET sector should also give individual VET educators and their current and future employers the confidence and credentialing that comes with formal recognition in qualifications.

Therefore we recommend that IBSA undertake an ambitious project that:

- Identifies a comprehensive range of sets of skills-based and knowledge-based capabilities needed in VET practice – the current work on the Diploma should provide a starting point;
- Recognises the importance of maintaining a dual professional identity, industry specialist as well as educational expertise, within VET practice by developing units within the qualification suite that enable developing and experienced VET educators to meet the ‘industry currency’ requirements of the AQTF whilst gaining credit into formal qualifications based on their industry engagement activities;
- Maximises opportunities for individual VET educators to gain recognition for continuing professional development within qualifications by providing opportunities for credit for CPD into teaching qualifications at different AQF levels;
- Develops specifications for learning and assessment, within these skills sets, at different AQF levels so that similar *content* can be incorporated into different levels of qualification;
- Provides multiple entry and exits points to recognise the diversity of VET practice and the diverse educational backgrounds that VET educators bring to the sector;
- Explicitly includes preparation for further learning in all qualifications including academic skills preparation as well as any pre-requisite knowledge and skills;
- Uses language in unit descriptors and titles that is easily understood by the wider tertiary sector and specifies knowledge-based as well as skill-based capabilities using language that is comprehensible to universities that offer pathways for VET educators;
- Permits individual providers to assemble qualifications that meet their business needs such as the *Diploma of Training Design and Development* proposed for the Australian Defence Forces;
- Considers using a course architecture and credit point system, similar to that used within Australian universities, as a means of supporting customised assembly of qualifications, alignment of informal professional development with formal qualifications and credit transfer into higher education qualifications; and
- Considers whether the Certificate IV in Training and Assessment can be packaged into higher level qualifications for novice VET educators who enter the sector with higher education qualifications - for example, a re-packaged Certificate IV could form one unit, with appropriate learning and additional assessment, in a four unit Graduate Diploma in VET.

Such a framework should underpin future national VET qualifications and, if possible, university qualifications development as well as providing RTOs and VET educators with a framework for individual and organisational development.

A Continuous professional development approach

The literature review and consultations have emphasised the importance of a continuous professional development (CPD) approach to the development of VET educators, one that encourages them to continue to develop as educators undertaking formal and informal learning over a period of time. Our work uncovered a number of models that could form the basis of continuous professional development framework including those developed by Wheelahan and Moodie, Mitchell and Ward and the AEU. We suggest that a simple model would be best and this could be developed taking all of those into account as well as IBSA's longstanding experience in working with the VET sector to define the competencies needed for good VET practice.

Gold Coast Institute has provided an example of such a model for a professional development and qualifications framework. The Gold Coast model focuses on three levels of VET educator development: *New VET Educator*, *Practiced VET Educator* with 1-3 years experience and *Accomplished VET Educator* with 5 years. The proposed framework could identify capabilities expected at each level with respect to educational skills, industry currency and generic professional skills such as those described in Section 5.1. The framework could provide guidelines for the development and measurement of those capabilities through continuous professional development and through formal qualifications. It could also describe a range of qualifications pathways suitable for different VET teaching roles and building on different educational backgrounds. The framework could underpin VET career and learning plans for individual VET educators as well as workforce development plans for RTOs. We think it important that continuing professional development be linked to credit into formal qualifications as much as possible. An example of such a framework is provided at the end of Section 5 following further discussion of the qualifications to be included in it.

The dual professional identity dilemma

It is also important that a CPD framework for VET educators acknowledges and resolves the tensions between maintenance of specialist industry currency and development of teaching expertise. As discussed above the literature and our consultations emphasised the need for VET educators to develop dual professional identities as both industry specialists and an educators. There are reported tensions for educators and RTOs in balancing these two sometimes competing

requirements. We suggest that this tension ought to be resolved and this could be achieved through appropriate design of VET teaching qualifications. The design of higher level VET qualifications for teaching could provide an opportunity to meet 'industry currency' requirements of the AQTF within formal qualifications through action learning based on industry engagement and similar industry-focused learning experiences. Further there should be consideration given to including, in VET teaching qualifications, industry specific pedagogy and scholarship of teaching where this already exists (e.g. in nurse education) or where this may be usefully developed. It makes sense to replace the dual identity with a coherent hybrid model for VET educators.

5.3 A role for IBSA?

IBSA's role in the development of CPD qualifications and pathways framework is likely to be multi-faceted. IBSA should of course develop the framework and should also be responsible for liaising with interested universities to encourage them to align their qualifications with the framework and to give credit for IBSA qualifications. IBSA should also consider the development of additional higher level qualifications within the Training Package for Training and Education.

This view is strongly supported by the recent literature and our consultations which indicate that there is a significant and growing demand for higher level qualifications in teaching for VET educators and trainers. The qualitative evidence includes:

- The opinion of many, but not all, recent commentators and researchers that many VET educators and trainers need qualifications in education above Certificate IV level. Those educators/trainers who are believed to benefit from higher level teaching skills include full time career educator/trainers, those teaching in higher level VET or even HE courses, and others who wish to develop their teaching capabilities;
- Some research evidence that suggests that there is a positive correlation between higher level teaching qualifications and teaching quality. This includes work cited by Wheelahan and Moodie and unpublished data provided to this project by John Mitchell.

It is difficult to obtain quantitative data to support this qualitative evidence since there is no consistent and reliable national data on the demand for higher level VET teaching from Australian VET workforce. However the current imperfect data indicates a need for additional qualifications.

First, there are strong indications that significant numbers of VET educators and trainers do undertake teaching qualifications at AQF level 5 or above. This indicates that they or their employers

consider that VET teaching qualifications above Certificate IV level are relevant in their roles. The evidence includes:

- Productivity Commission estimates that 32% of TAFE and 12.9% of non-TAFE VET trainers and assessors hold, as their highest, education qualifications at AQF level 5 and above;¹⁵
- Continued strong enrolments in university qualifications aimed at developing VET teaching skills;
- Continued enrolments in state accredited higher level VET qualifications. It is difficult to obtain data but our sources indicate that over 1,000 VET educators and trainers per annum (mainly in TAFE employment) enrol in these courses. For example Guthrie 2010 states that ‘unpublished data from NCVER suggests that around 730 participated in the Diploma in Training and Assessment nationally in 2008’;¹⁶
- Anecdotal evidence for growing institutional support for higher level qualifications for TAFE educators. This includes programs already described at Box Hill Institute, Gold Coast Institute of TAFE and Victoria University.

As some of our participants argued, novice VET educators enter the sector with a wide range of prior educational qualifications and it is appropriate for initial VET and higher education teaching qualifications to recognise these differences. It is clear that many new VET educators already have bachelor degrees or other higher education qualifications (the Productivity Commission stated that this is so for 60% of the VET workforce). There is therefore a compelling argument that such VET educators should undertake an initial qualification higher than AQF level 4.

Our work indicates that there will be a place for both VET and higher education qualifications to allow for different context and funding options; as Guthrie reminds us, one of the reasons VET providers adopted VET education qualifications was dissatisfaction with university delivery.

What additional qualifications are needed?

The Training Package for Training and Education already includes a number of higher level VET qualifications:

- TAE40110 Certificate IV in Training and Assessment,

¹⁵ Based on Productivity Commission estimates pp. C.9 and C.10. (Productivity Commission, 2010)

¹⁶ Guthrie, H. (2010). Professional development in the vocational education and training workforce. Adelaide: National Centre for Vocational Education Research (Guthrie, 2010a)

- TAA50104 Diploma of Training and Assessment¹⁷,
- TAE50310 Diploma of International Education Services,
- TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice,
- TAE70210 Vocational Graduate Certificate in Management (Learning),
- TAE70310 Vocational Graduate Certificate in International Education Services,
- TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership,
- TAE80210 Vocational Graduate Diploma of Management (Learning).

However, of these, only the Diploma in Training and Assessment and the proposed Diploma in Training Design and Development could be considered to be higher level qualifications in general VET teaching. There are also a number of state accredited higher level VET qualifications which include:

- 39239QLD Vocational Graduate Certificate in Leading Vocational Education,
- 21697VIC Diploma of Vocational Education and Training Practice,
- 80842ACT Advanced Diploma of Adult Vocational Education,
- 21852VIC Graduate Certificate in Vocational Education and Training,
- 91139NSW Graduate Diploma of Adult and Vocational Education.

In the absence of any public data, on anecdotal evidence we think that these state qualifications account for about half of the higher level VET enrolments in Australia. Where state-based vocational graduate certificates and vocational graduate diplomas are available a number of large RTOs are choosing to offer these to their staff and many VET staff choose to undertake them. Individuals and RTOs choose VET rather than higher education qualifications for both educational and financial reasons. However individuals and RTOs are also interested in pathways from these higher level VET qualifications into bachelor and masters degrees delivered by universities. There is a case for IBSA to develop additional higher level VET qualifications to provide a more nationally consistent approach to higher level qualifications in the VET systems and to the negotiation of pathways into higher education.

¹⁷ NB A new, TAE version, of this qualification is under development. The diploma cited here is part of the former Training Package, TAA04.

As described in Section 4.1, many VET educators are taking advantage of innovative packaging of national and state VET teaching qualifications within higher education qualifications. We encourage IBSA to consider this lead and to develop a range of education qualifications for VET educator/trainers above AQF level 4, providing multiple entry and exit points as well as several pathways options – including pathways into higher education. The latter would need to be negotiated with universities.

The potential higher level qualifications are:

1. Multiple diploma level qualifications,
2. Vocational Graduate Certificate in Training and Assessment (new),
3. Vocational Graduate Diploma in Training and Assessment (new).

The design of these qualifications should be sufficiently flexible to allow (i) linear pathways through the suite for those who enter the VET teaching workforce with lower level prior qualifications, and (ii) higher level entry and exits points for those who enter the VET workforce with relatively high prior qualifications. Given the need for multiple entry points for VET educators/trainers without prior education qualifications it could be possible to develop a suite of units that can be delivered and assessed at different levels. For example all VET educators/trainers require an understanding of assessment and it may be possible to develop an assessment unit with options for delivery and assessment at diploma and graduate certificate level. Another option is to follow the universities mentioned in Section 4.1 and embed the Certificate IV Training and Assessment in units that form part of higher level qualifications.

Such design would allow new VET educators who already have higher education qualifications to upskill by undertaking a graduate certificate or graduate diploma as their initial VET teaching qualification. VET educators who do not have prior higher education qualifications would be able to pursue a number of pathways such as:

- Certificate IV, diploma, degree,
- Certificate IV, diploma, graduate certificate, graduate diploma, masters degree.

The Vocational Graduate Certificate could provide different unit combinations for those who come in through the diploma pathway and those with degrees.

IBSA could continue to manage a traditional diploma in the style proposed for the current one, whilst trialling a new structure (and development process - see below) for the proposed Vocational

Graduate Certificate in Training and Assessment. Once the graduate certificate is successfully established IBSA could consider the introduction of a vocational graduate diploma and/or revision of the Diploma in Training and Assessment.

Qualification architecture

We have previously argued that it would be easier to obtain credit into higher education for higher level VET qualifications if the structure of these qualifications more easily aligned with that of higher educational qualifications (Innovation & Business Skills Australia 2010). Most bachelor degrees consist of eight units per year and most higher education qualifications involve credit points systems that are multiples of four (see Attachment Four). We suggest that future education qualifications developers design course architectures for higher level VET teaching qualifications based on units of equal *size* that can be compared with comparable units in higher education undergraduate and postgraduate qualifications. This *curriculum* approach could sit alongside the conventional competency based Training Package qualifications descriptor or could replace it for VET teaching qualifications.

5.4 Future IBSA collaboration with universities

There are several ways in which IBSA can work with universities towards developing more effective pathways from higher level VET teaching qualifications into higher education qualifications. First and foremost, we recommend that IBSA develop a formal connection with the Australian VET Educator Education Colloquium (AVTEC). As Guthrie has explained, this group was originally established to promote dialogue between the university and VET sectors on VET educator development (Guthrie, 2010b). AVTEC has continued to meet but less frequently than previously and, recently, less intersectoral dialogue appears to have taken place than in the past. The AVTEC members consulted during this project were very willing to engage with IBSA, nevertheless we should not suppose that it will be easy to develop a more systematic approach to pathways, particularly given the AVTEC member's lack of understanding of the status of VET postgraduate qualifications. We recommend that IBSA coordinate an ongoing relationship with AVTEC to develop a systematic national approach pathways into higher education for VET educators.

Given the importance of pathways from higher level VET qualifications into higher education, we recommend that IBSA develop a new process for the development of higher level VET teaching qualifications that:

- Includes university (AVTEC) representatives in the process,
- Ensures that learning and assessment tasks prepare learners for further learning, and
- Makes this explicit within the qualification design and documentation.

Pathways arrangements will have to be negotiated with individual universities and will always be, to some extent, dependent on the provider of the VET qualification. However IBSA can facilitate this process by:

- Using language that universities can understand when describing units of competence,
- Designing course architecture for VET teaching qualifications that aligns with higher education course design,
- Developing an effective working relationship with AVTEC.

There is evidence that some universities are willing to offer credit from vocational graduate certificates and/or vocational graduate diplomas into masters degrees. However our focus group members were initially negative about this concept. We suggest that IBSA will need to work closely with selected universities to gain agreement for credit from the proposed graduate qualifications into higher education qualifications. To achieve this it will be important to consider:

- A course design structure that works for HE such as a four unit structure for the proposed Vocational Graduate Certificate in Training and Assessment
- Including a representative HE group such as AVTEC in the design and/or advisory team for the proposed Vocational Graduate Certificate in Training and Assessment
- Taking one step at a time – i.e. developing and trialling the proposed Vocational Graduate Certificate in Training and Assessment before proceeding with the proposed Vocational Graduate Diploma in Training and Assessment.

5.5 A Model qualification and pathways framework for VET educators

The table on the following page illustrates sample qualifications pathways for VET educators entering teaching with and without higher education qualifications in their industry specialisations. This table is based on the three stage VET career progression scheme used at Gold Coast Institute. It shows how a new VET educator with a prior degree could undertake an induction to teaching based on the Certificate IV in Training and Assessment and then progress into a proposed Vocational Graduate Certificate in Training and Assessment based on a curriculum model. This, in turn, could provide credit into an appropriate masters degree. On the other hand, new VET educators without prior higher education studies progress from the Certificate IV based induction to VET teaching into

the new Diploma in VET. From there these educators could pathway into an appropriate bachelor degree or undertake bridging studies into a graduate certificate, masters pathway. The latter pathway is consistent with the higher education opportunities available to adult learners in disciplines such as management.

Sample qualifications pathways for VET educators with and without higher education qualifications in their industry specialisations.

	New VET Educator Year 1	Practiced VET Educator Year 2-3	Accomplished VET Educator Year 3-5
With prior higher education qualification in industry specialisation	Induction to teaching based on Certificate IV in Training and Assessment	<i>Graduate Certificate in Training and Assessment</i> with explicit specification of knowledge and learning and assessment that prepare learners for postgraduate higher education learning; 4 key learning areas as below:	Master of Education (VET) delivered by Partner University and with credit given for completion of Graduate Certificate
		Studies in VET pedagogies including strategies for supporting literacy and numeracy skills development	
		Industry studies including industry-specific pedagogy where appropriate and option for action learning based on industry engagement	
		Learning theories for VET, including adult, adolescent and other foci as appropriate	
		Social and political context for VET	
Without prior higher education qualification in industry specialisation	Induction to teaching based on Certificate IV in Training and Assessment	Diploma of Training and Assessment	Bachelor of Education (VET) with credit for diploma OR Bridging Studies/Graduate Certificate/ Masters pathway

As stated above we suggest that IBSA consider developing full capability development framework for VET educators that identifies capability standards for the chosen levels of VET educator (novice, etc) and links these to the design of a range of qualifications suitable for VET educators from different educational backgrounds and with different career development needs. The proposed capability framework would underpin continuing professional development programs as well as formal VET and higher education qualifications for VET teaching. We think it important that VET educators be

able to gain recognition for CPD through assessment tasks that provide credit for continuing professional development within teaching qualifications.

5.6 Generalising to other IBSA qualifications

Some of the lessons learned and recommendations made, in this project, are generalisable to other higher level VET qualifications. These are that:

- All higher qualifications should include academic preparation for the next level of learning and for higher level VET qualifications this must include academic preparation for succeeding in the first or subsequent years of higher education,
- Higher level VET qualification architectures should align with other tertiary education course models,
- The development process for higher level VET qualifications should now include higher education as well as industry representation acknowledging preparation for further learning as a new, additional purpose for these qualifications,
- IBSA consider the potential for VET postgraduate qualifications to provide reskilling and upskilling opportunities for experienced workers who already have higher education qualifications.

Further Work

The recommendations developed in this discussion provide an outline of further work with VET teaching qualifications. In summary, these are that IBSA:

- Develop a VET educator capability development framework to give RTOs a basis for designing continuous professional development programs and to underpin the development of national qualifications;
- Coordinate an ongoing relationship with AVTEC to develop a systematic national approach pathways into higher education for VET educators.

In addition to this further work on teaching qualifications we have developed a proposal for future work on higher level VET qualifications in general. This work should develop a roadmap for higher level VET, a new conceptual framework and architecture for qualifications at diploma level and above. Current proposals to address problems with these qualifications range from increasing VET degree offerings to reconstructing curricula for higher level VET qualifications (Skills Australia, 2011, TDA, 2009, NCVET, 2010). This research will build on related work to build a conceptual framework and options for qualifications types and models to be implemented in the VET system. In doing so it

addresses a crucial and urgent issue in the provision of tertiary education in Australia. The following critical questions should form the basis of this research:

1. *What factors are influencing trends in the performance of Australian higher level VET qualifications?*
2. *How do VET qualifications in this range meet current and, more importantly, emerging workforce needs?*
3. *What should Australian higher level VET qualifications look like in the future?*

ATTACHMENTS

Attachment One: Interview guide

The following questions were used to provide a semi-structured approach to the interviews.

1. Could you comment on the circumstances in which VET practitioners need qualifications at a higher level than the Certificate IV in TAE? What capabilities development requires these higher level qualifications?
2. Do you think the qualifications needed by VET practitioners vary for those who teach in different sub-sectors of the VET sector? [*i.e. TAFE, enterprise RTO*] OR for teaching different levels of qualifications? Explain.
3. What qualifications meet the capability development needs of the VET educators with whom you work?
4. What pathways do they follow if they undertake further learning to support their work as educators?
5. Can you explain any gaps in the availability of qualifications to meet their needs?
6. Do you think there is a need for IBSA to develop additional higher level VET qualifications to support the capability development needs of VET educators? If so, what qualifications?
7. What level and type of qualifications will meet the capability development needs of VET educators in the future?
8. Please comment on your experience of VET educators following pathways into higher education?
9. What qualifications pathways do they follow?
10. What are the main barriers preventing pathways from higher level VET to higher education qualifications?
11. What would make it easier for VET educators to pathway from higher level VET to higher education qualifications?
12. Can you describe any other changes you might like to see in qualifications or qualifications pathways for VET practitioners?

Attachment Two: Interview participants

NAME	ORGANISATION
John Churchill	CEO Enterprise RTO Association (ERTO A)
Kim Bannikoff	VET sector consultant
Robin Shreeve	CEO Skills Australia
John Mitchell	VET consultant and researcher
Ron Wilson	Association of VET Professionals (VISTA), Victoria
Pam Morgan	AUSTAFE,
Anon	AQTF auditor
Anon	Academic teaching VET educators
Leesa Wheelahan	VET researcher, University of Melbourne
Belinda McLennan	CEO, Tasmanian Polytechnic (at time of interview)
Denise Stevens	CEO, TDC Victoria – a VET professional development centre
Jamie Griffiths	Education Manager, Training and Development Organisational Capability, Gold Coast Institute of TAFE
Kay Ganley	Chair, Australian Council for Private Education and Training (ACPET) Board and CEO, Charlton Brown
Mel Koumides	ACPET Board member and Director, Academia International
Allie Clemens	Academic teaching VET educators, Monash University
Pam Christie	Acting Director General, Department of Education and Communities, NSW
Cathy Down	Academic teaching VET educators, Charles Sturt University
Michele Simons	Academic teaching VET educators, University of South Australia

Attachment Three: Focus group participants

Associate Professor Leesa Wheelahan	L.H. Martin Institute, University of Melbourne
Professor Terri Seddon	Monash University
Berwyn Clayton	Director, Workbased Education Research Centre (WERC), Victoria University
Associate Professor Shelley Gillis	Deputy Director, Workbased Education Research Centre (WERC), Victoria University
Dr Belinda McLennan	
Sandra Walls	Executive Director, Learning and Academic Affairs, Box Hill Institute of TAFE
Tony Cusack	IBSA
Mitch Cleary	Precision Consulting - Developing the new Diploma of TAA on behalf of IBSA
Fred Beven	Sessional lecturer Griffith University
Jamie Griffiths	Education Manager, Training and Development Organisational Capability Gold Coast Institute of TAFE
Associate Professor Ros Brennan Kemmis	Head, School of Education Charles Sturt University
Professor Anne Jones	Deputy Vice Chancellor and Director of TAFE Victoria University
Trish McCluskey	Director, Curriculum Innovation Unit Victoria University
Jayne Pitard	Associate Researcher, WERC, Victoria University
<i>Invitees who were unable to attend but wish to remain informed are listed below</i>	
Professor Erica Smith	Dean of Graduate Studies, University of Ballarat
Dr Ian Robertson	Program Director, Industrial Education & Training, RMIT
Associate Professor Michele Simons	Dean of Education, University of South Australia

Attachment Four: Examples of vocational education degree first year structures

This table shows some of the units that make up the first year of a number of bachelor degrees designed for VET educators.

UNIVERSITY	DEGREE TITLE	UNIT TITLES							
		Griffith University	Bachelor of Adult and Vocational Education	Teaching for Diversity	Vocational Assessment	Literacy at Work*	Expertise and Development*	Core Vocational Teaching Strategies#	Contexts of Adult and Vocational Education
Charles Sturt University	Assoc Degree in VET	Written Communication	Social Context of VET	Teaching and Training in VET	Training in Workplaces	Learning Theories for Post Compulsory Education	Program Design and Assessment in VET	Language Literacy and Numeracy in VET	High Level Facilitation Skills for Post Compulsory Education
University of Ballarat New course to be delivered in 2011	Associate Degree in Training and Assessment	Applied Curriculum and Teaching Strategies in VET	Improving VET Practice	Developing Industry Relationships in VET	Flexible Delivery in VET	Learning Theories VET in Context	Literacy and Numeracy across the VET Curriculum	VET in Society	VET links with the Economy and Industry
Victoria University	Bachelor of Education (VET/ Secondary)	Certificate IV TAA	Study towards Graduate Certificate in VET (completed in second year)	Study towards Graduate Certificate in VET (completed in second year)	Study towards Graduate Certificate in VET (completed in second year)	Study towards Graduate Certificate in VET (completed in second year)	Learning and Teaching	Inquiry into Adolescent Learning and Teaching	Engagement and Pathways

Attachment Five: IBSA managed qualifications for VET educators

TRAINING PACKAGE FOR TRAINING AND EDUCATION Certificate IV

TAE40110 Certificate IV in Training and Assessment

Diploma

TAE50310 Diploma of International Education Services

Vocational Graduate Certificate

TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice

TAE70210 Vocational Graduate Certificate in Management (Learning)

TAE70310 Vocational Graduate Certificate in International Education Services

Vocational Graduate Diploma

TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership

TAE80210 Vocational Graduate Diploma of Management (Learning)

Skills Sets:

Assessor Skill Set

Enterprise Trainer Skill Set

Enterprise Trainer and Assessor Skill Set

Sustainable practice Skill Set

Workplace supervisor

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