IBSA VET Capability Framework

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Implementing the VET Practitioner Capability Framework

Rosalie Flynn – Precision Consultancy
What is a Capability Framework?

- Describes the skills and behaviours that people will demonstrate if they are doing high quality work
- Covers a range of job roles and/or work contexts
- Used to assist with:
  - job design
  - recruitment and selection
  - self assessment
  - performance appraisal
  - learning and development
  - other HR functions
Background to the Framework

• Productivity Commission Report recommendation
• Diversity in the sector
• Agreed qualifications
• Professional identity

National consultation and validation over two years

Project Reference Group

Tools to support implementation
Where to start???

“Complexity is your enemy. Any fool can make something complicated. It is hard to make something simple.”

Richard Branson
Structure of the Framework

• 3 levels
• 4 domains
• 6 skill areas

Option to provide further detail and change wording to suit needs of the RTO
# Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>First level practitioner</td>
<td><strong>Practitioners have a broad theoretical knowledge and practical experience of training and assessment; they operate independently and seek guidance when necessary</strong></td>
</tr>
<tr>
<td>Second level practitioner</td>
<td><strong>These practitioners have specialised theoretical knowledge and practical experience of training and assessment; they employ a wide range of teaching and assessment methods and provide guidance and support to practitioners</strong></td>
</tr>
<tr>
<td>Third level practitioner</td>
<td><strong>These practitioners have In-depth knowledge and established skills to shape a team’s training and assessment practice; they inspire others, lead change processes and provide specialist advice and support</strong></td>
</tr>
</tbody>
</table>
Skills at different levels

**Teaching Facilitation**

**Level 1**
Uses strategies and skills to ensure learner engagement and achievement of learning outcomes; creates supportive learner inter-relationships; uses a range of technologies effectively.

**Level 2**
Develops and implements models for learner connectedness; demonstrates a range of facilitation strategies to respond to diverse learner groups and contexts; guides others in the use of alternative delivery methods.

**Level 3**
Applies and models a broad range of facilitation techniques; leads others to develop their facilitation approaches across a range of delivery contexts.
A note about levels

- Experience does not equate with capability
- Some job roles will be a mix of levels
- Levels can be lined up with qualifications and RTO’s own salary structures
Domains

- Teaching
- Assessment
- Industry and community collaboration
- Systems and compliance

*Each domain has four areas of capability*
# First Level Practitioner

## CAPABILITIES

### Teaching

<table>
<thead>
<tr>
<th>Description</th>
<th>Design</th>
<th>Facilitation</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates awareness of basic educational theories; determines applicability of theories to the learning needs of individuals and groups.</td>
<td>Contributes to development of resources and programs that generate authentic learning experiences; assists in design of flexible learning strategies.</td>
<td>Uses strategies and skills to ensure learner engagement and achievement of learning outcomes; creates supportive learner interactions; uses a range of technologies effectively.</td>
<td>Contributes to program evaluation; seeks regular feedback to evaluate own performance and plan for improvements.</td>
</tr>
</tbody>
</table>

### Assessment

<table>
<thead>
<tr>
<th>Description</th>
<th>Products</th>
<th>Processes</th>
<th>Validation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of the principles of assessment and the rules of evidence.</td>
<td>Contributes to the development of assessment tools; or modifies existing ones to suit client needs and specified context.</td>
<td>Employs a range of methods to ensure validity and reliability in assessment decisions.</td>
<td>Participates in assessment validation processes.</td>
</tr>
</tbody>
</table>

### Industry and Community Collaboration

<table>
<thead>
<tr>
<th>Engagement</th>
<th>Networks</th>
<th>Vocational Competence</th>
<th>Workforce Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liaises with enterprises to ensure teaching and assessment reflects current industry practices.</td>
<td>Participates in enterprise networks to enhance own knowledge and skills.</td>
<td>Maintains vocational competency relevant to own subject area and works with others to maintain that competency uses a range of methods to keep up to date with industry changes.</td>
<td>Contextualises program content and adapts teaching practices to suit specified enterprise needs.</td>
</tr>
</tbody>
</table>

### Systems and Compliance

<table>
<thead>
<tr>
<th>System Standards</th>
<th>System Stakeholders</th>
<th>Products</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands National VET Quality Standards and relevant legislation and ensures compliance in own work practices.</td>
<td>Develops own knowledge of key stakeholders such as state training authorities, industry skills councils, VET regulators and licensing bodies.</td>
<td>Uses current training packages and accredited courses, and supporting tools and resources, to support training and assessment practices.</td>
<td>Ensures work practices comply with organisational policies and procedures; maintains accurate and up-to-date records.</td>
</tr>
</tbody>
</table>
Skill Areas

- Leadership
- Ethics
- Cultural competence
- Innovation
- Teamwork and collaboration
- Research and evidence based practice

*Consider adding RTO’s stated values to this*
A look at the skills areas....
Resources to support implementation

Teaching Learning Theories

Level 1
Demonstrates awareness of basic educational theories, determines applicability of theories to the learning needs of individuals and groups.

Level 2
Investigates a range of learning theories to expand and improve teaching repertoire for a range of learners.

Level 3
Reviews relevant theoretical frameworks about learning and teaching in VET and applies and models the use of theories in VET teaching practice.
Thinking about a promotion...

## Systems and Compliance

<table>
<thead>
<tr>
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<th>Products</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Level Practitioner</strong></td>
<td>Understands VET standards and relevant legislation and ensures compliance in own work practices. <strong>Ok</strong></td>
<td>Develops own knowledge of key stakeholders such as state training authorities, industry skills councils, VET regulators and licensing bodies. <strong>Ok</strong></td>
<td>Uses current training packages and accredited courses, and supporting tools and resources, to support training and assessment practices. <strong>Ok</strong></td>
</tr>
<tr>
<td><strong>Second Level Practitioner</strong></td>
<td>Develops approaches to meet compliance requirements and continually improves practice. <em>By Second Semester</em></td>
<td>Monitors activities of VET system stakeholders and uses knowledge of improvement design. <strong>Need This</strong></td>
<td>Contextualises training packages and accredited courses to source and select best products to meet learner needs: <em>I'd learn do this, not applicable</em></td>
</tr>
<tr>
<td><strong>Third Level Practitioner</strong></td>
<td>Ensures team compliance with VET standards, and relevant legislation and regulations. <em>My job as Quality Manager?</em></td>
<td>Builds sustainable relationships with key stakeholders to improve teaching and assessment practice and build practitioner capability. <em>Main part of my job</em></td>
<td>Provides leadership about training packages and accredited courses, and guides implementation. <em>Main part of my job</em></td>
</tr>
</tbody>
</table>
The table above illustrates performance in relation to the capabilities for the job role. Additionally, RTOs should consider options for development. The capabilities and skill areas can also be used to plan for development, as shown in the following example.
Example of a Practitioner Development Plan

<table>
<thead>
<tr>
<th>Capabilities</th>
<th>Rated</th>
<th>Development Ideas</th>
<th>How and when</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>Capable</td>
<td>Create a Survey Monkey tool so that we can get feedback from schools about how students are progressing.</td>
<td>By end of semester.</td>
</tr>
<tr>
<td>Networks</td>
<td>Needs development</td>
<td>Attend the Chamber of Commerce Women in Small Business meetings to learn more about the business side of hairdressing.</td>
<td>First Wednesday of every month in the community centre.</td>
</tr>
<tr>
<td>Vocational Competence</td>
<td>Highly capable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workforce Development</td>
<td>Capable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## VET Practitioners Framework

### First Level Practitioner

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

The rating scale is between 1 and 5: 
1 = Never  
2 = Occasionally  
3 = Sometimes  
4 = Mostly  
5 = Always

### Teaching

<table>
<thead>
<tr>
<th>Capability</th>
<th>How do you rate yourself?</th>
<th>How do you rate your peer?</th>
<th>How do you rate your employee?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning theories</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Design</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Facilitation</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Evaluation</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>3.3</strong></td>
<td><strong>3.0</strong></td>
<td><strong>3.8</strong></td>
</tr>
</tbody>
</table>

### Assessment

<table>
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<tr>
<th>Capability</th>
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<th>How do you rate your peer?</th>
<th>How do you rate your employee?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment theories</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Products</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Processes</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Validation</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>3.3</strong></td>
<td><strong>3.5</strong></td>
<td><strong>4.0</strong></td>
</tr>
</tbody>
</table>

### Overall Capability results are:

<table>
<thead>
<tr>
<th>Area</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>3.3</td>
</tr>
<tr>
<td>Assessment</td>
<td>3.3</td>
</tr>
<tr>
<td>Industry and Community Collaboration</td>
<td>3.3</td>
</tr>
<tr>
<td>Systems and Compliance</td>
<td>3.3</td>
</tr>
<tr>
<td>Skill Areas</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Total Average</strong></td>
<td><strong>3.3</strong></td>
</tr>
</tbody>
</table>
Discuss with your colleagues…

• What are your RTO’s greatest HR, management or staffing challenges?
• How could you use the capability framework?
Using the Framework for recruitment and selection

• Choose a job role to discuss and develop a position description

• Use the Capability Cards and:
  – choose approximately 6 Capabilities which are critical to the role and decide which level
  – choose 2-3 prioritised skill areas
  – change the wording of the capabilities and attributes to fit better with the organisational requirements, if necessary
Ideas for implementation

- Survey Monkey for skills review
- Use the cards as a selection aid
- Structure coaching and mentoring sessions
- Prioritise capabilities that align with strategic objectives
- Team reviews and staff meetings
- Write position descriptions
VET Practitioner Communities

3 options for joining:
• Go to the IBSA home page and click on the VET Community icon
• Go directly to http://vetcommunity.ibsa.org.au/home
• Or scan the QR code on this slide

Communities are to:
• Start discussion around topics of interest
• Post articles of interest in the library
• Share good practice
• Follow blogs and debate
• Keep up with the latest changes

http://vetcommunity.ibsa.org.au/home
For further information

Contact IBSA

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East Melbourne, VIC 3002
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robert@ibsa.org.au
VET Capability Frameworks in Action
TY THEODORE
South West Institute of Technology

Skilling WA: the Western Australian workforce planning and development model
GORDON DUFFY, PAUL GALE AND MICHAEL ECKERMANN
State Workforce Planning | Department of Training and Workforce Development

Urban GATE: partnership for youth engagement
JIM THOMPSON
Challenger Institute of Technology

Challenges and opportunities of moving towards demand driven delivery
JOHN CHURCHILL
Enterprise Registered Training Organisation Association (ERTOA)

The future RTO: diversify, niche, collaborate or die!
WENDY PERRY
Workforce Blueprint

Student engagement: the next step
And bringing our teachers along for the ride...so they ultimately lead the way
PAULINE FARRELL
Box Hill Institute