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# Understanding Vocational Competence and Industry Currency

Russell Docking



This webinar will begin at 10:00am.  
Please ensure you have joined using your **full name** otherwise a Certificate will not be issued to you.  
You will need to leave and re-join the session to change your name

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We wish to acknowledge the traditional custodians of the land we are meeting on, the Whadjuk people. We wish to acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

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# Understanding Vocational Competence and Industry Currency

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## What will be discussed

- The credential requirements of VET Trainers and Assessors
- Vocational competence and demonstrating equivalence
- Industry currency – what to consider
- Professional development in the sector
- Supervision

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Vocational Education and Training (VET) stands on seven pillars of quality:

The AQF  
Training Packages  
Units of Competency  
VET Regulatory Authorities  
The Standards for RTOs (2015)  
Registered Training Organisations  
**Qualified Trainers and Assessors**

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The VET trainer and assessor must have five critical qualities relevant to their training and assessment delivery:

1. Vocational competence (or equivalent)
2. Current industry skills
3. Current knowledge and skills in VET
4. VET trainer and assessor qualifications; and
5. Active participation in professional development for all the above

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## Standards for RTOs

Clause 1.13 - Training and assessment is delivered only by persons who have:

- a) **vocational competencies** at least to the level being delivered and assessed
- b) **current industry skills** directly relevant to the training and assessment being provided

Clause 1.6 – The RTO implements a range of strategies for industry engagement and systematically uses the outcome of that industry engagement to ensure the industry relevance of:

- b) The **current industry skills** of its trainers and assessors.

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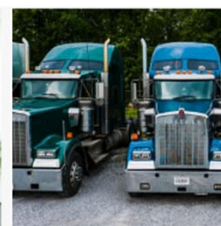
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## What is vocational competence?

Vocational competence is:

- industry knowledge, expertise and experience in the units of competency to be delivered and assessed
- may be combined with relevant industry qualification/s as well as relevant and current experience in the industry.
- to be considered on an industry-by-industry basis as well as a unit-by-unit basis



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## How do I demonstrate vocational competence?

The trainers and assessors hold the qualifications and/or units of competency that they deliver or assess

.....IF NOT

**Equivalence** needs to be demonstrated

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## What is equivalent vocational competence?

Equivalence means that in your work as a trainer and assessor you are indistinguishable from someone who has the current unit of competency.

This is demonstrated by either:

1. You have the previous version of the unit of competency that has been declared equivalent to the current one in the training package; and/or
2. You can show that from your previous training and experiences that you can demonstrate **all** of the requirements of the current unit of competency.

*As this is not a formal assessment or RPL process this does not mean that you can be awarded the unit of competency.*

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## The Process



List all the requirements of the unit of competency, then list your previous training and/or experiences that demonstrate that you meet each requirement.



Have an appropriate person verify the evidence that you have provided ... that is, make the decision that you have demonstrated equivalent competence.

*If there are gaps, take immediate action to close them through further training and/or experience.*

## The Rules of Evidence

**Validity:** The verifier is assured that you have all the skills, knowledge and attributes as described in the module or unit of competency and meet the all the associated assessment requirements.

**Sufficiency:** The verifier is assured that the quality, quantity and relevance of your evidence enables a judgement to be made of your equivalent competency.

**Authenticity:** The verifier is assured that the evidence presented for review is all your own work.

**Currency:** The verifier is assured that the evidence demonstrates your current equivalent competency. This requires the evidence to be from the present or the very recent past.

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## Activity 1 – Demonstrating Equivalence

### Poll

Review the evidence for the table on page 1 of the handout and determine if the evidence meets the rules of evidence.



5 Minutes

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No & type of unit	Unit	Evidence of Equivalence	Comments
1. Core	TAEASS502 Design and develop assessment tools	1. 30 years of experience assisting organizations in Training Design and Development including assessment design and development at all qualification levels. My experience covers both Accredited and non-accredited programs. 2. Holds a Master's degree in Professional Studies which includes a focus on Instructional System Design.	1. CV attached 2. Referees and samples can be provided if required. 3. Transcripts attached. <i>CPW</i>
3. Core	TAEDES502 Design and develop learning resources	Equivalent (This unit replaces TAADES502B Design and develop learning resources.)	1. TAA50104 transcript attached
4. Core	TAEDES505 Evaluate a training program	1. 20 years of experience assisting organizations in evaluation their training materials at all qualification levels 2. Holds Lead Auditor Qualification and is therefore skilled at evaluations. 3. Holds a Master's degree in Professional Studies which includes a focus on performance evaluation in Instructional systems. 4. Provides audits for the Training Accreditation Council against RTO regulatory standards on an ongoing basis for the past 12 years and regularly evaluates training programs at all qualification levels	1. CV attached 2. Referees and samples can be provided if required. 3. Transcripts attached. <i>CPW</i>
5. Core	TAETAS501 Undertake organisational training needs analysis	Equivalent (Same as TAATAS501B - unit associated with the relocation of BSB07 qualifications )	1. TAA50104 transcript attached

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## Activity 2 – Demonstrating Equivalence

Review the evidence for the table on pages 2-4 of the handouts and determine if the evidence meets the rules of evidence.

A copy of the unit TAEDES505 *Evaluate a training program* is available in your handouts.



10 Minutes

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TAE50216 Diploma of Training Design and Development - Equivalence Mapping

	Unit	Evidence of Equivalence	Attached documents
Core	<b>TAEDES505 Evaluate a training program</b> <ol style="list-style-type: none"> <li>Plan and prepare evaluation</li> <li>Collect and collate evaluation data and information for a training program</li> <li>Analyse evaluation data and information and make conclusions</li> <li>Report on the conclusions and recommendations of the evaluation</li> </ol>	<ul style="list-style-type: none"> <li>20 years of experience assisting organizations in evaluation their training materials at all qualification levels including programs within the VET sector and the Higher Education sector. This includes contracts participating in evaluations as well as planning and project managing the implementation of evaluation activities. 2 recent examples include ABC evaluation which was conducted over 2 years and XYZ Evaluation.</li> <li>ABC evaluation involved the successive evaluation of the same program over two delivery years using Kirkpatrick's model. The plan was established with the contract manager, and then the project team established. Briefings were provided to the project team and their performance monitored. Data collection tools were approved by the organisation and used to collect data to inform the project. Monthly progress briefings were provided to the contract Manager and are included in the report.</li> <li>A final report was provided each year. The 2019 methodology was refined based on the lessons learnt in the 2018 activities. There is a section in the 2019 report explaining the changes.</li> <li>The full reports are provided as well as appendices that were used to provide outcomes of the evaluations to different stakeholder groups.</li> </ul>	<ol style="list-style-type: none"> <li>Project Plan ABC Evaluation 2018 and 2019</li> <li>Data collection tools for ABC evaluation 2018 and 2019</li> <li>Project report for ABC evaluation 2018 and 2019</li> <li>ABC Project team member 1 0404 555 555.</li> <li>ABC Project Team member 2 0404 556 55</li> <li>ABC Contract Manager 0408 333 333</li> <li>XYZ Project Plan</li> <li>XYZ Report</li> <li>XYZ Stakeholder Reference Group Contact – 0402 123 456</li> <li>Masters Transcript</li> <li>Performance Evaluation Final Project Report – Masters Degree.</li> <li>Written permission from each client to provide project documents for the purpose of determining equivalence.</li> <li>Written permission from listed team members and contract staff to be contacted as part of the equivalence process.</li> </ol>
PE	<ul style="list-style-type: none"> <li>evaluating one training program against workforce performance needs and capability requirements</li> <li>producing an evaluation report that addresses all phases of the evaluation process including recommendations on areas for improvement</li> <li>critically reviewing the evaluation process and approaches taken and propose changes to improve the process.</li> </ul>		



	Unit	Evidence of Equivalence	Attached documents
Core	<b>KE</b> <ul style="list-style-type: none"> <li>Training Packages and accredited courses, and what comprises quality training and assessment services</li> <li>the terminology relating to quality evaluation processes</li> <li>a range of evaluation models/methods, including the Kirkpatrick Model</li> <li>security of information and confidentiality requirements in relation to evaluation</li> <li>different methodologies for evaluation, and when qualitative and quantitative measures are most useful.</li> </ul>	<ul style="list-style-type: none"> <li>XYZ evaluation included the use of Brinkerhoff's Success Case Method for the evaluation of a capability project in the workplace. The approach used included planning, developing tools, using data collection tools, both quantitative and qualitative and the analysis of the data to prepare a report.</li> <li>A stakeholder reference group oversaw the project and endorsed all recommendations.</li> <li>Holds a Master's degree in Professional Studies which includes a focus on performance evaluation in Instructional systems. Achieved a high distinction in this project based unit.</li> <li>Provides audits for the Regulator against RTO regulatory standards on an ongoing basis for the past 21 years and regularly evaluates the outcomes of training programs at all qualification levels to determine the quality of training and assessment services.</li> </ul>	
Reviewers:	<b>Jane Jones</b> <b>Relevant qualifications / Experience</b> TAE50216 Diploma of Training Design and Development External Expert	<b>Signature and Date</b> <i>Jane Jones</i> 21/05/21	
	<b>Jon David</b> <b>Relevant qualifications / Experience</b> TAE40116 – Certificate IV in Training and Assessment RTO Manager	<b>Signature and Date</b> <i>Jon David</i> 21/05/21	

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Review notes:	All three projects address the requirements of the unit and have involved different methodologies. The ABC reports clearly show review processes and improvements to the process in the following year. Discussions with the Contract Manager and Chair of the stakeholder group have been recorded and can be accessed at this link. These conversations confirmed the authenticity of the evidence. Discussions with project team members confirmed consultative approach was used.  <a href="#">Interview recordings.</a>	
Outcome:	Vocationally competent	Further Evidence Required
Further Evidence		

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## Current Industry skills

### Clause 1.13b

Training and assessment is delivered only by persons who have **current industry skills** directly relevant to the training and assessment being provided.

### Glossary Definition

**Current industry skills** are the knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on **current industry practices** and meets the needs of industry.

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## Current Industry skills

Clause 1.6 makes it clear that you can acquire and maintain your current industry skills through a range of strategies to engage with industry.

When you visit industry, what should you look for? What should you learn?

Consider a competency you teach, and look for its application in the workplace:

1. How is it used by a worker to achieve workplace outcomes?
2. How is it used by a worker in different workplaces?
3. How does it relate to other competencies used by the worker?
4. How does it relate to the competencies used by other people in the workplace?
5. How has it's use changed over time?

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Vocational currency and industry currency needs to be demonstrated at the unit of competency level or for a cluster of units that are related in the workplace.



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Some Training Packages specify what is considered current by that industry

.....IF NOT

The RTO must develop their own approach in consultation with industry.

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## What is considered current?

Currency period will depend on:

- technological innovation
- changing legislation and regulatory requirements
- changes to industry practice
- new and emerging skills and specialisations as work practices change
- technical skill degradation through periods of non-use

### References:

TAC Fact Sheet: Vocational Competence and Industry Currency  
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Keeping it Real

<https://www.voced.edu.au/content/ngv%3A55708>

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## The Process



- What does currency mean in my Industry?



- What Knowledge and Skill and industry practices do I need to keep up to date with?



- What activities are going to enable me to keep up to date?

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## Activity 3 - Approaches to Maintain Industry Currency

Review the table on page 5 of the handout and determine the pros, cons and if the approach would work for you for each of the following approaches:

- Workplace Shifts / Experience
- Professional Memberships
- Attending Conferences
- Providing training or assessment in the workplace
- Other - tell us your approach

Write your answers in the chat box for discussion



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## Professional Development

Clause 1.16 requires RTOs to ensure that trainers and assessors undertake professional development to maintain:

VET skills and knowledge  
Vocational competency  
Current industry skills

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## Supervision

### Training

- Is provided with advice and is monitored to assure quality
- Holds the required skill set to be supervised
- Is vocationally competent and industry current

### Assessment

- Cannot determine assessment outcomes
- May collect evidence during the assessment process
- Is vocationally competent and industry current

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## Its important to remember that...



The supervising trainer and assessor:

- is **responsible and accountable** for the quality of training delivered; and
- **makes all final decisions** about assessment outcomes

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## References

- *The Standards for Registered Training Organisations (RTOs) 2015*
- TAC Users' Guide – Standards for RTOs
- TAC Fact Sheet – Vocational Competence and Industry Currency
- TAC Fact Sheet – Industry Engagement
- TAC Fact Sheet – Trainer and Assessor Requirements
- Keeping it Real, Industry Currency of Trainers in QLD


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# Questions?

## Contact TAC

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