



Teaching				
	Learning Theories	Design	Facilitation	Evaluation
First Level Practitioner	Demonstrates awareness of basic educational theories; determines applicability of theories to the learning needs of individuals and groups .	Contributes to development of resources and programs that generate authentic learning experiences; contributes to the design of flexible learning strategies.	Uses strategies and skills to ensure learner engagement and achievement of learning outcomes; creates supportive learner inter-relationships; uses a range of technologies effectively.	Contributes to program evaluation; seeks regular feedback to evaluate own performance and plan for improvements.
Second Level Practitioner	Investigates a range of learning theories to expand and improve teaching repertoire for a range of learners.	Designs learning programs that meet industry expectations and provide meaningful learning experiences.	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.	Evaluates program outcomes using established tools and techniques; modifies program design in response to evaluation outcomes.
Third Level Practitioner	Reviews relevant theoretical frameworks about learning and teaching in VET and applies and models the use of theories in VET teaching practice.	Provides leadership and recognised expertise in learning design, across varying contexts and a range of delivery methods.	Applies and models a broad range of facilitation techniques; leads others to develop their facilitation approaches across a range of delivery contexts.	Negotiates with clients and stakeholders to identify measures of success and evaluation strategy; develops and implements tools and techniques to evaluate program outcomes; reports on evaluation outcomes and recommends system improvements.





Assessment				
	Assessment Theories	Products	Processes	Validation
First Level Practitioner	Demonstrates understanding of the principles of assessment and the rules of evidence.	Contributes to the development of assessment tools, or modifies existing ones, to suit client needs and specified context.	Employs a range of methods to ensure validity and reliability in assessment decisions.	Participates in assessment validation processes.
Second Level Practitioner	Uses contemporary assessment research and theory to inform and expand practice.	Designs, develops and evaluates assessment tools for purposes including RPL and assessment of training outcomes; uses a variety of technologies to develop and implement the tools .	Adapts assessment approaches as required for different contexts and candidates; reviews assessment processes and identifies improvements; provides assessment feedback to support continued learning.	Actively contributes to assessment validation processes; uses validation outcomes to improve practice.
Third Level Practitioner	Leads others to interpret and apply relevant theory to improve assessment practice;undertakes research to inform assessment practice.	Designs and implements continuous improvement strategies to ensure assessment tools meet industry and system requirements.	Consults with stakeholders to design holistic assessment approaches; leads quality assessment practices;explores opportunities for innovation and improvements in assessment processes.	Coordinates industry validation; critically evaluates validation outcomes and implements improvements to assessment strategies.





Industry and community collaboration				
	Engagement	Networks	Vocational Competence	Workforce Development
First Level Practitioner	Liaises with enterprises to ensure teaching and assessment reflects current industry practices.	Participates in enterprise networks to enhance own knowledge and skills.	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.	Contextualises program content and adapts teaching practices to suit specified enterprise needs.
Second Level Practitioner	Builds relationships with enterprises and stakeholders to ensure learning programs, and related assessment, meet the client's needs	Engages in networks to support sharing of vocational, and learning and assessment, knowledge and skills.	Implements approaches to build vocational competence, leading to industry credibility.	Designs training and other solutions to meet identified workforce development needs.
Third Level Practitioner	Negotiates with industry bodies and stakeholders to ensure that learning programs meet or exceed expectations and that teaching and assessment practices reflect current industry trends.	Demonstrates leadership in professional networks and provides advice and guidance about industry developments and changes.	Develops and implements approaches to build team vocational competence.	Works with enterprises to design learning and development strategies that address strategic direction.





Systems and compliance				
	System Standards	System Stakeholders	Products	Processes
First Level Practitioner	Understands VET standards and relevant legislation and ensures compliance in own work practices.	Develops own knowledge of key stakeholders such as state training authorities, industry skills councils, VET regulators and licensing bodies.	Uses current training packages and accredited courses, and supporting tools and resources, to support training and assessment practices.	Ensures work practices comply with organisational policies and procedures ; maintains accurate and up-to-date records.
Second Level Practitioner	Develops approaches to meet compliance requirements and continually improve practice.	Monitors activities of VET system stakeholders and uses this knowledge in program design.	Contextualises training packages and accredited courses to source and select best products to meet learner needs.	Supports policy development and generates ideas for improvements.
Third Level Practitioner	Ensures team compliance with VET standards, and relevant legislation and regulations.	Builds sustainable relationships with key stakeholders to improve teaching and assessment practice and build practitioner capability.	Provides leadership about training packages and accredited courses, and guides implementation.	Reviews and creates policies to guide practice and ensure compliance; ensures team members keep up-to-date records of learner progress and outcomes.





Skill areas			
	Teamwork and Communication	Leadership	Ethics
First Level Practitioner	Adapts communication style to suit audience and context; builds constructive relationships with colleagues and generates ideas for improvements.	Identifies own learning needs and obtains support for professional development.	Demonstrates ethical behaviour and regard for confidentiality.
Second Level Practitioner	Seeks professional development opportunities and assists team to identify and address their learning needs.	Shares knowledge and experience with team; demonstrates self awareness; provides a positive role model for learners.	Supports colleagues in ethical decision-making; respects confidences.
Third Level Practitioner	Mentors team to foster learner engagement, retention and success; communicates persuasive messages to a range of audiences.	Focuses on achieving priorities and team goals; fosters structured approaches, including reflective practice, to develop team members' skills.	Inspires trust and confidence; demonstrates values, attitudes and behaviours that command respect of colleagues and learners.
	Cultural Competence	Innovation	Evidence Based Practice and Research
First Level Practitioner	Interacts effectively with learners from a variety of cultures; respects and values difference; identifies LLN issues and seeks advice where required to meet learner needs.	Contributes ideas to enhance and improve work practices.	Accesses and utilises information and research sources about VET practice and the VET sector as appropriate to teaching level and industry area.





Second Level Practitioner	Demonstrates awareness of cultural differences and develops strategies to ensure culturally appropriate teaching methods.	Generates ideas to provide new and creative ways of working.	Seeks out and critically analyses information and research sources about VET practice and the VET sector; undertakes role-appropriate research into own practice and within own environment.
Third Level Practitioner	Models cross cultural understanding and encourages cultural competence in teaching team.	Encourages staff to generate and share new and different approaches; advocates for change.	Identifies issues that need further investigation, and works with others to carry out research beyond own immediate environment.