Industry Engagement Model Guidelines

Strategic Industry Partnerships

2022

Contents

Introduction

The skills and knowledge required to successfully operate within industry are expressed in national training packages and VET accredited courses, which have been developed in consultation with industry.

Industry engagement is integral in ensuring the training and assessment provided by TAFE SA produces graduates who are appropriately skilled to operate within the workplace to the required industry standard.

TAFE SA ensures its graduates are equipped for employment, advancement, and further education by providing training and assessment that is:

- aligned to current methods, products, technologies, and performance standards
- conducted by trainers and assessors with current industry knowledge and skills

TAFE SA is committed to ensuring training and assessment is underpinned by a systematic and strategic approach to industry engagement that is aligned to the organisation's Quality Framework.

Alignment to the Standards for Registered Training Organisations (RTOs) 2015

Clauses 1.5 and 1.6 within the Standards for Registered Training Organisations outline TAFE SA's obligations to ensure training and assessment practices are informed by industry consultation.

Clause 1.5

The RTO's training and assessment practices are relevant to the needs of industry and informed by industry engagement.

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:

- its training and assessment strategies, practices, and resources
- the current industry skills of its trainers and assessors.

Definitions

What is Industry Engagement?

Industry engagement is the term applied to activity that facilitates interaction between TAFE SA and representatives from industry for the purposes of seeking input about:

- current trends, products, methods, technologies, and performance standards present within industry
- the skills, knowledge and attitudes required to successfully work within industry to current workplace standards
- the skills and knowledge required of trainers and assessors who conduct training and assessment activities
- the strategies used to provide training and assessment, including
  - the composition of training products
  - delivery methodologies and timeframes
  - assessment methods
- the content of training and assessment resources including
  - training content and materials
  - assessment evidence
  - training and assessment environments, particularly those which simulate workplace environments

What is Vocational Currency?

TAFE SA educators are dual professionals who are required to maintain currency and proficiency in both educational and industry domains whilst ensuring compliance to all VET regulatory requirements.

Vocational currency is the term applied to activity undertaken by educators to maintain their knowledge, skills, and experience of current industry practices to ensure they are reflective of the standards required by industry.

Vocational currency ensures educators are equipped to:

- design and modify learning programs that align to current industry standards
- provide relevant learning and assessment activities that ensure students are equipped with current industry skills and knowledge

The Distinction Between Industry Engagement and Vocational Currency

Industry engagement is a strategic and a systematic approach by Educational Workgroups to interact with industry. It requires a team-based approach, where each industry engagement activity contributes to a broader collection of data about industry.

Maintaining vocational currency is an individual activity undertaking by educators and is the responsibility of the educator.

There will be industry engagement activities undertaken by an educator that will also contribute to their Vocational Currency, and vice versa.

Examples

An educator undertakes a series of industry visits as part of the training and assessment they provide to apprentices. During these visits, the educator has an opportunity to observe the types of tasks, materials, technologies, and processes being used in industry. They also have an opportunity to speak with both students and employers about the relevance of the training provided and its

alignment to workplace requirements. This activity serves as a way of maintaining vocational currency and is also a form of industry engagement.

An educator is a Panel Quality Check member and is joined by an employee from industry. During the Panel Quality Check process, the industry employee provides input into the validity of evidence captured by the assessment tool. This activity serves as a form or industry engagement and can also serve as a professional development activity to maintain their vocational currency.

What Does Systematic Mean?

Within the context of industry engagement, systematic means activity that is:

Strategic	TAFE SA selects and schedules intentional industry engagement activities that are timely and enable industry engagement to inform critical educational activities
Planned	TAFE SA implements industry engagement activities that have been identified and scheduled according to the context of the industry sector
Reproducible	TAFE SA ensures that industry engagement is evidenced and verifiable
Consistent	TAFE SA ensures there is a regular level of industry engagement which is part of an ongoing cyclic process
Controlled	TAFE SA implements processes to monitor the implementation of industry engagement activities

Types of Industry Engagement

Each Educational Workgroup will engage with industry in different ways, dependent on:

- the qualifications, skill sets and standalone units of competency they deliver
- licencing, accreditation, and legislative requirements from relevant governing bodies
- the structure and size of the industry (large organisations, medium enterprises, small business/sole traders)
- the size of the Educational Workgroup
- the complexity of the qualification/s, skill set/s or standalone unit/s of competency

Type of Engagement	Examples

Partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs	Fee for Service agreements
	
	In-kind relationships and arrangements
	
	Industry relationships that result in a 'preferred provider' status
	
	Memorandums of Understanding for the purposes of:
	
	  • external validation
	  • exchange of training and assessment materials
	
	Provision of 'dual-badged' qualifications, in partnership with other providers
	
	Memorandums of Agreement for student placement

Involving employer nominees in industry advisory committees and/or reference groups	Convening course advisory groups or industry advisory committees to discuss and advise on:
	
	  • industry demands
	  • emerging trends and technologies
	  • training products
	  • training and assessment strategies
	  • training environments
	  • vocational skills requirements of educators

Embedding staff within enterprises	Permanently placing educators within industry to provide training and assessment services
	
	Providing on-site training and assessment services
	
	Undertaking site visits as part of ongoing training and assessment of students:
	
	  • work placement
	  • apprentices
	  • trainees
	  • workplace assessment

Networking in an ongoing way with industry networks, peak bodies and/or employers	Involving industry representatives in formal and informal discussions about:
	
	  • industry demands
	  • emerging trends and technologies
	  • training products
	  • training and assessment strategies
	  • training environments

	• vocational skills requirements of educators
Developing networks of relevant employers and industry representatives to participate in assessment validation or moderation activities	Engaging hourly paid instructors or other relevant employer and industry representatives in: • assessment tool peer review processes • Panel Quality Check processes • validation of assessment judgement processes • assessment moderation processes
Exchanging knowledge, staff, and/or resources with employers, networks, and industry bodies	Attending trade shows, conferences, or expos Visits to industry employers and suppliers Actively interacting with networks through social media platforms such as LinkedIn Engaging subject matter experts to participate in training and assessment processes (e.g., guest speakers, co-assessment arrangements) Establishing formal mentoring relationships between educators and representatives from industry Speaking with current students employed within industry to collect information about current work practices and job roles Shadowing a current industry practitioner in the performance of their normal duties

Industry Engagement Cycle

Industry engagement should be a continuous process, with information collected used to inform

- the development of the Training and Assessment Strategy when new training products are added to scope, or when training products are transitioned
- an annual review of the Training and Assessment Strategy where changing industry needs are addressed and recorded
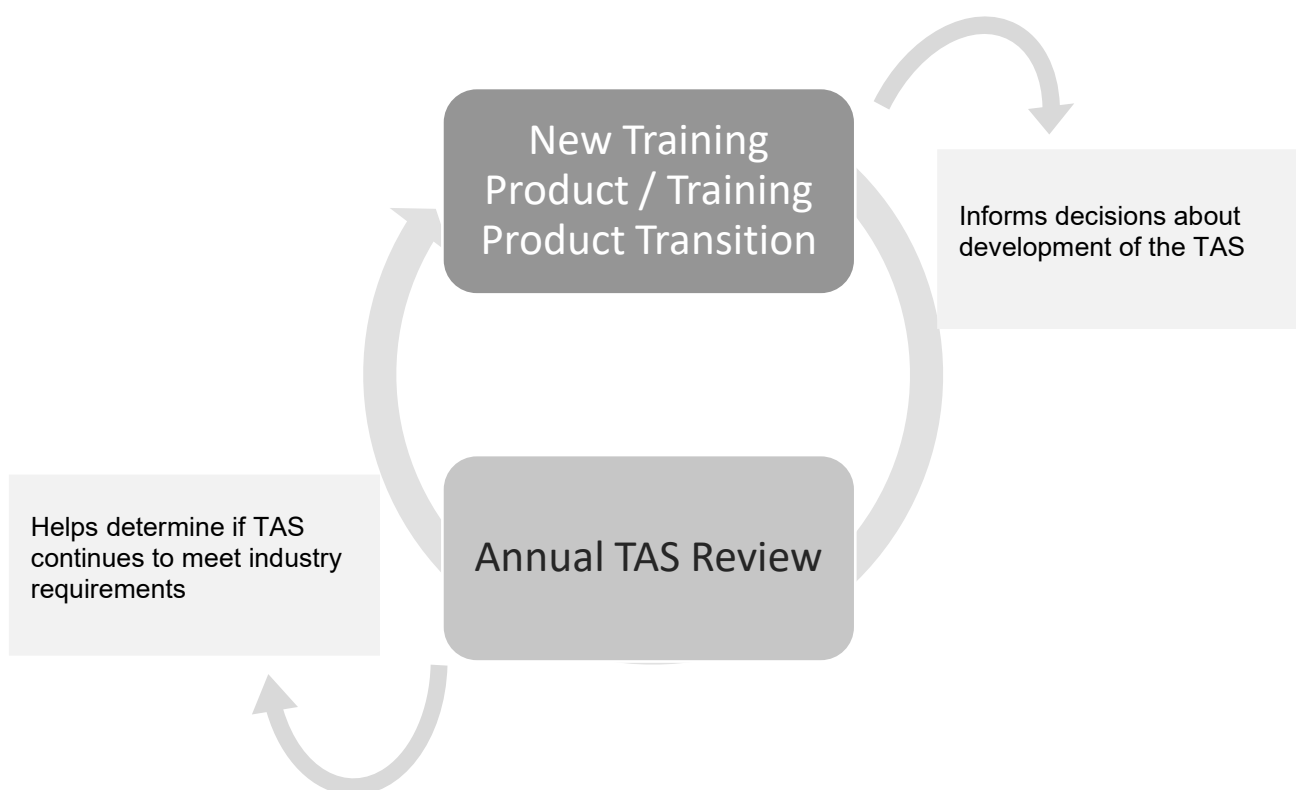
Using Industry Engagement to Help Inform Decisions

During the development or transition of training products, industry engagement should be used to inform decisions about:

- the packaging of the qualification
- the vocational skills and knowledge of the trainers and assessors delivering the training product
- delivery and assessment strategies used to deliver the training product
- the suitability of simulated training environments

During the annual TAS review process, industry engagement should be used to inform decisions about:

- changes required to the packaging of the training product to ensure it continues to meet industry needs
- adjustments to training and assessment strategies
- any new skills and knowledge required by trainers and assessors
- any new technologies, materials and processes required to meet changing industry needs

New Training Product / Training Product Transition

Informs decisions about development of the TAS

Annual TAS Review

Helps determine if TAS continues to meet industry requirements

Roles and Responsibilities

The Educational Workgroup is responsible for planning and implementing industry engagement, and for actioning any relevant industry intelligence gained through engagement activities.

Educational Managers, Principal and Senior Lecturers, and educators all have a responsibility to engage with industry. The level of responsibility will vary depending on the role of the individual within the Educational Workgroup and the structure of the Workgroup.

The responsibilities of educators, Principal Lecturers and Senior Lecturers outlined in the table, reflect the capabilities against the Industry and Community Domain of the Educator Capability Framework.

Educational Manager	• Strategically select and plan industry engagement activities to ensure industry intelligence is collected and aligned to training product development and review cycles • Monitor engagement activities and ensure targeted activities are achieved and outcomes documented • Monitor and promote the Educational Workgroup's systematic adoption of industry engagement activities • Facilitate access to professional development activities for the purpose of maintaining vocational currency • Facilitate industry engagement strategies and ensures ongoing industry involvement in the development and delivery of training and assessment • Develop team wide industry engagement strategies and ensure the development and delivery of training and assessment strategies are underpinned by industry validation • Negotiate with industry to ensure training and assessment programs meet or exceed expectations, and ensure that teaching and assessment practices reflect current industry requirements **Examples include, but are not limited to:** • Involving industry representatives in formal and informal discussions • Convening Course Advisory Groups or Industry Advisory Committees • Negotiating industry partnership arrangements • Engaging hourly paid instructors or other relevant employer and industry representatives • Engaging subject matter experts to participate in training and assessment processes (e.g., guest speakers, co-assessment arrangements)
Principal Lecturer / Senior Lecturer	In addition to those activities undertaken by educators, Principal and Senior lecturers will also: • Facilitate industry engagement strategies and ensures ongoing industry involvement in the development and delivery of training and assessment • Develop team wide industry engagement strategies and ensure the development and delivery of training and assessment strategies are underpinned by industry validation

	• Negotiate with industry to ensure training and assessment programs meet or exceed expectations, and ensure that teaching and assessment practices reflect current industry requirements • Engage in professional networks and provides advice and guidance about industry developments and changes to be incorporated within delivery and assessment programs • Facilitate networks between staff and industry • Demonstrate leadership in professional networks and provides advice and guidance about industry developments and changes **Examples include, but are not limited to:** • Involving industry representatives in formal and informal discussions • Convening course advisory groups or industry advisory committees • Negotiating industry partnership arrangements • Engaging hourly paid instructors or other relevant employer and industry representatives • Engaging subject matter experts to participate in training and assessment processes (e.g., guest speakers, co-assessment arrangements)
Educators	• Participate in enterprise/industry networks to enhance own knowledge and skills • Regularly engage with industry to maintain currency and relevancy of skills and knowledge, and inform practice • Engage in industry networks to enhance learning program development • Engage in networks to support sharing of vocational, and learning and assessment, knowledge, and skills • Build and maintain positive relationships with industry and business partners (internal/external) and provide information about potential strategies for partnerships • Share current industry engagement with the workgroup • Liaise and builds relationships with industry enterprises and stakeholders • Actively engage with industry to inform and guide the development and delivery of training and assessment strategies, and identify business development opportunities **Examples include, but are not limited to:** • Subscribing to relevant industry association and accreditation bodies • Reading industry newsletters and other relevant information sources • Attending trade shows, conferences, or expos • Participating in assessment validation activities and moderation activities in conjunction with industry representatives • Visits to industry employers and suppliers • Actively interacting with networks including through social media platforms such as LinkedIn • Providing on-site training and assessment services

	- Undertaking site visits as part of ongoing training and assessment of students - Establishing formal mentoring relationships between educators and representatives from industry - Speaking with current students employed within industry to collect information about current work practices and job roles - Shadowing a current industry practitioner in the performance of their normal duties

Introduction of the Industry Engagement Model

In accordance with the [Standards for Registered Training Organisations 2015](#), TAFE SA must ensure a systematic approach to industry engagement. The adoption of the Industry Engagement Model will ensure TAFE SA has applied a systematic approach to industry engagement.

The Industry Engagement Model ensures that educational workgroups engage in three types of activity:

Strategic	Targeted engagement activity that is used to: - develop TAFE SA market presence - develop business sustainability - confirm the suitability of training and assessment strategies, their context, methods, and resources - confirm the vocational skills and knowledge required of educators
Programmed	Formal activities that occur on a regular and planned basis
Staff Engagement	Ongoing, day to contact with industry representatives

Industry Engagement Tools

The Industry Engagement Model is supported by a suite of tools to assist Educational Workgroups to plan, capture and record industry engagement intelligence:

Core Tools	These tools support Educational Workgroups to develop, plan and record a systematic and strategic approach to industry engagement
Supporting Tools	This suite of tools provides Educational Workgroups the flexibility to implement industry engagement activities that best suit their industry context, and capture evidence of that engagement

Core Tools

Template	Purpose
Industry Engagement Methodology	This template captures the Educational Workgroup's approach to industry engagement. The industry engagement approach used must ensure multiple industry engagement activities are identified. The types of industry engagement will depend on several factors: - licencing, accreditation, and legislative requirements from relevant governing bodies

	• the structure and size of the industry (large organisations, medium enterprises, small business/sole traders) • the size of the educational workgroup • the complexity of the qualification/s, skill set/s or standalone unit/s of competency The Industry Engagement Methodology must document: • strategic activity • programmed activity • staff engagement
Industry Engagement Plan	This template documents scheduled Industry Engagement Activity for an academic year. It is recommended that this template is reviewed and updated annually in line with the annual TAS review process.
Industry Engagement Log	This template is a living document used to record evidence of industry engagement and its influence or impact on educational delivery.

Supporting Tools

Template	Purpose
Meeting Agenda and Minute Templates	The Meeting Agenda and Minutes template can be used for • leadership team meetings • Educational Workgroup meetings • network and other industry representative meetings It is designed to be customisable to the specific context of the meeting. For leadership team meetings and Educational Workgroup meetings, it is recommended that Industry Engagement is a standing item. There is a specific agenda and minutes template for Course Advisory Panels formed for the purpose of developing accredited courses. They are located on the Curriculum Accreditation page on the TAFE SA Intranet
Training Needs and Consultation Form	The Training Needs and Consultation Form template is designed to be used by the Educational Partnership team and by Educational Workgroup members. The template should be used to capture the specific training needs of an organisation so that Educational Workgroups can provide targeted and contextualised training.
Industry Consultation Record	The Industry Consultation Record allows members of the Educational Workgroup to document the outcomes of consultation with industry representatives. This template is particularly useful for one-on-one conversations or more informal conversations where a meeting agenda and minutes would not be used.

	A Microsoft Forms version is available for use.
Skills Verification Checklist	The Skills Verification Checklist template is designed to capture evidence of engagement with industry about the currency of vocational skills required of TAFE SA educators.
	It is designed to be used in conjunction with other engagement activities, such as a meeting, that facilitates opportunity for discussion and clarification.
Simulated Environment Checklist	The Simulated Environment Checklist template is designed to capture evidence of engagement with industry about the suitability of TAFE SA simulated training environments.
	It is designed to be used in conjunction with other engagement activities, such as a meeting, that facilitates opportunity for discussion and clarification.
Graduate Skills Survey	The Graduate Skills Survey template is designed to be used to collect feedback from TAFE SA graduates to confirm the skills and knowledge developed through study aligns to the skills and knowledge required within the workplace.
	TAFE SA graduates can be valuable industry stakeholders with whom Educational Workgroups can engage.
	A Microsoft Forms version is available for use.
Terms of Reference	The Terms of Reference set out the scope, purpose, expectations and parameters of a Course Advisory Group or Industry Advisory Committee.
	Course Advisory Groups or Industry Advisory Committees comprise of suitably qualified and experienced representatives from industry who join with TAFE SA Educational Workgroup members to discuss and advise on:
	- industry demands - emerging trends and technologies - training products - training and assessment strategies - training environments - vocational skills requirements of educators
	The Terms of Reference Template provides a framework for Educational Workgroups to document the Terms of Reference for a Course Advisory Group or Industry Advisory Committee.
	Note: There are specific Terms of Refence for Course Advisory Groups formed for the purpose of developing accredited courses. They are located on the Curriculum Accreditation page on the TAFE SA Intranet.
Course Advisory Group Matrix	The Course Advisory Group Matrix template allows Educational Workgroups to document details about the membership of a Course Advisory Group, along with the member's vocational and educational experience relevant to the training products that fall within the scope of the Course Advisory Group.
	Note: There is a specific Member Matrix form for Course Advisory Groups formed for the purpose of developing

	accredited courses. It is located on the Curriculum Accreditation page on the TAFE SA Intranet.
Course Accreditation Forms	A range of templates are provided on the Curriculum Accreditation page on the TAFE SA Intranet. These templates assist with evidencing industry engagement and consultation during the development and accreditation process of accredited courses.

Additional Industry Engagement Inputs

Industry Insights	Industry Insights provide data on emerging trends and technologies occurring within industry at a national and South Australian level.
	Industry Insights provide data that can
	- act as drivers for conversation with Industry - contribute to strategic planning - be used to inform professional development requirements for trainers and assessors
	As Industry Insights will provide an additional input of data for Educational Workgroups, they should be recorded within the Industry Engagement Methodology and Industry Plan.
	Industry Insights will draw on, and document data gathered through:
	- the National Skills Commission - desktop research - data collected by Educational Partnerships through their direct engagement with industry

Planning and Timing

When developing the Industry Engagement Plan, and more broadly, when considering industry engagement activities, Educational Workgroups are encouraged to consider upcoming workgroup activities that should be informed by information collected from industry engagement.

TAS development, TAS review, strategic planning and performance management are all activities where industry engagement can provide valuable information to assist with decision making processes.

User Guides

A User Guide and accompanying instructional video has been developed for each template. The User Guide provides examples of use to assist with identifying appropriate industry engagement activities and templates to suit the industry context.