Strengthening Teacher Quality in Vocational Education and Training

Professional Standards for VET Teachers and Additional Functions with Essential Knowledge and Understanding

January, 2020
## Contents

### 1. INTRODUCTION

- **BACKGROUND** 5
- **USE OF THE STANDARDS** 5
- **STANDARDS FOR VET TEACHERS AND ADDITIONAL FUNCTIONS** 6
- **ORGANISATION AND FORMAT OF THE STANDARDS** 6

### 2. CONCEPTUAL FRAMEWORK AND DEVELOPMENT METHODOLOGY

- **CONCEPTUAL FRAMEWORK** 7
- **DEVELOPMENT METHODOLOGY** 8

### SET 1: PROFESSIONAL STANDARDS FOR VET TEACHERS

#### KEY AREA A. ANALYSIS AND PLANNING

<table>
<thead>
<tr>
<th>Standard</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>DEVELOP AND MAINTAIN OWN UNDERSTANDING OF CURRENT WORKING PRACTICES AND TECHNOLOGIES IN THEIR PROFESSIONAL SECTOR</strong> 10</td>
</tr>
<tr>
<td>2.</td>
<td><strong>DEVELOP AND MAINTAIN OWN UNDERSTANDING OF THE LEGAL, REGULATORY AND INSTITUTIONAL FRAMEWORK IN WHICH THEY PRACTICE</strong> 11</td>
</tr>
<tr>
<td>3.</td>
<td><strong>IDENTIFY AND TAKE ACCOUNT OF VET LEARNERS’ NEEDS, PRIOR EXPERIENCE, GOALS AND POTENTIAL</strong> 12</td>
</tr>
<tr>
<td>4.</td>
<td><strong>PLAN VET LEARNING SESSIONS</strong> 13</td>
</tr>
</tbody>
</table>

#### KEY AREA B. SETTING UP THE LEARNING ENVIRONMENT

<table>
<thead>
<tr>
<th>Standard</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td><strong>ESTABLISH AND MAINTAIN A HEALTHY, SAFE, SUPPORTIVE AND INCLUSIVE ENVIRONMENT WHICH PROMOTES VET LEARNING</strong> 14</td>
</tr>
</tbody>
</table>

#### KEY AREA C. LEADING THE LEARNING PROCESS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td><strong>MANAGE GROUP-BASED VET LEARNING SESSIONS</strong> 15</td>
</tr>
<tr>
<td>7.</td>
<td><strong>FACILITATE INDIVIDUAL VET LEARNING</strong> 16</td>
</tr>
<tr>
<td>8.</td>
<td><strong>ENGAGE, MOTIVATE AND SUPPORT VET LEARNERS</strong> 17</td>
</tr>
</tbody>
</table>

#### KEY AREA D. ASSESSING THE ACHIEVEMENTS OF VET STUDENTS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td><strong>ASSESS VET LEARNERS’ ACHIEVEMENT AGAINST SPECIFIED STANDARDS</strong> 18</td>
</tr>
</tbody>
</table>

#### KEY AREA E. ESTABLISHING ETHICAL AND EFFECTIVE WORKING RELATIONSHIPS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td><strong>ESTABLISH AND DEVELOP EFFECTIVE WORKING RELATIONSHIPS WITH VET LEARNERS</strong> 19</td>
</tr>
<tr>
<td>11.</td>
<td><strong>ESTABLISH AND DEVELOP EFFECTIVE WORKING RELATIONSHIPS WITH VET COLLEAGUES</strong> 20</td>
</tr>
</tbody>
</table>

#### KEY AREA F. MAINTAINING AND IMPROVING QUALITY AND CONTINUING PROFESSIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>Standard</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td><strong>MAINTAIN INFORMATION RELEVANT TO VET LEARNING AND ASSESSMENT</strong> 21</td>
</tr>
<tr>
<td>13.</td>
<td><strong>MAINTAIN AND DEVELOP OWN PEDAGOGICAL AND PROFESSIONAL SKILLS AS A VET TEACHER</strong> 22</td>
</tr>
</tbody>
</table>
SET 2: STANDARDS FOR ADDITIONAL FUNCTIONS

KEY AREA A. PLANNING AND ANALYSIS

STANDARD 14. RESEARCH, ADAPT AND IMPLEMENT NEW APPROACHES TO VET LEARNING
STANDARD 15. PLAN AND PREPARE VET LEARNING PROGRAMMES

KEY AREA B. SETTING UP THE LEARNING ENVIRONMENT

STANDARD 16. DEVELOP VET LEARNING RESOURCES FOR USE BY OTHERS

KEY AREA C. LEADING THE LEARNING PROCESS

STANDARD 17. COORDINATE VET LEARNING PROGRAMMES

KEY AREA D. ASSESSING THE ACHIEVEMENTS OF VET STUDENTS

STANDARD 18. DESIGN AND DEVELOP VET LEARNER ASSESSMENT TOOLS

KEY AREA E. ESTABLISHING ETHICAL AND EFFECTIVE WORKING RELATIONSHIPS

STANDARD 19. WORK IN PARTNERSHIP WITH EMPLOYERS AND OTHER EXTERNAL STAKEHOLDERS

KEY AREA F. MAINTAINING AND IMPROVING QUALITY AND CONTINUING PROFESSIONAL DEVELOPMENT

STANDARD 20. MAINTAIN AND DEVELOP THE PROFESSIONAL PRACTICE OF VET COLLEAGUES
STANDARD 21. CONTRIBUTE TO MONITORING AND MAINTAINING THE QUALITY OF VET LEARNING AND ASSESSMENT SYSTEMS

ANNEX 1: ESSENTIAL KNOWLEDGE AND UNDERSTANDING UNITS FOR VET TEACHERS

KEY AREA A. ANALYSIS AND PLANNING

UNIT 1. WORKING PRACTICES AND TECHNOLOGIES IN OWN SECTOR
UNIT 2. THE LEGAL, REGULATORY AND INSTITUTIONAL FRAMEWORK
UNIT 3. LEARNERS’ NEEDS, PRIOR EXPERIENCE, GOALS AND POTENTIAL
UNIT 4. PLANNING VET LEARNING SESSIONS

KEY AREA B. SETTING UP THE LEARNING ENVIRONMENT

UNIT 5. THE VET LEARNING ENVIRONMENT

KEY AREA C. LEADING THE LEARNING PROCESS

UNIT 6. GROUP-BASED LEARNING
UNIT 7. INDIVIDUAL LEARNING
UNIT 8. ENGAGING, MOTIVATING AND SUPPORTING LEARNERS

KEY AREA D. ASSESSING THE ACHIEVEMENTS OF VET STUDENTS

UNIT 9. ASSESSMENT
<table>
<thead>
<tr>
<th>KEY AREA E.</th>
<th>ESTABLISHING ETHICAL AND EFFECTIVE WORKING RELATIONSHIPS</th>
<th>47</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 10.</strong></td>
<td>WORKING RELATIONSHIPS WITH LEARNERS</td>
<td>47</td>
</tr>
<tr>
<td><strong>UNIT 11.</strong></td>
<td>TEAMWORKING WITH COLLEAGUES</td>
<td>49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEY AREA F.</th>
<th>MAINTAINING AND IMPROVING QUALITY AND CONTINUING</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 12.</strong></td>
<td>RECORDING AND MANAGING INFORMATION</td>
<td>50</td>
</tr>
<tr>
<td><strong>UNIT 13.</strong></td>
<td>CONTINUING PROFESSIONAL DEVELOPMENT</td>
<td>51</td>
</tr>
</tbody>
</table>

**ANNEX 2: ESSENTIAL KNOWLEDGE AND UNDERSTANDING UNITS FOR ADDITIONAL FUNCTIONS**

<table>
<thead>
<tr>
<th>KEY AREA A.</th>
<th>ANALYSIS AND PLANNING</th>
<th>54</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 14.</strong></td>
<td>INNOVATION IN VET TEACHING</td>
<td>54</td>
</tr>
<tr>
<td><strong>UNIT 15.</strong></td>
<td>PLANNING AND PREPARING LEARNING PROGRAMMES</td>
<td>55</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEY AREA B.</th>
<th>SETTING UP THE LEARNING ENVIRONMENT</th>
<th>56</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 16.</strong></td>
<td>DEVELOPING LEARNING RESOURCES</td>
<td>56</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEY AREA C.</th>
<th>LEADING THE LEARNING PROCESS</th>
<th>57</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 17.</strong></td>
<td>COORDINATING LEARNING PROGRAMMES</td>
<td>57</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEY AREA D.</th>
<th>ASSESSING THE ACHIEVEMENTS OF VET STUDENTS</th>
<th>59</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 18.</strong></td>
<td>DEVELOPING ASSESSMENT TOOLS</td>
<td>59</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEY AREA E.</th>
<th>ESTABLISHING ETHICAL AND EFFECTIVE WORKING RELATIONSHIPS</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 19.</strong></td>
<td>PARTNERSHIP WORKING</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEY AREA F.</th>
<th>MAINTAINING AND IMPROVING QUALITY AND CONTINUING</th>
<th>62</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 20.</strong></td>
<td>DEVELOPING THE PROFESSIONAL PRACTICE OF COLLEAGUES</td>
<td>62</td>
</tr>
<tr>
<td><strong>UNIT 21.</strong></td>
<td>CONTRIBUTING TO QUALITY ASSURANCE</td>
<td>64</td>
</tr>
</tbody>
</table>

**ANNEX 3: GLOSSARY**

|  |  |  |
|  |  |  |
|  |  |  |
1. Introduction

Background
The standards contained in this publication address the role of the Vocational Education and Training (VET) Teacher in Georgia. The standards have been developed in close collaboration with key stakeholders in the country from the public and private sectors. The project was supported by the UK government’s Good Governance Fund and implemented by a local and international World Bank team guided by a Steering Committee led by the Ministry of Education, Science, Culture and Sport (MESC).

A VET Teacher is a person who leads the teaching process in vocational education and training. In the Georgian system there are three types of VET Teacher:

- **Vocational Teacher** – conducts theoretical and practical learning in the Educational Institution Implementing Vocational Education Programmes (EIiVEP)
- **Company Instructor**¹ – a specialist in the vocational field and employed by a company, who ensures the development of practical skills and key competencies in the workplace. When necessary, the Company Instructor gets the support of Vocational Teachers in the teaching-assessment process
- **Invited Teacher** – a leading experienced specialist who is practicing in the vocational field during his/her occasional or part-time employment in a EIiVEP. He/she ensures the acquisition of knowledge and the development of skills, vocational and key competencies for students, as well as introducing modern practices. When necessary, the Invited Teacher gets the support of Vocational Teachers in the teaching-assessment process.

Use of the Standards
The standards and the accompanying knowledge specification have been developed to support the following processes:

1. Applying internal and external mechanisms for vocational education quality
2. Designing VET Teacher education and training programs
3. Determining qualification requirements and selection criteria for a VET Teacher
4. Evaluating a VET Teacher’s performance
5. Continuing professional development of a VET Teacher
6. Ensuring the career advancement of a VET Teacher.

It is important to note that these standards only address pedagogical/andragogical competence. When a VET Teacher’s performance is assessed or evaluated using these standards, the teacher must also demonstrate that they possess the vocational/occupational skills and knowledge contained in the curriculum they are teaching to the standard specified in that curriculum. This will be done by classroom/workshop observation and discussion carried out by an occupationally competent assessor/evaluator.

¹ The term ‘company’ means an enterprise, a training enterprise or an EIiVEP partner organization.
Standards for VET Teachers and Additional Functions

The standards have been divided into two sets:

1. **Set 1**: Standards which apply to VET Teachers and cover their core functions
2. **Set 2**: Standards which apply to VET Teachers who also carry out some additional functions as, for example, Learning Process Coordinator, Work-Based Learning Coordinator, Programme Head or specialist roles in quality improvement and assessment.

Organisation and Format of the Standards

The standards presented in this document are organised under six Key Areas which derive from Functional Analysis. These are summarised as follows:

- A. Analysis and Planning
- B. Preparing the Learning Environment
- C. Leading the Learning Process
- D. Assessing the Achievements of VET Students
- E. Establishing Ethical and Effective Working Relationships
- F. Maintaining and Improving Quality and Continuing Professional Development

Each standard has two sections:
- Brief introduction to the standard and what it is about
- Performance criteria which enable assessment/evaluation of the VET Teacher’s practice when working with learners and colleagues

**Essential Knowledge and Understanding Units**, which provide a basis for the training and development of the VET Teacher, have also been developed to correspond to each standard. These are shown in *Annexes 1 and 2*. 
2. Conceptual Framework and Development Methodology

Conceptual Framework

The overall goal of the project was to establish a framework of competent practice for VET Teachers. The concept is based on the widely understood definition of professional/occupational standards.

“...defined as a statement of the standards of performance the individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding. Occupational standards are therefore evidence-based benchmarks of competent performance in the workplace which have been agreed by a representative sample of employers and other key stakeholders. Based on the above definition, a person working in compliance with such standards of performance may be called “a competent” person.”

A common understanding of competence was central to the definition of standards:

“The ability to perform the activities within an occupation or function to the standard expected in employment”.

This understanding of competence is broad and consists of four principal dimensions. All of these apply to the VET Teacher’s role.

1. Task skills: i.e., the requirement to efficiently and accurately perform individual tasks - the technical and cognitive skills needed to teach

2. Task Management Skills: the requirement to manage a number of different tasks within the job - for example, planning and preparing learning sessions, time management, the ability to multi-task

3. Contingency Management Skills: the requirement to effectively respond to irregularities and breakdowns in routine - being able to manage learning and other professional situations where things do not go to plan

4. Job/Role Environment Skills: the requirement to deal with the responsibilities and expectations of the teaching environment including working with others and in teams,- for example, interacting effectively with students and fellow teachers, sharing responsibilities, communicating, managing health, safety and environment.

---

4 Adapted from the Job Competence Model, Mansfield and Mathews, 1985. Also, for example, Regional Model for Competency Standards. International Labor Organization, Asia and Pacific. 2006
Development Methodology

The project applied an established international methodology in six phases, each of which included consultation with representative samples of stakeholders, including VET Teachers, government, government agencies and employers.

1. **Occupational Analysis**: analysing the whole VET Teaching sector in Georgia, drawing on job descriptions, existing policy documents and statistics, and carrying out new research through surveys and focus groups.

2. **Functional Analysis**: analysing the functions which VET Teachers need to carry out to achieve the government’s goals for VET in Georgia.

3. **International Research and Benchmarking**: the identified functions were then mapped against standards for VET teachers and trainers from a range of other countries where such standards exist in order to integrate international best practice.

4. **Drafting Occupational Standards**: using the outputs of phases 1-3 to develop a preliminary draft.

5. **Finalisation of the Standards**: analysing feedback from stakeholders and adjusting the draft standards accordingly.

6. **Development of Essential Knowledge and Understanding Units**: further analysis of the Professional Standards to identify what learning the VET Teacher requires to achieve the standards on a consistent basis.

These phases are illustrated in *Figure 1* below.
Set 1: Professional Standards for VET Teachers
Key Area A. Analysis and Planning

Standard 1. Develop and maintain own understanding of current working practices and technologies in their professional sector

What this standard is about
This standard is about keeping up to date with technologies and working practices in the sector for which they provide education and training. This involves familiarity with occupational standards, visiting workplaces, networking with people in the sector, and studying sector developments. The standard also requires the VET Teacher to keep their own teaching up to date with current practices.

Performance Criteria

The competent VET Teacher can:

PC1.1 Identify and evaluate relevant occupational standards
PC1.2 Identify and evaluate current technologies and working practices in their sector
PC1.3 Identify and evaluate emerging technologies and working practices in their sector
PC1.4 Integrate their knowledge of current and emerging technologies and working practices into the way they teach
PC1.5 Share their findings with relevant colleagues and, where appropriate, make recommendations for the work of the VET institution.
Standard 2. Develop and maintain own understanding of the legal, regulatory and institutional framework in which they practice

What this standard is about
This standard is about the VET Teacher being aware of the legal, regulatory and institutional requirements relevant to their teaching and assessment and making sure they apply these correctly and consistently to their work.

Performance Criteria
The competent VET Teacher can:

PC2.1 Evaluate the responsibilities and ethical considerations which apply to the VET Teacher
PC2.2 Evaluate the implications of legal, regulatory and institutional requirements for their role
PC2.3 Seek the support of relevant colleagues or external stakeholders to clarify any areas of uncertainty
PC2.4 Keep up to date on changes in legal, regulatory and institutional requirements
PC2.5 Apply relevant legal, regulatory and institutional requirements to their own practice.
Standard 3. Identify and take account of VET learners’ needs, prior experience, goals and potential

What this standard is about

This standard is about accessing and interpreting information about the needs of learners and adjusting teaching approaches to address these needs.

Performance Criteria

The competent VET Teacher can:

PC3.1 Analyse information about learners’ needs, goals, experience and potential
PC3.2 Check the validity of information by interaction with learners
PC3.3 Identify the implications of learner’s needs for teaching and learning
PC3.4 Where necessary, modify the teaching approach and materials to meet the needs of learners whilst enabling them to achieve their learning outcomes
PC3.5 Constructively address issues related to gender, ability, religion, culture, socio-economic status and other factors which can lead to discrimination
PC3.6 Where necessary, seek specialist support for learners' needs
PC3.7 Use the outcomes of assessment to monitor learner progress and update information.
Standard 4. Plan VET learning sessions

What this standard is about
This standard is about planning learning sessions in the workshop, lab or classroom so that all VET learners can achieve planned learning outcomes.

Performance Criteria

The competent VET Teacher can:

PC4.1 Select stimulating teaching methods, activities and materials which are consistent with required learning outcomes and learner’s needs

PC4.2 Include learning activities and materials appropriate to learners at different levels of ability and experience

PC4.3 Identify opportunities to use digital technology to enhance learning

PC4.4 Plan learning activities so that learners’ skills and knowledge develop as the session progresses

PC4.5 Include opportunities for questioning, learner feedback, formative assessment and reflection

PC4.6 Identify and secure the learning resources needed for the session

PC4.7 Collaborate with colleagues to develop new learning resources

PC4.8 Have contingency plans to deal with possible problems

PC4.9 Ensure the session plan provides opportunities for all learners to participate, regardless of gender, religion, culture, socio-economic status and other factors which can lead to discrimination

PC4.10 Record the session plan clearly and accurately following institutional requirements.
Key Area B. Setting up the Learning Environment

Standard 5. Establish and maintain a healthy, safe, supportive and inclusive environment which promotes VET learning

What this standard is about
This standard is about ensuring the place where learning happens, for example, classroom, laboratory, workshop or industrial premises, is healthy, safe, well-ordered, and stimulating for the learners taking part. It also covers negotiating and maintaining rules for behaviour which enable all learners to participate to the best of their ability.

Performance Criteria

The competent VET Teacher can:

PC5.1 Follow institutional requirements for health, safety and environmental protection
PC5.2 Check that learners understand and take responsibility for health, safety and environmental protection
PC5.3 Promote communication with and between learners
PC5.4 Organise the learning environment in a way which meets learners’ needs and maximises their potential for learning
PC5.5 Work with learners to agree and apply ground rules for positive behaviour
PC5.6 Promote positive attitudes to diversity and ensure all learners have equal opportunity to participate regardless of gender, ability, religion, culture, socio-economic status and other factors which can lead to discrimination
PC5.7 Recognise the potential for conflict and take action to minimise conflict when it occurs
PC5.8 Monitor the welfare of learners during teaching and training and ensure that necessary support is provided according to their needs
PC5.9 Encourage learners to suggest how the environment could be improved to better meet their needs and improve learning.
Key Area C. Leading the Learning Process

Standard 6. Manage group-based VET learning sessions

What this standard is about
This standard is about managing learning in groups, maximising the potential of group learning, balancing the needs of all group members and ensuring that the session’s objectives and learning outcomes can be achieved by all those taking part.

Performance Criteria

The competent VET Teacher can:

PC6.1 Ensure required resources are ready as planned
PC6.2 Engage group members in the session
PC6.3 Introduce the session’s objectives, learning outcomes and activities and explain their relevance
PC6.4 Communicate content in a way appropriate to the group
PC6.5 Facilitate teamwork, communication, learning and support between group members
PC6.6 Manage group behaviour in a way that maximises participation and learning for all group members
PC6.7 Monitor individual performance and provide constructive feedback and support
PC6.8 Manage the timing of the session to achieve planned objectives or make reasonable adjustments to meet learners’ needs
PC6.9 Facilitate learners’ reflection on what they have learned and how learning could be applied
PC6.10 Encourage group members to provide feedback on the session and use feedback for future improvements.
Standard 7. Facilitate individual VET learning

What this standard is about
This standard is about contributing to an individual’s learning by addressing specific learning outcomes through coaching and mentoring. The standard is relevant to the VET institution and training in the workplace.

Performance Criteria
The competent VET Teacher can:

PC7.1 Identify the objectives of the individual’s learning programme and their needs
PC7.2 Identify and agree own role and responsibility for their training
PC7.3 Establish and maintain an effective coaching and mentoring relationship with the individual
PC7.4 Agree an individual learning plan with realistic and achievable objectives, activities, timescales and outcomes
PC7.5 Sequence learning activities so that the individual can progress from their current level to the agreed objectives
PC7.6 Ensure the individual has the opportunity to practise new skills under appropriate supervision
PC7.7 Encourage the individual to reflect on what they have learned and how they can apply new learning
PC7.8 Seek feedback and modify the approach as necessary
PC7.9 Confirm the achievement of learning outcomes
PC7.10 Evaluate the overall effectiveness of the individual learning plan and note possible future improvements.
Standard 8. Engage, motivate and support VET learners

What this standard is about
This standard is about working with an individual VET learner to help them become more engaged with the learning process, overcome challenges and increase their motivation to learn.

Performance Criteria
The competent VET Teacher can:

PC8.1 Identify strengths and weaknesses in the learner’s progress
PC8.2 Provide the learner with constructive feedback which acknowledges their strengths as well as areas for improvement
PC8.3 Give the learner confidence in their abilities and potential to achieve
PC8.4 Identify with the learner possible causes for underachievement and negotiate a plan to address these causes
PC8.5 Identify difficulties which may need specialist support and refer these to relevant colleagues
PC8.6 Identify factors which will increase the learner’s motivation and capacity to learn and use these to encourage adherence to the plan
PC8.7 Monitor the learner’s progress and support them to achieve their plan, encouraging them to take responsibility for their own progress
PC8.8 Determine when the learner is achieving their objectives and support them to sustain performance in the future.
Key Area D. Assessing the Achievements of VET Students

Standard 9. Assess VET learners’ achievement against specified standards

What this standard is about
This standard is about carrying out formal assessments of VET learner achievement using available assessment plans and tools. Assessments could be tests of knowledge and/or skill in a VET institution or the assessment of occupational competence in a realistic working environment or the workplace itself. The standard can also be applied to providing recognition of prior learning (RPL) to learners who already claim competence.

Performance Criteria

The competent VET Teacher can:

PC9.1 Select the approved assessment tool for the learning outcomes to be assessed
PC9.2 Plan the assessment to gather evidence efficiently
PC9.3 Make any reasonable adjustments to meet specific learner needs within the guidelines of the assessment tool
PC9.4 Ensure necessary resources are prepared and ready for use
PC9.5 Check that the learner understands the objectives of the assessment, the methods to be used and the assessment criteria
PC9.6 Use the assessment plan and tool to gather sufficient valid, current and authentic evidence to make a reliable assessment
PC9.7 Maintain the learner’s health, safety and welfare during the assessment
PC9.8 Make a fair and accurate assessment decision based on evidence of the learner’s performance and the assessment criteria
PC9.9 Provide clear and constructive feedback to the learner
PC9.10 Ensure the assessment is carried out, documented and reported according to legal, regulatory and institutional requirements
PC9.11 Take part in standardisation activities with colleagues to ensure that assessment processes and decisions are valid and reliable.
Key Area E. Establishing Ethical and Effective Working Relationships

Standard 10. Establish and develop effective working relationships with VET learners

What this standard is about
This standard is about establishing and developing a relationship with VET learners which respects their diversity and individuality, models appropriate behaviour, safeguards learner welfare and supports high quality theoretical or practical teaching.

Performance Criteria

The competent VET Teacher can:

PC10.1 Present a positive image of themselves and the VET institution to learners
PC10.2 Treat all learners in a way which is fair and unbiased, regardless of gender, ability, religion, culture, socio-economic status and other factors which can lead to discrimination
PC10.3 Model behaviour which promotes mutual respect and positive behaviour
PC10.4 Be punctual, reliable and well-organised when dealing with learners
PC10.5 Motivate and inspire learners to achieve positive outcomes
PC10.6 Communicate with learners in a way which is appropriate to their needs
PC10.7 Empower learners to express their own views and opinions
PC10.8 Follow their institution's procedures to safeguard the health and safety of learners and their moral and personal well-being.
Standard 11. Establish and develop effective working relationships with VET colleagues

What this standard is about
This standard is about working effectively as team member with colleagues for the benefit of learners, respecting colleagues’ roles and responsibilities and their individual identity, communicating effectively and professionally, providing support as required and upholding the organisation’s reputation.

Performance Criteria
The competent VET Teacher can:

PC11.1 Respect the individual roles of colleagues and their professional boundaries

PC11.2 Treat all colleagues in a way which is fair and unbiased, regardless of gender, ability, religion, culture, socio-economic status and other factors which can lead to discrimination

PC11.3 Work collaboratively with colleagues in a way which prioritises learner achievement

PC11.4 Communicate with colleagues in a clear, timely and professional way

PC11.5 Share knowledge and skills with colleagues as appropriate

PC11.6 Cooperate with management requests and contribute to the development of the organisation

PC11.7 Safeguard the financial and technical resources of the organisation

PC11.8 Uphold the reputation of their organisation.
Key Area F.  Maintaining and Improving Quality and Continuing Professional Development

Standard 12. Maintain information relevant to VET learning and assessment

What this standard is about
This standard is about completing documentation and making reports about student learning and assessment compliant with legal, regulatory and institutional requirements.

Performance Criteria

The competent VET Teacher can:

PC12.1 Identify the information that needs to be managed as part of own job role, and the specified methods to collect this information

PC12.2 Collect, verify and record required information using the specified methods

PC12.3 Ensure that recorded information is clear and accurate

PC12.4 Store information securely and in a way that facilitates efficient retrieval

PC12.5 Provide information to designated colleagues in the required format and in a timely way

PC12.6 Follow all required procedures to protect the confidentiality of information.
Standard 13. Maintain and develop own pedagogical and professional skills as a VET teacher

What this standard is about
This standard is about the VET Teacher’s continuing professional development (CPD). It includes accessing relevant information about teacher and occupational standards, inviting and evaluating feedback from colleagues and learners, reflecting on own beliefs and attitudes, and working with a colleague to develop and implement a professional development plan.

Performance Criteria

The competent VET Teacher can:

PC13.1 Review the pedagogical and occupational standards relevant to their VET teaching role
PC13.2 Collect and review evidence of own teaching and assessment performance
PC13.3 Critically evaluate own beliefs and attitudes, including those relating to gender, ability, religion, culture, socio-economic status and other factors which can lead to discrimination
PC13.4 Identify how own beliefs and attitudes may impact the quality of own teaching and assessment practice
PC13.5 Evaluate own performance against pedagogical and occupational standards
PC13.6 Identify areas of strength and areas for improvement
PC13.7 Work with a designated colleague to develop and implement a professional development plan to build on strengths and address areas for improvement
PC13.8 Work with a designated colleague to apply and sustain improvements to own teaching and assessment.
Set 2: Standards for Additional Functions
Key Area A. Planning and Analysis

Standard 14. Research, adapt and implement new approaches to VET learning

What this standard is about
This standard is about identifying the need for new approaches to teaching and assessment, and researching, evaluating and piloting new approaches in the institution.

Performance Criteria

The competent VET Teacher can:

PC14.1 Identify areas of teaching where a new approach could improve learners’ outcomes
PC14.2 Identify valid and reliable sources of information about new approaches to VET learning relevant to identified needs
PC14.3 Evaluate a range of new approaches and the benefits for learners and the institution
PC14.4 Confirm with relevant colleagues that the identified new approach is appropriate, realistic and cost effective for teaching
PC14.5 Adapt the proposed new approach to the needs of the learners and requirements of the curriculum and the institution
PC14.6 Work with relevant colleagues to pilot the new approach and evaluate the benefits for learners and the institution, making adjustments as necessary
PC14.7 Provide guidance and support for colleagues who wish to integrate the new approach into their own teaching
PC14.8 Follow legal requirements for copyright.
Standard 15. Plan and prepare VET learning programmes

What this standard is about
This standard is about introducing new learning programmes to meet the needs of the potential learners and employers, developing programme structure and content and ensuring appropriate quality procedures are in place to achieve accreditation.

Performance Criteria

The competent VET Teacher can:

- PC15.1 Identify the objectives and duration of the learning programme and the profile of potential learners
- PC15.2 Evaluate regulated curriculum frameworks which are appropriate to the programme objectives
- PC15.3 Develop programme content which is consistent with the curriculum framework
- PC15.4 Ensure that the programme structure is sufficiently flexible to meet the needs of potential learners and employers
- PC15.5 Ensure the programme provides opportunities for all relevant learners to take part
- PC15.6 Consult with relevant colleagues and other stakeholders to ensure the programme meets their requirements
- PC15.7 Ensure that colleagues and other stakeholders have the required documentation, guidance and support to deliver the programme successfully.
Key Area B. Setting Up the Learning Environment

Standard 16. Develop VET learning resources for use by others

What this standard is about
This standard is about developing high quality, stimulating and inclusive learning resources to support own teaching and the work of other VET Teachers.

Performance Criteria
The competent VET Teacher can:

PC16.1 Consult with relevant colleagues to identify the need for new learning resources
PC16.2 Identify the learners for whom the resources are intended and their needs and interests
PC16.3 Agree with users the type, focus and brief for the learning resources and the learning outcomes it should support
PC16.4 Generate a range of design options and evaluate these options with the intended users
PC16.5 Develop accurate and relevant content for the learning resource in line with the users’ selected option
PC16.6 Ensure that all content reflects positive images of people from a variety of backgrounds and avoids stereotypical assumptions
PC16.7 Ensure that visual images are eye-catching, stimulating and provide clear illustrations of learning content
PC16.8 Make use of technology to achieve high quality products
PC16.9 Gain feedback from users and learners on the learning resource and make adjustments as required
PC16.10 Provide guidance and support on how the learning resource can be integrated into learning sessions
PC16.11 Follow legal requirements for copyright.
Key Area C. Leading the Learning Process

Standard 17. Coordinate VET learning programmes

What this standard is about
This standard is about implementing plans for a learning programme and coordinating the contributions of others, for example, employers and other education and training providers, to the programme.

Performance Criteria

The competent VET Teacher can:

PC17.1 Review programme documentation and determine how and where programme content can be delivered to achieve the best outcomes for learners

PC17.2 Agree with colleagues who will be responsible for each component of the programme and ensure they have the appropriate level of competence and the resources they need

PC17.3 Develop a clear workplan to deliver the programme

PC17.4 Assess the risks associated with the programme and agree contingency plans to address these

PC17.5 Monitor programme implementation at specified points, and document and report progress as agreed

PC17.6 Communicate clearly and promptly with contributors throughout the programme, providing support when necessary

PC17.7 Identify variations from programme plans, apply agreed contingency plans or work with contributors to find new solutions

PC17.8 Ensure that all expected outcomes for learners have been achieved according to schedule and quality criteria or identify the reasons why outcomes have not been achieved

PC17.9 Evaluate the effectiveness of the programme with contributors and agree improvements for future practice.
Key Area D. Assessing the Achievements of VET Students

Standard 18. Design and develop VET learner assessment tools

What this standard is about
This standard is about developing valid and reliable assessment tools for own use and to support the work of other VET Teachers. Assessment tools can also be designed to provide recognition of prior learning (RPL) for learners already claiming competence.

Performance Criteria

The competent VET Teacher can:

PC18.1 Analyse the required learning outcomes and assessment criteria
PC18.2 Review and interpret regulatory information regarding assessment of the learning outcomes and criteria
PC18.3 Identify the context for assessment and the types and volume of evidence to be collected
PC18.4 Select and combine assessment methods that support the collection of evidence in the agreed context
PC18.5 Develop the selected assessment instrument and draft supporting documentation
PC18.6 Work with appropriate colleagues to explore individual learner needs and the scope for reasonable adjustments
PC18.7 Pilot the assessment instruments in a realistic context with learners and measure the capacity of the assessment tool to enable assessors to make accurate and reliable decisions
PC18.8 Produce a final version of the assessment tool with instructions and guidance and validate its use by the institution.
Key Area E. Establishing ethical and effective working relationships

Standard 19. Work in partnership with employers and other external stakeholders

What this standard is about
This standard is about establishing and developing effective partnership arrangements with employers and other stakeholders external to the VET institution. Partnerships may be, for example, to enhance opportunities for VET learners and/or the upskilling of colleagues in the institution.

Performance Criteria
The competent VET Teacher can:

PC19.1 Identify employers and other stakeholders who can contribute to the work of the institution

PC19.2 Ensure any proposed partnership has the support of relevant colleagues

PC19.3 Approach employers and other stakeholders in a way which is sensitive to their needs and promotes the mutual benefits of working together

PC19.4 Work with the partner and relevant colleagues to analyse the strengths, weaknesses, opportunities and threats of the partnership

PC19.5 Seek agreement with the partner and relevant colleagues on how to minimise risks and maximise the potential of the partnership

PC19.6 Collaborate with the partner and relevant colleagues to develop a workplan for the partnership

PC19.7 Support the progress of partnership arrangements and help all partners to fulfil their roles and responsibilities

PC19.8 Communicate with partners and other relevant colleagues in a clear and timely way

PC19.9 Work with the partner to identify when outcomes have been achieved and assess the quality of the outcomes

PC19.10 Evaluate the mutual benefits of the partnership and the effectiveness of its planning and implementation and agree improvements for a sustained relationship.
Key Area F. Maintenance and Improving Quality and Continuing Professional Development

Standard 20. Maintain and develop the professional practice of VET colleagues

What this standard is about
This standard is about assisting the continuing professional development of colleagues. It includes accessing relevant information about their performance, seeking and evaluating feedback from learners and others who work with them, providing honest, constructive and balanced feedback and helping the colleague to develop and implement a professional development plan.

Performance Criteria
The competent VET Teacher can:

PC20.1 Collect and verify feedback from others, including learners, on the quality of the colleague’s performance
PC20.2 Support the colleague in making a self-evaluation of their practice using the relevant standards and feedback
PC20.3 Observe the colleague’s performance, examine products of their work and discuss performance with them
PC20.4 Use all available information and personal observation to evaluate the colleague’s performance objectively
PC20.5 Provide the colleague with honest, constructive and balanced feedback which identifies strengths and areas for improvement
PC20.6 Identify factors outside of the colleague’s control which impact negatively their performance and address these factors
PC20.7 Work with the colleague to develop and implement a professional development plan with specific activities and timescales to address areas for improvement
PC20.8 Encourage the colleague to take responsibility for their own professional development
PC20.9 Monitor the colleague’s professional development activities, providing them with support when required
PC20.10 Work with the colleague to help them to apply and sustain improvements to their performance.
Standard 21. Contribute to monitoring and maintaining the quality of VET learning and assessment systems

What this standard is about

This standard is about helping to support and improve the quality of VET learning and assessment systems through collaborative work with colleagues in the institution.

Performance Criteria

The competent VET Teacher can:

PC21.1 Evaluate the relevance of the teaching process and assessment system with quality assurance requirements

PC21.2 Access and evaluate the relevant legal, regulatory and institutional quality requirements

PC21.3 Agree with colleagues a methodology to collect, manage and analyse relevant information and data

PC21.4 Collect, verify and analyse information and data according to the agreed methodology

PC21.5 Manage information and data securely and stably

PC21.6 Share observations and findings with colleagues and seek ways of addressing identified weaknesses whilst maintaining known strengths

PC21.7 Encourage and support colleagues to take responsibility for the quality of their own performance

PC21.8 Work with colleagues to improve and develop the current teaching and assessment practice by providing necessary support

PC21.9 Safeguard the confidentiality of information.
Annex 1: Essential Knowledge and Understanding Units for VET Teachers
Key Area A. Analysis and Planning

Unit 1. Working practices and technologies in own sector

What this unit is about
This unit is about keeping up to date with technologies and working practices in the sector for which they provide education and training. This involves familiarity with occupational standards, visiting workplaces, networking with people in the sector, and studying sector developments. The standard also requires the VET Teacher to consider the implications for their own teaching and the work of the VET institution.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU1.1 The value and importance of knowing about their sector’s current working practices and technologies and adapting teaching to ensure positive outcomes for learners

KU1.2 How to identify employers who are relevant to own teaching and establish productive working relationships with them

KU1.3 Sources of reliable and up-to-date information about current technologies and working practices relevant to their teaching

KU1.4 The value of sustained networking with other VET colleagues and contacts in industry and how to take part in such networks

KU1.5 How to assess the implications of their knowledge about current technologies and working practices for their own teaching

KU1.6 The importance of sharing information on current technologies and working practices with relevant colleagues

KU1.7 The importance of keeping their understanding about current technologies and working practices up to date.
Unit 2. The legal, regulatory and institutional framework

What this unit is about
This unit is about the VET Teacher being aware of the legal, regulatory and institutional requirements relevant to their teaching and assessment and making sure they apply these correctly and consistently to their work.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU2.1 The goals of the VET system and the VET teacher’s contribution to those goals
KU2.2 The critical importance of understanding and applying legal, regulatory and institutional requirements to teaching and assessment correctly and consistently
KU2.3 The negative outcomes for learners, the VET institution and their own standing if legal, regulatory and institutional requirements are not understood and applied
KU2.4 How to identify, access and accurately interpret legal, regulatory and institutional requirements relevant to their teaching and assessment
KU2.5 The importance of seeking clarification from relevant colleagues and/or external stakeholders when there are areas of uncertainty
KU2.6 Which colleagues and/or external stakeholders to seek clarification from
KU2.7 The value of sustained networking with VET colleagues on issues relating to legal, regulatory and institutional requirements and how to take part in such networks
KU2.8 The importance of sharing information on legal, regulatory and institutional requirements with relevant colleagues
KU2.9 The importance of keeping their understanding about legal, regulatory and institutional requirements current and up to date.
Unit 3. Learners’ needs, prior experience, goals and potential

What this unit is about
This unit is about accessing and interpreting information about the needs of learners and adjusting teaching approaches to address these needs.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU3.1 The importance and value of using a learner-centred approach in VET teaching and training and the benefits this brings to learner progress and achievement

KU3.2 The principles of diagnostic assessment and how to use this to confirm learners’ needs, abilities and potential

KU 5.3 Why VET teaching and training should take account of learners’ goals and potential as well as individual needs

KU3.4 The range of needs that VET learners have and the types of support which they should receive according to legal, regulatory and institutional requirements

KU3.5 Sources of information about learners’ needs, goals and potential and the procedures to follow to access this information

KU3.6 How to make reasonable adjustments to teaching approaches and materials to meet learner needs whilst ensuring the outcomes of the curriculum are achieved and the validity of assessments is not compromised

KU3.7 The importance of balancing individual and group needs/goals/potential so that everyone makes progress

KU3.8 How to use differentiated learning approaches in VET teaching and training to ensure all learners take part to the best of their ability

KU3.9 How to use formative and summative assessments to measure learner progress in regard to their needs, goals and potential

KU3.10 The sources of specialist advice and support which are available and how to access these

KU3.11 The importance of confidentiality when handling information about learners and the confidentiality procedures which should be followed.
Unit 4. Planning VET learning sessions

What this unit is about
This unit is about planning learning sessions in the workshop, lab or classroom so that all VET learners taking part can achieve planned learning outcomes.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU4.1 The importance and value of planning and preparing learning sessions in a logical and organised way and the benefits this can bring for learner outcomes and the institution as a whole

KU4.2 Modern learning theories that are relevant to VET and how to apply these to planning and preparing a learning session

KU4.3 The importance of not making stereotypical assumptions about learners and what they can achieve, particularly in respect to gender

KU4.4 The essential components of a learning session plan

KU4.5 How to analyse a learning programme and select the learning outcomes and content which need to be delivered in the learning session

KU4.6 The importance of having a good understanding of the learners who will take part in a learning session

KU4.7 Why it is important to select learning activities and materials which are appropriate to learner needs, prior experience, goals and potential and engage their interest

KU4.8 Why it is important to include a variety of learning activities within a session

KU4.9 The principles of differentiated learning and how to use differentiated learning to address the needs of learners with varying levels of ability and experience

KU4.10 How to sequence learning so that it enables learners to progressively develop their skills and knowledge throughout a session

KU4.11 The importance of learning sessions including opportunities for learner feedback, formative assessment and reflection and the benefits of these for learners and the VET Teacher

KU4.12 How to select and, if necessary, modify learning materials in a way which is consistent with the outcomes of the learning session
KU4.13 How to support the development of learning resources and the procedures to follow to make sure these are prepared and available

KU4.14 Problems that may occur during a learning session and the importance of contingency planning

KU4.15 The advantages of using information technology as a way of enhancing learning and how to identify opportunities to use these when planning a session.
Key Area B. Setting Up the Learning Environment

Unit 5. The VET learning environment

What this unit is about

This unit is about ensuring the place where learning happens, for example, classroom, laboratory, workshop or industrial premises, is healthy, safe, well-ordered, and stimulating for the learners taking part. It also covers negotiating and maintaining rules for behaviour which enable all learners to participate to the best of their ability.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU5.1 The importance and value of a healthy, safe and stimulating learning environment and the impact this has on learner outcomes

KU5.2 The characteristics of safe, healthy and inclusive learning environment and aspect of the environment which stimulate learning

KU5.3 The types of hazards that may occur in the environment in which they work, how to assess the risks posed by these hazards and minimise these risks

KU5.4 How to adapt the learning environment, for example, through the use of posters and the products of learners' work, to stimulate interest in the subject

KU5.5 Factors which restrict communication and learning and how to minimise these

KU5.6 The importance of establishing and reinforcing ground rules for behaviour and what ground rules for behaviour should cover

KU5.7 The types of needs which individual learners may have which may require making reasonable adjustments to ground rules

KU5.8 The importance of the learning environment promoting diversity, gender equality and equal opportunities for all learners and how to do this

KU5.9 Physical and emotional welfare issues which learners may have when being taught and trained and how to respond to these

KU5.10 Why it is important to encourage learners to suggest improvements to the learning environment.
Key Area C. Leading the Learning Process

Unit 6. Group-based learning

What this unit is about
This unit is about managing learning in groups, maximising the potential of group learning, balancing the needs of all group members and ensuring that the session’s objectives and learning outcomes can be achieved by all those taking part.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU6.1 The importance and value of well-managed group learning sessions and the advantages and disadvantages of learning in groups

KU6.2 Theories of group dynamics and how to use these to manage learners in groups

KU6.3 The types of reasonable adjustments that could be made to a session plan to meet group members needs whilst still achieving planned learning outcomes

KU6.4 The appropriate interpersonal and communication skills needed to engage all members of a group in a learning session

KU6.5 Why it is important to introduce the session to group members and explain the objectives, expected learning outcomes and learning activities

KU6.6 Why it is important to identify group members’ current understanding of the skills and knowledge to be learned and methods that can be used

KU6.7 The importance of variety in learning activities and how to use a variety of teaching methods appropriate to the skills and knowledge the learners should acquire

KU6.8 How to manage learning activities in a group in a way that enables all individual members to participate

KU6.9 The importance of using group members to practise teamwork, learn from each other and provide support to others

KU6.10 The principles of formative assessment and the importance of monitoring the progress of individuals in a group, the techniques that can be used and how to provide constructive feedback and practical support
KU6.11 The principles and importance of time management when facilitating group learning and how to manage time within a group learning session

KU6.12 The importance of giving group members the opportunity to discuss what they have learned and consider how they can apply the skills and knowledge in a work context

KU6.13 The importance of getting feedback from group members and using this to improve future group sessions.
Unit 7. Individual learning

What this unit is about
This unit is about contributing to an individual’s learning by addressing specific learning outcomes through coaching and mentoring. The unit is relevant to the VET institution and training in the workplace.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU7.1 The importance and value of individual learning and its contribution to positive learner outcomes
KU7.2 Theories about how individuals learn in one-to-one situations and good practice in coaching and mentoring
KU7.3 The importance of agreeing one’s own role and responsibilities when facilitating individual learning
KU7.4 The importance of having a good understanding of the individual, their current starting point and the learning outcomes they need to achieve
KU7.5 How to establish and maintain an effective and ethical relationship with an individual learner
KU7.6 How to develop an individual learning plan
KU7.7 How to sequence and deliver learning activities for an individual to enable them to progress
KU7.8 Why it is important to encourage the individual learner to take responsibility for their own learning and reflect on what they are learning and its relevance to their performance at work
KU7.9 How to decide whether the individual learner needs supervision when practising skills, especially in a work environment, and what level of supervision is necessary
KU7.10 The importance of monitoring the progress of individuals and providing motivation, coaching, support when necessary
KU7.11 The principles of formative assessment and how to monitor the individual's performance and provide motivation, coaching and support when necessary
KU7.12 The value of using one's own relevant experience, especially in a work context, to reinforce coaching and mentoring points
KU7.13 Why it is important to seek feedback from the individual and others and modify the training approach in response

KU7.14 The importance of evaluating the individual’s learning plan and its effectiveness

KU7.15 The relevant legal, regulatory and institutional requirements for documenting the individual learning plan.
Unit 8. Engaging, motivating and supporting learners

What this unit is about
This unit is about working with an individual VET learner to help them to become more engaged with the learning process, overcome challenges and increase their motivation to learn.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU8.1 The importance of learner engagement and motivation
KU8.2 Theories about human needs and motivation and how to apply these in a learning environment to engage and motivate learners
KU8.3 The importance of approaching learner difficulties in a positive and non-judgmental way
KU8.4 How to give feedback in a way which will engage the learner and encourage more positive results
KU8.5 The importance of giving the learner the opportunity to express their own point of view
KU8.6 The importance of showing confidence in the learner and their potential to achieve positive outcomes
KU8.7 The factors and difficulties which can limit learner motivation and progress, including conscious and unconscious discrimination, and how to address these
KU8.8 Sources of support within the institution or from other agencies which can be used to help the learner overcome difficulties
KU8.9 How to develop a personal performance plan with a learner
KU8.10 The importance of the learner taking responsibility for their own performance and progress and how to encourage this
KU8.11 How to identify motivational factors which are specific to an individual and how to give appropriate rewards
KU8.12 How to monitor and objectively evaluate a learner’s progress in improving their performance
KU8.13 How to identify when a learner has achieved the objectives of their personal performance plan and help the learner to sustain their performance in the future
KU8.14 The relevant institutional requirements for documenting what has been done to improve learners' engagement and motivation.
Key Area D. Assessing the Achievements of VET Students

Unit 9. Assessment

What this unit is about
This unit is about carrying out formal assessments of VET learner achievement using available assessment plans and tools. Assessments could be tests of knowledge and/or skill in a VET institution or the assessment of occupational competence in a realistic working environment or the workplace itself. The unit can also be applied to providing recognition of prior learning (RPL) to learners who already claim competence.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU9.1 The importance and value of assessment and certification in VET
KU9.2 The principals and processes of VET assessment
KU9.3 Different types of assessment: formative, summative, continuous and endpoint
KU9.4 How to identify, access and correctly interpret relevant learning outcomes and criteria, legal, regulatory and institutional requirements and assessment plans and tools
KU9.5 Factors which can cause an assessor not to be objective in their assessment decisions, including conscious and unconscious bias, and how to avoid these
KU9.6 The importance of ensuring assessments are evidence-based and only use evidence which is valid, current, authentic and sufficient to make a reliable assessment decision
KU9.7 The principles of fairness in assessment and the types of learner need and characteristics that may require reasonable adjustments to the assessment plan and tools
KU9.8 The types of reasonable adjustments that can be made to assessment plans and tools, the types of support that can be offered to learners and how to ensure these meet regulatory and institutional requirements
KU9.9 Why it is important for the learner to understand the objectives of the assessment, the outcomes and criteria against which they will be assessed and the processes to be used
KU9.10 How to make evidence-based assessment decisions using the specified assessment tools and evidence guides
KU9.11  The importance of providing constructive feedback to the learner on the outcomes of assessment and how to do so

KU9.12  The legal, regulatory and institutional requirements relevant to assessment and the recording and reporting of assessments and assessment outcomes

KU9.13  The importance of taking part in standardisation activities with colleagues and how this can improve the assessment process.
Key Area E. Establishing Ethical and Effective Working Relationships

Unit 10. Working relationships with learners

What this unit is about
This unit is about establishing and developing a relationship with VET learners which respects their diversity and individuality, models appropriate behaviour, safeguards learner welfare and supports high quality theoretical or practical teaching.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU10.1 The value and importance of an effective and ethical relationship between the VET Teacher and the learner and how this contributes to learner progress and achievement

KU10.2 Good practice in establishing and developing relationships between VET Teachers and learners

KU10.3 The diversity of VET learners in regard to age, gender, race, language, religion, culture, economic status or level of ability

KU10.4 The importance of not making stereotypical assumptions about learners and what they can achieve in VET, particularly in respect to gender and academic ability

KU10.5 Situations and behaviour which demonstrate the VET Teacher is fair, independent and unbiased in their work with learners

KU10.6 The importance of the VET Teacher as a role model for learners

KU10.7 Situations and behaviour which demonstrate the VET Teacher promotes mutual respect, human rights, democracy, healthy living and environmental protection

KU10.8 How the VET Teacher’s ability to be punctual, reliable and well-organised contributes to the learner’s progress and achievement

KU10.9 Situations and behaviour which demonstrate the VET Teacher is punctual, reliable and well-organised

KU10.10 The value and importance of effective communication between the VET Teacher and learner and between learners themselves

KU10.11 The variety of communication methods the VET Teacher can use and how to adapt communication to meet learners' needs
KU10.12 The importance of learners’ personal and moral welfare in the VET environment and its contribution to their progress and achievement

KU10.13 Situations which may endanger learners’ personal and moral welfare and actions the VET Teacher should take to minimise these

KU10.14 Why the VET Teacher must not exploit their relationship with the learner for personal, political or religious purposes and how to avoid this.
Unit 11. Teamworking with colleagues

What this unit is about
This unit is about working effectively as team member with colleagues for the benefit of learners, respecting colleagues’ roles and responsibilities and their individual identity, communicating effectively and professionally, providing support as required and upholding the organisation’s reputation.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU11.1 The value and importance of teamwork in a VET institution and its contribution to organisational effectiveness and positive outcomes for learners.

KU11.2 Good practice in establishing and developing teamworking relationships with all colleagues regardless of age, gender, race, religion, language, culture and level of seniority

KU11.3 The roles and responsibilities of colleagues in the institution and who to approach when there is a need for specific support

KU11.4 How to work collaboratively with colleagues in order to achieve the best outcomes for learners

KU11.5 Situations in which it is important to plan work collaboratively with colleagues

KU11.6 How to plan and carry out work with colleagues

KU11.7 The importance of effective communication with colleagues and the organisation’s protocols and methods of communication to follow

KU11.8 The importance of sharing knowledge and skills with colleagues

KU11.9 Situations in which the VET Teacher should share knowledge and skills with colleagues within the limits of their competence

KU11.10 The importance of an effective chain of command within a VET institution and why it is important to respond positively to management requests

KU11.11 Situations in which a management request may fall outside the scope of own job role and how to respond to these situations

KU11.12 The importance of using the institution’s financial and technical resources responsibly and only for institutional purposes.
Key Area F.   Maintaining and Improving Quality and Continuing Professional Development

Unit 12.   Recording and managing information

What this unit is about
This unit is about completing documentation and making reports about learning and assessment in line with legal, regulatory and institutional requirements.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU12.1 The information that needs to be managed as part of their job role and the methods for verifying, recording and storing this information

KU12.2 The importance and value of keeping accurate records and making timely reports regarding VET learning and assessment

KU12.3 The importance of learners having accurate and useful information about their learning and assessment programme

KU12.4 Why it is important to collect, verify and record information and the contribution that efficient information management makes to the quality of teaching and learning

KU12.5 How to follow all the recording and reporting procedures relevant to their responsibilities

KU12.6 The requirements for confidentiality when managing information and to make sure these are followed.
Unit 13. Continuing professional development

What this unit is about

This unit is about the VET Teacher’s continuing professional development (CPD). It includes accessing relevant information about teacher and professional performance standards, inviting and evaluating feedback from colleagues and learners, reflecting on own beliefs and attitudes and working with a colleague to develop and implement a professional development plan.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU13.1 The importance and value of being a reflective practitioner and engaging in continuing professional development at whatever stage in one’s career

KU13.2 The processes a VET teacher should follow in order to evaluate and continuously improve their own performance

KU13.3 How to access and interpret the performance standards and professional skills and knowledge relevant to their own area of work

KU13.4 How to collect and interpret information about the occupations for which they train learners and evaluate whether the content they are providing reflects modern technology and working practices

KU13.5 The types of data and information a VET teacher should use to evaluate their own performance

KU13.6 How to actively collect feedback from colleagues on the content, methods and quality of own teaching and assessment practice

KU13.7 How to actively collect feedback from learners on the content, methods and quality of own teaching and assessment practice

KU13.8 The importance of critically reflecting on own beliefs and attitudes, including issues such as gender, race, culture, religion and disability, and evaluating how these might impact on relationships with learners

KU13.9 The importance of working positively and constructively with colleagues in order to improve own performance and how to do so

KU13.10 Factors outside of own control which may impact negatively on performance and how to respond to these

KU13.11 How to develop a professional development plan and the types of professional development activities which are appropriate to a VET teacher
KU13.12 How to identify and take part in professional development activities and the importance of recording professional development

KU13.13 The types of professional development activities which can improve own performance in VET teaching and assessment and the content of what they teach

KU13.14 The importance of having a strategy to maintain improvements in performance.
Annex 2: Essential Knowledge and Understanding Units for Additional Functions
Key Area A. Analysis and Planning

Unit 14. Innovation in VET teaching

What this unit is about
This unit is about identifying the need for new approaches to teaching and assessment, and researching, evaluating and piloting new approaches in the institution.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU14.1 The importance and value of innovation in VET teaching and assessment and the benefits this can bring for learner outcomes and the institution as a whole

KU14.2 How to keep up to date with new approaches to teaching and assessment, including networking with colleagues and external stakeholders

KU14.3 The types of new approaches which could be introduced into the institution to improve outcomes for learners

KU14.4 How to review current teaching and assessment and identify areas where innovative approaches could benefit learners and the institution

KU14.5 Valid and reliable sources of information about new approaches to teaching and assessment nationally and internationally

KU14.6 The factors to bear in mind when evaluating new approaches for their application to teaching and assessment and the colleagues who should be consulted

KU14.7 The legal, regulatory and institutional requirements which must be followed when considering innovation

KU14.8 How to pilot and evaluate new approaches to teaching and assessment within the institution

KU14.9 How to develop guidance and materials to assist colleagues in introducing new approaches

KU14.10 Legal requirements for the protection of copyright and the importance of acknowledging the contributions of others.
Unit 15. Planning and preparing learning programmes

What this unit is about
This unit is about introducing new learning programmes to meet the needs of the potential learners and employers, developing programme structure and content and ensuring appropriate quality procedures are in place to achieve accreditation.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU15.1 The importance and value of developing well-structured learning programmes which will deliver beneficial outcomes for learners and meet labour market needs
KU15.2 The importance of consulting with stakeholders to determine the objectives and duration of a learning programme and the potential learners
KU15.3 How to carry out market research to ensure that learning programmes meet labour market needs and are likely to attract the intended learners according to their needs, goals and potential
KU15.4 How to access and evaluate existing curriculum frameworks to ensure they meet the objectives of the learning programme and deliver value for learners
KU15.5 How to design the structure of a modular learning programme so that all components can be successfully delivered
KU15.6 Factors to consider when deciding if a learning programme is sufficiently flexible to meet labour market and learner needs
KU15.7 The dangers of making stereotypical assumptions about different types of learners can achieve and the obstacles these assumptions make to learner progress
KU15.8 The regulatory requirements which must be met to achieve programme accreditation
KU15.9 The importance of piloting learning programmes and how to organise and evaluate a pilot.
KU15.10 The types of guidance, support and documentation which colleagues will need to successfully deliver a learning programme and to provide these.
Key Area B. Setting Up the Learning Environment

Unit 16. Developing learning resources

What this unit is about
This unit is about developing high quality, stimulating and inclusive learning resources to support own teaching and the work of other VET Teachers.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU16.1 The importance and value of learning resources which can explain and illustrate learning content in a way which is interesting and stimulating for learners

KU16.2 Design theories and good practice which can be applied when developing learning resources

KU16.3 The application of technology, including information technology in developing and delivering learning resources

KU16.4 Why it is important to consult with users and learners on the design and content of learning resources and take account of their needs and interests in developing a design brief

KU16.5 How to select and prepare learning resource design and content so that they support intended learning outcomes

KU16.6 How to develop a range of options for design and content for selection by the intended users and enable them to make a choice

KU16.7 Why it is important to produce learning resources which are relevant, clear and correct in every way

KU16.8 How to link text and visual images to assist learning

KU16.9 Why content should reflect positive images of people from a variety of backgrounds, including gender, race, religion, culture and disability, and the impact this can have on learners

KU16.10 How to provide guidance to others on how to use learning resources

KU16.11 The institution's procedures for documenting and storing learning resources

KU16.12 The legal requirements for copyright.
Key Area C. Leading the Learning Process

Unit 17. Coordinating learning programmes

What this unit is about
This unit is about implementing plans for a learning programme and coordinating the contributions of others, for example, employers and other education and training providers, to the programme.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU17.1 The importance and value of well-managed learning and assessment programmes and the value they deliver for learners and the VET institution

KU17.2 Principles and good practice in the coordination of projects and programmes

KU17.3 How to review learning and assessment programme plans and determine how and where learning outcomes and content can best be delivered

KU17.4 The importance of selecting colleagues and other stakeholders who can make the best contribution to the programme and how to do so

KU17.5 How to develop a work plan for a learning and assessment programme

KU17.6 The importance of risk assessment and contingency planning and how to assess and minimise risks in a learning and assessment programme

KU17.7 The importance of all contributors being fully briefed and prepared to carry out their responsibilities

KU17.8 The importance of regular and consistent programme monitoring, reporting and documentation

KU17.9 The importance of monitoring learner welfare during the programme and providing support and protection when necessary

KU17.10 The importance of effective communication with and between contributors, why and how to provide support and motivation when needed

KU17.11 The documentation and final actions that will need to be taken at the end of a learning and assessment programme and the procedures to follow
KU17.12 The importance of carrying out a comprehensive and thorough evaluation of a learning and assessment programme and the procedures to follow

KU17.13 The relevant legal, regulatory and institutional requirements which must be followed when planning and implementing learning and assessment programmes.
Key Area D.   Assessing the Achievements of VET Students

Unit 18.   Developing assessment tools

What this unit is about
This unit is about developing valid and reliable assessment tools for own use and to support the work of other VET Teachers. Assessment tools can also be designed to provide recognition of prior learning (RPL) for learners already claiming competence.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU18.1 The importance and value of valid and reliable assessment tools to accurately and consistently assess learning outcomes and enable learners to gain recognition for their skills, knowledge and competence

KU18.2 The difference between assessment tools and assessment instruments

KU18.3 Why it is important to be clear about the focus and scope of an assessment tool

KU18.4 How to access and interpret regulatory information regarding learning outcomes and criteria and the implications for evidence collection and evaluation

KU18.5 How to select assessment methods appropriate the learning outcomes, the expected evidence and the context for assessment

KU18.6 Why it important to generate a range of options for assessment instruments and evaluate their likely effectiveness and efficiency with colleagues

KU18.7 How to devise assessment instruments and the information that must be provided to assessors and learners

KU18.8 The importance of piloting assessment instruments and evaluating their application with real learners

KU18.9 How to deliver final versions of assessment tools and validate their use within the institution

KU18.10 The relevant legal, regulatory and institutional requirements which must be followed when developing assessment tools, including those covering copyright.
Key Area E.  Establishing Ethical and Effective Working Relationships

Unit 19.  Partnership working

What this unit is about
This unit is about establishing and developing effective partnership arrangements with employers and other stakeholders external to the VET institution. Partnerships may be, for example, to enhance opportunities for VET learners and/or the upskilling of colleagues in the institution.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU19.1  The value and importance of VET institutions working in partnership with employers and other external stakeholders and the benefits which can be achieved by all parties involved

KU19.2  How to research the local environment and identify potential partners

KU19.3  How to propose potential partnerships in a way which is sensitive to the potential partner’s own needs

KU19.4  The importance of ensuring proposed partnerships are consistent with institutional objectives and policies, and who should be consulted for support

KU19.5  How to carry out a Strengths, Weaknesses, Opportunities and Threats analysis

KU19.6  The types of risks that can occur in partnership working with employers and other stakeholders and how to assess and mitigate these risks

KU19.7  How to develop and implement a plan for a partnership and ensure there is firm agreement on all sides to the plan and working arrangements

KU19.8  Good practice in collaborative partnership working and conflict management

KU19.9  How to support partners in progressing partnership working

KU19.10  Why it is important to maintain clear and timely communications with partners and to follow agreed communication channels

KU19.11  How to evaluate the benefits and outcomes of partnership working
KU19.12  The importance of identifying improvements in partnership working with a view to developing sustained partnerships in the future.
Key Area F.  Maintaining and Improving Quality and Continuing Professional Development

Unit 20.  Developing the professional practice of colleagues

What this unit is about
This unit is about assisting the continuing professional development of colleagues. It includes accessing relevant information about their performance, seeking and evaluating feedback from learners and others who work with them, providing honest, constructive and balanced feedback and helping them to develop and implement a professional development plan.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU20.1  The importance and value of all VET workers being reflective practitioners and engaging in continuing professional development at whatever stage in their career

KU20.2  How to collect and verify feedback from others, including learners, on a colleague’s performance

KU20.3  How to carry out observations and evaluations of a colleague’s performance

KU20.4  How to provide feedback to colleagues which is honest, constructive and balanced

KU20.5  How to encourage and support colleagues in being self-critical and evaluating their own performance

KU20.6  Factors outside of a colleague’s control which may impact negatively on performance and how to address these

KU20.7  How to work with a colleague and help them to develop a professional development plan

KU20.8  The importance of encouraging a colleague to take personal responsibility for their professional development plan

KU20.9  How to identify appropriate professional development activities for a colleague and of them recording their professional development

KU20.10  The importance of monitoring the colleague’s professional development

KU20.11  The types of support a colleague may need when undertaking professional development and how to meet these needs
KU20.12 The importance of having a strategy to maintain improvements in performance

KU20.13 The legal, regulatory and institutional requirements which apply to continuing professional development.
Unit 21. Contributing to quality assurance

What this unit is about
This unit is about helping to support and improve the quality of VET learning and assessment systems through collaborative work with colleagues in the institution.

Knowledge and Understanding

The competent VET Teacher knows and understands:

KU21.1 The importance and value of quality and continuous quality improvement in VET
KU21.2 How to access and evaluate legal, regulatory and institutional quality requirements as relevant to the scope of own role
KU21.3 The types of qualitative information and quantitative data which are needed to evaluate and improve quality in learning and assessment systems
KU21.4 How to develop strategies to collect, verify and manage information and data
KU21.5 The importance managing information and data securely and sustainably and how to do so
KU21.6 How to evaluate the quality of learning and assessment systems using collected information and identify areas of strength and weakness
KU21.7 The importance of encouraging colleagues to take responsibility for quality and working with them to make quality improvements
KU21.8 The importance of continuing to monitor and improve quality
KU21.9 The legal, regulatory and institutional requirements which apply to quality in learning and assessment systems.
## Annex 3: Glossary

<table>
<thead>
<tr>
<th>Word or Phrase</th>
<th>Explanations and Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access information</td>
<td>This could be done through finding and reviewing records and other relevant documentation.</td>
</tr>
<tr>
<td>Collecting feedback from colleagues</td>
<td>For example, by inviting observation of own teaching and assessment activities or taking part in team teaching.</td>
</tr>
<tr>
<td>Assessment plans</td>
<td>Plans which specify how assessments will be carried out and the quality assurance requirements involved.</td>
</tr>
<tr>
<td>Assessment instrument</td>
<td>An assessment ‘instrument’ is part of an assessment tool — it includes the checklists (or other ‘instruments’) and instructions needed to conduct one part of a competency-based assessment (e.g. written test with answer key, observation checklist, verbal questioning instrument, logbook, etc). Each instrument will outline the evidence the candidates need to supply, and describe the evidence criteria used to judge the quality of performance</td>
</tr>
<tr>
<td>Assessment tools</td>
<td>Documents which specify the context and conditions of assessment, tasks to be administered to the learner, an outline of the evidence to be gathered from the learner and criteria used to judge the quality of performance (i.e. the assessment decision-making rules).</td>
</tr>
<tr>
<td>Assessments</td>
<td>These are formative and summative, formal and informal.</td>
</tr>
<tr>
<td>Colleagues</td>
<td>All colleagues the VET Teacher works with, including other teachers, management, administrative, technical and support staff, in-company instructors and employer representatives.</td>
</tr>
<tr>
<td>Communication</td>
<td>All forms of communication, including spoken, written and body language and use of visual images and practical demonstrations.</td>
</tr>
<tr>
<td>Constructive criticism</td>
<td>Criticism which is provided in a sensitive manner and is aimed at improving own or others’ performance.</td>
</tr>
<tr>
<td>Contributors</td>
<td>These may be colleagues within the VET institution, other training and education providers or employers providing workplace learning opportunities.</td>
</tr>
<tr>
<td>Difficulties which required specialist support</td>
<td>For example, difficulties with literacy, numeracy, physical, sensory or learning difficulties.</td>
</tr>
<tr>
<td>Employers</td>
<td>Organisations in the public, private or voluntary sectors which provide employment in the occupations which learners are being trained for.</td>
</tr>
<tr>
<td>Factors outside of own control</td>
<td>For example, lack of resources or training opportunities, over-complex administrative procedures, lack of time for preparation.</td>
</tr>
<tr>
<td>Gathering evidence</td>
<td>This could be done through observation of learner performance, witness testimony, collecting products of their work, questioning, setting projects or assignments or discussion with the learner</td>
</tr>
<tr>
<td>Goals</td>
<td>The learner’s ambitions regarding career, qualifications, academic progress and personal fulfilment.</td>
</tr>
<tr>
<td>Groups</td>
<td>For this standard a group should constitute an average class or workshop size.</td>
</tr>
<tr>
<td>Word or Phrase</td>
<td>Explanations and Examples</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Inclusive</td>
<td>Enabling all learners to take part fully in the learning.</td>
</tr>
<tr>
<td>Institutional requirements</td>
<td>Policies and procedures developed by the VET institution or other type of organisation in which the Teacher works.</td>
</tr>
<tr>
<td>Learner needs</td>
<td>These could be, for example, in regard to learning styles, literacy, language and numeracy, physical/sensory/learning disability, levels of ability and experience.</td>
</tr>
<tr>
<td>Learner welfare</td>
<td>For example, physical and emotional health and safety, access to agreed learning opportunities, receiving necessary support in their learning environment.</td>
</tr>
<tr>
<td>Learners</td>
<td>All learners the VET Teacher works with, including those from diverse social, cultural, religious and economic backgrounds, males and females, learners of different ages and levels of ability, including those with special educational needs.</td>
</tr>
<tr>
<td>Learning activities</td>
<td>Activities undertaken by the learners, not the teacher/trainer, for example team-based assignments, individual worksheets, practising skills in a workshop or laboratory, simulations or roleplays.</td>
</tr>
<tr>
<td>Learning and assessment programmes</td>
<td>A coherent series of modules and learning sessions which lead to clear learning outcomes, to be delivered over a period of time for example one semester or one year.</td>
</tr>
<tr>
<td>Learning environment</td>
<td>The place where teaching and training happens, for example, classroom, laboratory, workshop, industrial premises.</td>
</tr>
<tr>
<td>Learning resource</td>
<td>Examples include booklets, working models, worksheets, posters, PowerPoint presentations or other visual aids.</td>
</tr>
<tr>
<td>Learning session</td>
<td>A classroom, workshop, laboratory session or other type of learning experience, for example, visits or practical projects. Sessions a part of a larger learning programme. Learning sessions could be for groups or individual learners.</td>
</tr>
<tr>
<td>Legal requirements</td>
<td>The law of Georgia as it applies to VET teaching and training, including general laws covering, for example, Health and Safety, Environmental Protection, Intellectual Property Rights etc.</td>
</tr>
<tr>
<td>Networking</td>
<td>For example, participating in professional online discussion groups/social media, attending meetings, seminars etc.</td>
</tr>
<tr>
<td>New approaches to VET learning</td>
<td>Techniques or resources which have not yet been tried in the institution. Examples might include experiential learning, team building activities, team problem solving exercises, simulations, production lines, online/distance/blended learning. Resources could be CNC machines, 3D printers and other innovations.</td>
</tr>
<tr>
<td>Occupational standards</td>
<td>Those developed by government agencies or other competent bodies.</td>
</tr>
<tr>
<td>Other stakeholders</td>
<td>These may be employers, other educational establishments who receive the institution’s graduates or regulatory bodies.</td>
</tr>
<tr>
<td>Potential</td>
<td>What the learner is capable of achieving through vocational education and training.</td>
</tr>
<tr>
<td>Professional development activities</td>
<td>For example, observing more experienced teachers teaching and assessing, visiting relevant workplaces, undertaking work shadowing or industrial placements, taking part in further training, attending relevant conferences and seminars.</td>
</tr>
<tr>
<td>Word or Phrase</td>
<td>Explanations and Examples</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Professional skills</td>
<td>Those relating to the sector in which they provide teaching and learning.</td>
</tr>
<tr>
<td>Quality criteria</td>
<td>Those determined by the institution, employer or regulating body.</td>
</tr>
<tr>
<td>Reasonable adjustments</td>
<td>Adjustments that address learner needs but ensure that curriculum outcomes are achieved and that the validity of assessments is not compromised in line with regulatory requirements.</td>
</tr>
<tr>
<td>Regulatory requirements</td>
<td>Those developed by relevant agencies such as the National Centre for Educational Quality Enhancement (EQE) and the National Teachers’ Professional Development Centre (TPDC) and other bodies licensed to provide accreditation or recognised by an industrial sector.</td>
</tr>
<tr>
<td>Relevant colleagues</td>
<td>Colleagues with specific responsibilities relevant to an aspect of the VET Teacher’s work.</td>
</tr>
<tr>
<td>Resources</td>
<td>These include facilities, equipment, learning materials, teaching, technical and support staff.</td>
</tr>
<tr>
<td>Reward</td>
<td>For example, through praise, encouraging the praise of fellow learners and other members of staff, giving the learner specific responsibilities etc.</td>
</tr>
<tr>
<td>Safeguarding personal and moral well-being</td>
<td>For example, protecting the learner from being abused or exploited by others in the VET environment,</td>
</tr>
<tr>
<td>Support</td>
<td>Provided by the VET Teacher themselves or by a specialist support worker.</td>
</tr>
<tr>
<td>Teaching/Training methods</td>
<td>For example, presentations, demonstrations of skill, use of videos, facilitating group discussions etc.</td>
</tr>
<tr>
<td>Valid and reliable sources of information</td>
<td>For example, professional networks, colleagues in other VET institutions, national and international publications and websites.</td>
</tr>
</tbody>
</table>