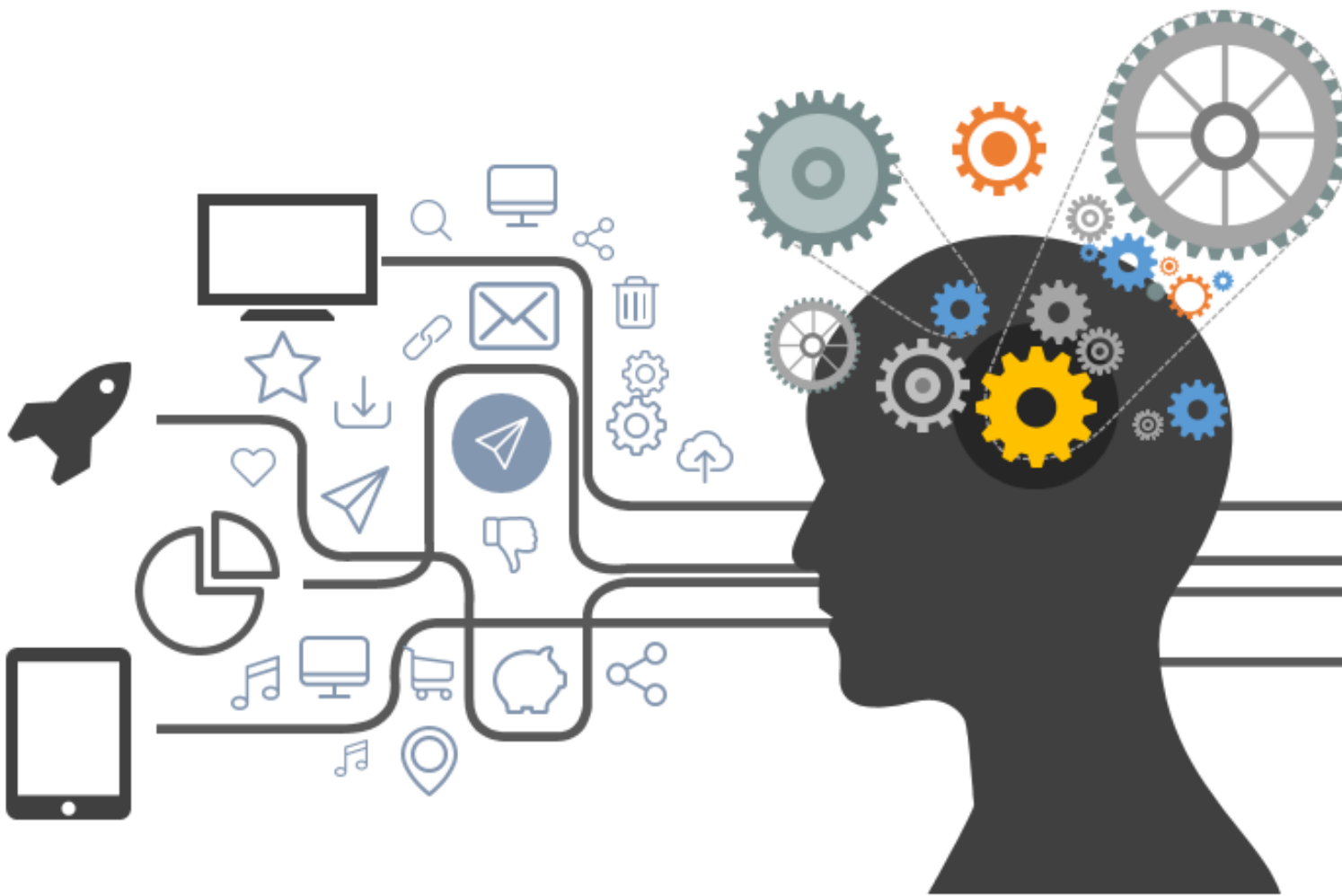


# VET Educator Capability Framework



## HANDBOOK

# AN INTRODUCTION TO THE VET EDUCATOR CAPABILITY FRAMEWORK



This handbook is intended to help you understand the VET Educator Capability Framework and how it is used here at CDU. The Capability Framework and this handbook are for all VET educators at CDU, including Lecturers, Trainers, Assessors, Team Leaders and Heads of School.

## What is the Capability Framework?

The VET Educator Capability Framework contributes to Strategic Priority 4 of the VET Plan 2017-2019. It provides an overview of the broad capabilities required to perform effectively as an educator, manager and leader in VET at CDU. It describes the progression of skills and knowledge required to develop and enhance an educator's career, as well as a common language and a set of standards for VET educators at CDU.

## How was the Capability Framework developed?

The VET Educator Capability Framework was developed through consultation across the VET workforce and was guided by practices in the sector, research and literature. The Framework is built on the principles of enabling our VET educators to be the very best VET educators they can possibly be; with student learning being at the heart of everything that we do at CDU.

## How should the Capability Framework be used?

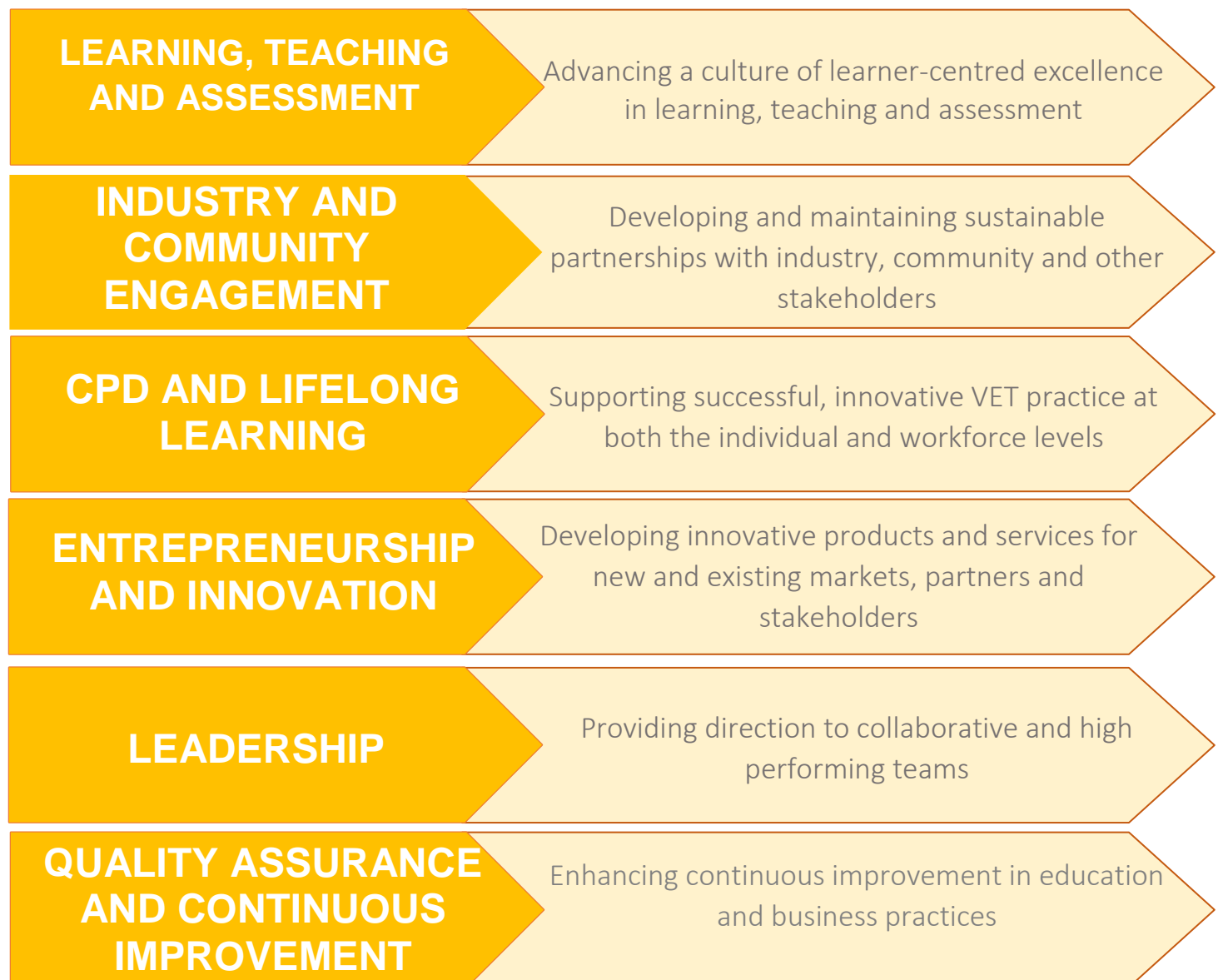
The VET Educator Capability Framework should be used to inform development and review for VET educators at CDU, and is used in conjunction with the VET Educator Development and Review Tool. The Framework provides the basis for setting individual goals in relation to CDU's Strategic Plan *Connect Discover Grow* 2015-2025 and the VET Plan 2017-2019. See page 7 for instructions on how this Framework works with the Development and Review Tool.

# WHAT MAKES UP THE VET EDUCATOR CAPABILITY FRAMEWORK?

The VET Educator Capability Framework is made up of 6 *Domains*, 4 *Levels of Proficiency*, 22 specific *Capabilities*, and 120 *Capability Indicators*. The VET Educator capabilities and capability indicators show the knowledge, skills, behaviours and specialist expertise that are required to perform as a VET educator at CDU.

## 1. THE 6 DOMAINS

The 6 Domains are outlined below with a brief description. Note that the Domains are interdependent and contribute to the overall development of the Educator as well as teams within discipline areas.



## The 4 Levels of Proficiency

The 4 Levels of Proficiency identify different levels of expertise to reflect the differing roles and experiences of an Educator at all stages of their career progression here at CDU. The Levels of Proficiency acknowledge that VET Educators develop skills, knowledge, aptitude and expertise as they progress along their career pathways from entry level to experienced and advanced educational leaders. These levels of proficiency will assist Educators to identify areas of skill enhancement to further develop expertise and contribute to career development and aspirations.

### Level 1

### Industry Expert/Educator

The beginning or foundation level for Educators who have recent/relevant industry expertise and experience with the initial teaching qualification. They are likely to have less than five years' experience as an Educator, with varied experience in classroom management and working with diverse learners. They understand the theory and practice of VET, but are yet to fully implement pedagogic theory and strategy into their practice. There is an understanding of student lifecycle touch points and their role in continuous improvement practice, as well as the benefits afforded by working in collaborative teams to ensure the best outcomes for their learners. At this level, Educators are expected to take professional responsibility for their personal and professional development.

### Level 2

### Advanced Educator

Advanced Educators have all the foundation capabilities of the Industry Expert/ Educator, have continued to develop greater expertise as their careers have developed, have extensive and relevant industry and educational experience and usually five years', or more, experience as an Educator. They work independently, have a strong grasp of VET policy and its impact on CDU and their individual role. They understand and use a variety of education and/or business practice to ensure the strategic outcomes of the CDU VET Plan and the CDU Strategic Plan. They utilize their expertise and industry links to identify and implement business development opportunities and can support Industry Expert/Educators through a process of coaching and mentoring with their individual contribution to the development of high performing teams. They effectively utilise technology and social media to benefit learners and use action research methodology to improve both individual and team practice. They understand that the VET landscape is dynamic and constantly evolving.

### **Level 3**

### **Educational Manager**

The Educational Manager level applies to Team Leaders in VET teams. They have the skills and knowledge to develop and encourage high performing team based on the discipline area, and also have extensive, relevant industry, educational and managerial experience. The Educational Manager is well-versed in contemporary and innovative team management practices, and they will use applied research to improve team and individual educational practice and learner outcomes within their portfolio responsibilities. Educational Managers routinely and actively seek new and improved business development opportunities by utilising their extensive industry-specific relationships and contacts.

### **Level 4**

### **Educational Leader**

The Educational Leader level applies to Heads of School within the VET Faculty. They actively foster cultures of innovation, entrepreneurship, collaboration, inquiry and reflection whilst working across, and within, VET and Higher Education disciplines at CDU. Educational Leaders recognize and promote the work of the School, teams and individuals. Their leadership style is one which empowers, encourages and leads transformational change at both the School and organisational level.

## 2. The 22 Capabilities

The 22 Capabilities described in the VET Education Capability Framework define the requirements of professional practice which will enable VET Educators at CDU to consistently deliver high impact, quality learning experiences to our students.

<p><b>1. Learning, Teaching and Assessment</b> <i>Advancing a culture of learner-centred excellence in learning, teaching and assessment</i></p>	<p>1.1 Facilitates learning to meet diverse learner needs and delivery sites 1.2 Utilises contemporary educational methodologies 1.3 Designs comprehensive and systematic program review processes 1.4 Engages in contemporary assessment practices that are industry-relevant</p>
<p><b>2. Industry &amp; Community Engagement</b> <i>Developing and maintaining sustainable partnerships with industry, community and other stakeholders</i></p>	<p>2.1 Leverages appropriate partnerships to achieve CDU strategic goals 2.2 Support indigenous engagement and community leadership roles 2.3 Supports the integration of work and learning with partners 2.4 Utilises industry engagement outcomes to inform the vocational development of educators 2.5 Utilises applied research with industry partners to ensure contemporary educational products are developed</p>
<p><b>3. Continuing Professional Development (CPD) and Lifelong Learning</b> <i>Supporting successful, innovative VET practice at both the individual and workforce levels</i></p>	<p>3.1 Maintains educational and vocational currency 3.2 Engages in ongoing CPD to inform practice improvement 3.3 Models personal, professional and ongoing development</p>
<p><b>4. Entrepreneurship and Innovation</b> <i>Developing innovative products and services for new and existing products, services and markets</i></p>	<p>4.1 Analyses business opportunities and identifies opportunities for new programs and service 4.2 Develops quality products and services 4.3 Develops business cases and manages projects</p>
<p><b>5. Leadership</b> <i>Providing direction to collaborative and high performing teams</i></p>	<p>5.1 Demonstrates educational leadership in a variety of contexts 5.2 Uses contemporary evidence base to develop quality approaches to learning and teaching 5.3 Creates a culture of business innovation and entrepreneurship</p>
<p><b>6. Quality Assurance and Continuous Improvement</b> <i>Enhancing continuous improvement in education and business practices</i></p>	<p>6.1 Participates in student lifecycle activities e.g. recruitment, selection, recording, review, graduation and alumni 6.2 Maintains appropriate and compliant records 6.3 Engages in continuous improvement 6.4 Uses appropriate and effective technology</p>

# CAPABILITY **PLANNING** AND DEVELOPMENT

Using the VET Educator Capability Framework is a part of the broader performance development and review process at CDU, and there are several steps involved in using this Framework to plan and inform professional learning activities. This Handbook is a companion guide to help you when using the Development and Review Tool. The Development and Review Tool is available to help Vet Educator staff members and their supervisors to assess themselves against each of the Capability Indicators, reflect and review the previous year, to set goals and plan for development.

**01**

**Step 1: Prepare for the Development and Review discussion**

Staff should collect any evidence in preparation for review discussions with their Supervisor/Team Leader. Evidence may include:

- The previous year's PDRS form/s.
- Documents that show achievement of goals.
- Teaching contributions and materials.
- Evidence of assessment validation and quality.
- Teaching/Learner survey outcomes.
- Any other evidence of performance that may be relevant.

Supervisors should review the staff member's 2017 PDRS forms so that they are familiar with the goals and development activities that were outlined for the previous period. Supervisors should also consider any additional feedback/coaching conversations that have occurred throughout the previous period in preparation for the conversation with the staff member.

**02**

**Step 2: Staff Member Completes the Cover Page and Assessment in the Development and Review Tool**

The staff member starts by completing the Cover Page and the Assessment in the Development and Review Tool (which is an Excel tool). The Tool is comprised of 8 worksheet tabs, which the staff member will work through.

The first tab is the Cover Page. The staff member will complete the details, note that drop down selections exist where possible. The staff member is also asked to select whether they are scheduled to deliver any of the following in 2018: apprentices/trainees, non-accredited training, distance/online learning, international, remote or rural delivery, RPL, VET in secondary schools, workplace delivery. Please also note that the staff member details will automatically populate in the rest of the Tool, provided they have been completed in the Cover Page.

The assessment is located in **Tab 1 Assessment**. The staff member chooses the correct level of proficiency by using the drop-down menu: Industry Expert/Educator, Advanced Educator, Educational Manager, or Educational Leader. The staff member then rates themselves according to the 4-point scale against each of the capability indicators:

- 1 – I do not do this. This is a neutral rating. The staff member may not currently participate in a specific capability indicator as it is not a part of their current role. Or, they are not required to do it at this time, but will be required to do it in the future. Development opportunities may be required to help the staff member develop the requisite level of competency.
- 2 – I am developing this. The staff member considers themselves to be working towards competency in this capability indicator, and is looking to generally improve their performance. Development opportunities may be required to help the staff member develop the requisite level of competency.
- 3 – I am competent at this. The staff member considers themselves to be “on track” and can independently perform the requirements of the capability indicator with timely and accurate results.
- 4 – I am expert at this. The staff member demonstrates proficiency and knowledge beyond the standard requirements of the capability indicator, and offers a contribution to VET’s success by adding significant value in ways that are unique, innovative and workable.

These ratings will automatically populate the overall spider diagram, which is located on **Tab 2 Spider Diagram** of the tool. This spider diagram will show how you rate yourself against the entire Capability Framework.

## 03

### Step 3: Staff Member completes Reflect and Review

Moving on to **Tab 3 Reflect & Review** in the Development and Review Tool, the staff member has the opportunity to highlight all major

achievements around goals in the *Reflect* section, as well as providing any information on the outcomes of any development activities; this is the *big picture* overview for 2017. The *Review* section provides the opportunity for the staff member to review the individual goals that were set in 2017, to outline what the outcome was for each goal, and to provide any evidence.

## 04

### Step 4: Staff Member Sets Goals for 2018

The staff member now completes **Tab 4 Set Goals** of the Development and Review Tool. This provides the staff member with the opportunity to set draft goals prior to the development and review discussion with the supervisor. Goals are set according to three parameters: **What Will Be Done? How Will It Be Done? When Will It Be Done?** The staff member may set one or more goals for each of the domains. Alternatively, there may be some domains where goals are not required. Please note that the spider diagram for each domain will be automatically populated based on the ratings the staff member has set for themselves.

## 05

### Step 5: Staff Member Provides Options for Development in 2018

The staff member completes **Tab 5 Planning**. This is the opportunity for the staff member to draft options for development during 2018. The development options should align with staff member goals, particularly where a gap has been identified.

**Professional Development** includes a range of options which develop staff members’ knowledge, skills and attitudes to ensure our Vet Educator

workforce can work confidently and effectively, thus improving the student experience.

**Professional Development** should contribute to the creation of a learning culture that strengthens and extends CDU's VET capability, ensuring VET at CDU are a provider of transformative skills and learning.

Development options can include (but are not limited to):

- Learning and Teaching development opportunities provided through the Office of Learning and Teaching
- Webinars provided through the Vet Development Centre
- "Soft" skill training available through the Organisational Capability Unit
- Industry and Technical skill upskilling
- Observation in classrooms
- Shadowing other Vet Educators
- Learning technology upskilling
- AIM short courses
- Acting in more senior positions (for example, in a Team Leader role)
- Other VET qualifications
- Return to Industry
- Supervision and mentoring by other Vet Educators. These might include peers who have a similar role on the same team, or peers who have a different role or skills and work on different teams
- Communities of Practice
- Cross-organisational exchanges with industry

06

### Step 6: Leave Plan

The staff member completes the leave plan in **Tab 6 Leave Plan**.

07

### Step 7: Staff Member Sends Completed Development and Review Tool to Supervisor to Complete

Once the staff member has completed the tabs in the Development and Review Tool, they will forward this to their supervisor prior to the Development and Review discussion. This is so the supervisor can complete the supervisor assessment, and review the staff member's development and review plan in preparation for the development and review discussion.

08

### Step 8: Supervisor Completes Supervisor Assessment

Once the staff member has forwarded their completed Development and Review Tool, the supervisor can open **Tab 1 Assessment** and complete their ratings for the individual staff member using the 4-point scale for each of the Capability Indicators:

- 1 – The staff member does not do this. This is a neutral rating. The supervisor may consider that staff member does not currently participate in a specific capability indicator as it is not a part of their current role. Or, the staff member is not required to do it at this time, but will be required to do it in the future. The supervisor should consider development opportunities that may be required to help the staff member develop the requisite level of competency, provided the capability indicator is a requirement of their role.

- 2 – The staff member is developing this. The supervisor considers the staff member to be working towards competency in this capability indicator, and is looking to generally improve their performance. The supervisor should consider development opportunities that may be required to help the staff member develop the requisite level of competency, provided the capability indicator is a requirement of their role.
- 3 – The staff member is competent at this. The supervisor considers the staff member to be “on track” and can independently perform the requirements of the capability indicator with timely and accurate results.
- 4 – The staff member is an expert at this. The supervisor considers the staff member to demonstrate proficiency and knowledge beyond the standard requirements of the capability indicator, and offers a contribution to VET’s success by adding significant value in ways that are unique, innovative and workable.

Once the supervisor completes their ratings, the spider graphs for each of the domains will be automatically populated for **Tab 4 Set Goals** and **Tab 5 Planning**. The supervisor should also review the information provided by the staff member in **Tab 3 Reflect & Review**, **Tab 4 Set Goals**, **Tab 5 Planning** and **Tab 6 Leave Plan** in preparation for the Development and Review discussion.

## 09

### Step 9: Set Time Aside for the Development and Review Discussion

Each supervisor should plan a time for the Development and Review discussion with their staff member/s (individually). The discussion is an opportunity to validate the areas of the Capability

Framework identified as existing strengths and discuss opportunities for development where growth may be required. It is also the time for both the staff member and the supervisor to openly discuss challenges, roadblocks, and opportunities for 2018. The Development and Review discussion should confirm individual plans for 2018 in terms of goals and development.

Questions for the staff member to consider prior to and during the Development and Review Discussion may include:

- ✓ **What do I see as the next steps in my career?**
  - In my self-assessment, have I acquired all the capabilities required for my current role, or are there opportunities for growth?
  - Do I feel that my team / CDU is a good place for me to grow my career?
  - Would it be possible for me to gain more experience in another team or in a different role?
  - Do I see a possibility for promotion?
- ✓ **What areas do I want to develop in the future?**
  - How can I get those skills?
  - Can I reach out to potential mentors or peers at CDU who can teach me?
- ✓ **What was my contribution to the team and CDU?**
  - How did I contribute to the team during the year?
  - What outcomes did I effect?
  - Were there areas I could have improved?
  - What did I do particularly well?
  - What could I do to contribute to the team being even more effective?

Questions for the supervisor to consider prior to and during the Development and Review Discussion may include:

- ✓ **Is the staff member still growing in their current role?**
  - Have they met the capability requirements for their current role?
  - Do they have room to grow in their current job?
  - Would they benefit from forming a mentoring relationship with a peer?
  
- ✓ **What are the next steps in the staff member's career?**
  - Have they expressed interest in moving forward in the team?
  - Are they on a path for promotion?
  - Would they benefit from a move to another team/role/part of CDU?
  - How does their perception of the future align with the future direction of the team, VET at CDU and CDU as a whole?
  - Are there any limitations they might encounter with their future career growth, such as requiring a certain set of skills, and are they aware of these limitations?
  
- ✓ **What was the staff member's contribution to the team and CDU?**
  - What were their strengths in contributing to the work of the team?
  - What outcomes did they effect?
  - Could they make an even bigger contribution to the team?

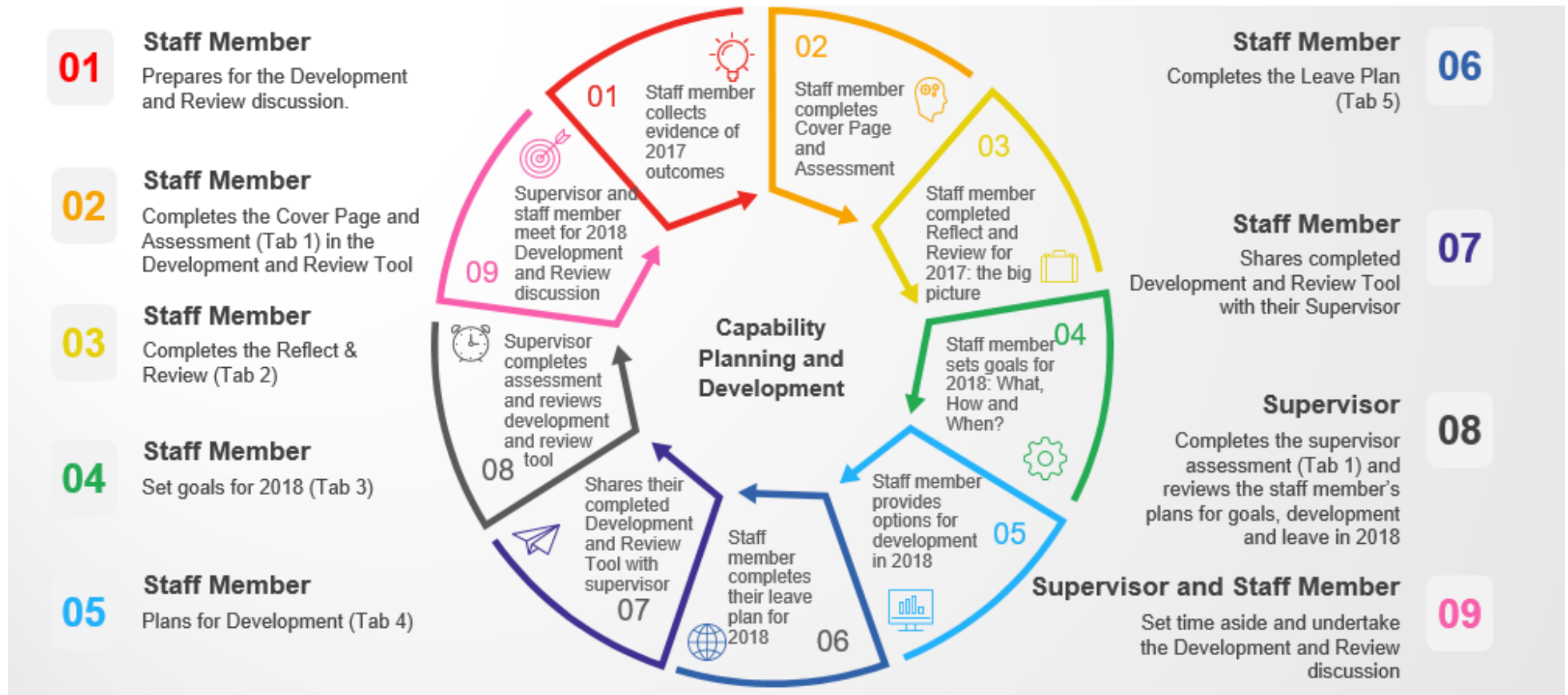


### And Then, Take Action!

Following on from the Development and Review discussion, regular and ongoing feedback is encouraged between the supervisor and the staff member. This is to track progress towards goals, to engage in development opportunities, and to engage in critical reflection on your role as a Vet Educator. Mid-year reviews can be one way to achieve this.

The VET Development and Review is everyone's opportunity to take an active role in managing their own performance and career aspirations. It does not stop at the Development and Review discussion, rather it is an ongoing process of many conversations and feedback about work, development and contribution to the VET Plan and *Connect Discover Grow*.

# 9 Steps for Capability Planning and Development Using the Development and Review Tool



# THE VET **EDUCATOR** CAPABILITY FRAMEWORK: Domains, Capabilities and the Levels of Proficiency

## 1. **LEARNING, TEACHING AND ASSESSMENT**

*Advancing a culture of learner-centred excellence in learning, teaching and assessment*

CDU staff ensure consistent learner outcomes across cohorts, locations and all delivery modes and use evidence-based learning and teaching approaches. An effective strategy is utilized for learning, teaching and assessment design and continuous improvement methods ensure positive learner outcomes.

Industry Expert / Educator

Advanced Educator

Educational Manager

Educational Leader

### 1.1 Facilitates learning to meet diverse learner needs and delivery sites

*Understands adult learning principles and differing needs and experiences of learners.*

Understands different learning styles and implements strategic approaches to learner needs, including rural, online and workplace contexts.	Supports and leads others to ensure quality teaching, learning and assessment strategies and approaches.	Demonstrates educational leadership across a range of programs, sites and learner cohorts.	Uses evidence based approach to explain the links between learner diversity, successful student outcomes and the impact on teaching.
Plans delivery and assessment to ensure adult learning principles and diverse needs are met.	Implements appropriate teaching and assessment plans to meet learner needs and quality requirements.	Customises teaching and assessment strategies to meet diverse learner needs and delivery sites.	Monitors and evaluates the range of learning programs and resources to ensure effectiveness.
Demonstrates ability to unpack a variety of training products.	Applies appropriate teaching and assessment strategies to meet learner needs.	Modifies and adapts resources to ensure a learner centred approach.	Demonstrates innovation in teaching and learning.

**Industry Expert / Educator**
**Advanced Educator**
**Educational Manager**
**Educational Leader**

Uses technology to support teaching practice and engage learners.	Applies technology in a range of contexts and settings to engage diverse learner groups.	Develops and monitors appropriate E-Learning Programs and ensures technology use is appropriate.	Ensures that E-Learning and use of technology is appropriate to learner cohort, place and time.
<b>1.2 Utilises contemporary educational methodologies</b> <i>Provides a meaningful and appropriate learning environment that challenges learners</i>			
Adapts learning and assessment programs and activities to ensure a learner-centred approach.	Utilises a variety of inclusive learner strategies to ensure learner engagement.	Applies research on VET best practice to inform educational programs.	Implements and customises a range of learning and teaching strategies: work-based, online, remote, flipped.
<b>1.3 Designs comprehensive and systematic program review processes</b> <i>Utilises several data sources to inform and review practice</i>			
Uses learner feedback to adjust programs as appropriate.	Uses learner analytics to evaluate effectiveness of teaching and assessment strategies.	Ensures that change to assessment protocols, instruments or instructions are the result of systematic review.	Plans and implements educational programs taking note of various customer feedback reports.
Uses evidence from current practice to review and modify learning and teaching.	Gathers and analyses research to improve learning programs and student outcomes.	Supports practitioner inquiry to improve learning and teaching practice within staff team.	Initiates and supports staff to engage in practitioner inquiry and research and to share with peers and key stakeholders.

<b>1.4 Engages in contemporary assessment practices that are industry relevant</b> <i>Provides meaningful and appropriate assessments to enrich learner outcomes</i>			
Demonstrates understanding of the principles of the principles of assessment and rules of evidence.	Applies the principles of assessment and the rules of evidence to inform and expand practice.	Uses contemporary assessment research and theory to inform their own and others' practices.	Leads others to interpret and apply relevant theory to improve assessment practice.
Identifies and adapts assessment tools to suit learner needs and contexts.	Designs and develops assessment tools to ensure a wide variety of effective assessment types.	Mentors colleagues and team members in the development and evaluation of assessment tool, leads by example.	Leads the design of continuous improvement strategies ensuring assessment tools meet industry and quality requirements.
Uses assessment tools that have been pre-validated.	Systematically conducts pre and post assessment validations on assessment tools and assessment judgements.	Monitors, implements and manages systems to ensure assessment tools are validated, meet quality expectations and are continuously improved.	Effects the design, development and evaluation of systems to ensure all assessment tools are validated, meet quality expectations and are continuously improved.

## 2. INDUSTRY AND COMMUNITY ENGAGEMENT

*Developing and maintaining sustainable partnerships with industry, community and other stakeholders*

CDU staff engage industry and/or community stakeholders in program design, delivery and validation. The learning and teaching programs are inclusive and cognisant of cultural requirements, industry and/or community skill needs and are customised to provide flexible delivery options.

Industry Expert / Educator

Advanced Educator

Educational Manager

Educational Leader

<b>2.1 Leverages appropriate partnerships to achieve CDU strategic goals</b> <i>Understands that industry engagement supports educational and commercial outcomes for CDU and positive outcomes for the region</i>			
Develops and maintains strong partnerships and relationships.	Works with multiple stakeholders with diverse locations and/or learners.	Demonstrates ability to balance partnership opportunities with provision of quality education.	Develops effective engagement strategies and marketing approaches.
Identifies Business Development Opportunities.	Secures Business Development opportunities.	Pursues Business Development opportunities.	Seeks new partnerships and builds new relationships.
<b>2.2 Supports Indigenous engagement and community leadership roles</b> <i>Uses educational strategies to support Indigenous engagement and success recognising individual and community need</i>			
Develops and maintains strong relationships with key community groups.	Understands complexities of remote delivery and supports others to deliver in these contexts.	Creates a culture that embraces diversity and encourages Indigenous participation.	Ensures there is common use of structured strategy that supports Indigenous Australians to access VET programs.
<b>2.3 Supports the integration of work and learning with partners</b> <i>Utilises extensive CDU networks to develop and maintain industry currency</i>			
Maximises benefits of work integrated learning to improve learner outcomes.	Supports others to deliver and assess in industry and community contexts.	Utilises key industry stakeholders for validation of learning programs.	Ensures that all programs are designed to meet industry needs including transferable employability skills

Industry Expert / Educator

Advanced Educator

Educational Manager

Educational Leader

**2.4 Utilises industry engagement outcomes to inform the vocational development of educators**

*Uses extensive CDU networks to develop and maintain industry currency*

Develops a range of strategies, including industry engagement, to maintain vocational currency.

Utilises industry and community engagement to inform CPD programs.

Ensures staff have appropriate skills and knowledge to engage with industry and community partners.

Monitors and reviews engagement to ensure effective input into CDU professional development programs.

**2.5 Utilises applied research with industry partners to ensure contemporary educational products and services are developed**

*Uses industry knowledge to develop and deliver programs and services appropriate to regional contexts*

Industry need informs appropriate context for teaching and assessment activities.

Engages with industry partners to identify action research projects to ensure contemporary educational practice meet industry and community needs.

Links outcomes from the research activity to develop new and sustainable products and services.

Monitors and reviews new product development and leads initiatives that create, expand or differentiate CDU products and services.

# 3. CONTINUING PROFESSIONAL DEVELOPMENT (CPD) AND LIFELONG LEARNING

*Supporting successful, innovative VET practice at both the individual and workforce levels*

CDU staff participate in professional networks and Communities of Practice to inform and improve their practice. They contribute the results from action research to relevant publications and present findings to peers and industry partners. They understand and implement the CDU requirements for Continuing Professional Development (CPD).



<b>3.1 Maintains educational and vocational currency</b> <i>Identifies career goals, monitors own performance and reviews progress towards Professional Development plans</i>			
Updates industry knowledge and skills shares with others, and undertakes technical upskilling where required.	Supports staff to incorporate industry skills and knowledge into practice, and enhance technical skills as required.	Identifies issues and supports staff to maintain relevant currency and technical skills.	Leads staff in developing, implementing and evaluating effective strategies.
<b>3.2 Engages in ongoing CPD to inform practice improvement</b> <i>Engages in formal and informal professional development</i>			
Understands importance of PD to inform and improve teaching practice.	Supports peers to improve practice and contributes to the CDU VET Community of Practice.	Plans, implements and reviews appropriate professional learning programs.	Ensures appropriate PD for staff within discipline area and accountabilities of their role.
<b>3.3 Models personal, professional and ongoing development</b> <i>Accepts responsibility for work and behaviour</i>			
Reflects on and identifies areas for improvement.	Reviews team progress towards PD plans.	Supports and mentors staff to meet requirements and accountabilities of position level.	Ensures that Professional currency plans include development of meta capabilities (learning theory, innovation and technological skills).

## 4. ENTREPRENEURSHIP AND INNOVATION

*Developing innovative products and services for new and existing products, services and markets*

CDU staff demonstrate entrepreneurial skills and capability in program development and delivery. They undertake market research and analysis to inform their decisions and focus on applied research skills to create new programs, products and services.



<b>4.1 Analyses business opportunities and identifies opportunities for new programs and service</b> <i>Maintains and attends appropriate networks</i>			
Utilises networks and contacts to identify new opportunities.	Develops business opportunities into implementation strategies.	Sets business targets to ensure all program activity meets CDU Strategy.	Monitors and acts on the set targets as needed.
<b>4.2 Develops quality products and services</b> <i>Sources learning and assessment resources to suit diverse needs and contexts</i>			
Works with peers to source, adapt and develop quality products and services to meet learner needs.	Ensures appropriate Language, Literacy & Numeracy requirements are considered and implemented.	Ensures products and services meet relevant quality criteria and stakeholder needs.	Promotes a culture of creativity and experimentation.
<b>4.3 Develops business cases and manages projects</b> <i>Contributes to department projects and activities</i>			
Works with and supports others to develop and manage business leads.	Develops and utilises project management capabilities to manage projects.	Follows up leads and converts to business opportunities.	Utilises contemporary project management approaches and tools to review and monitor progress against targets.

# 5. LEADERSHIP

*Providing direction to high performing teams*

Leading and inspiring a high performance culture to ensure that business targets are aligned with the CDU Strategy *Connect Discover Grow*. New approaches are developed within teams and projects to facilitate a learner centred culture. Staff are informed of performance expectations and the relevant policies and procedures.



<b>5.1 Demonstrates educational leadership in a variety of contexts</b> <i>Understands that all staff have the opportunity to provide leadership whether to students, industry or peers</i>			
Participates and contributes to team meetings.	Provides support to new and/or casual teachers.	Participates in University and sector wide committees, networks and associations.	Plans, implements and evaluates coaching and mentoring strategies.
<b>5.2 Uses contemporary evidence base to develop quality approaches to learning and teaching</b> <i>Seeks and utilises information about the VET sector and learning</i>			
Works with peers to embed information about new learning and assessment practices into programs.	Consistently reviews research to increase pedagogical knowledge.	Contributes research to the sector on VET learning and teaching issues.	Utilises research on VET best practice to inform educational program development.
<b>5.3 Creates a culture of business innovation and entrepreneurship</b> <i>Understands that innovation and entrepreneurship is fundamental to positive improvement in student and industry outcomes</i>			
Participates within teams to meet objectives of innovation strategy.	Supports collaboration between VET lecturers, managers and business developers.	Champions innovative thinking and practice within teams.	Ensures that teams participate in cross discipline/campus projects and activities.

# 6. QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

*Enhancing continuous improvement in education and business practices*



CDU staff have widespread knowledge of relevant legislation and organisational requirements and ensure that contemporary quality assurance approaches are in place. They utilise systematic moderation and validation processes and cycles and ensure that program review processes have been considered, addressed and completed.



<b>6.1 Participates in student lifecycle activities e.g. recruitment, selection, student support, learner support, recording, review, graduation and alumni</b> <i>Utilises effective methods of engagement with student lifecycle touchpoints to achieve positive learner outcomes</i>			
Understands that involvement in student lifecycle activities improves learner outcomes.	Supports teams to participate effectively in student lifecycle activities.	Plans and monitors key student lifecycle activities for Programs in discipline area.	Collaborates across CDU in all student lifecycle activities to achieve strategic objectives.
Understands what student support and learner support services are available at CDU and proactively communicates these to students.	Provides students with up to date information about student support and learner support services and encourages students to access these services when required.	Monitors, implements and manages systems to ensure all educators adequately assist students to access available student support and learner support services.	Identifies and promotes best practice student support and learner support systems.
<b>6.2 Maintains appropriate and compliant records</b> <i>Understands that data and quality approaches to teaching, learning and assessment support student outcomes</i>			
Understands and adheres to CDU record management processes.	Facilitates quality audits and other improvement practices.	Evaluates program delivery outcomes against regulatory requirements and customer feedback.	Ensures Teaching & Learning policies and procedures are clearly articulated, enforced, reviewed and modified as appropriate.

<b>6.3 Engages in continuous improvement</b> <i>Understands that continuous improvement approaches to the teaching and learning cycle support quality outcomes</i>			
Follows and understands all the CDU quality policies and procedures.	Participates in moderation and validation processes and ensures compliance with relevant quality standards.	Monitors satisfaction indicators and adapts program delivery in response to all feedback sources.	Ensures robust program review processes utilising multiple data sources.
<b>6.4 Uses appropriate and effective technology</b> <i>Seeks and implements technological solutions to support business and educational practice</i>			
Understands and uses CDU systems effectively.	Develops and maintains knowledge of CDU systems to ensure effective use.	Supports teams to consider innovative use of technology to improve business and educational outcomes.	Develops capabilities of teams to use a range and variety of technological solutions effectively.

## ***Help and Support***

*If you require further information or support to help you use this Capability Framework, please contact the Organisational Capability Unit on  6761 or  [organisationalcapability@cdu.edu.au](mailto:organisationalcapability@cdu.edu.au)*