

ARC project on VET Teachers and their qualifications, 2015-2017

<http://federation.edu.au/research-vet-quality>

Delphi findings summary

There was a three-phase on-line survey through the second half of 2017, to feed back results and explore implications.

1. Policy officials & other stakeholders including individual experts (n=36)
2. Training provider managers (n=34)

Response rates: Round 1 - 73%; Round 2 - 57%; Round 3 - 46%.

Delphi Finding 1: Stakeholders have validated, from their own experience, that higher level qualifications for VET teachers do make a difference to teaching quality.

Delphi Finding 2: Stakeholders report that the VET sector would find it more palatable to accept the beneficial effects of higher-level qualifications in VET teachers' industry/discipline area than qualifications in VET pedagogy.

Delphi Finding 3: Some resistance is to be expected to any potential moves to increase requirements for qualification for VET teachers, especially to degree level.

Delphi Finding 4: Each of the project's six Key Findings is likely to have some effect in the VET sector, with over half of respondents for each finding saying they would definitely or possibly take action as a result.

Delphi Finding 5: Over half of respondents thought that the minimum VET pedagogy qualification should be increased for VET teachers and trainers, with the greatest support relating to an increase for full-time and existing VET teachers.

Delphi Finding 6: VET pedagogy degrees and professional development (external and internal) are seen as the three best ways for VET teachers to develop specific VET teaching and assessment-related skills.

Delphi Finding 7: Respondents are looking for a national body to assist with VET teacher qualifications and professional development