

Industry and Community Engagement (Training and Assessment) Procedures

1. Associated Policy

This Industry and Community Engagement (Training and Assessment) Procedure is developed in conjunction with the Training and Assessment Policy.

This procedure supports:

- CIT Strategic Compass
- CIT Stakeholder Engagement Framework

This procedure applies to all staff engaged in the development, delivery, assessment, review and improvements to nationally accredited training products and is to be read in conjunction with the Training and Assessment Policy and the Training and Assessment Strategy (TAS) Development Policy.

2. Scope

Where this procedure refers to CIT, it includes CIT Solutions.

This procedure applies to:

- all nationally accredited training products on CIT's scope of registration
- all College Directors, Heads of Department and educators
- CIT Industry Engagement Unit
- all CIT training locations.

3. Procedures

3.1. Who are industry and community?

In the context of this procedure, industry and community is the generic term to describe the external bodies and organisations with a stake in the training and assessment provided by CIT, including, but not limited to:

- enterprise/industry clients, for example employers
- group training organisations
- industry organisations / peak bodies
- industry training advisory bodies
- industry regulators
- trade unions
- community-based organisations
- schools
- tertiary education institutions
- Australian and ACT Government and agencies
- job service agencies / recruitment organisations.

3.2. CIT Stakeholder Engagement Framework

CIT's Stakeholder Engagement Framework organises external engagement at the strategic level (Tier 1) and operational level (Tier 2).

Tier 1

Tier 1 engagement is designed to meet the needs of CIT at the organisational level and is normally undertaken by the Industry and Innovation Branch working with CIT Executive, Colleges, and Teaching Departments.

The goals of Tier 1 engagement are to:

- consult on current and future skills requirements at a national, regional and sectoral level
- inform the CIT about Australian and ACT Government priorities and requirements
- to learn from and contribute to best practice from across the tertiary education sector.

Tier 1 engagement includes engagement with the Jobs and Skills Councils, sector-level industry, professional and peak bodies, influential employers and relevant government and community stakeholders.

Tier 2

Tier 2 engagement is informed by and responsive to insights gained through Tier 1 engagement.

Tier 2 engagement is undertaken to meet the specific needs for the development and review of training and assessment strategies (TAS) and is led by CIT's Colleges and teaching departments. CIT Industry Advisory Groups (IAGs) are a key mechanism by which CIT Colleges perform meaningful industry and community engagement.

This procedure applies to Tier 2 industry and community engagement procedures.

Colleges and teaching departments are responsible for:

- leadership of IAGs
- responsibility for the matters raised with industry and community participants, and
- the incorporation of this engagement into each TAS.

The Industry Engagement Unit is available to provide advice and logistical support to Colleges for consistency of IAG approach and facilitate the sharing of relevant insights between IAGs and through Tier 1-type engagement.

3.3. What is industry and community engagement?

Industry and community engagement is required for the development and review of all TAS.

Industry and community engagement may include, but is not limited to the following activities such as:

- convening CIT IAGs
- identifying and brokering partnerships to inform training products (e.g., co-design)
- industry and community networking and information sharing events, seminars and workshops
- try a trade, open days, hackathons and other workplace or sector-based experiential activities
- leveraging partnerships and collaborative engagement with CIT Solutions
- ad hoc activities such as:
 - ongoing networking with industry and community networks, peak bodies and/or employers
 - developing networks of relevant employers and industry and community representatives to participate in assessment validation

- exchanging knowledge, staff, and/or resources with employers, networks, and industry and community bodies.

Outcomes of industry and community engagement will be documented and reflected in the TAS through:

- the selection of units of competency
- the allocation of teaching and learning methods and assessment tasks
- continuous improvement of teaching and assessment tools
- the incorporation of selected equipment and resources in training
- the maintenance of educator currency and competency.

3.4. Collecting evidence of industry and community engagement

Each College will systematically collect evidence from industry and community stakeholders. This data will arise as an outcome of regular and ad hoc industry and community engagement activities.

CIT Industry and Innovation Branch can provide logistical and support services to Colleges for Industry Advisory Groups as detailed in item 3.2 above. Teaching departments will maintain:

- a register of current industry and community stakeholders
- industry and community engagement records.

The CIT Industry and Innovation Branch will maintain Industry and community engagement records in the CIT's client relationship management (CRM) system for the purpose of partnership relationship management.

Colleges will ensure Industry Advisory Groups are aligned with courses they currently deliver or plan to deliver in the future. The Industry Advisory Groups will meet at least two times (2) per annum to collect industry and community intelligence to inform Program Review and Improvement, TAS review and redevelopment and other business decisions.

Each College will develop an annual industry and community engagement plan for each calendar year:

- for each course cluster
- in consultation with the CIT Industry and Innovation Branch.

Evidence collected through Tier 1 and Tier 2 industry and community engagement will be retained and stored in a centralised system for access by all educators.

The types of evidence collected as part of Tier 2 industry and community engagement will vary; however, form letters/generic templates will not be accepted as evidence that the TAS was informed by industry or community.

Educators will seek contact with industry and community representatives at every opportunity. Feedback should be sought, recorded and stored whenever informal contact occurs, such as:

- visits to Australian Apprentices in their workplaces
- visiting students undertaking student industry placement
- participation in networks of VET educators for course areas, where industry and community is represented at the meetings
- attendance at conferences, industry suppliers' or retailers' events, where new technology and industry related products are often showcased

- undertaking approved volunteer work in the relevant industry or community area
- undertaking approved leave to work in industry or community.

3.5. Responsibilities

3.5.1 College Directors and Heads of Departments

College Directors and Heads of Department are responsible for:

- leading and being responsible for College/department-based participation in industry and community engagement
- coordinating timely and meaningful industry and community engagement
- ensuring record keeping of industry and community engagement activities are accurate and current
- reviewing Industry Advisory Group membership and participation-at least annually to reflect:
 - alignment with associated Jobs Skills Councils (JSCs)
 - diverse and inclusive membership
 - diverse business structures and ownership models
- ensuring each training and assessment strategy (TAS) integrates feedback from a representative range of industry and community stakeholders.

3.5.2 Director Industry Engagement

The Director Industry Engagement is responsible for:

- offering coordination and support to Colleges through advice, capability development and IAG coordination support including:
 - the assessment, identification and/or recruitment of industry and community engagement partners to create or augment membership of IAGs,
 - meeting logistics, agenda and meeting record templates
- documenting findings from Tier 1 industry engagement activities in the CIT CRM available for all staff to access
- sharing findings from Tier 1 industry engagement activities with College Directors-and heads of departments for incorporation by Colleges into their TAS
- researching best practice tools and capability support to Colleges to reflect input from industry and community engagement in their TASs
- contributing and sharing in the CRM documented insights between IAGs Colleges and CIT planning groups.

Step	Action	Responsibility
1	Annual Employer Satisfaction Survey Provide names and contact information for employers of students within their courses to the Industry and Innovation Branch and to the Digital Branch to facilitate the administration of the survey.	Head of Department
	Administer the annual Employer Satisfaction Survey, including: <ul style="list-style-type: none"> • issuing the survey • analysing the data from completed surveys • providing the collated data and analysis to Education Services and the Executive Management Committee • providing the data and analysis for each course area and qualification to the Executive Director, Education Futures and Students. 	Executive Branch Manager Audit Risk and Corporate Governance / Chief Information Officer

	Analyse Employer Satisfaction Survey data and report the analysis to the Education Design and Delivery Lead and Industry and Innovation Lead.	Senior Education Leader
	Develop an action plan with College Directors to address systematic issues identified in survey.	Education Design and Delivery Lead
	Register of Industry and Community Stakeholders Liaise with CIT Industry and Innovation Branch to identify new industry and community stakeholders in alignment with the CIT Stakeholder Engagement Framework.	Head of Department Director Industry Engagement
2	Maintain a digital register of relevant industry and community stakeholders stored in a centralised system for access by all educators. To be reviewed and updated annually. Provide a record and/or narrative of tier 1 industry and community engagement outcomes to colleges each term. I&I will report a minimum of 50 industry and community consultations, providing industry and community stakeholder names, dates and type of the engagement including a summary of the consultation.	Director Industry Engagement
3	Industry Advisory Groups Convene diverse, relevant and connected Industry Advisory Groups (IAG), in consultation with Colleges and Teaching Departments.	College Director and Head of Department
4	Industry Engagement Plan - Record of activities and outcomes Develop an annual College Industry Engagement plan by the end of November for the following academic year. Populate the Industry Engagement Plan Record of Activities and Outcomes and allocate responsibilities for conducting engagement and relevant timeframes. Monitor the record of industry and community engagement activities and outcomes throughout the year as information is collected. Discuss the insights learned from industry and community engagements at each team meeting and provide a summary report to inform the PRI Reports. <i>Note: The Industry and Community Engagement Plan will span the full calendar year and will be reviewed and amended during the year.</i>	College Director
	Discuss the insights learned from industry and community engagements at each team meeting and provide a summary report to inform the PRI Reports.	Head of Department

3.6. Industry and community engagement and decision-making

- Stakeholder input will be used to:
- prepare every business case for the addition of new training products to the scope of registration (refer: **Amendment to Scope of Registration Policy and Procedure**)
- systematically review TAS for existing training products (refer: **Training and Assessment Strategies Policy and Procedures**)
- inform the selection of units best suited to the needs of industry and community

- inform Program Review and Improvement (PRI) activities and reporting (refer: **Program Review and Improvement Procedure**)
- inform the agenda of teaching teams’ meetings
- inform educator professional development (Refer: **Educator Currency and Competency Policy and Procedure**).

1	<p>Team meetings</p> <p>Agenda Item: Industry and Community Engagement for discussion at team meeting at least once a term should include:</p> <ul style="list-style-type: none"> • feedback from CIT industry and community engagement • the extent of industry and community engagement since the last meeting • informal feedback from industry visits during student industry placements and interactions with employers • intelligence from vocational professional development activities • feedback from Employer Satisfaction Quality Indicator Survey • feedback from localised employer surveys • feedback from CIT Industry and Community Engagement activities • emerging industry trends and areas of concern • how industry feedback could result in changes to the TAS • feedback from Assessment Validation (refer: Assessment Validation Policy and Assessment Validation Procedure). <p>Record outcomes of team meetings into the Continuous Improvement Plan (CIP) where applicable.</p> <p><i>Discussion may include:</i></p> <ul style="list-style-type: none"> • currency of teaching and learning strategies • currency of teaching, learning and assessment resources • expectations for the current vocational skills and knowledge of educators • new and innovative technology and/or techniques. <p><i>Note: These records should be included in the centralised system in all CIT Teaching Areas.</i></p>	Head of Department
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3.7. Continuous Improvement

1	<p>Continuous improvement practices</p> <p>Record each instance of industry and community engagement in the department Industry and Community Engagement Record Plan of Activities and Outcomes and the CIT wide CRM.</p>	Educators Heads of Department
	<p>Update Trainer Skills Matrices regularly to reflect industry and community engagements (refer: Educator Competency and Currency Policy and Procedure).</p>	Educators
	<p>Share details of industry and community engagements at team meetings.</p>	Educators Heads of Department

	Document and implement changes to delivery and assessment using intelligence gained from industry and community engagement in accordance with TAS Development Procedure and TAS Review and Approval Procedure). Refer: Program Review and Improvement Procedure)	Heads of Department
2	Monitor items on the Continuous Improvement Plan (CIP), and ensure items are recorded and actioned.	Head of Department

4. Supporting Documents (if required)

4.1 Related legislation/regulation

- [Standards for Registered Training Organisations 2015](#)
- *The Memorandum of Understanding – Subsidised Training (the MOU) with Skills Canberra*
- *The NSW Smart and Skilled Guidelines and Policies*

4.2 Related policy and procedures

- [Amendment to Scope of Registration Procedure](#)
- [Assessment Validation Policy and Assessment Validation Procedure](#)
- [Training and Assessment Strategy \(TAS\) Development Procedure](#)
- [Training and Assessment Strategy \(TAS\) Review and Approval Procedure](#)

4.3 Related documents

- CIT Strategic Plan
- CIT Stakeholder Engagement Framework
- CIT Industry and Innovation Branch Data and Reporting
- Annual Employer Satisfaction Quality Indicator Survey
- Register of Industry and Community Stakeholders (Department based)
- Industry and Community Engagement Record of Activities
- Trainer Skills Matrix template

5. Definitions

All terminology used in this procedure is consistent with definitions in the CIT Definition of Terms.