VET Trainer and Assessor Qualifications and Industry Currency Procedure

Section 1 - Introduction

(1) The University is committed to ensuring qualified and skilled trainers and assessors train and assess VET Training Products. The qualifications and competence of VET Trainers and Assessors directly impact the quality of the delivery.

(2) The Standards for Registered Training Organisations (RTOs) 2015 (as progressively amended) mandate specific requirements regarding trainer and assessor credentials, vocational competence, and currency. The Standards for Registered Training Organisations (RTOs) 2015 must be consulted for the latest trainer and assessor credential requirements.

Section 2 - Compliance

(3) This is a compliance requirement under the:

a. Standards for Registered Training Organisations (RTOs) 2015; and
b. National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Section 3 - Intent

(4) This document outlines the University's procedures in relation to:

a. ensuring that all VET Trainers and Assessors at the University have the qualifications, competencies and industry currency as required by the Australian Skills Quality Authority (ASQA), under the Standards for Registered Training Organisations (RTOs) 2015;
b. VET Trainers and Assessors undertaking professional development in vocational training, learning and assessment;
c. determining and implementing the appropriate level of supervision for VET Trainers and Assessors who do not currently hold the requisite credentials; and
d. confirming, documenting, and retaining evidence of qualifications and competencies for all VET Trainers and Assessors.

(5) This procedure applies to all VET Trainers and Assessors, including VET Trainers and Assessors engaged through third party arrangements, delivering VET Training Products on the University's Scope of Registration.

Section 4 - Relevant Definitions

(6) In the context of this document:

a. AQF qualification means an AQF qualification type endorsed in a Training Package or VET accredited in a VET

accredited course.

b. Australian Qualifications Framework (AQF) means the national policy for regulated qualifications in the Australian education and training system;
c. Australian Skills Quality Authority (ASQA) means the national regulator for VET in Australia. ASQA regulates courses and training providers;
d. Certified evidence means a copy of an original document that has been authorised (or stamped) as being a true copy of the original by an authorised person;
e. Industry Currency means the knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry;
f. Career Development Plan means the University's formal discussion and feedback process that all staff members (excluding casual staff and staff with a contract of less than one year) are required to participate in at least twice a year;
g. Professional development means activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency based training and assessment;
h. Recognition of Prior Learning (RPL) means the process by which prior learning (formal, informal or non-formal) is identified and assessed for relevance and value against the requirements of a VET course to determine the competencies that may be granted towards that course;
i. RTO means Registered Training Organisation;
j. Scope of Registration means the identified VET Training Products for which the University is registered to deliver and issue AQF certification documentation;
k. Standards means the Standards for Registered Training Organisations (RTOs) 2015;
l. Third party provider means any party (organisation or entity) that provides services on behalf of, or for the University. A third party may include other Registered Training Organisations, non-registered training providers, recruitment agents or brokers, or employment/job services agencies;
m. Staff skills register means the staff skilles register document library on the TAFE SharePoint site;
n. Training product means a VET unit, skill set or qualification registered with ASQA on the University's Scope of Registration;
o. VET means Vocational Education and Training;
p. VET trainer and/or assessor means a CDU VET Lecturer who is employed and qualified to train and/or assess; and
q. Vocational Competency means that an individual is familiar with the content of the vocation and has relevant current experience in the industry relevant to the Training Product Vocational competencies must be considered on an industry-by-industry basis and with reference to the guidance provided in the assessment guidelines of the relevant Training Package.

Section 5 - Procedures

Training and Assessment Qualifications

(7) Training and assessment at CDU can only be undertaken by VET Trainers and Assessors who have:

a. vocational competencies and qualifications at least to the AQF level being delivered and assessed;
b. current industry skills directly relevant to the training and assessment being provided;
c. current knowledge and skills in vocational training and learning that informs their training and assessment; and

d. the following trainer and assessor credentials:
    i. TAE40116/TAE40122 Certificate IV in Training and Assessment (or its successor); or
    ii. TAE40110 Certificate IV in Training and Assessment plus the following units:
        - TAELLN411 (or its successor) or TAELLN401A; and
        - TAEASS502 (or its successor) or TAEASS502A or TAEASS502B; or
    iii. a diploma or higher level qualification in adult education; or
    iv. a credential issued by a higher education provider (as defined by section 16-1 of the Higher Education Support Act 2003) which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory, and one of the following credentials or the successor to one of the following credentials:
        - TAESS00011/TAESS00019 Assessor Skill Set or TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set.

(8) Where a VET Assessor only conducts assessment then they must hold the trainer and assessor credentials listed above or TAESS00001 Assessor Skill Set and one of the following units of competency or their successor:

a. TAEASS502;
b. TAEASS502A; or
c. TAEASS502B.

(9) VET Trainers and Assessors must provide certified evidence of their training and assessment qualifications and required competencies prior to commencing delivery of training and/or assessment of VET products. This includes but is not limited to VET Trainers and Assessors employed on a continuing, fixed-term, casual or sessional basis, or engaged because of Third Party arrangements. This information is retained by People and Culture (PC). VET Trainers and Assessors are also required to upload copies of this information to the staff skills register prior to the end of any probationary period.

(10) Additional requirements apply to VET Trainers and Assessors training and/or assessing any AQF qualification or skills set from the Training and Education Training Package (or its successor).

Vocational Competency

(11) In addition to the training and assessment competencies specified above, VET Trainers and Assessors must demonstrate vocational competencies at least to the level being delivered and assessed by:

a. holding the competency they are delivering; or
b. demonstrating equivalence of competency.

(12) Evidence of equivalence is captured by mapping the requirements of each unit of competency/module being taught or assessed by the trainer and assessor, and comparing these to their actual industry skills and knowledge. A relevant industry expert may be utilised to assist with determining a VET Trainers and Assessors' competency. The mapping exercise must be documented in the VET Lecturer Competency Matrix in the CMS for University employees, or on the University template provided to third party or contract trainers and assessors.

(13) Evidence demonstrating compliance must be uploaded by the VET Trainer or Assessor or authorised staff member, onto the staff skills register. It includes but is not limited to, ongoing, contract, casual and third-party trainers and assessors.

Industry Currency

(14) To provide training that reflects current industry practice and valid assessment, VET Trainers and Assessors must have current skills within their industry area. The current industry skills must be:

a. consistent with the requirements of the Training Product they are training and/or assessing; and
b. consistent with the required skills for trainers and assessors identified through industry engagement.

(15) Currency in skills depends on the industry area. VET Trainers and Assessors are required to keep up to date with the requirements of industry and must be able to demonstrate how they have maintained, upgraded, or developed new skills, relevant to the current industry needs. Currency is achieved through the following activities:

a. Regular exposure to workplaces.
b. Participating in workplace tasks.
c. Participation in relevant professional development activities run by industry skills alliances.
d. Attending conferences, professional workshops, and industry specific development programs.
e. Industry and professional association membership.
f. Undertaking specific training courses in new equipment or skill sets.
g. Fulfilling industry licencing or regulatory requirements.
h. Concurrent employment in relevant industry on a part-time or casual basis.

(16) Evidence of activities relating to industry currency must be documented and include dates, methods, and outcomes on the VET Lecturer Competency Matrix in the CMS for University employees, or on the University Professional Development Record template for contractors and third-party providers.

(17) For further information regarding returning to industry, refer to Staff – Return to Industry Leave Procedures.

Vocational Training and Assessment Currency

(18) A VET Trainer or Assessor who recently completes any qualification or skill set from the Training and Education (TAE) Training Package must demonstrate current vocational training and learning knowledge and skills. VET TAE Lecturers are required to develop knowledge and practice of vocational training and assessment, including competency based training and assessment competencies through continual professional development.

(19) Evidence of maintaining training and assessment currency must be documented on the VET Lecturer Competency Matrix in the CMS.

Undertaking Professional Development in Vocational Training, Learning and Assessment

(20) Each VET Trainer or Assessor must undertake professional development that contributes to the demonstration of vocational training and learning requirements. Defined and agreed professional development activities are documented annually on a VET Career Development Plan (CDP) form.

(21) Evidence of professional development activities must be recorded and include dates, the provider, the activity and outcomes on a Professional Development (PD) Record. VET Trainers and Assessors must also provide evidence of participation in professional development such as certificates, conference registration to their Team Leader.

Supervision and Co-assessment

(22) Every VET Trainer or Assessor, regardless of employment category, must hold the required trainer and assessor competencies, as defined above, prior to the commencement of training and assessment. In exceptional circumstance and only with prior written approval from the Faculty PVC, can VET Trainers and Assessors be employed to work under

the supervision of a qualified VET Trainer or Assessor if they hold:

a. Vocational competencies at least to the level being delivered and assessed;
b. Current industry skills directly relevant to the training and assessment being provided; and
c. either:
    i. TAESS00007 Enterprise Trainer – Presenting Skill Set or its successor;
    ii. TAESS00014 Enterprise Trainer – Presenting Skill Set or its successor;
    iii. TAESS00008 Enterprise Trainer – Mentoring Skill Set or its successor;
    iv. TAESS00013 Enterprise Trainer – Mentoring Skill Set or its successor;
    v. TAESS00003 Enterprise Trainer and Assessor Skill Set or its successor; or
    vi. TAESS00015 Enterprise Trainer and Assessor Skill Set or its successor.
d. or a credential issued by a higher education provider (as defined in section 16-1 of the Higher Education Support Act 2003); which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory.
e. or is actively working towards one of the following training and assessment credentials or a successor to one of the following training and assessment credentials:
    i. TAE40116/TAE40122 Certificate IV in Training and Assessment;
    ii. TAE50116/TAE50122 Diploma of Vocational Education and Training; or
    iii. TAE50216 Diploma of Training Design and Development.

(23) Under the Standards for Registered Training Organisations (RTOs) 2015, an individual is actively working towards a training and assessment credential if they are enrolled in, have commenced, and are making satisfactory progress toward completing the credential within two years of commencement.

(24) Individuals working under supervision of a qualified VET Trainer or Assessor must not determine assessment outcomes.

(25) Industry experts may also assist in training delivery and/or the assessment judgement, working alongside the trainer and/or assessor to conduct the training and/or assessment. Such input is considered as third-party evidence. Where VET Trainers and Assessors invite guest speakers, who do not hold the trainer or assessor qualifications to work with students, they must ensure they do not conduct assessment.

(26) Where Team Leaders employ a VET Trainer or Assessor working under supervision they must:

a. determine and put in place the level of the supervision required and any requirements, conditions or restrictions considered necessary on the VET Trainer or Assessor's involvement in the provision of training and collection of assessment evidence; and
b. ensure that supervising VET Trainers and Assessors monitors and accounts for all training provision and collection of assessment evidence by the VET Trainer or Assessor under their supervision.

(27) Some licensing authorities may not permit direct supervision of VET Trainers and Assessors who do not hold the appropriate vocational competencies. Team leaders are responsible for checking these requirements.

(28) Direct supervision of training should include a combination of the following:

a. Providing input to the preparation of training delivery and assessment.
b. Discussing strategies to support specific learners.
c. Assisting the trainer to locate appropriate resources.
d. Observing some training sessions and providing feedback.

e. De-briefing after the training session.
f. Discussing internal review requirements.
g. Discussing assessment evidence gathering techniques.
h. Participating in assessment validation activities.

(29) It is not necessary for the supervising person to be present during all training delivery. A minimum of three (3) supervision meetings per semester, per Training Product duration is required and should cover a range of activities.

(30) The Deputy Chief Executive CDU TAFE or nominee is responsible for ensuring that approved staff who do not hold the required trainer and assessor credentials only deliver training under supervision, and that the Supervision Plan is completed. Supervising VET Trainers and Assessors must monitor and are accountable for all training provision and collection of assessment evidence by the individual under supervision.

(31) Fixed term staff under supervision (with more than 12 months employment) must complete and review the form as part of the annual CDP process.

(32) Casual staff under supervision must complete the form at the start of their engagement and review with their supervisor a minimum of three (3) supervision meetings per semester, per Training Product is required. The Supervision Plan form is to be stored on the staff skills register together with the VET Trainer or Assessor Qualification and Experience Matrix form and Professional Development Record form.

Documenting and Storage of VET Trainer or Assessor Credentials and Competencies

(33) Each VET Team maintains a Staff Skills Register on the TAFE SharePoint site, detailing evidence of VET Trainers and Assessors training and assessment credentials and unit/s of competency delivered. Supervision information is also kept on the register.

(34) All VET Trainers and Assessors must complete and maintain the Competency Matrix form and the VET Professional Development Record form.

(35) The VET Trainer or Assessor Qualification and Experience Matrix form is updated at least annually and used to record the following information:

a. training product/s delivered and/or assessed;
b. qualifications held (including training and assessment credentials and vocational qualifications);
c. ongoing study towards completion of formal qualifications;
d. employment history;
e. positions held, employer, dates of employment;
f. relevant industry experience/training;
g. relevant training/ professional development;
h. current appointments, memberships of professional/industry associations;
i. professional development planned; and
j. competence to deliver/assess each unit of competency (this includes listing the equivalent unit and detailing vocational competency).

(36) The Professional Development Record form in the VET Lecturer Competency Matrix in the CMS is used to record ongoing professional development activities in relevant industry areas as well as knowledge and practice of vocational training, learning and assessment including competency based training and assessment, throughout the year. The Professional Development Record is updated regularly and should include:

a. vocation or industry knowledge and skills to ensure currency in relevant industry;

b. VET knowledge; and
c. knowledge and skills development in competency based training and assessment.

(37) For both sections, VET Trainers and Assessors should record development activities and map these to the specific unit/s being delivered and assessed and include dates and evidence on the activities undertaken.

(38) If development activities include the attainment of a formal qualification or units of competency, this information should then be transferred to the VET Trainer or Assessor Qualification and Experience Matrix form. All evidence should be attached to the forms and uploaded in the staff skills register. The form needs to be accessible for audit purposes. The forms should be completed and updated as part of the annual CDP cycle for fixed term and continuing VET Trainers and Assessors. To demonstrate currency evidence of professional development is only required for the most recent three year period. For casual VET Trainers and Assessors, the forms should be completed and updated at the start of each semester.

(39) Team Leaders are responsible for:

a. sighting original qualifications and forwarding verified copies of the qualifications;
b. sending these to OPC; and
c. documenting action on the VET Trainers and Assessors' file.

(40) Copies do not need to be verified by Statutory Declaration or similar.

(41) Supervisors of VET Trainers and Assessors without a TAE are responsible for:

a. ensuring that both the VET Trainer or Assessor Competency Matrix form and the VET Professional Development Record form are maintained and updated by the VET Trainer or Assessor prior to each six-monthly review and that a discussion occurs regarding qualifications and knowledge/skills developed and attained.

(42) VET Trainers and Assessors are responsible for:

a. informing their Team Leader of any change to their qualifications to ensure details of qualifications remain Current;
b. updating their currency on the VET Trainer or Assessor Competency Matrix form and Professional Development Record forms;
c. uploading forms on the staff skills register; and
d. forwarding verified copies of the qualifications to OPC.

Evidence and Verification

(43) All VET Trainers and Assessors involved in VET delivery must ensure that qualifications and competency outlined in the VET Trainer or Assessor Competency Matrix form is evidenced and updated regularly.

(44) Deputy Chief Executive CDU TAFE or nominee is responsible for taking appropriate steps to verify information presented by the VET Trainer or Assessor. Evidence needs to be kept demonstrating how the information was appropriately verified. This may include:

a. contacting the provider named on the person's evidence (including qualifications) to confirm that the document is genuine; and
b. conducting referee checks at the time of employment to confirm relevant industry experience.

(45) Evidence may include:

a. testamur for evidence of qualification. The VET Trainer or Assessor is qualified either by having completed the relevant qualification or competency as part of a formal course of study or via an RPL assessment process;
b. transcript of results for evidence of equivalence of qualification. The VET Trainer or Assessor may provide evidence of completion of a vocational qualification or competency via a transcript of results from a different qualification in the same field, mapped against specific units that they are training and/or assessing; and
c. verified evidence such as position descriptions, official letter from previous employer, licences, or registrations. The VET Trainer or Assessor may provide evidence of current vocational competency by providing verified evidence of performance /recent industry experience mapped against specific units that they are training and/or assessing.

(46) Some Training Packages specify the type of industry experience deemed current and appropriate and a minimum duration for that experience. Verified types of industry experience may be suitable as demonstrable vocational competence, depending on the rules within the relevant Training Package.

Section 6 - Non-Compliance

(47) Non-compliance with Governance Documents is considered a breach of the Code of Conduct – Staff or the Code of Conduct – Students, as applicable, and is treated seriously by the University. Reports of concerns about non-compliance will be managed in accordance with the applicable disciplinary procedures outlined in the Charles Darwin University and Union Enterprise Agreement 2022 and the Code of Conduct – Students.

(48) Complaints may be raised in accordance with the Code of Conduct – Staff and Code of Conduct - Students.

(49) All staff members have an individual responsibility to raise any suspicion, allegation or report of fraud or corruption in accordance with the Fraud and Corruption Control Policy and Whistleblower Reporting (Improper Conduct) Procedure.

Status and Details

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Implementation Officer	Lisa Papatraianou Deputy Provost
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