VET Trainer and Assessor Qualifications, Competency and Industry Currency Procedure

Section 1 - Preamble

(1) Charles Darwin University ('the University', 'CDU') is committed to ensuring qualified and skilled VET 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 mandate specific requirements regarding trainer and/or assessor credentials, vocational competence, and currency. The Standards for Registered Training Organisations (RTOs) 2015 must be consulted for the latest trainer and/or assessor credential requirements.

Section 2 - Purpose

(3) This procedure outlines the University's approach 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 regular professional development in vocational competence, industry skills, and VET training and assessment; reviewed annually;
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.

Section 3 - Scope

(4) This procedure applies to VET trainers and/or assessors, regardless of employment category, who deliver accredited VET Training Products on the University's Scope of Registration, including

a. Approved VET Trainers and Assessors engaged through a VET third-party delivery agreement.
b. VET Trainers under Supervision (TUS).
c. Industry experts who enhance learning in conjunction with VET Trainers and/or Assessors and/or who co-assess competency in conjunction with CDU VET Assessors.

(5) When delivering and/or assessing non-accredited training products, the suitability and calibre of the VET Trainer should be confirmed by the relevant Team Leader and TAFE Quality.

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Section 4 - Procedure

Credential rules

(6) To help maintain the integrity of credentials issued by CDU, the following restrictions and requirements are mandatory for CDU staff, in addition to the current moratorium on staff RPL as per the VET Recognition Procedure:

a. Staff may not enrol for training and assessment in a VET Training Product within their same team.
b. Enrolment by a family member of the CDU staff member in the same team is permitted. However, the staff member must manage and declare the conflict of interest in accordance with the Conflicts of Interest Policy and Conflicts of Interest Procedure. More information, including minimum requirements, can be found on the Waterhole.
c. Staff are permitted to enrol for training and assessment in a VET Training Product outside of their team. However, the staff member must manage and declare the conflict of interest in accordance with the Conflicts of Interest Policy and Conflicts of Interest Procedure. More information, including minimum requirements, can be found on the Waterhole.
d. Exemption to clause (6) must be obtained in writing from the relevant Pro Vice-Chancellor. The application must include the risk mitigation strategies employed to protect the integrity of any grades or qualifications issued to CDU staff.

VET Trainers and Assessor credentials

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

a. Either a training and assessment credential specified in Item 2 or Item 3 of Schedule 1 or a diploma or higher-level qualification in adult education, as per Item 3 and Item 7 of Schedule 1; and
b. Vocational competencies at least to the AQF level being delivered and assessed; and
c. Current industry skills directly relevant to the training and assessment being provided; and
d. Current knowledge and skills in vocational training and learning that inform their training and assessment.

(8) A qualification in adult education can be evidenced by the academic transcript or record of results for the higher-level qualification.

(9) The Australian Council of Deans of Education Vocational Education Group (ACDEVEG) maps higher-level qualification curricula to determine the suitability of a specific adult education qualification. Should a VET Trainer and Assessor provide a credential not already included on the list, CDU may petition ACDEVEG to undertake the mapping on the VET Trainer and Assessor's behalf. The request must be made by the Manager VET Workforce Capability, a TAFE Quality Manager, or the Senior Regulatory Specialist - VET.

(10) The approved higher-level qualifications are listed in the Curriculum Management System (CMS) in the VET Lecturer Competency Matrix template. The CMS systems team maintains the VET Lecturer Competency Matrix template and should be notified by the requestor when new credentials are mapped and approved to meet the above clause.

Assessor-only credentials

(11) Where a staff member only conducts assessment (VET Assessor), they must hold the VET Trainer and Assessor credentials listed above, or they may hold only a credential listed in Item 5 of Schedule 1.

(12) Where a VET staff member delivers training and assessment but only holds a credential listed in Item 5, they must be under a supervision plan for their delivery of training, as detailed in the Trainers under Supervision section of

this procedure.

(13) VET Assessors must also hold the following skills, knowledge, and attributes:

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

(14) Assessor-only staff must be inducted into CDU systems, processes, and values. VET students must be aware of who their assessors are.

Trainers under Supervision

(15) To be eligible to be a Trainer under Supervision (TUS), the staff member must:

a. hold a training and assessment credential specified in Item 6 of Schedule 1 that is relevant to the learner cohort in which the individual is involved in training and assessing; or
b. be actively working towards a training and assessment credential specified in Item 8 of Schedule 1; and
c. have the vocational competencies at least to the AQF level being delivered; and
d. have the industry currency directly relevant to the training being provided.

(16) 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. CDU reserves the right to require staff under supervision to complete their training and assessment credential within a shorter time frame as part of their probationary agreement.

(17) Trainers under supervision must also comply with the Standards for Registered Training Organisations (RTOs) 2015, as any VET Trainer and/or Assessor must.

(18) Prior written approval from the relevant Pro Vice-Chancellor is required to appoint VET Trainers under supervision.

(19) The Deputy Chief Executives of CDU TAFE, the Director of the CDU Academy of the Arts, and the Dean of Nursing and Midwifery are accountable for ensuring that approved staff who do not hold the required VET Trainer and Assessor credentials only deliver training under supervision and that a VET Lecturer Supervision Plan is completed. Supervisors of trainers under supervision must monitor and be accountable for all training provided by the TUS and any contribution the TUS makes to assessment evidence collection.

(20) Trainers under supervision must not determine assessment outcomes.

Planning for training under supervision

(21) Team Leaders who employ a TUS must plan, implement, manage, and finalise the TUS lifecycle. Planning includes the following activities:

a. Notify the Manager VET Workforce Capability that a TUS is commencing.
b. Determine the type and level of supervision required by doing a readiness check of the supervisor and the TUS to assess the capability and capacity of both.
c. Negotiate and adjust the workload of the supervisor to accommodate the supervisory workload.
d. Organise the TUS's training plan and schedules to accommodate the supervisor's role and determine any contingencies and budgetary implications.
e. Arrange for a supervisor information session with the Manager VET Workforce Capability.

f. Identify the logical milestones in the TUS's TAE training program for inclusion in the supervision plan.
g. Document the plan with the TUS and the Manager VET Workforce Capability in the VET Lecturer Supervision Plan.
h. Approve the TUS's documentation of the plan in their staff matrix in the CMS.
i. Identify any conditions or restrictions considered necessary for the TUS's involvement in providing training and contributing to the collection of assessment evidence.
j. Inform the supervisor of their obligations to the supervision plan and the TUS, any assessing requirements for students, and the reporting requirements.
k. Document these details in the VET Lecturer Supervision Plan and VET Lecturer Competency Matrix in the CMS. The information in the CMS describes the intent of the supervision; the plan records the supervision activities and outlines how the supervisor monitors and accounts for all training provisions and collection of assessment evidence by the TUS.

Conducting supervision

(22) Supervisors must be experienced as VET Trainers and Assessors. Should the supervisor also need to act as the assessor for the students that the TUS works with, the supervisor must be able to matrix the units for the purposes of assessment.

(23) A supervisor may supervise a maximum of two (2)TUS at once. Supervisors and TUS should be based at the same campus, but if not practicable:

a. the supervisor should visit often; or
b. the TUS can be supervised by more than one supervisor, with one based on the same campus as the TUS.

(24) Supervision must be tailored to the TUS, who may fall into one of the following categories:

a. Have no experience in training and/or assessment and are enrolling in the TAE qualification for the first time or be an industry expert working with CDU in a limited capacity and choosing to work towards their TAE credential. This TUS requires a high level of supervision.
b. Have a previous TAE credential as a trainer and/or assessor (with or without training and/or assessment experience) that is no longer sufficient to meet Item 2 of Schedule 1 and have never worked at CDU before.
c. Have the same circumstances as b. above and have prior experience working at CDU.
d. Have a secondary school teacher credential as per Item 3 but not the TAESS00011/TAESS00019 Assessor Skill Set; or TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set.

(25) TUS can be enrolled in the TAE qualification at CDU or at an external RTO.

a. TUS enrolled at CDU must permit their team leader and the Manager VET Workforce Capability access and visibility to their academic record in the student management system to monitor engagement and milestone success towards their TAE qualification. Permission is granted via the VET Lecturer Supervision Plan endorsement page.
b. TUS enrolled at CDU must only use the resources and assessments provided to them by their TAE trainer and/or assessor. They are not permitted to access CDU TAE resources, including the TAE team library via SharePoint. The TAE team library access permissions are managed by the VET team and the TAFE quality team to prevent access by CDU staff from outside the TAE team.
c. TUS enrolled in an external RTO must provide evidence of their enrolment and engagement in learning activities within the first week of supervision to their team leader and the Manager VET Workforce Capability. The evidence must be stored in their Staff Skills Register.

(26) The supervision plan is reviewed by the team leader as part of the Development and Career Plan (CDP) process, and any changes made are recorded in the VET Lecturer Supervision Plan and the VET Lecturer Competency Matrix in the CMS.

(27) Support for the team leader, the supervisor and the TUS is available from the Manager VET Workforce Capability, and information is available on the Teaching and Learning Connect VET Trainers and Assessors SharePoint site.

Undertaking training under supervision

(28) There are three implementation phases to the TUS lifecycle plan:

a. Phase one occurs within the first week of the plan or as soon as practicable. The TUS must attend an intensive session with the Manager VET Workforce Capability. The purpose of this intensive is to introduce the TUS to the middle-tier supports and systems available to them, such as TAFE Quality, VET specialists in Teaching and Learning Connect, Library liaison and language, literacy, and numeracy support staff, student services support staff, the Digital Learning Designer – VET, and the Learnline trainers and help desk team. The intensive session also orients the TUS to their obligations and expectations under supervision and results in the design of the supervision plan.
b. Phase two occurs in the initial period of supervision or the first three months, whichever is appropriate. During this period, the supervisor and the TUS work together according to the supervision plan.
    i. The TUS achieves the milestones agreed upon for their TAE progression or renegotiates if the contingency plan is required. The TUS participates in regular check-ins with the supervisor and records an operational narrative and reflection on their progress in the VET Lecturer Supervision Plan. The TUS meets with the Team Leader, with support from the Manager VET Workforce Capability, as required to report progress and discuss any support needs and issues.
    ii. The supervisor checks in with the TUS according to the plan and provides guidance and constructive feedback to the TUS. The supervisor connects the TUS with additional support as required.
    iii. The supervisor and TUS identify when the TUS is capable or permitted to deliver training to students independently. This would typically be once they have completed the delivery units in the TAE training package.
c. Phase three lasts for the remainder of the supervision plan, until the TUS has completed their TAE credential. This phase may include check-ins at a less regular frequency than phase two. Operational narratives and reflection by the TUS into the VET Lecturer Supervision Plan are still required in phase three.

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

a. providing input into the preparation of training delivery and assessment.
b. discussing strategies to support specific learners.
c. assisting the trainer in locating 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.

(30) A minimum of three (3) supervision meetings per six-month period per Training Product duration is required and should cover a range of activities.

(31) Any amendments to the supervision plan must be documented in the VET Lecturer Supervision Plan and the VET Lecturer Competency Matrix in the CMS.

Completing training under supervision

(32) Once the TAE credential listed in Item 2 of Schedule 1 has been attained by the TUS, the VET Lecturer Supervision Plan can be finalised:

a. The TUS provides their certified TAE credential to their Team Leader, People and Culture, the Manager VET Workforce Capability and storing it in their Staff Skills Register.
b. The TUS updates their VET Lecturer Competency Matrix in the CMS and seeks the team leader's approval.
c. The supervisor reports to the team leader and the Manager VET Workforce Capability that supervision has ceased.

(33) The Manager VET Workforce Capability audits TUS by performing periodical checks, at least at the beginning of each teaching period:

a. the staff matrix details;
b. the VET lecturer supervision plans;
c. the engagement and progression of TUS towards their TAE credential; and
d. reporting of supervision tasks by the supervisor.

TAE Trainers and Assessors

(34) VET Trainers and Assessors who deliver any AQF qualification or skill set from the Training and Education Training Package (or its successor) other than those listed in Item 2 of Schedule 1 are not required to hold a TAE qualification higher than is listed in Item 2.

(35) VET Trainers and Assessors who deliver the training and assessment credentials specified in Item 2 of Schedule 1, and/or the Assessor Skill Set and/or the Teacher Enhancement Skill Set from the Training and Education Training Package (or its successor), must hold a higher training and assessment credential as specified in Item 7 of Schedule 1.

(36) Trainers under supervision towards delivering the Certificate IV TAE qualifications listed in Item 2 must:

a. Already hold this same Certificate IV TAE credential as per Item 2 of Schedule 1; and
b. Be under the supervision of someone who has the credentials listed in Item 7 of Schedule 1; and
c. Not determine assessment outcomes.

Industry experts

(37) An industry expert that has relevant specialised industry or subject matter expertise can be engaged by CDU to:

a. Support a trainer to deliver content.
b. Provide input on competency assessment judgements.
c. Contribute to assessment design and benchmark development.
d. Contribute to pre- and post-assessment validation.

(38) Industry experts do not act alone but work alongside the trainer and/or assessor; the students must understand clearly who their credentialed trainer and/or assessor is.

(39) Industry experts must have relevant vocational competencies and current industry skills directly relevant to the training and assessment being provided.

(40) Evidence provided by the industry expert towards competency evidence is defined as supplementary evidence.

(41) Industry experts who do not hold credentials listed in Schedule 1 are not eligible to be a TUS and must not conduct assessments.

(42) Where an industry expert supports delivery and/or assessment, their involvement must be described in the training product's Training and Assessment Strategy (TAS).

Co-assessment

(43) Industry experts may also contribute to formal co-assessment where they are involved in conducting assessment and making the assessment judgement with a VET Trainer and Assessor. Co-assessment is typically done by the workplace supervisor when direct observation by the assessor is not permitted or practical due to legal, regulatory, privacy or safety reasons.

(44) The industry co-assessor must have the relevant vocational competencies and the current industry skills directly relevant to the training and assessment being provided but is not required to have the appropriate training and assessor competencies.

(45) When co-assessment is implemented, the arrangement must describe each party's relevant roles and responsibilities. The arrangement must be described in the TAS.

(46) The CDU co-assessor must still fully meet the VET Trainer and Assessor credential requirements of the Standards for Registered Training Organisations (RTOs) 2015 themselves. Having a co-assessment arrangement does not exempt the CDU VET Trainer and Assessor from having the vocational competencies at least to the AQF level being delivered and assessed and the current industry skills directly relevant to the training and assessment. The CDU Co-Assessor must also include the units they are co-assessor for in their VET Lecturer Qualification and Experience Matrix Form (Third Party) and Professional Development (PD) Record form (Third Party).

(47) The judgement about whether competency has been achieved is contributed by both parties together, but the final assessment judgement rests with the CDU assessor. Thus, co-assessment does not constitute a third-party arrangement.

Vocational Competency

(48) Vocational competency means that the trainer and/or assessor are familiar with the content of the vocation and have current experience in the industry relevant to the training product and its AQF level. Vocational competencies must be considered on an industry-by-industry basis and with reference to the guidance provided in the assessment requirements of the relevant Training Package. The trainer and/or assessor must be competent to carry out skilled activities to an industry standard using the materials, tools, and concepts inherent to their industry. This applies to, but is not limited to, ongoing, contract, casual and third-party VET Trainers and Assessors.

(49) There is no set amount of time-based experience that each trainer and/or assessor must have completed to comply with the vocational competency requirements; however, they must have sufficient industry-based experience to develop:

a. The routine expertise to deal with everyday industry problems.
b. The resourcefulness to deal with more complex problems.
c. The functional literacies to explain solutions to stakeholders or customers.
d. The businesslike attitude to do so in a valuable way.
e. The aptitude and desire to do a job well.
f. The wider skills for growth to innovate for future solutions.

(50) Demonstration of vocational competence is achieved by:

a. holding the unit of competency or its equivalent and supporting the claim with certified credentials, or
b. explaining how and when competency was achieved and supporting the claim:
    i. with vocational evidence such as previous work history or alternative qualifications; and
    ii. by mapping the elements of each unit of competency to relevant work history to illustrate when the industry skills and knowledge were attained.

(51) The Team Leader must verify the VET Trainer and Assessor's competency by retaining a certified copy and through the referee process that validates the work history of the VET Trainer and Assessor.

(52) A relevant industry expert can assist with determining a VET Trainer and Assessors' competency.

(53) The mapping exercise must be documented in the VET Lecturer Competency Matrix in the Curriculum Management System (CMS) for University employees or on the provided University template for third-party or contract VET Trainers and Assessors (VET Lecturer Qualification and Experience Matrix Form (Third Party) and Professional Development (PD) Record form (Third Party)).

(54) The VET Trainer and Assessor or other authorised staff member must upload certified evidence demonstrating compliance onto the Staff Skills Register.

Industry Currency

(55) Current industry skills are the knowledge, skills and experience required by VET Trainers and Assessors and TUS to ensure that their training and assessment are based on current industry practices and meet the needs of the industry. 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 VET Trainers and Assessors identified through industry engagement.

(56) Current industry skills may be informed by consultations with industry and may include, but are not limited to:

a. Having knowledge of and/or experience using the latest techniques and processes.
b. Possessing a high level of product knowledge.
c. Understanding and knowledge of industry, employment, and workplace legislation.
d. Being customer/client oriented.
e. Possessing formal industry and training qualifications.

(57) VET Trainers and Assessors must keep up to date with industry requirements. They must demonstrate how they have maintained, upgraded, or developed new skills relevant to the current industry needs. Currency may be maintained through a combination of the following activities:

a. Regular exposure to workplaces (outside of workplace visits for the purposes of training and assessment).
b. Participating in workplace tasks and projects.
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 and participation.
f. Undertaking specific training courses in new equipment or skill sets.
g. Fulfilling industry licensing or regulatory requirements.
h. Concurrent employment in relevant industry on a part-time or casual basis.
i. Industry-based project work.

(58) The time-based measurement of industry currency varies by discipline and industry area. What constitutes current skills, knowledge, and attributes depends on the industry area and the tasks within the industry area in which they are found. For example, how a hand tool is used may not have changed for decades, so the currency is very long, or the conception of computer software like Word is more recent. A new technique within a job role may be very recent, such as cooking with a sous vide machine or infection control since COVID so the currency must match.

(59) Staff may identify their currency through a combination of means such as:

a. Licensing and regulatory requirements.
b. The time since a staff member first learned a skill that has not changed.
c. The amount of time since the skill, knowledge or attribute was first implemented.
d. The amount of time since a technique was first used.

(60) Some Training Packages or unit assessment conditions specify the type of industry experience deemed current and appropriate and a minimum duration for that experience; for example, most RII units require a minimum number of years by industry sectors and the AQF level for delivery. Where these requirements are present, trainers and/or assessors must meet the requirements specified.

(61) Holding a higher education qualification in the same field as the VET qualification that the trainer and/or assessor provides does not automatically meet lecturer competency and currency requirements. Staff who hold qualifications at AQF level 6 or above are not more qualified than AQF level 5 or below; they are differently qualified with different job role and scope of responsibility outcomes in the workplace. Staff with higher education qualifications must provide evidence of industry competency and currency for the units of competency in which they train and/or assess.

(62) 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.

(63) Further information regarding CDU's Return to Industry program is covered in Clause 82. Non-attendance Time and Return to Industry in the Charles Darwin University and Union Enterprise Agreement 2022.

Training and Assessment Currency

(64) A VET Trainer and Assessor who has completed any qualification or skill set from the Training and Education (TAE) Training Package must demonstrate current training, learning and assessment knowledge and skills. VET Trainers and Assessors must develop knowledge and practice of training and assessment, including competency-based training and assessment competencies through continual professional development. This includes both formal and informal activities.

(65) Evidence of maintaining training and assessment currency must be documented on the VET Lecturer Competency Matrix in the CMS and, where relevant, uploaded to the Staff Skills Register. Professional development (PD) may include but is not limited to the following:

a. Formal training in vocational industry and/or adult vocational education and training fields.
b. Participating in validation activities.
c. Acting as a mentor or mentee in a formal mentoring arrangement.
d. Engagement in professional learning network activities such as industry-based CPD or Communities of Practice.
e. Participating in informal but structured PD activities such as micro-learning or micro-credentials.
f. Attending or presenting at conferences.

Undertaking Professional Development in Vocational Training, Learning and Assessment

(66) Each VET Trainer and Assessor must undertake professional development that contributes to demonstrating vocational training, learning, and assessment requirements. Defined and agreed professional development activities are documented annually through the Development and Career Plan (CDP).

(67) Evidence of professional development activities must be recorded and include dates, the provider, the activity, and outcomes in the PD Record section of the VET Lecturer Competency Matrix in the CMS. VET Trainers and Assessors must also provide evidence of participation in professional development, such as certificates or conference registration, to their Team Leader.

a. Third-party staff cannot access the CMS and use only the Professional Development (PD) Record Form (Third Party).

Documenting and Storage of VET Trainer and Assessor Credentials and Competencies

(68) Team Leaders are responsible for:

a. Reviewing and approving the initial VET Lecturer Competency Matrix in the CMS prior to class commencing. This includes confirmation that sufficient evidence has been sighted and verified in accordance with the Standards for Registered Training Organisations (RTOs) 2015; and
b. Forwarding certified copies of certification documentation to People and Culture.

(69) Supervisors of VET Trainers and Assessors without a TAE are responsible for ensuring that:

a. the VET Lecturer Competency Matrix is updated by the VET Trainer and Assessor before each six-monthly review; and
b. a discussion occurs regarding qualifications and knowledge/skills developed and attained.

(70) 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 Lecturer Competency Matrix in the CMS. Third-party VET Trainer and Assessor documentation is kept in the Staff Skills Register.
c. Uploading correctly scanned documents to the Staff Skills Register.
d. Providing copies of certification documentation (testamur, statement of attainment or academic transcript) to Team Leader.

Staff Skills Register

(71) Each VET Team maintains a Staff Skills Register on the TAFE SharePoint site, storing the evidence of VET Trainer and/or Assessor qualifications, certificates, licenses, or credentials.

(72) Supervision Plans and update reports are also kept in the Staff Skills Register.

(73) Records of staff ochre cards, police clearance records, and return to industry are kept on the Staff Skills Register.

(74) The following folder hierarchy is used in the Staff Skills Register:

a. Licences.
b. PD Certificates.

c. Qualifications.
d. Resume.
e. Return to Industry.
f. Supervision plan (if applicable).

(75) Documentation relating to staff credentials and competencies must be retained in accordance with the Records and Information Management Policy and Procedure and its associated Retention and Disposal Schedules.

VET Lecturer Competency Matrix

(76) VET Trainers and/or Assessors must complete a VET Lecturer Competency Matrix in the Curriculum Management System (CMS) at the commencement of employment, and it must be approved by the Team Leader prior to commencing with students. The staff matrix must be updated whenever there is a change to the units the trainer and/or assessor works in, or they achieve further professional development or annually.

a. Third-party staff cannot access the CMS and use only the VET Lecturer Qualification and Experience Matrix Form (Third Party).

(77) Staff who train and/or assess in multiple teams can use the Word document or nominate a main team leader to approve their staff matrix in the CMS on each Team Leader's behalf.

(78) The VET Lecturer Competency Matrix details information about:

a. Training and assessment competence:
    i. Training and assessing qualifications or an adult education credential.
    ii. TUS information (if applicable).
b. TAE Training and assessment qualifications or skill sets (if applicable).
c. Vocational competence:
    i. Vocational qualifications/licences/formal training/ higher education qualifications.
    ii. Relevant employment history, industry experience/training, current appointments, and supplementary information.
d. VET Lecturer competency to train and/or assess units of competency:
    i. Identifying qualifications, skill sets and VTPs under which you delivery units.
    ii. Mapping of the units of competency delivered against qualifications (vocational competency) and industry experience.
e. Professional Development (PD) record detailing ongoing PD activities in relevant industry areas as well as knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment.
f. Declaration and confirmation:
    i. Declaration by the VET Lecturer
    ii. Verification and approval by the Team Leader.
g. Process instructons for amending your matrix.

Professional Development Record

(79) The Professional Development Record form in the VET Lecturer Competency Matrix in the CMS is used to record ongoing professional development activities throughout the year. The Professional Development Record is updated regularly and should include detail towards the updating of:

a. Vocational competencies;
b. Industry knowledge and skills to ensure currency in relevant industry; and
c. VET knowledge and skills development, including competency-based training and assessment.

(80) For both sections, VET Trainers and Assessors should record development activities, and include dates and evidence on the activities undertaken. This includes development activities such as attaining a formal qualification or units of competency, but does not include CDU system training.

(81) Evidence of professional development is only required for the most recent three-year period to demonstrate currency.

(82) The PD record should be updated each time professional development occurs.

Supervision plans

(83) Initial supervision plans are documented in the CMS VET Lecturer Competency Matrix, and then implemented via the VET Lecturer Supervision Plan Word document.

(84) Third-party staff cannot access the CMS and use only the VET Lecturer Supervision Plan Word document, and the relevant Team Leader signs for approval.

(85) VET Lecturer Supervision Plan Word documents are stored in Staff Skills Register.

Evidence and Verification

(86) VET Trainers and Assessors must provide evidence of their training and assessment qualifications and required competencies before commencing delivery of training and/or assessment of VET training products. This includes but is not limited to VET Trainers and Assessors employed on a continuing, fixed-term, casual, or sessional basis or engaged under third-party arrangements. People and Culture retains this information. VET Trainers and Assessors must also upload certified copies of this information to the Staff Skills Register before the end of any probationary period.

(87) VET Trainer and Assessor credentials and certificates used to demonstrate competency and currency in vocation and education areas must be certified evidence. Information about how to certify documents can be found at the Northern Territory government's Proving your identity page.

a. CDU-issued credentials do not require certification.

(88) All VET Trainers and Assessors involved in VET delivery must ensure that the qualifications and competency outlined in the VET Lecturer Competency Matrix are accurate, regularly evidenced, and updated.

(89) VET Team Leaders are responsible for taking appropriate steps to verify the information presented by existing and newly recruited VET Trainers and Assessors. This is applicable to both existing VET Trainers and Assessors and new recruits. Evidence needs to be kept demonstrating how the information was appropriately verified. This may include:

a. Sighting and verifying certification documentation (testamur, statement of attainment or transcript of results), i.e. contacting the issuing institution from which the qualification or statement of attainment was obtained and checking a transcript has been confirmed as a true and valid copy, and
b. Conducting referee checks at the time of employment to confirm relevant industry experience.

(90) Evidence may include:

a. Testamur for evidence of qualification. The VET Trainer and 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 and 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.
c. Verified evidence such as position descriptions, official letters from previous employers, licenses, or registrations. The VET Trainer and Assessor may provide evidence of current vocational competency by providing verified evidence of performance /recent industry experience mapped against specific units they are training and/or assessing.
d. A Unique Student Identifier transcript that shows the unit code and title and the issuing RTO via the following means:
    i. An original pdf transcript from the Unique Student Identifier (USI) database downloaded and submitted by the student, which includes the provided digital security.
    ii. An original pdf extract from the USI database that includes a link and password or QR code for limited-time access to the student's database to verify the unit code and title and issuing RTO listing.

Section 5 - Non-Compliance

(91) Non-compliance with Governance Documents is considered a breach of the Code of Conduct - Employees 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 2025 and the Code of Conduct - Students.

(92) Complaints may be raised in accordance with the Complaints and Grievance Policy and Procedure - Employees and Complaints Policy - Students.

(93) 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

Status	Historic
Effective Date	1st July 2024
Review Date	1st July 2027
Approval Authority	Academic Board
Approval Date	20th June 2024
Expiry Date	30th June 2025
Responsible Executive	Lisa Papatraianou Deputy Provost
Implementation Officer	Lisa Papatraianou Deputy Provost
Enquiries Contact	Lisa Papatraianou Deputy Provost

Glossary Terms and Definitions

"Development and Career Plan" - The Development and Career Plan (DCP) is the annual staff development and career planning process at the University