

Training Accreditation Council FACT SHEET

Trainer and Assessor Regulatory Requirements

A highly skilled and knowledgeable vocational education and training (VET) workforce is the cornerstone of quality training outcomes for the learner and the community. The [*Standards for Registered Training Organisations \(RTOs\)*](#) recognise this by requiring those that deliver and/or assess nationally recognised training being vocationally competent **and** hold a 'training and assessment credential'.

There are numerous references to the requirements of trainers and assessors throughout the Standards including:

- Provision of training and assessment (Clauses 1.13 and 1.14);
- Validation of assessment practices and judgements (Clauses 1.9 and 1.11);
- Assessment only services (Clause 1.15);
- Professional development of trainers and assessors (Clause 1.16);
- Supervision of non-qualified trainers (Clauses 1.17 and 1.18); and
- Delivery of TAE training and assessment qualifications (Clauses 1.22, 1.23 and 1.24).

The training and assessment credential requirements of trainers and assessors to demonstrate compliance with each of these clauses are also explained in detail in Schedule 1 of the Standards.

In summary, the credential to be held by trainers and assessors must be **either**;

- a qualification or skill set from the TAE Training and Education training package relevant to the services to be provided, **or**
- a Diploma or higher-level qualification in adult education.

Trainer and Assessment (clause 1.14)

Where the RTO requires an individual to provide both training and assessment services on its behalf, the trainer and assessor must hold one of the following:

- TAE40116 Certificate IV in Training and Assessment or its successor; or
- TAE40110 Certificate IV in Training and Assessment plus the following units:
 - TAELN411 (or its successor) or TAELN401A Address adult language, literacy and numeracy skills; and
 - TAEASS502 (or its successor) or TAEASS502A or TAEASS502B and Design and develop assessment tools; or
- a diploma or higher-level qualification in adult education.

Assessment only (clause 1.15)

Where the RTO requires an individual to provide assessment only services on its behalf, the assessor must hold one of the following:

- TAESS00011 Assessor Skill Set or its successor, or
- TAESS00001 Assessor Skill Set, plus one of the following:
 - TAEASS502 Design and Develop Assessment Tools, or
 - TAEASS502A Design and Develop Assessment Tools, or
 - TAEASS502B Design and Develop Assessment Tools, or
- Any of the credentials noted above related to Training and Assessing.

Supervision Arrangements (clauses 1.17 and 1.18)

Where the RTO retains the services of a person who does not hold the required competencies as a trainer and assessor, the RTO ensures that it has established adequate supervision arrangements which are to be provided by a qualified trainer (as noted above) and that the individual working under supervision holds one of the following credentials:

- TAESS00007 Enterprise Trainer – Presenting Skill Set or
- TAESS00014 Enterprise Trainer – Presenting Skill Set or its successor or
- TAESS00008 Enterprise Trainer – Mentoring Skill Set or
- TAESS00013 Enterprise Trainer – Mentoring Skill Set or its successor or
- TAESS00003 Enterprise Trainer and Assessor Skill Set or
- TAESS00015 Enterprise Trainer and Assessor Skill Set or its successor

Delivery of Training and Assessment qualifications from the TAE Training and Education training package (clauses 1.22 to 1.24)

RTOs that deliver TAE qualifications are required to have access to trainers and assessors that hold a TAE Diploma level qualification or a higher-level qualification in adult education as follows:

- TAE50111 Diploma of Vocational Education and Training, or
- TAE50116 Diploma of Vocational Education and Training or its successor, or
- TAE50211 Diploma of Training Design and Development, or
- TAE50216 Diploma of Training Design and Development or its successor, or
- a higher-level qualification in adult education.

For further information see the TAC Fact Sheet - [Delivery of Training and Assessment Qualifications](#).

Alternate Credential - Diploma or Higher-Level in Adult Education

RTOs can also demonstrate compliance with the Standards where its trainers and assessors hold a credential in adult education at a diploma or higher level.

Where an RTO chooses to utilise trainers and assessors that hold a '*diploma or higher-level qualification in adult education*' it is incumbent on the RTO to confirm that the credential held:

1. satisfies the requirements of the Australian Qualifications Framework (AQF) at level 5 or higher.
2. is in 'adult education' and has relevance to delivery and assessment of VET and competency-based training and assessment.

Adult Education

It is also a requirement of the Standards that the credential has a focus on training and assessing adults, however the Standards are silent on providing an explanation or definition of 'adult education'. Some direction is available in Standard 1 where Clause 1.13c outlines that *VET skills and knowledge* is required, and Clause 1.6 outlines that *VET and competency-based training and assessment expertise* is required.

There are numerous qualifications that specifically use the term 'adult education' in their title, and these will provide the RTO with a point of reference. However, there are many other qualifications that have a focus on adult education that do not use the phrase in the title, thus requiring the RTO to substantiate its relevance to delivery of nationally recognised VET and competency-based training to adult learners.

RTOs should use the qualification certificate along with further corroborating evidence, such as an academic transcript or record of results, in determining if the focus of the qualification is in adult education relevant to VET and competency-based training and assessment. It would be expected that the qualification would, as a minimum, include equivalent content to that of the TAE Certificate IV in Training and Assessment such as¹:

- Learning Theory in Adult and Vocational Education;
- High level Facilitation Skills in Adult and Vocational Education;
- The Adult and Vocational Education System in Australia;
- Assessment and Evaluation practices;
- Teaching Adult Numeracy in Adult and Vocational Education;
- Teaching Adult Literacy in Adult and Vocational Education; and
- Issues of LLN Practice in Adult and Vocational Education.

¹ (Source Charles Sturt University – Selected units from the [Graduate Diploma of Adult and Vocational Education](#))

The following table may assist RTOs in making a judgement of the relevance of a high level qualification to satisfy the requirements of the Standards. The trainer and assessor must be able to demonstrate at a minimum:

The Trainer and Assessor will have:

- specialist technical or creative vocational knowledge and skills relative the training products being delivered or assessed
- training facilitation skills to transfer knowledge and specialised skills to adults

Knowledge of:

- adult learning principles
- VET and competency based training and assessment
- the Australian VET system

Skills to:

- interpret training packages and units of competency (or accredited courses)
- develop and implement strategies for training and assessment
- design and develop assessment resources and practices
- develop and deliver competency-based training programs
- implement competency-based assessment practices in line with the principles of assessment and the rules of evidence

Ability to:

- identify learner needs and create effective learning and assessment strategies to address these needs
- plan and design learning programs
- deliver/facilitate training through various forms of adult learning methodologies such as presentations, discussions and workshops possibly supported by multimedia and information technology
- advise learners about nationally recognised training and other related matters such as support services
- provide feedback to learners about their progress
- liaise with industry to ensure the provision of relevant training and assessment services
- make competency assessment judgments in line with the rules of evidence and principles of assessment
- apply RTO policies and procedures
- evaluate the success or otherwise of their own training delivery and assessment practice
- where required validate the assessment practices and judgements of the RTO
- identify opportunities to improve their own training and assessment practices

What else do the Standards require of Trainers and Assessors?

Vocational Competence and Industry Currency:

The VET sector requires its practitioners to be dual professionals. That is, they must be industry specialists as well as being trainers and assessors.

Vocational competence and industry currency requirements are specified in the Standards for RTOs in Clause 1.13 and again in Clause 1.18 for individuals working under the supervision of a trainer.

These clauses state that training and assessment is delivered by trainers and assessors who have:

1. vocational competencies at least to the level being delivered and assessed;
2. current industry skills directly relevant to the training and assessment being provided; and
3. current knowledge and skills in vocational training and learning that informs their training and assessment.

For further information see the TAC Fact Sheet: [Vocational Competence and Industry Currency](#).

Maintaining Vocational Competence and on-going Professional Development

The Standards for RTOs also require the RTO to ensure its trainers and assessors undertake professional development in the fields of knowledge and practice of vocational training as well as learning and assessment including competency-based training and assessment. (Clause 1.16)

No matter the credential held by trainers and assessors (TAE or higher-level qualifications in adult education), the RTO must ensure they continue to develop their knowledge and skills in providing vocational training, learning and assessment and competency-based training and assessment.