

**Trainer and Assessor Requirements Webinar
10am WST 22 April 2024, by Claire Werner
QUESTIONS AND ANSWERS**

The information provided is relevant for TAC Registered Training Organisations

INDUSTRY CURRENCY

Is there a timeframe listed regarding showing industry currency (in terms of number of years of experience etc...)?

What is considered to be too old to be current? Is it 2 years?

This seems like a simple question, but the vastly different nature of various industries means that it is in fact a complex question. There are several factors that influence currency periods which could include:

- technological innovation;
- changing legislation and regulatory requirements;
- changes to industry practice;
- new and emerging skills and specialisations as work practices change; and
- technical skill degradation through periods of non-use.

This means that each RTO must consider the factors that are relevant to them, and in consultation with industry, determine an appropriate currency period. There will not be one consistent currency period, it will depend on the factors that are relevant to what the individual trainer and assessor is required to deliver and assess.

Currency would be 'current against whatever training product is being referred to - If it is 'Current' on TGA then the required currency would be how the T&A can provide current practice, knowledge and skills against that current training product - Thoughts?

'Current industry skills' means that the trainer/assessor has a thorough understanding of how the unit of competency to be delivered and/or assessed actually works within the workplace to current workplace standards.

The trainer and assessor must understand:

- how the competency connects with the other competencies of the learner to produce industry outcomes;
- how the competency of the learner relates to the competencies of co-workers to be an effective part of the workplace team; and
- how the competency relates to and meets the needs of clients in the workplace.

Currency of experience and competence may not necessarily mean quality of experience and competence in the workplace. Is this measured and evaluated or demonstrated?

The RTO needs to demonstrate that the trainer/assessor has been out in industry observing and participating in current industry practices relevant to the unit(s) being delivered.

This engagement with industry needs to be broad (many different kinds of workplaces) and deep (actual observation and participation in practices) and mostly firsthand. Inevitably this exposure will be reasonably local or regional so the trainer/assessor should seek wider industry exposure through

texts, conferences, industry associations, and consultation with other trainers/assessors. All this needs to be documented, but most importantly the learnings from these exposures should be incorporated into the training delivery and assessment resources. The trainer/assessor needs to be able to describe their experiences within industry and how these have impacted on their work and be prepared to share these observations with colleagues so that the VET sector never loses contact and relevance with the industries it serves.

Regardless of the approach chosen, the RTO must establish the following:

- what currency means in your industry;
- what knowledge and skills must be kept up to date for each trainer and assessor;
- a program of development activities that is best suited to the trainer and assessors currency needs; and
- documented evidence that trainers and assessors have participated in the planned development activities.

If I teach TAE Cert IV 40122, does this mean my vocation, industry, and trainer's requirements are merged?

Simply delivering training and assessment activities, while valuable, does not constitute comprehensive professional development for maintaining currency in VET learning and assessment. Teaching the TAE Cert IV 40122 equips you with the valuable skills to design, deliver, and assess vocational training but doesn't replace the need for deep expertise in the field you'll be training. Your vocational background and industry knowledge remain crucial and while your experience is valuable, focusing solely on internal training might raise questions about your broader industry awareness. To ensure you meet trainer requirements, you'll need to demonstrate how you stay current with industry trends and best practices.

WORKING UNDER SUPERVISION

Are RTOs allowed to make decisions about working under supervision requirements for school teachers who have the relevant Degree and Assessor Skill Set if the RTO thinks it is necessary?

This option goes above the requirements of the Standards for RTOs and ultimately it is up to the RTO to determine its employment requirements as long as the minimum Standards are met.

Is a Level 5 support officer allowed to deliver a Certificate II unsupervised if they hold their Certificate IV TAE?

It is unclear what a 'Level 5 support officer' is meant in this context, however further information on what credentials a trainer and assessor must hold to deliver unsupervised training and assessment is available in the [Fact Sheet: Trainer and Assessor Regulatory Requirements](#).

SECONDARY SCHOOL TEACHER QUALIFICATIONS

DEWR's FAQ states *RTOs are not expected to contact teacher registration bodies to obtain evidence or to confirm an individual's eligibility to satisfy the academic requirements for registration as a secondary school teacher. For RTO verification practices for compliance, please refer to the Australian Skills Quality Authority (ASQA) website.* However, when you click on the ASQA link it takes you to Verification practices for compliance – when you read this section it does actually require the RTO to verify

As outlined in the TAC Fact Sheet, it is sufficient for a TAC Regulated RTO to demonstrate that its trainers and assessors hold a secondary teachers qualification listed on the TRBWA website (linked in the Fact Sheet) in addition to meeting the other requirements, such as vocational competency, industry currency, and professional development.

Haven't we established that a secondary teaching degree from any state or territory is eligible? Why the emphasis on what is listed on the TRBWA website?

Yes, that's correct. The credential to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements can be obtained from any state or territory teacher registration body in Australia. However, as the regulator in Western Australia, TAC has collaborated with the Teachers Registration Board of Western Australia (TRBWA) to develop a list of secondary qualifications that meet this requirements.

VOCATIONAL COMPETENCY

How in depth would Vocational competency mapping need to be when used as supporting evidence?

Further Information is available in the [Fact Sheet: Vocational Competence and Industry Currency](#) under headings: *Why do I need to take a unit-by-unit approach?* and *What kind of evidence could I use to demonstrate equivalence of competency?*

ALTERNATE CREDENTIAL - DIPLOMA OR HIGHER-LEVEL IN ADULT EDUCATION

I have a BA (Training and Development) from Curtin University and a Masters in Professional Training and Education from Deakin. Do either of those or both apply to this point.

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; and
2. is in 'adult education' and has relevance to delivery and assessment of VET and competency-based training and assessment.

Further guidance to assist RTOs in making a judgement of the relevance of a high-level qualification to satisfy the requirements of the Standards is available in the [Fact Sheet: Trainer and Assessor Regulatory Requirements](#) under the *Adult Education* heading.

Where does TAE80210 - Graduate Diploma Management (Learning) - Now currently BSB80120 Graduate Diploma of Management (Learning) sit in this framework?

Answer as above

INDUSTRY EXPERTS

Is there a difference between industry expert and working alongside?

What does working alongside a trainer and/or assessor mean? Working alongside means that industry experts will be able to assist fully qualified trainers and assessors to deliver training and/or assessment. This language is consistent with the previous provision in the Standards, which allowed industry experts to be involved in assessment working alongside the trainer and/or assessor. Arrangements might include an industry expert providing specialist expertise to assist in the delivery of training or providing specific feedback on a process or observation as part of the assessment process. Where industry experts are involved in training and assessment, the trainer and/or assessor they are working with must still be fully qualified, meet the thresholds required by the Standards and be responsible for making the assessment judgement.

Can engagement with students who are industry experts also cross as industry engagement/evidence towards a Trainer and assessors industry requirements?

More information on this is available in the [Fact Sheet: Vocational Competence and Industry Currency Fact Sheet](#) under section *What kind of activities could contribute to maintaining industry currency?*

Can you clarify industry/vocational requirements for foundation skills training products that do not relate to a specific vocation or workplace?

It is best to refer to the associated Training Package and Companion Volume for further guidance on industry/vocational requirements specific to that product.

Please clarify whether “Subject Matter Expert Endorsement” as it pertains to TACMs is a mandatory compliance component that TAC expects to see included and completed on RTO TACM templates for them to be deemed compliant?

While it is not a requirement that the person who makes a decision about equivalence is a qualified trainer and assessor, you do want the person or people making the decision to have:

1. a thorough understanding of how a unit of competency is structured and the role of the assessment requirements; and
2. **content knowledge** and skill in the unit of competency and an understanding of how it is applied in the workplace. This will enable the person to appraise the relevance of workplace experience.

Please clarify - the industry expert will need to demonstrate vocational competency and industry currency but not TAE credentials

When an RTO involves industry experts in training and assessment, they are creating a training and/or assessment team, who collectively meet the requirements of Clauses 1.13-1.16.

What evidence does the RTO have to produce in regard to the Industry Experts' credentials/expertise?

An industry expert is an individual who has relevant specialised industry or subject matter expertise who is engaged by the RTO on the basis of that expertise. Industry experts must have relevant vocational competencies and have current industry skills directly relevant to the training and assessment being provided.

INDUSTRY ENGAGEMENT

Is it same or different to <https://www.asqa.gov.au/rtos/users-guide-standards-rtos-2015/chapter-4-training-and-assessment/clauses-15-and-16-engage-industry>

Further information on this topic for TAC Regulated RTOs is available in the [Fact Sheet: Industry Engagement](#)