

vision for the future



VET IN SCHOOLS

Trainer & Assessor
Compliance and
Effective Industry
Engagement

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NATIONAL VET CONFERENCE
GOLD COAST 2021

#2021NVC

What we shall be covering in this session



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Trainer and Assessor Competence

Trainer and Assessor CIV in Training and Assessment	Assessor Only Assessor Skill Set	Training Under Supervision Enterprise Skill Set
- TAE40116 Certificate IV in Training and Assessment (*) - or - TAE40116 Certificate IV in Training and Assessment (*) - plus - TAEAS5502 Design and develop assessment tools (or the superseded TAEAS5502A502B) - and - TAEELN411 Address adult language, literacy and numeracy skills (or the superseded TAEELN401A) - or - A diploma or higher level qualification in adult education		

(*) To deliver any of these TAE credentials you must hold a TAE diploma (i.e. Diploma of Vocational Education and Training, Diploma of Training Design and Development or higher level qualification in adult education)

"The RTO's training and assessment is delivered only by persons who have vocational competencies at least to the level being delivered and assessed" and "... who have the training and assessment credential specified in Items 2, or 3 of Schedule 1."

Credent 1.13a and 1.14b, Standards for RTOs 2015

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AUDIENCE QUESTION...

You may refer to your resource handout ...

Why do I need a TAE or other Adult Education credential to teach a Vocational Education and Training Course?

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Mandatory Credentials in Training and Education

For Trainers and Assessors

1 Use training packages and accredited courses to meet client needs

TAE40110/16 Core Units of Competency

The National Register: www.training.gov.au

9 Core Units

Assessment	Learning
2 Plan assessment activities and processes (10/16)	6 Design and develop learning programs (10/16)
3 Assess competence (10/16)	7 Plan, organise and deliver group-based learning (10/16)
4 Participate in assessment validation (10/16)	8 Plan, organise and facilitate learning in the workplace (10/16)

Plus 1 x Elective Unit of Competency = 10

Trainer and Assessor: TAE40116, or TAE40110 plus TAEASS502 plus TAEELN411

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Mandatory Credentials in Training and Assessment

For Trainers and Assessors

What if I don't have either of these qualifications but I DO hold a higher level qualification in adult education?

The RTO must determine whether or not it is a 'suitable' qualification.

A suitable qualification has:

- a diploma or higher level result
- a focus on adult education – units or subjects completed within the qualification that demonstrate the skills and knowledge required to train adults
- a transcript or record of results that shows their training and focus.

Source: AQF – What constitutes a diploma or higher qualification in adult education?



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Mandatory Assessor Skill Set

For Assessors Only

Current: Assessor Skill Set (TAESS00011)

Assessor Skill Set

Plan assessment activities and processes (01/11)
Assess competence (01/11)
Participate in assessment validation (01/11)

Validator
✓

Assessor Only: TAESS00011, or TAESS00001 plus TAEASS02

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Mandatory Training and Education Skill Sets

For Individuals Training Under the Supervision of a Fully Qualified Trainer and Assessor

Current: Enterprise Trainer or Enterprise Trainer and Assessor Skill Set

TAESS00013 Enterprise Trainer-Mentoring Skill Set

Mentor in the workplace (08/13)
Provide work skill instruction (08/13)

TAESS00014 Enterprise Trainer-Presenting Skill Set

Make a presentation (07/14)
Provide work skill instruction (07/14)

TAESS00015 Enterprise Trainer and Assessor Skill Set

Provide work skill instruction (03/15)
Plan assessment activities and processes (03/15)
Assess competence (03/15)
Participate in assessment validation (03/15)

Trains under
a
supervision
agreement

and

CANNOT
make
assessment
judgments

Why?

Assessor Skill Set

Plan assessment activities and processes
Assess competence
Participate in assessment validation
Design and develop assessment tools

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Note: Plan your TAE unit achievement

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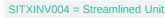
AUDIENCE QUESTION...

You may refer to your resource handout

**How do you currently
demonstrate equivalence to the
vocational units of competency
you deliver/assess now?**

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- SITXINV401 = Traditional Unit

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FNSACM411 Authorise valid expense payments

FNSACM401 Evaluate and authorise payment requests

Differences to consider. In this instance, there:

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Scope Transition Information: ASQA – Equivalent and not equivalent changes

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Note: Some examples here use 'part' of a unit component for alignment purposes only.

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Vocational/Industry Competence

Unit to other Units

BSBCMM211 Apply communication skills (Levels 1 to 5)

- Element 3: Draft written communications**
- 3.1 Identify formats for written information according to organisational policies and procedures
 - 3.2 Draft written information and submit to supervisor for approval
- Performance Evidence**
- Draft written documents and confirm that the documents meet organisational requirements
- Knowledge Evidence**
- Standards of written information applicable to own role
 - Presentation styles, format and detail relevant to own role



Hey, I got this!
Let me show you
what I can do!

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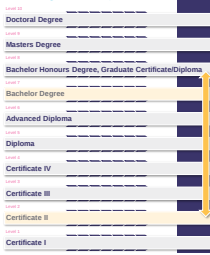
Note: Some examples here are
just of a unit component for
alignment purposes only.

FSKWTG009 Write routine workplace texts (Levels 1 to 2)

- Element 2: Draft text**
- 2.2 Use drafting strategies to write routine workplace text
 - 2.3 Use appropriate vocabulary, grammatical structures and conventions to write text
 - 2.4 Logically sequence and interrelate information and ideas in draft text
 - 2.5 Format text with appropriate layout and presentation to meet workplace purpose
- Performance Evidence**
- Write and review two of the following different routine workplace texts: email or letter for routine workplace communication; formal email or letter to client, supplier, contractor or human resources; covering letter for job application; routine report; instructions for using every day technology; factual text; performance appraisal review; record of customer comments; notes from a short workplace discussion ... (point adapted for context)
- Knowledge Evidence**
- Purpose of different text types, formats and layouts to communicate relevant information and ideas to differing audiences
 - Grammar and vocabulary appropriate for routine workplace texts
 - Acronyms and idioms relevant to the workplace

Vocational/Industry Competence

Unit to Higher Level Qualifications



e.g. Bachelor of Education Teaching Degree

- Recognise the difference in **AQF levels**.
- Understand that educational standards cannot **align** in the same way as units of competency do e.g. performance criteria, knowledge evidence, etc.
- Provide **verifiable information** e.g. Degree name, code (where relevant), location studied, year, module name(s).
- Remember that the person approving often doesn't know very much about your **subject matter expertise**.
- 'Talk to'** what you did.
- Describe **how you applied those lower skills levels** whilst undertaking higher-level qualification tasks.

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Vocational/Industry Competence

Unit to Experience

- Evidence of knowledge and skills experience, such as:
 - resume, curriculum vitae
 - working contract showing working title, duration and work task expectations/ duties
 - workplace logs of tasks performed
 - line manager references
 - witness references/statements
 - customer/client feedback on jobs performed
- Provide **verifiable information** e.g. Organisation, contact, location, etc.
- Remember that the person approving often doesn't know very much about your **subject matter expertise**.
- 'Talk to'** what you did.
- Describe **how you applied those lower skills levels** across your workplace tasks.



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Claiming Competence

Gathering, Recording and Storing

Am I confident that I can produce evidence of competence to the level of the units I deliver and assess?

Clearly and descriptively

Without question

Relates directly to units



Gathering:

What evidence do I have?

Recording:

How do I know if this evidence enables me to demonstrate competence?

Storing:

Accessibility?

Competence	Assessor	Trainer	Assessor/Trainer	Trainer/Assessor	Trainer/Assessor
1					
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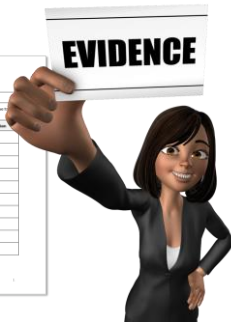
Participant Resources: Individual Trainer and Assessor Matrix

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Claiming Competence

Gathering, Recording and Storing

Competence	Assessor	Trainer	Assessor/Trainer	Trainer/Assessor	Trainer/Assessor
Unit 1					
Unit 2					
Unit 3					
Unit 4					
Unit 5					
Unit 6					
Unit 7					
Unit 8					
Unit 9					
Unit 10					
Unit 11					
Unit 12					
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Unit 99					
Unit 100					



Activity 1 Scenario

Toni is employed to train and assess the SIT30616 Certificate III in Events. She actually holds the SIT30612 Certificate III in Events.



1 Yes



2 No



3 Depends on whether or not the superseded qualification is **equivalent** or **not equivalent** to its successor



4 Depends on the units she undertook with the SIT30612 and whether or not they are **equivalent**

Is Toni able to demonstrate competence equivalence?

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Activity 1 Scenario

Toni is employed to train and assess the SIT30516 Certificate III in Events. She actually holds the SIT30612 Certificate III in Events. Toni also holds the SIT50212 Diploma of Events which she undertook after having achieved the SIT30612.

- 1 Yes
- 2 No
- 3 Depends on the units she undertook with the SIT50212 and if they align to the skills and knowledge of the unit(s) being trained under the SIT30516 Certificate III in Events

Is Toni able to demonstrate competence equivalence?

Is Toni **now** able to demonstrate competence equivalence as she has a **higher-level qualification** in the **same vocational training area**?



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SIT30516 Certificate III in Events	SIT30516 Certificate III in Events (NE)	SIT30612 Certificate III in Events
SIT305161 Work effectively with others	SIT3051611 Work effectively with others (EQ)	
SIT305162 Source and use information on the event industry	SIT3051621 Access information on event operations (EQ)	
SIT305163 Process and monitor event registrations	SIT3051631 Process and monitor event registrations (EQ)	
SIT305164 Provide service to customers	SIT3051641 Provide service to customers (EQ)	
SIT305165 Show social and cultural sensitivity	SIT3051651 Show social and cultural sensitivity (EQ)	
SIT305166 Participate in safe work practices	SIT3051661 Participate in safe work practices (EQ)	
SIT305167 Coordinate on-site event registrations	SIT3051671 Coordinate on-site event registrations (EQ)	
CONSTA202 Install staging elements		
SIT502121 Provide event staging report		
SIT502122 Set up a computerised reservations or operations system		
SIT502123 Create and use spreadsheets		
SIT502124 Create electronic presentations		
SIT502125 Design and produce business documents		

Step 1:
Identify what competencies Toni has and align what CAN be used to directly demonstrate competence through published equivalence.

Step 2:
Where equivalence to whole units cannot be demonstrated, where possible, identify **alternative evidence** within the presented credentials that may align with the skills and knowledge requirements.

SIT30516 Certificate III in Events	SIT30612 Certificate III in Events	SIT50212 Diploma of Events
CONSTA202 Install staging elements	CONSTA202 Apply a general knowledge of staging to work activities	CONSTA202 Management Event staging components
SIT502121 Provide event staging report	SIT502121 Provide event staging report	SIT502121 Provide event staging report
1. Prepare for event staging and to install staging elements	1. Prepare stage area	1. Analyse staging requirements
2. Provide on-site staging assistance and coordinate staging installation tasks	2. Lay up floor and position set pieces	2. Source and organise staging contractors
3. Check staging elements after installation and provide feedback on event operations		3. Monitor staging preparations
		4. Evaluate staging components

PARTIAL evidence

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Step 3:

Identify **actual skills and knowledge gaps** that cannot be demonstrated through alignment with existing credentials

- Draw upon evidence of previous experience
- Job description/working contract
- Referees
- Communications with verifying personnel e.g. email, telephone

Step 4:

Where no further evidence exists, discuss with and make arrangements to acquire or **demonstrate evidence** to fill identified **skills and knowledge gaps**, e.g.:

- Undertake industry release training
- Demonstrate skills and knowledge in the presence of a current industry representative - direct observation

In all instances, come away with **verifiable evidence**.



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The Trainer and Assessor must

- have confidence in their own ability to 'self-deem' competence
- acquire approval from the RTO prior to commencement of training

The RTO/School RTO must

- be satisfied that evidence collected meets compliance requirements
- approve individuals' demonstrated evidence prior to commencement



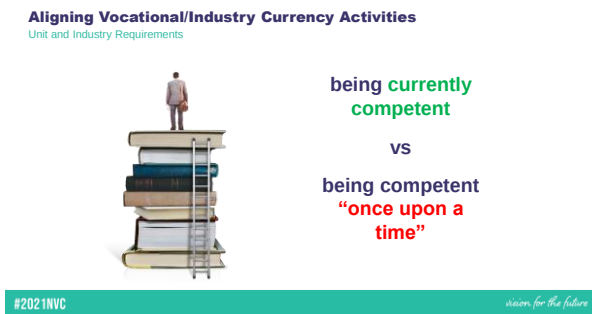
Vocational/Industry Currency
What do we align our evidence to?

"The RTO's training and assessment is delivered only by persons who have **current industry skills** directly relevant to the training and assessment being provided."

Clause 4.23b, Standards for RTOs 2015

- Unit Requirements** (meeting vocationally specific and holistic currency requirements)
- Industry Requirements** (being 'industry relevant')
- Being an 'informed' RTO resource** (informing relevance through industry engagement)

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Aligning Vocational/Industry Currency Activities
Unit and Industry Requirements

being **currently competent**

vs

being competent
"once upon a time"

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Aligning Vocational/Industry Currency Activities

Unit Requirements (Specific) – where Currency impacts Competence

Where Currency
impacts
Competence

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Identify individual participant coaching needs.
2. Conduct coaching to meet individual participant needs.
3. Evaluate inclusive coaching practices.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Use questioning to identify and confirm individual participant needs, expectations and preferences.
- 1.2. Apply principles of classification to determine disability class for participants with a disability.
- 1.3. Assess participant functional ability and developmental readiness to acquire and perform sport-specific skills.
- 1.4. Review individual participant needs to identify potential inclusion barriers and coaching risks.
- 2.1. Customise session plans to address potential inclusion barriers and mitigate coaching risks.
- 2.2. Select and adapt equipment, coaching practice and communication styles to meet participant needs.
- 2.3. Maintain professional boundaries with participants according to organisational policies and procedures.
- 2.4. Monitor participation engagement, performance and safety risks and adjust coaching practices to maximise inclusion and training outcomes.
- 3.1. Monitor sessions to identify opportunities for increasing inclusion and improving training outcomes.
- 3.2. Seek feedback from others to identify areas to improve own coaching practice.
- 3.3. Reflect on own coaching practice to identify areas for improvement.
- 3.4. Recognise own limitations in supporting inclusion and seek advice to address.

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Aligning Vocational/Industry Currency Activities

Unit Requirements (Specific) – where Currency impacts Competence

Assessment requirements

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, in the context of the job role.

- plan, conduct and evaluate three sport-specific coaching sessions on three occasions for a duration of at least 30 minutes each that involves:
 - customising the session plans to meet the individual needs of participants from two of the following population groups:
 - boys
 - girls
 - adolescent boys
 - adolescent girls
 - adult men
 - adult women
 - pregnant women
 - older adults
 - those with a physical disability
 - those who are deaf or hard of hearing
 - the blind and visually impaired
 - those with a intellectual disability
 - culturally and linguistically diverse groups
- applying inclusive and non-discriminatory coaching practices.

Where Currency
impacts
Competence

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Application

This unit describes the performance outcomes, skills and knowledge required to responsibly sell or serve alcohol.

Responsible practices must be undertaken wherever alcohol is sold or served, including where alcohol samples are served during on-site product tastings.

This unit, therefore, applies to any workplace where alcohol is sold or served, including all types of hospitality venues, packaged liquor outlets and wineries, breweries and distilleries.

Assessment Conditions

Skills must be demonstrated in an operational hospitality environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisation specifications
- signage:
 - signs that comply with wording required by legislation
 - standard promotional signs issued by the relevant state or territory licensing authority
 - warning notices within any form of advertising
- information and plain English fact sheets distributed by government regulators and industry bodies
- contact information on taxis and available transport options for intoxicated customers
- industry-realistic range of customers to whom alcohol is sold or served; these can be:
 - customers in an industry workplace during the assessment process; or
 - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

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Aligning Vocational/Industry Currency Activities

Unit Requirements (Specific) - where Currency impacts Competence

Unit	Element	Performance Criteria
ICTPRG302	Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish application test	1.1 Create test sets: require personnel	1.1.1 Create test sets: require personnel
2. Apply language syntax and format	2.1 Apply basic language syntax rules	2.1.1 Apply basic language syntax rules
3. Apply control structures	3.1 Apply language syntax in sequence, selection and iteration constructs	3.1.1 Apply language syntax in sequence, selection and iteration constructs
4. Code using standard programming algorithms	4.1 Develop algorithms using sequence, selection and iteration constructs	4.1.1 Develop algorithms using sequence, selection and iteration constructs
5. Test code	5.1 Create and run data structures	5.1.1 Create and run data structures
6. Create a simple application and seek feedback	6.1 Create an application to meet program specifications	6.1.1 Create an application to meet program specifications

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Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- language data types, operators, expressions and variables
- basic language syntax rules
- sequence, selection and iteration constructs
- industry programming standards and guidelines**
- debugging techniques
- application testing methods
- basic data structures

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment industry.

This includes access to:

- programming standards and guidelines
- programming software
- industry standard software development tools**

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Aligning Vocational/Industry Currency Activities

Unit Requirements (Specific) - where Currency impacts Competence

Level 10	Doctoral Degree
Level 9	Masters Degree
Level 8	Bachelor Honours Degree, Graduate Certificate, Graduate Diploma
Level 7	Bachelor Degree
Level 6	Advanced Diploma
Level 5	Diploma
Level 4	Certificate IV
Level 3	Certificate III
Level 2	Certificate II
Level 1	Certificate I

ICTPRG302
Apply introductory programming techniques

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Portfolio Certificate II, Diploma

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Aligning Vocational/Industry Currency Activities

Unit Requirements (Holistic) – an Evolving Practice



Show that you are **vocationally current** in what you are already **vocationally competent** in.

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Image Source: NVC2021 Book

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Reading:

- Signing up to various **newsletters**
- Keeping abreast of any governing bodies who **influence** the legislation for your area
- Watching televised **documentaries**
- **Researching** internet articles
- Reading industry **publications**

Communications:

- **Networking** via groups e.g. SME trainers and assessors, sector cluster groups, 'LinkedIn' forums
- **Direct communications** e.g. email, phone, conference, face-to-face, meet ups

- **Visiting industry** – observation

Getting involved (Practical Application):

- **Working and/or volunteering** within industry
- Scheduled **work placements**
- Training activities taking place within an industry environment (**continual involvement**)

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Industry Currency Activities

Demonstrating Knowledge and Skills



Embrace
Evolving
Practices

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Industry Currency Activities

Demonstrating Knowledge and Skills

Example Unit:

SITHCCC003 Prepare and present sandwiches

- Element 2: Make sandwiches
- PC 2.1 Use safe food-handling practices to hygienically prepare sandwiches based on requirements.



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Ensure Knowledge
Requirements are
CURRENT

PRIOR TO

practical application of
Knowledge and Skills

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Industry Currency Activities

Demonstrating Knowledge and Skills

What if I **DO** the reading and update my
knowledge and then **DON'T** apply this in
practice?

Is this enough?



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ACTIVITY 2

- 1 Think of a single unit of competency that you currently deliver and/or assess (preferably a unit that you don't actually hold a credential for)
- 2 Think about how you 'claim currency' for this unit - (**what do you do?**) and/or consider what you could do in the near future to 'fill any currency gaps'

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Engaging Industry to Inform Practices

Industry Relevant Resource



Inform the RTO as to the **Industry Relevance** of these **FOUR** resource areas

The RTO implements a range of industry engagement strategies that inform its training and assessment strategies, practices and resources, and the current industry skills of its trainers and assessors.

Adapted from Clause 1.6. Standards for RTOs 2015

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Engaging Industry to Inform Relevance

The Human Resource



Purpose ... of engaging with industry

To be 'informed' as to whether or not YOU are an 'industry relevant' resource. Informs where you are, where you aren't and gives you a basis for continuous improvement

Intent ... outcomes ... what do you WANT to know

Important to have a focus for each and every engagement event so that you get the information you require so you can act on this accordingly

Prepare ... your questions and evidence

Target the event so that 'time' is not wasted. This applies to ad-hoc 'unplanned' engagement events too

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Engaging Industry to Inform Relevance

The Human Resource

Industry current skills may be **informed** by consultations with relevant industry representatives and may include:

- 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 **legislation** relevant to the industry and to employment and workplaces;
- d) being **customer/client-oriented**;
- e) possessing **formal industry and training qualifications**; and
- f) undertaking training **content** that reflects current industry practice.

Have a range of questions **'at the ready'** to represent **WHAT** you want to be 'informed' about – **YOU** are the one in control of this.

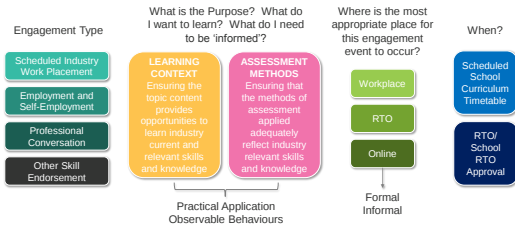


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Strategies for Engaging Industry to Inform Relevance

Preparation



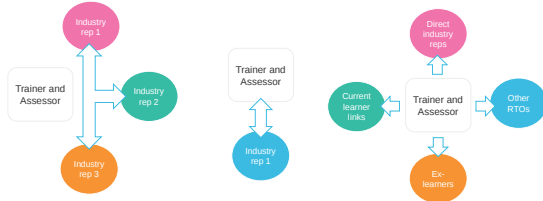
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Strategies for Engaging Industry to Inform Relevance

Industry Representatives

Who are our industry representatives?



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Industry Currency Activities

Planning and Undertaking



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The RTO's training and assessment is delivered only by persons who have current knowledge and skills in vocational training and learning ... and that trainers and assessors undertake professional development

Adapted from Clause 1.1.2.2 and 1.1.6. Standards for RTOs 2015



Aligning Trainer and Assessor Currency Activities

Being a VET Sector Trainer and Assessor

Keeps us aware of the **latest expectations** required of a VET Trainer and Assessor within an RTO environment

Heightens our understanding of the **everchanging vocational education and training landscape** across Australia and the rest of the world

Provides us with valued opportunities to **collaborate with other VET professionals** and **enhance the quality of our knowledge and skills**

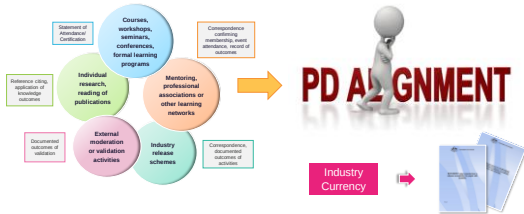
Enables us to **apply current, quality training and assessment practices** within our training environments - **providing our learners with the best possible employment outcomes** (skills and knowledge)

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Maintaining currency in Vocational Training and Learning

VET Currency Activities



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Maintaining currency of VET Knowledge and Skills

Aligning currency activities



what we are trained to do

awareness and understanding

applying practice within an operational environment



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Maintaining currency of VET Knowledge and Skills

Vocational Training and Learning (Training and Education Credential)

TAE40116 Certificate IV in Training and Assessment

TAEDES401 Design and develop learning programs	Design learning
TAEDES402 Use training packages and accredited courses to meet client needs	
TAEELN411 Address adult language, literacy and numeracy skills	
TAEDEL401 Plan, organise and deliver group-based learning	
TAEDEL402 Plan, organise and facilitate learning in the workplace	Deliver learning
TAEASS401 Plan assessment activities and processes	
TAEASS502 Design and develop assessment tools	Assess learning
TAEASS402 Assess competence	
TAEASS403 Participate in assessment validation	

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Source: Training.gov.au (TGA) - TAE40116 Certificate IV in Training and Assessment
<https://training.gov.au/education/credentials/2021/08/01>

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- Design, Develop and Conduct Assessment**
- Mapping unit requirements (training.gov.au) to assessment activities
 - Clustering assessment
 - Effective planning and scheduling of assessment activities (e.g. pre- or co-requisite activities)
 - Understanding Principles of Assessment and Rules of Evidence
 - Gathering evidence for assessment
 - Applying a range of evidence gathering techniques
 - Making 'correct' assessment judgements
 - Conducting assessment across a variety of environments and platforms e.g. the workplace, online etc.
 - Communicating effective feedback
 - Providing assessment support
 - Participating in assessment validation e.g. as a validator or as a person supporting the validation process and actioning recommendations/rectifications

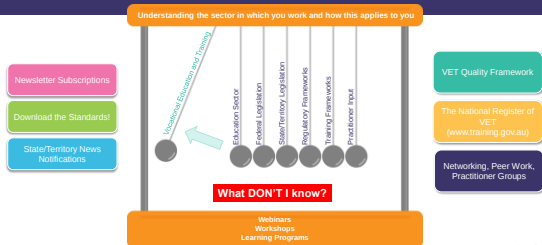
- Design, Develop and Deliver Learning Programs**
- Template design
 - Program information (training.gov.au)
 - Effective scheduling of learning activities
 - Understanding 'Amount of Training' and 'Volume of Learning'
 - Application of differentiated learning techniques (skills and knowledge)
 - Addressing language, literacy and numeracy needs
 - Effectively managing group learning (best practice)
 - Facilitating learning in the workplace
 - Communicating effective feedback
 - Providing individual learner support
 - Aligning learning with assessment

Specifically, what areas do I want to maintain currency in?



Maintaining currency of VET Knowledge and Skills

Vocational Training and Learning (The VET Sector)



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Maintaining currency of VET Knowledge and Skills
Vocational Training and Learning (RTO Systems and Compliance)

Be aware of the School RTO's Policies and Procedures

- ☐ Marketing/Student Information
- ☐ Training and Assessment Strategies and Practices
- ☐ Trainer and Assessor Competence and Currency
- ☐ Industry Engagement
- ☐ Assessment and Validation of Assessment
- ☐ Third Party Arrangements
- ☐ Complaints and Appeals
- ☐ Data Management, USI, AQF certification documentation issuance
- ☐ Systematic Monitoring and Evaluation

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What do these have to do with me?

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Maintaining currency of VET Knowledge and Skills
Vocational Training and Learning (RTO Systems and Compliance)

Unpack, and understand, how the current Standards apply to YOU

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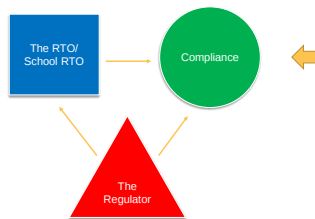
"Keeping ahead of the game"

ACTIVITY 3

[illegible][illegible]

What this all means for the RTO/School RTO

Embedding robust self-assurance practices that ensure compliance and contribute towards continuous improvement



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Trainers and Assessors are a **BIG** part of that **compliance** requirement



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[illegible]

"The RTO ensures it complies with these Standards at all times, including where services are being delivered on its behalf. This applies to all operations of an RTO within its scope of registration."



What this all means for the RTO/School RTO

Embedding robust self-assurance practices that ensure compliance and contribute towards continuous improvement

Who is responsible for compliance? School RTO? Or RTO?

1. School RTO's teachers delivering a qualification from its own **scope** of registration.
2. School RTO's teachers delivering a qualification within a school that is on the RTO's **scope** of registration.
3. RTO trainers and assessors delivering a qualification within a school that is on the School RTO's **scope** of registration.
4. RTO trainers and assessors delivering a qualification within a school that is on its own **scope** of registration.

➔ School RTO

➔ RTO

➔ School RTO

➔ RTO

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[illegible]

What this all means for the RTO/School RTO

Embedding robust self-assurance practices that ensure compliance and contribute towards continuous improvement

The auditors are looking to see that the RTO has

- sighted, verified and approved all claimed credentials of its trainers and assessors.
- sighted, understood and approved all documented evidence of demonstrated industry and trainer/assessor currency.
- ensured that the above two points are conducted PRIOR TO the trainer and assessor commencing training and assessment services for the RTO.
- a systematic process in place that ensures it manages and maintains compliance across this practice at all times.



How does this affect you?

Let's look at what you do vs what the RTO does



- Hold the necessary credential(s) to train/assess others
- Keep up to date with the latest TAE requirements as set by the Standards
- Undertake professional development activities regularly and for the purpose of maintaining currency as a VET trainer and assessor
- Maintain own competence and currency
- Keep up to date with the latest industry credential requirements
- Undertake industry currency activities through workplace arrangements, industry release, subject matter networking, industry representative communications, etc.
- Clearly show how the trainer and assessor was determined as appropriately qualified
- Include copies of relevant transcripts, academic records or other documentation retained on an employee's file
- Ensures its practices align with its recruitment policies, including verification processes

The RTO

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To be compliant with Standard 2 the RTO must meet the following:

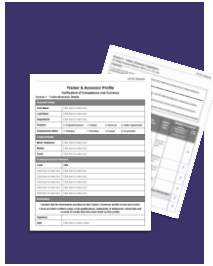
- 2.1. The RTO ensures it complies with these Standards at all times where services are being delivered on its behalf. This applies to all RTOs within its scope of registration.
- 2.2. The RTO:
 - a) systematically monitor and evaluate its training and assessment strategies and practices to ensure compliance with Standard 1; and
 - b) systematically uses the outcomes of the evaluations to continually improve its training and assessment strategies and practices. Evaluation includes but is not limited to quality/performance indicator data collected under Clause 7.5, validation outcomes, client, trainer and assessor feedback and complaints and appeals.

RTO self-assurance systems and processes

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Standards for RTOs 2015

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How does the RTO tie this all together?

- The **Trainer and Assessor Profile: (YOU)**
 - documents all the current evidence that the RTO needs to sight, verify and approve
 - is accompanied by relevant supporting evidence to support the verification of information provided within the document.
- The **Trainer/Assessor and/or Competence Matrix: (RTO)**
 - collectively summarises the RTO's trainers and assessors to clearly show who has been approved across a range of subject matter expertise that aligns to the units being delivered and/or assessed
 - is progressively updated by the RTO as and when:
 - the team changes
 - further credentials and/or knowledge and skills are achieved
 - unit requirements alter.

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Competence and Currency - a **Quality Assurance** process.

Our competence and currency is what upholds the quality of **nationally recognised training** in Australia so we are disseminating industry-relevant training using best-practice techniques and methods.



WHAT WE HAVE COVERED...



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