

vision for the future



VET IN SCHOOLS

**Trainer & Assessor
Compliance and
Effective Industry
Engagement**

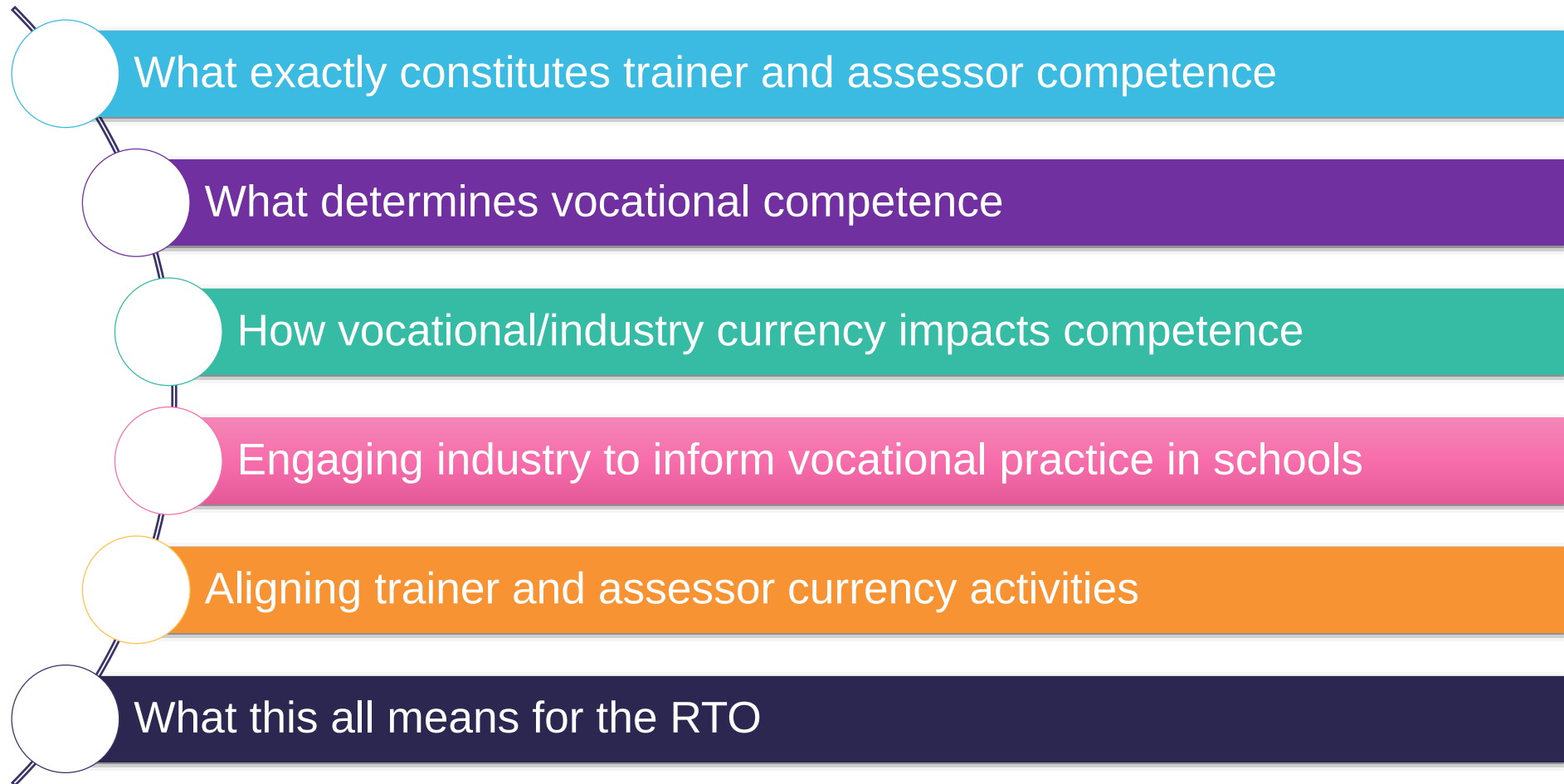
Melanie Alexandra



NATIONAL VET CONFERENCE
GOLD COAST 2021

#2021NVC

What we shall be covering in this session



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 - TAE40110 Certificate IV in Training and Assessment (*) plus - TAEASS502 Design and develop assessment tools (or the superseded TAEASS502A/502B) and - TAELLN411 Address adult language, literacy and numeracy skills (or the superseded TAELLN401A) or - A diploma or higher level qualification in adult education		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.”

Clauses 1.13a and 1.14b, Standards for RTOs 2015



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?**

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

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 TAELLN411

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: ASQA – 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 TAEASS502

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



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?**

Vocational/Industry Competence

Unit to Unit (Equivalent)

SITXINV004 - Control stock (Release 1)

Summary

Usage recommendation: **Current**

Mapping:

Mapping	Notes	Date
Supersedes and is equivalent to SITXINV401 - Control stock	Equivalent • Unit updated to meet the Standards for Training Packages.	02/Mar/2016

SITXINV004 = Streamlined Unit

- Specification Document:
 - Application
 - Elements
 - Performance Criteria
 - Foundation Skills
- Assessment Requirements:
 - Performance Evidence
 - Knowledge Evidence
 - Assessment Conditions

SITXINV401 = Traditional Unit

- Evidence Guide:
 - Critical aspects for assessment and evidence required to demonstrate competency in this unit
 - Context of and specific resources for assessment
 - Method of assessment
 - Guidance information for assessment
- Range Statement:
 - Listing a range of explanations for particular words used throughout the unit specification document

Vocational/Industry Competence

Unit to Unit (Not Equivalent)

You are required to deliver and assess **FNSAMC411 Authorise valid expense payments**. You don't hold this unit but you DO hold the unit that it **supersedes**, the **FNSACM401 Evaluate and authorise payment requests**.

FNSACM411 Authorise valid expense payments

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Verify validity and accuracy of payment request	1.1 Match payment requests with required supporting information according to purchasing and accounts procedures 1.2 Check supporting documentation for completeness and accuracy 1.3 Confirm authorisation of request and follow up and rectify discrepancies as required 1.4 Obtain confirmation of goods and services supply as required and validate request for payment 1.5 Identify and report financial risk situations as required
2. Prepare payment	2.1 Authorise payments and approval information according to organisational policies and procedures and commercial terms 2.2 Escalate approvals in excess of personal delegated authority according to organisational policy and procedures
3. Action required adjustments to payments	3.1 Verify GST treatment of payment according to organisational policy and procedures 3.2 Request and process required credit notes and adjustment notes 3.3 Apply billing adjustments to the payment as required according to organisational policies and procedures 3.4 Liaise with suppliers to resolve billing issues as required
4. Make payment and complete documentation	4.1 Make payment using required payment system according to organisational policies and procedures 4.2 Update and maintain documentation and authorisations required according to organisational policies and procedures and legislative obligations 4.3 Update and maintain records of payment according to organisational policies and procedures and legislative obligations

Evidence: Your **FNSACM401** unit credential
PLUS gap evidence.



FNSACM401 Evaluate and authorise payment requests

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Verify validity and accuracy of payment request	1.1. Payment requests are matched to order or other supporting information to ensure validity of payment and to comply with internal control requirements 1.2. Supporting documentation is checked to ensure it is correct and complete and an authorisation of request is confirmed with any discrepancies followed up without delay 1.3. Confirmation of goods or services supply is obtained where required to validate request for payment
2. Prepare payment documentation	2.1. All payments are coded and allocated to accounts accurately with payments matched against invoice or other relevant documentation 2.2. All documentation is completed in accordance with organisation policy and procedures
3. Authorise payment	3.1. All payments are authorised accurately and according to organisation policy and procedures 3.2. Funds are not released prior to authorisation of payment in accordance with organisation procedures 3.3. Payment authorisations are within relevant authority levels and follow relevant organisation policy and procedures and industry and legislative requirements

Differences to consider. In this instance, there:

- is a different unit code and title
- are 4 elements compared to 3
- additional and more defined performance criteria



Vocational/Industry Competence

Unit to 'other' Units

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

BSBCMM211 Apply communication skills (Levels 1 to 5)



Element 2: Communicate using verbal and non-verbal communication skills

- 2.2 Use verbal communication to communicate with stakeholders
- 2.3 Use non-verbal behaviour to communicate with stakeholders

Performance Evidence

- Use verbal and non-verbal skills to seek and convey information in face-to-face situations

Knowledge Evidence

- Organisational policies and procedures related to workplace communication
- Questioning, listening and speaking skills

BSBXCM401 Apply communication strategies in the workplace (Level 4)



Element 2: Use communication strategies to provide work instructions

- 2.1 Use appropriate presentation methods to communicate information or instruction based on the requirements of audience
- 2.2 Use appropriate method of communication to communicate information or instruction based on the requirements of audience

Performance Evidence

- Articulate to others their roles in fulfilling the communication requirements and negotiate roles in response to feedback
- Present and convey information to others in a way that they can understand

Knowledge Evidence

- Organisational requirements relevant to workplace communication e.g. policies and protocols, codes of conduct
- Methods and techniques to participate in workplace discussions, including active listening, questioning and providing feedback



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

Vocational/Industry Competence

Unit to 'other' Units

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

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

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

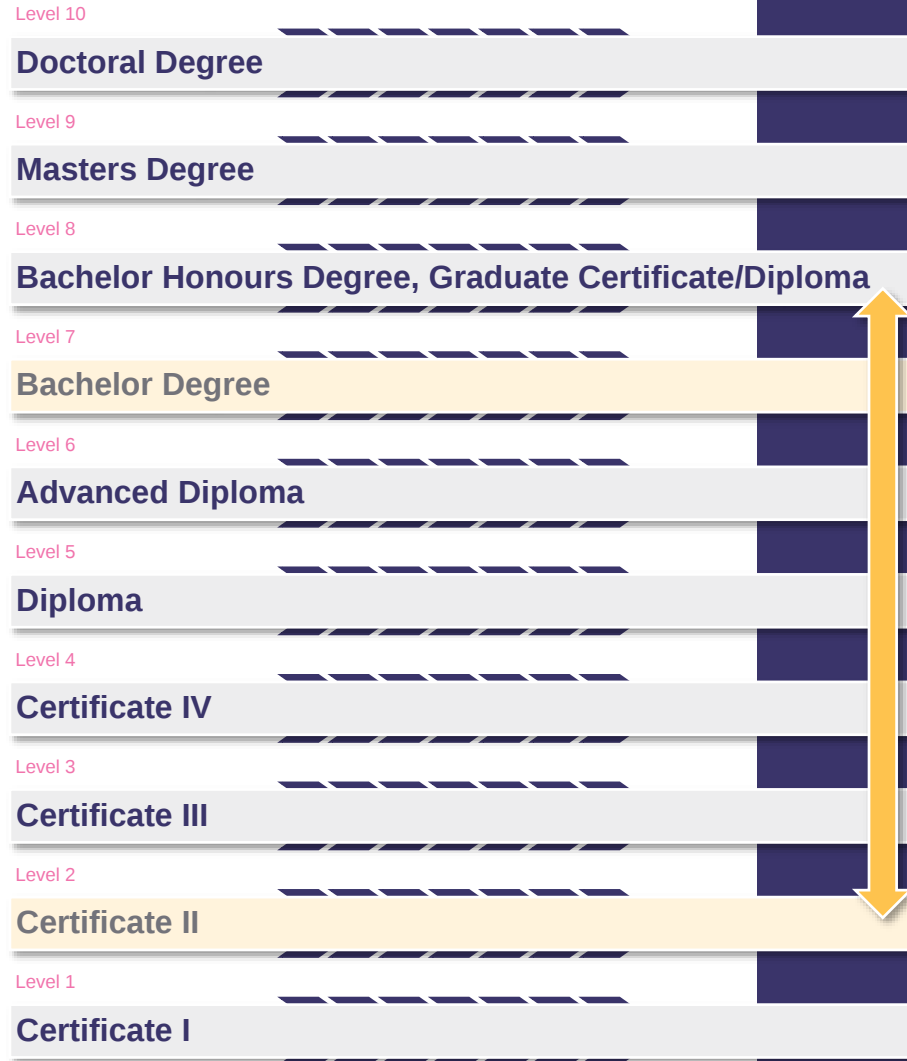
- Purpose of different text types, formats and layouts to communicate relevant information and ideas to differing audiences
- Grammar and vocabulary appropriate for routine workplace texts
- Acronyms and idioms relevant to the workplace



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

Vocational/Industry Competence

Unit to Higher Level Qualifications



[Australian Qualifications Framework](#)

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.

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.



vision for the future

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?

Individual Trainer and Assessor Competence Matrix

Name:		Vocational Training Area:	
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Use the table below to list the units of competency that you deliver and/or assess. Select the relevant evidence fields that you may use to demonstrate competency and describe where the evidence can be easily located.

Unit of Competency	Hold Unit	Other Unit(s)	High Level Qual	Experience	Evidence Location
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	

Add (copy and paste) additional rows as required.

Date Competence Matrix was last updated: Click or tap to enter a date.

© Velg Training Resource, Trainer and Assessor Competence Matrix – Version 1.0

1

Claiming Competence

Gathering, Recording and Storing

Individual Trainer and Assessor Competence Matrix

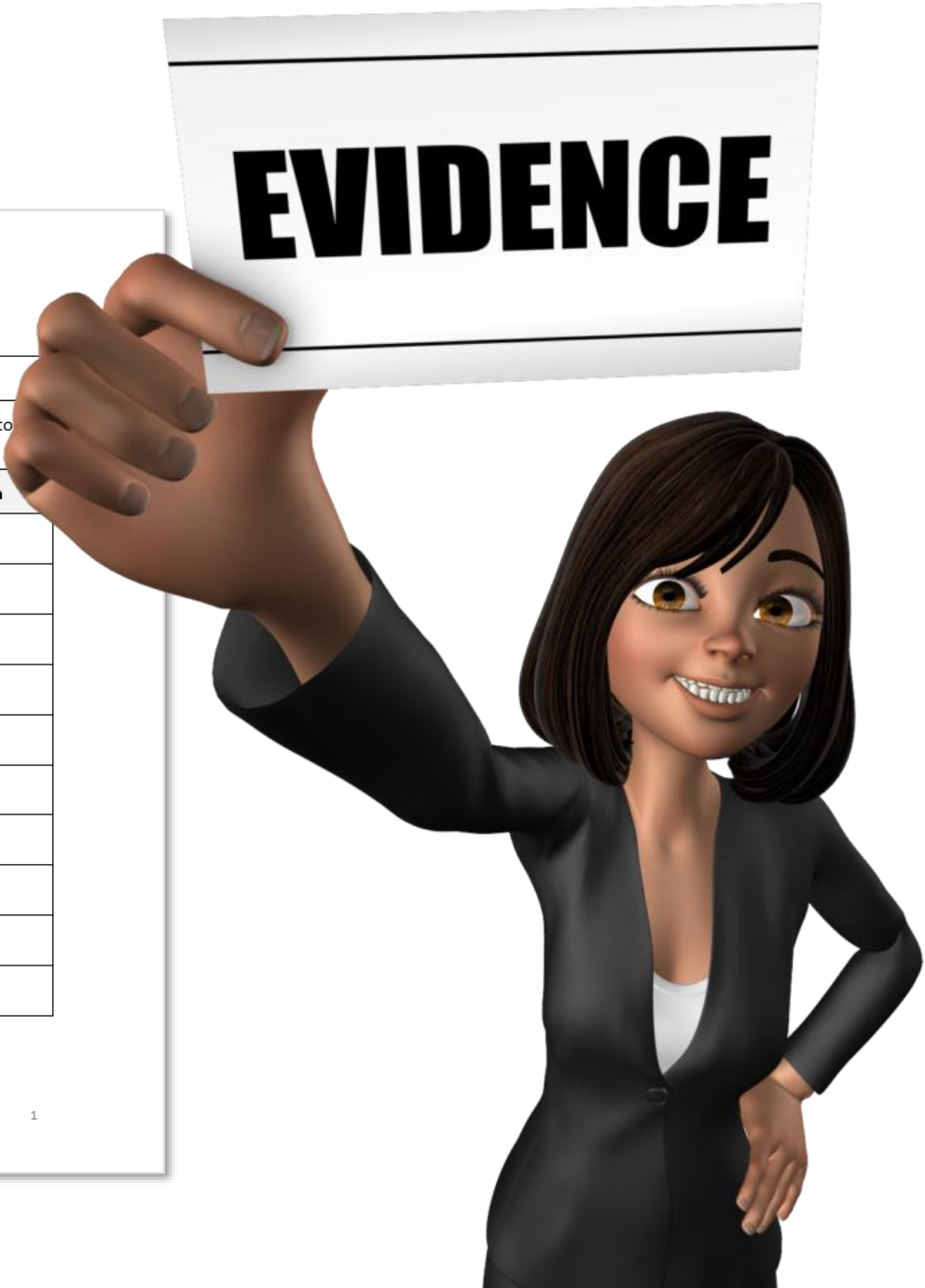
Name:		Vocational Training Area:	
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Use the table below to list the units of competency that you deliver and/or assess. Select the relevant evidence fields that you may use to demonstrate competency and describe where the evidence can be easily located.

Unit of Competency	Hold Unit	Other Unit(s)	High Level Qual	Experience	Evidence Location
Unit 1	☒	☐	☐	☐	
	☐	☐	☐	☐	
Unit 2	☐	☒	☒	☐	
	☐	☐	☐	☐	
Unit 3	☐	☒	☐	☒	
	☐	☐	☐	☐	
Unit 4	☐	☐	☐	☒	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	

Add (copy and paste) additional rows as required.

Date **Competence Matrix** was last updated: Click or tap to enter a date.



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**.



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?



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**?



SIT30516 Certificate III in Events	SIT30612 Certificate III in Events (NE)	SIT50212 Diploma of Events
BSBWOR203 Work effectively with others	BSBWOR203B Work effectively with others (EQ)	
SITEEVT001 Source and use information on the events industry	SITXEVT301 Access information on event operations (EQ)	
SITEEVT002 Process and monitor event registrations		SITXEVT302 Process and monitor event registrations (EQ)
SITXCCS006 Provide service to customers	SITXCCS303 Provide service to customers (EQ)	
SITXCOM002 Show social and cultural sensitivity	SITXCOM201 Show social and cultural sensitivity (EQ)	
SITXWHS001 Participate in safe work practices	SITXWHS101 Participate in safe work practices (EQ)	
SITEEVT003 Coordinate on-site event registrations		SITXEVT303 Coordinate on-site event registrations (EQ)
CUASTA302 Install staging elements		
SITEEVT004 Provide event staging support		
SITTTSL010 Use a computerised reservations or operations system		SITTTSL308 Use a computerised reservations or operations system (EQ)
BSBITU202 Create and use spreadsheets	BSBITU202A Create and use spreadsheets (EQ)	
BSBITU302 Create electronic presentations	BSBITU302B Create electronic presentations (EQ)	
BSBITU306 Design and produce business documents	BSBITU306A Design and produce business documents (EQ)	

Step 1:

Identify what competencies Toni has and align what CAN be used to directly demonstrate evidence 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 (NE)	SIT50212 Diploma of Events
CUASTA302 Install staging elements, and SITEEVT004 Provide event staging support	CUESTA05C Apply a general knowledge of staging to work activities	SITXEVT503 Management Event staging components
1. Prepare for event staging and to install staging elements 2. Provide on-site staging assistance and complete staging installation tasks 3. Check staging elements after installation and provide feedback on event operations.	1. Prepare stage area 2. Lay up floor and position set pieces	1. Analyse staging requirements 2. Source and organise staging contractors 3. Monitor staging preparations 4. Evaluate staging components



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**.



A silhouette of a woman with long hair, wearing a dress and carrying a briefcase, stands on a hill looking towards a city skyline in the distance. The scene is set against a light purple background with rolling hills.

The Trainer and Assessor must

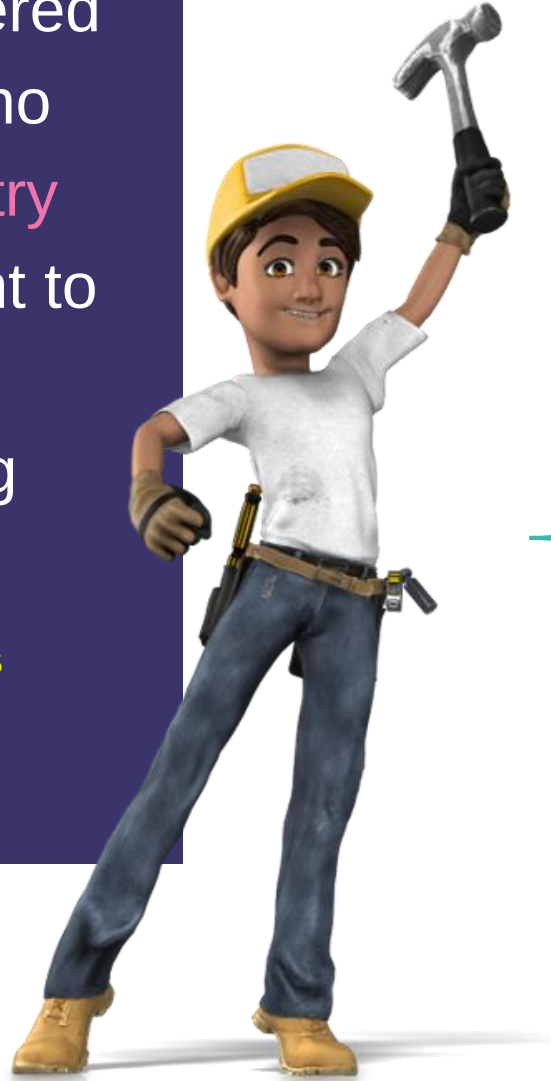
- have confidence in their own ability to 'self-deem' competence
- acquire approval from the RTO prior to commencement of training

The RTO/School RTO must

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

“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.”

Clauses 1.13b, Standards for RTOs 2015



Vocational/Industry Currency

What do we align our evidence to?

Unit Requirements

meeting vocationally **specific** and **holistic** currency requirements



Industry Requirements

being ‘industry relevant’



Being an ‘informed’ RTO resource

informing relevance through industry engagement

Aligning Vocational/Industry Currency Activities

Unit and Industry Requirements



being **currently**
competent

VS

being competent
“**once upon a**
time”

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.

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 and:

- 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

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:

- measures used to serve standard drinks or samples
- 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.

Aligning Vocational/Industry Currency Activities

Unit Requirements (Specific) - where Currency impacts Competence

Unit	Elements and Performance Criteria	
	ELEMENT	PERFORMANCE CRITERIA
ICTPF	<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
Sum	1. Establish application task	1.1 Clarify task with required personnel 1.2 Identify design specifications, programming standards and guidelines according to task requirements
	2. Apply language syntax and layout	2.1 Apply basic language syntax rules 2.2 Create code using language data types, operators and expressions 2.3 Apply variables and variable scope 2.4 Use program library functions 2.5 Clarify meaning of code using commenting techniques
	3. Apply control structures	3.1 Apply language syntax in sequence, selection and iteration constructs 3.2 Create expressions in selection and iteration constructs using logical operators
	4. Code using standard programming algorithms	4.1 Develop algorithms using sequence, selection and iteration constructs 4.2 Create and use data structures 4.3 Code standard sequential access algorithms used in reading and writing text files 4.4 Apply string manipulation
	5. Test code	5.1 Examine variable contents and use debugging techniques to detect and correct errors 5.2 Create and conduct simple tests and confirm code meets design specification 5.3 Document actions carried out and results of tests performed
	6. Create a simple application and seek feedback	6.1 Design an algorithm in response to basic program specifications 6.2 Develop application to meet program specification 6.3 Confirm application meets initial specifications 6.4 Present application to required personnel 6.5 Obtain feedback and sign off from required personnel



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
- the development of small-sized applications
- industry programming standards and guidelines
- commenting techniques
- 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 in industry.

This includes access to:

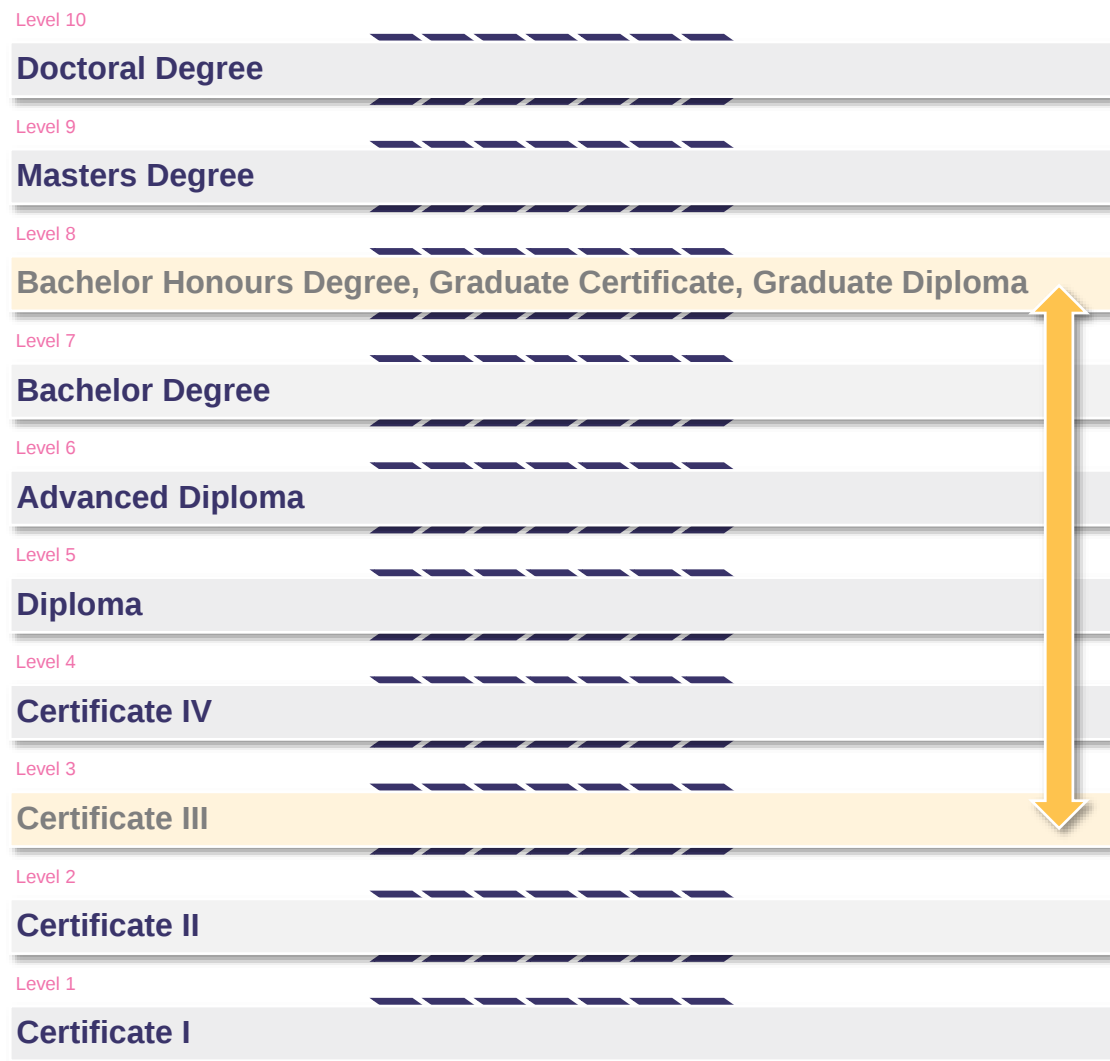
- programming standards and guidelines
- programming software
- required hardware and its components
- industry standard software development tools
- an integrated development environment (IDE).

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



Aligning Vocational/Industry Currency Activities

Unit Requirements (Specific) - where Currency impacts Competence



ICTPRG302
Apply
introductory
programming
techniques

ELEMENT	PERFORMANCE CRITERIA
1. Identify the material content	1.1 Identify the material content
2. Identify the material content	2.1 Identify the material content
3. Apply the material content	3.1 Apply the material content
4. Apply the material content	4.1 Apply the material content
5. Apply the material content	5.1 Apply the material content
6. Apply the material content	6.1 Apply the material content
7. Apply the material content	7.1 Apply the material content
8. Apply the material content	8.1 Apply the material content
9. Apply the material content	9.1 Apply the material content
10. Apply the material content	10.1 Apply the material content



Aligning Vocational/Industry Currency Activities

Unit Requirements (Holistic) – an Evolving Practice

Elements and Performance Criteria	
ELEMENT	PERFORMANCE CRITERIA
1. Identify the relevant curriculum	1.1 Identify the relevant curriculum
2. Identify application rules	2.1 Identify application rules
3. Apply language rules and format	3.1 Apply language rules and format
4. Apply content rules	4.1 Apply content rules
5. Apply content rules	5.1 Apply content rules
6. Apply content rules	6.1 Apply content rules
7. Apply content rules	7.1 Apply content rules
8. Apply content rules	8.1 Apply content rules
9. Apply content rules	9.1 Apply content rules
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Unit Specification
and
Assessment
Requirements

Industry Research,
Feedback, Advice,
Guidelines,
Requirements and
Practices

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



Industry Currency Activities

Vocational/
Industry
Currency

=

Unit of
Competency

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**)

vision for the future

Industry Currency Activities

Demonstrating Knowledge and Skills



Embrace
Evolving
Practices

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.



Ensure Knowledge
Requirements are
CURRENT

PRIOR TO

practical application of
Knowledge and **Skills**

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?





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'

Engaging Industry to Inform Practices

Industry Relevant Resource



Assessment
Resources

Learning
Resources

Physical
Resources

Human
Resources

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

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

Engaging Industry to Inform Relevance

The Human Resource

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

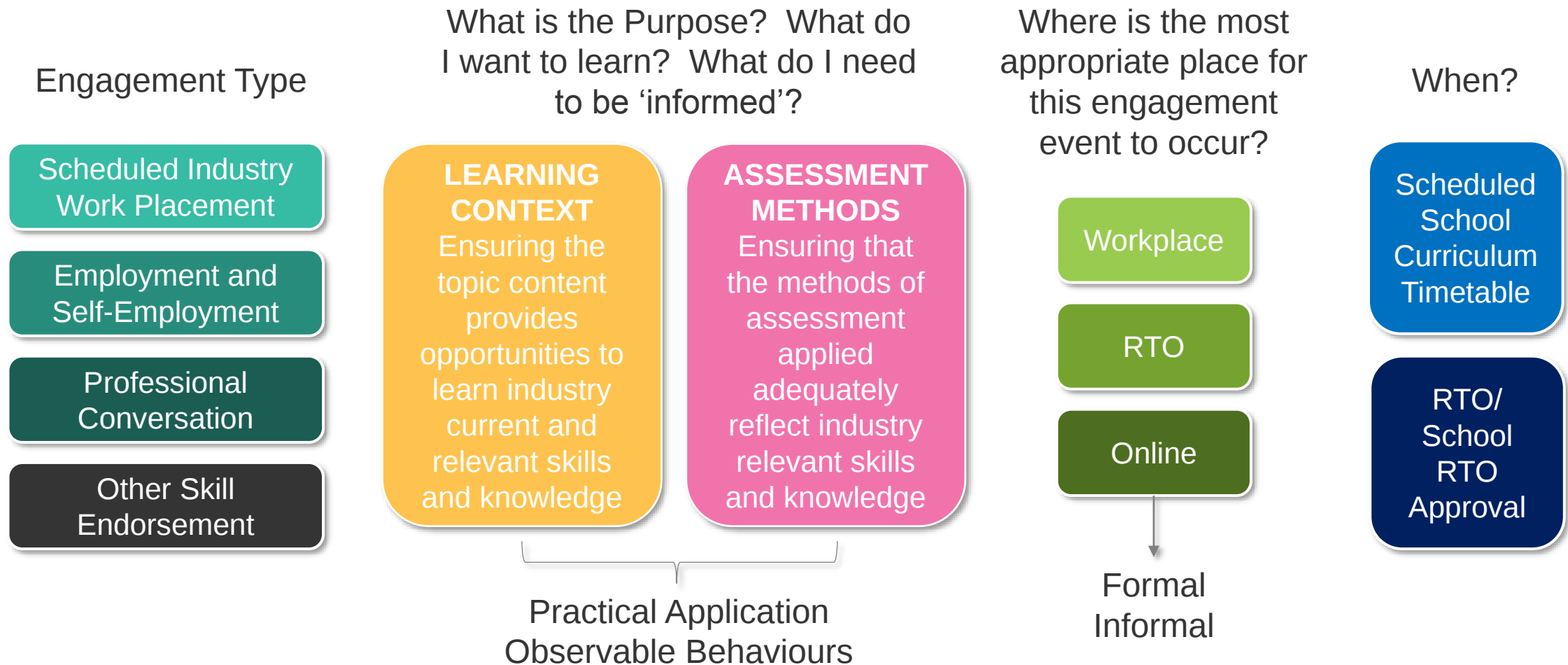
- a) having knowledge of and/or experience using the latest **techniques** and **processes**;
- b) possessing a high level of **product knowledge**;
- c) understanding and knowledge of **legislation** relevant to the industry and to employment and workplaces;
- d) being **customer/client-oriented**;
- 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.



Strategies for Engaging Industry to Inform Relevance

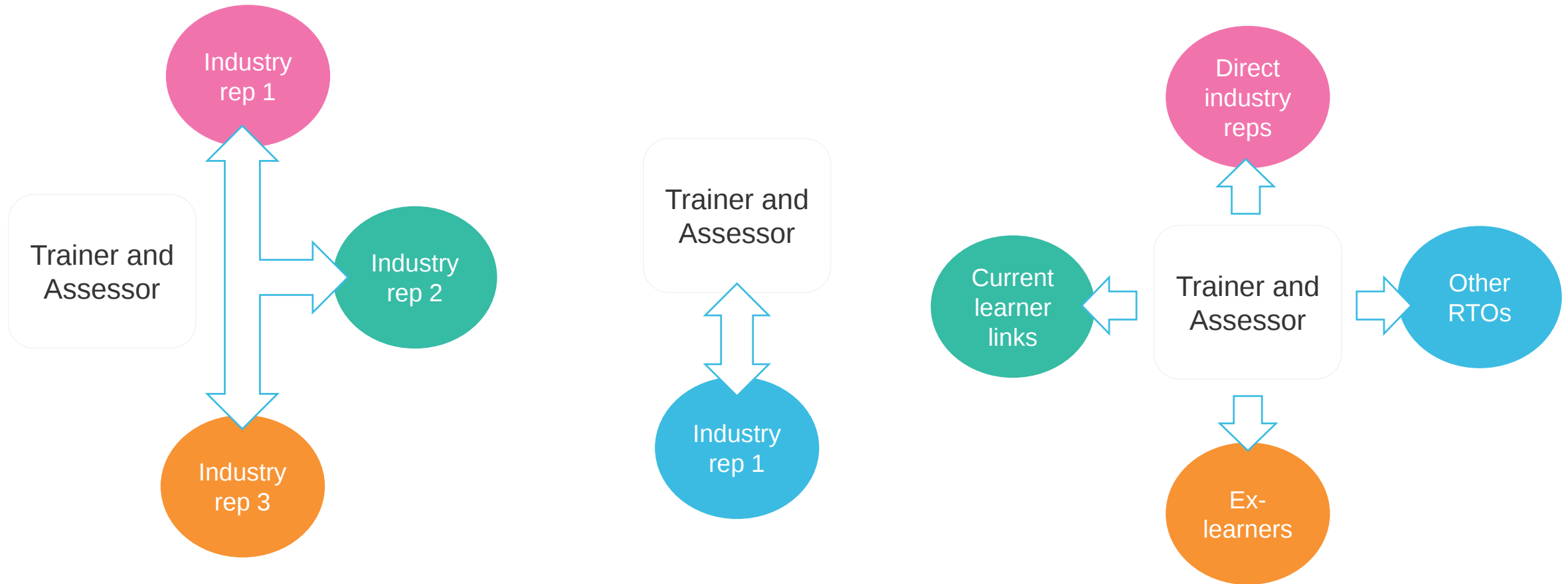
Preparation



Strategies for Engaging Industry to Inform Relevance

Industry Representatives

Who are our industry representatives?



Industry Currency Activities

Planning and Undertaking

Industry Currency Planning and Activities	
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
Step 6	
Step 7	



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 Clauses 1.13c and 1.16, 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

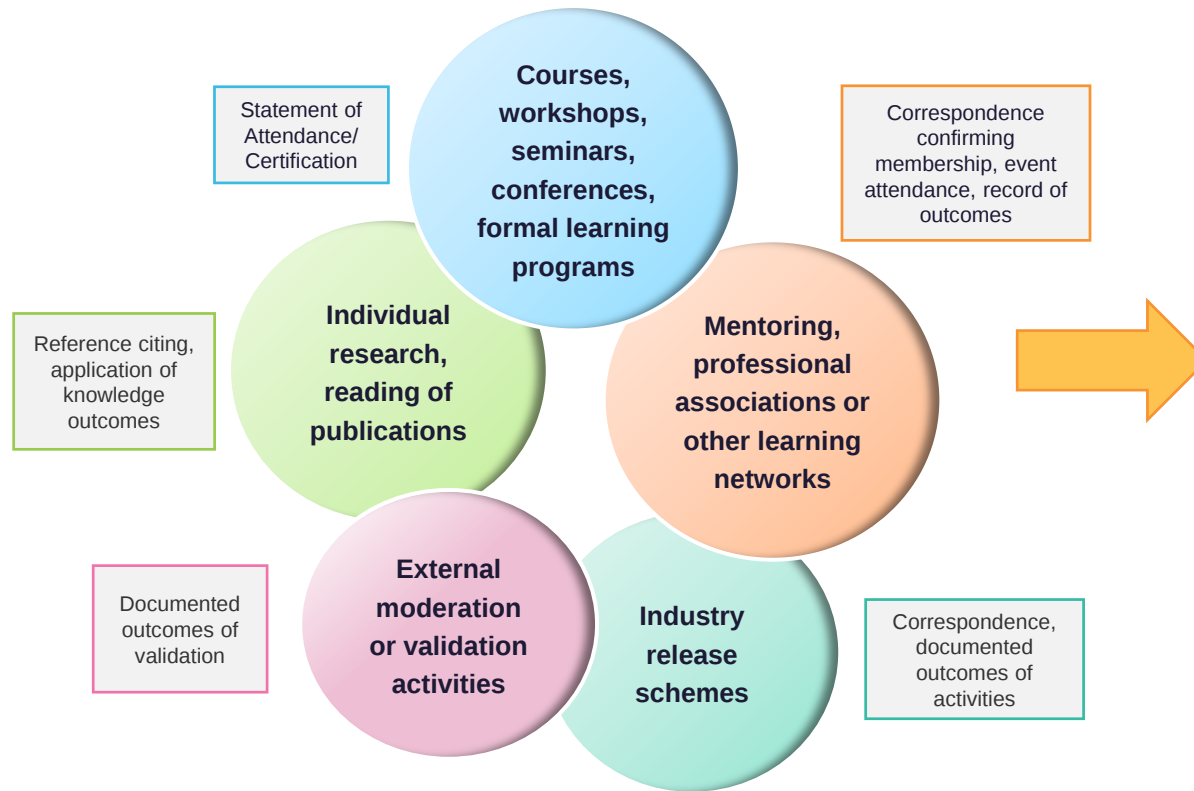
Provides us with valued opportunities to **collaborate with other VET professionals** and **enhance the quality of our knowledge and skills**

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)

vision for the future

Maintaining currency in Vocational Training and Learning

VET Currency Activities



PD ALIGNMENT



Industry
Currency



Maintaining currency of VET Knowledge and Skills

Aligning currency activities

TAE Credential

what we are
trained to do



VET Sector

awareness and
understanding



RTO Systems and
Compliance

applying practice
within an operational
environment



vision for the future

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

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

TAEASS401 Plan assessment activities and processes

TAEASS502 Design and develop assessment tools

TAEASS402 Assess competence

TAEASS403 Participate in assessment validation

Design
learning

Address
language,
literacy and
numeracy

Deliver
learning

Assess
learning

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)

Understanding the sector in which you work and how this applies to you

Newsletter Subscriptions

Download the Standards!

State/Territory News
Notifications

Vocational Education and Training

Education Sector

Federal Legislation

State/Territory Legislation

Regulatory Frameworks

Training Frameworks

Practitioner Input

What DON'T I know?

Webinars
Workshops
Learning Programs

VET Quality Framework

The National Register of
VET
(www.training.gov.au)

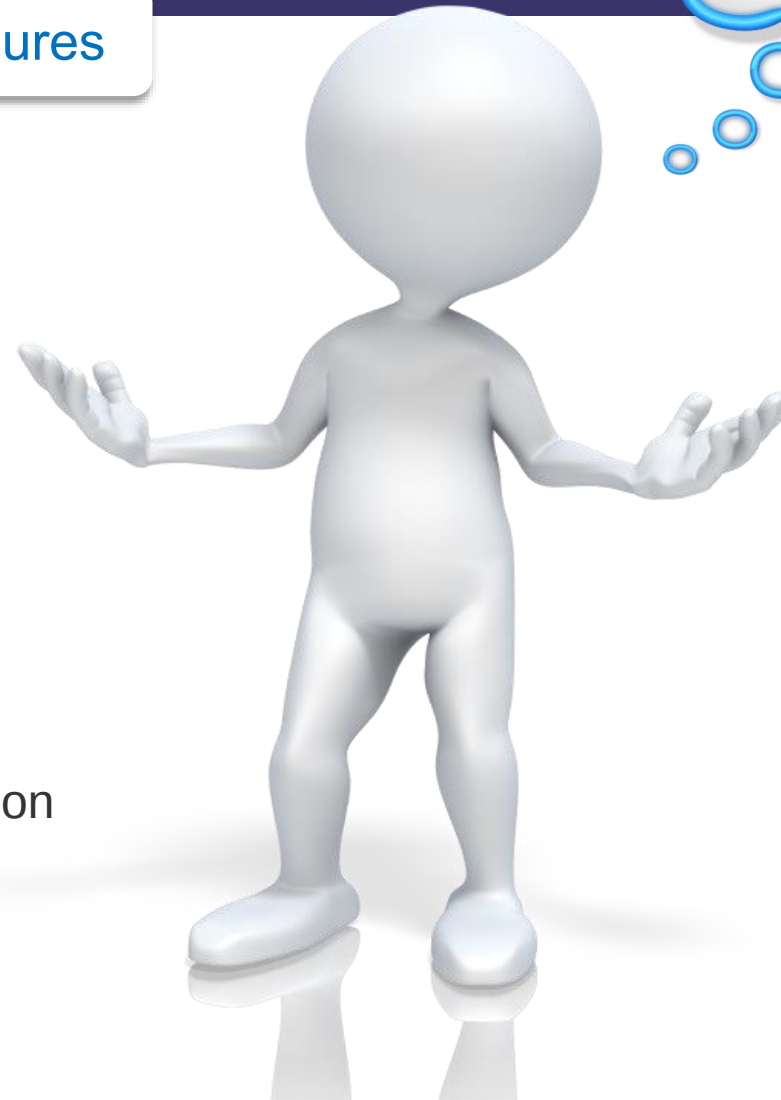
Networking, Peer Work,
Practitioner Groups

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

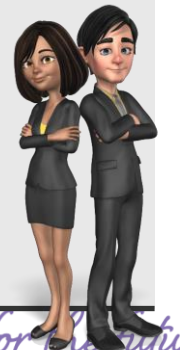


What do these
have to do with
me?

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**



vision for the future



"Keeping
ahead of the
game"

ACTIVITY 3

Activity 2 – Documenting Trainer and Assessor Currency

Take a look at the table below. This has been separated into the following sections:

- Independent research, analysis, and application
- Applicable Training and Assessment activities and practices
- Collaborative (collegial), and
- Formal

The sections enable you to separate the method of activity you have undertaken.

Additionally, there are 4 columns which enable you to provide information as to the activity details, provider(s), and type plus identify the aligned area of currency that these activities meet.

The activities presented in grey are examples for your reference.

Have a look at the activities that are not in grey and think about the area(s) of currency that this activity contributes towards. Look at the legend provided on Page 4 and either enter the title or number of that area of currency.

Having used this example, create a blank table of your own to assist the management of your own professional development activities moving forward. You may alter or add additional sections as relevant to clearly represent the areas of currency activity that you undertake.

Activity details	Activity provider	Type of activity	Area of Currency
Independent Research, Analysis and Application			
Course Planning, Design and Development 22-24 November 2018 8 hours	RTO: Sunshine Training Solutions G://SIS20115/Assessment	Completed mapping exercise for SIS20115 to align integrated assessment projects with unit of competency requirements.	
Personal Research: Review of the use of competency standards in assessment. Parts of 4 days January 2019	VOCEDplus, NCVER database http://hdl.voced.edu.au/10717/139599		Develop Learning; Plan Assessment
Reviewed all units of competency on training.gov.au for the qualifications I deliver. 29 January 2019 ½ day	training.gov.au https://training.gov.au/Training/Details/SIS20115	Analysed units of competency to confirm currency and identified adaptations needed as a result of transition requirements (where relevant).	Design Learning; Training Packages; Plan Assessment
Revised assessment instruments to reflect integrated assessment activities across SISCAU002. Perform basic water rescues and SISXCAI001 Provide equipment for activities based on prior evaluation of assessment outcomes. 12-14 March 2019 6 hours	training.gov.au https://training.gov.au/Training/Details/SISCAU002 https://training.gov.au/Training/Details/SISXCAI001 RTO Resources: G://SIS20115/Assessment	Analyse units of competency to confirm currency and identify possible opportunities for integrated learning and assessment activities.	Design Assessment; Develop Assessment
Identifying gaps in oral communication requirements across spiky profiles for four SIS20115 students and made	RTO: Sunshine Training Solutions G://SIS20115/Group 1 LLN Profiles	Applied LLN techniques to analyse previously prepared spiky profiles for the	Address adult language, literacy and numeracy

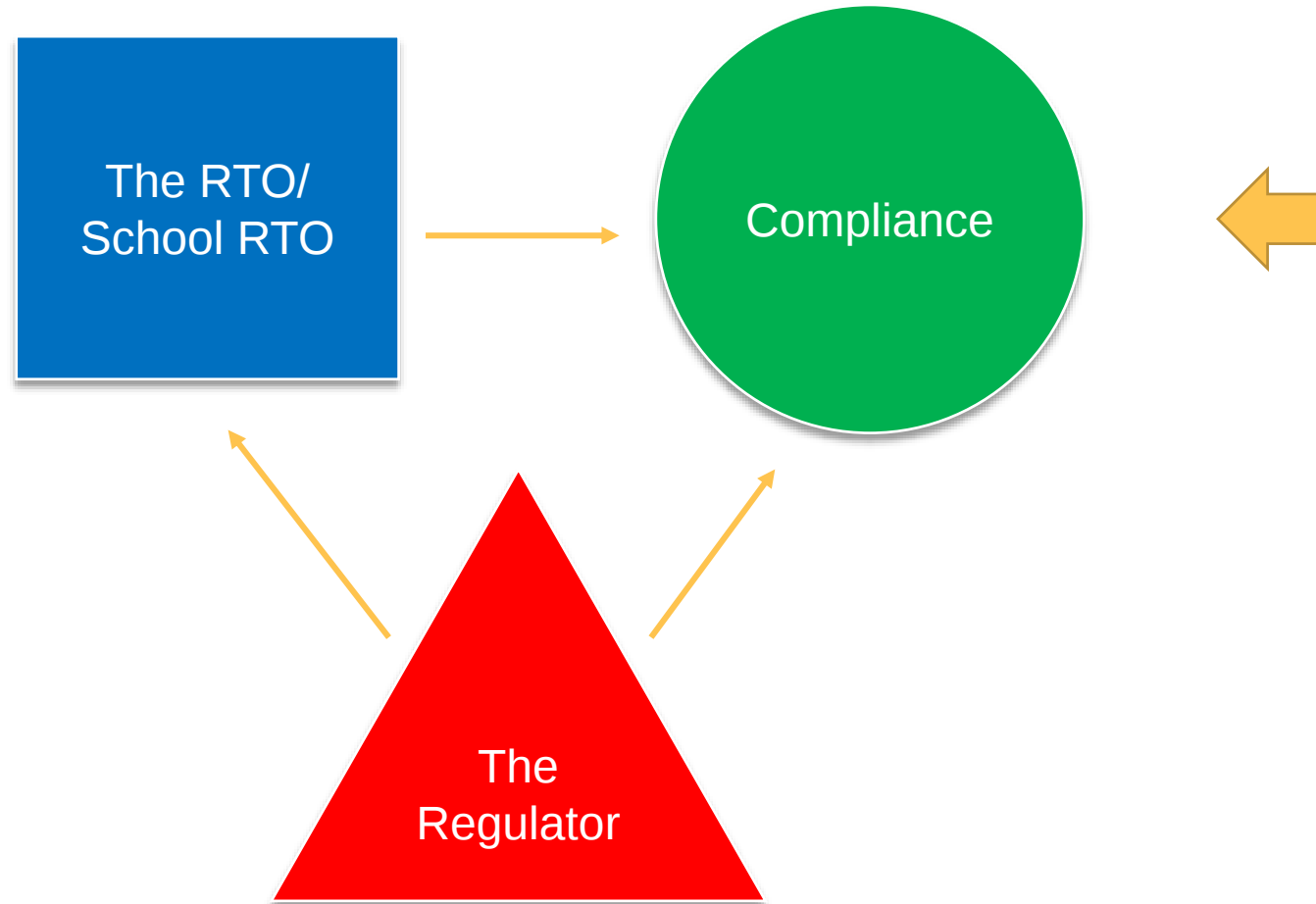
Vaig Training: Speed Training Event Resource - March 2021

2

1	TAE: Design and Develop Learning
2	TAE: Using training packages
3	TAE: Group-based learning
4	TAE: Workplace learning
5	TAE: Plan assessment
6	TAE: Design and Develop Assessment
7	TAE: Assess competence
8	TAE: Assessment Validation
9	TAE: Address adult language, literacy and numeracy
10	TAE: General Trainer and Assessor Requirements
11	RTO Awareness – What's New? (Policies and Procedures, Duty Statements, Annual Calendar of events, Data reporting, etc)
12	VET Sector Awareness – What's New? (ASQA, Impacts of Vocational Education and Training nationally, internationally, etc)

What this all means for the RTO/School RTO

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



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



“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.”

Clause 2.1, Standards for RTOs 2015



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

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

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 use the outcomes of the evaluations to continually improve its training and assessment strategies and practices. Evaluation data 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

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.

Trainer & Assessor Profile
Verification of Competence and Currency

Section 1 – Trainer/Assessor Details

Personal Details

First Name	Click here to enter text.
Last Name	Click here to enter text.
Department	Click here to enter text.
Position	☐ Trainer/Assessor ☐ Trainer ☐ Assessor ☐ Under Supervision
Employment status	☐ Full time ☐ Part time ☐ Casual ☐ Co-provider

Contact Details

Work Telephone	Click here to enter text.
Mobile	Click here to enter text.
Email	Click here to enter text.

Training Product/s Delivered

Code	Title
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

Declaration

I declare that the information provided on this Trainer / Assessor profile is true and correct.
I have provided certified copies of all qualifications, statements of attainment, transcripts and records of results that have been listed on this profile.

Signature	
Date	Click here to enter a date.

Section 2 – Trainer / Assessor Competence
VET Quality Framework Reference: SRTTO 1.14 – 1.15, 1.16a

Instructions:
1. On or prior to 30 June 2016 - Assessment completed

Trainer Skill Sets Listed

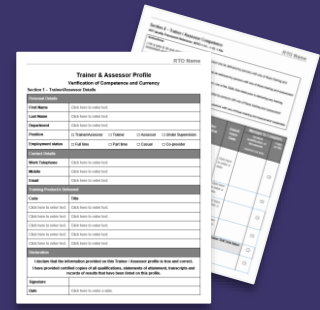
Trainer	Award Issue Date	Manager to Complete	Copy on file
Click here to enter a date.		☐	
Click here to enter a date.		☐	
Click here to enter a date.		☐	
Click here to enter a date.		☐	
Click here to enter a date.		☐	
Click here to enter a date.		☐	



Supporting
Evidence

RTO/School RTO Policies and Procedures for Trainers and Assessors

When including information within the
‘Trainer and Assessor Profile’:



The RTO cannot do this without your **‘buy in’** to this process and your **understanding** of ‘why’ these essentials are required.

Keep the information:

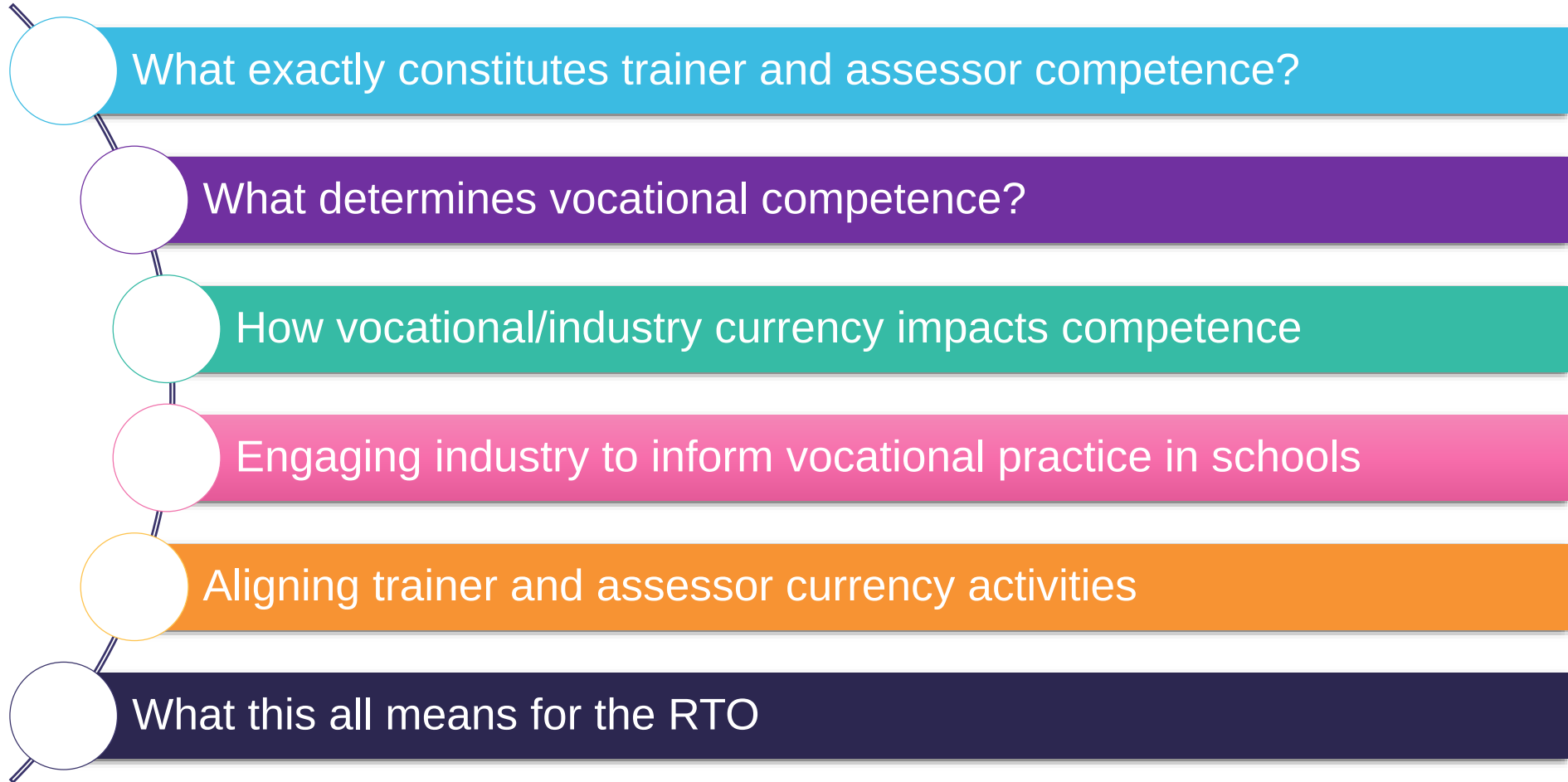
- **brief**
- **clear** to the reader (non SME)
- **industry** relevant
- **VET** relevant
- **aligned**
- supported by ‘actual’ **evidence**
- **‘on point’** e.g. easy for **READER** to, without question, **APPROVE** your **skills and knowledge** as being **competent and current**.

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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vision for the future
NATIONAL VET CONFERENCE
GOLD COAST / 9-10 SEPTEMBER 2021