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## Trainer and Assessor Regulatory Requirements

A highly skilled and knowledgeable Vocational Education and Training (VET) workforce is the cornerstone of quality training outcomes for the learner and the community. The [Standards for Registered Training Organisations \(RTOs\) 2015](#) (the Standards) recognise this by requiring those that deliver and/or assess nationally recognised training to be vocationally competent **and** hold a 'training and assessment credential'.

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

- Provision of training and assessment (Clauses 1.13 and 1.14);
- Current industry skills of trainers and assessors (Clause 1.6 b);
- Validation of assessment practices and judgements (Clauses 1.9 and 1.11);
- Assessment only services (Clause 1.15);
- Professional development of trainers and assessors (Clause 1.16);
- Supervision of non-qualified trainers (Clauses 1.17 and 1.18); and
- Delivery of TAE training and assessment qualifications (Clauses 1.22, 1.23 and 1.24).

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

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

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

### Trainer and Assessment (Clause 1.14)

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

- *TAE40122 Certificate IV in Training and Assessment or its successor; or*
- *TAE40116 Certificate IV in Training and Assessment; or*
- *TAE40110 Certificate IV in Training and Assessment plus the following units:*
  - *TAELLN401A or TAELLN411 (or its successor) Address adult language, literacy and numeracy skills; and*
  - *TAEASS502A or TAEASS502B or TAEASS502 (or its successor) Design and develop assessment tools; or*
- a diploma or higher-level qualification in adult education; or
- a credential issued by a higher education provider (as defined in section 16-1 of the *Higher Education Support Act 2003*) which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory, and one of the credentials, or the successor to one of the following credentials:
  - *TAESS00011/TAESS00019 – Assessor Skill Set; or*
  - *TAESS00024 – VET Delivered to School Students Teacher Enhancement Skill Set.*

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The Standards now allow individuals with secondary school teacher education degrees to qualify as trainers and assessors, recognising their prior qualifications and experience. This provision aims to facilitate the entry of qualified secondary educators into the VET sector.

While registration as a secondary school teacher is not mandatory, individuals must demonstrate that they have a qualification that meets the requirements for teacher registration in at least one Australian state or territory. This qualification does not need to be obtained in the state or territory where they will provide training and assessment services.

A list of qualifications from WA higher education providers meeting these requirements is available [here](#). A list of qualifications from other Australian higher education providers meeting these requirements is available [here](#).

For qualifications not on these lists, RTOs must provide evidence demonstrating how their trainers and assessors meet this requirement, specifically regarding Australian qualifications equivalent to those required for secondary school teacher registration in at least one Australian state or territory.

The following evidence would demonstrate that an individual's qualification meets the secondary school teacher criterion:

- proof of registration or previous registration as a teacher with any Australian Teacher Registration Authority. In Western Australia, the relevant regulatory authority is the Teacher Registration Board of Western Australia; and
- a teaching qualification from an Australian accredited initial teacher program (or an Australian qualification deemed as equivalent); and
- a curriculum vitae or statement of employment from a previous or current employer, demonstrating current or previous employment as a secondary school teacher.

### Assessment only (Clause 1.15)

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

- Any of the credentials noted above for Clause 1.14 related to training and assessing; or
- *TAESS00011 Assessor Skill Set*, or its successor; or
- *TAESS00001 Assessor Skill Set*, and one of the following;
  - *TAEASS502A or TAEASS502B or TAEASS502 (or its successor) Design and Develop Assessment Tools*

### Supervision Arrangements (Clauses 1.17 and 1.18)

Where the RTO retains the services of a person who does not hold the required competencies as a trainer and assessor, the RTO ensures that it has established adequate supervision arrangements which are to be provided by a qualified trainer (as noted above) and that the individual working under supervision holds one of the following credentials or its successor that is relevant to the learner cohort which the individual is involved in training or assessing. The credentials include:

- *TAESS00003/TAESS00015 Enterprise Trainer and Assessor Skill Set*; or
- *TAESS00007/TAESS00014 Enterprise Trainer – Presenting Skill Set*; or
- *TAESS00008/TAESS00013 Enterprise Trainer – Mentoring Skill Set*; or
- *TAESS00021 Facilitation Skill Set*; or

- *TAESS00029 Volunteer Trainer Delivery Skill Set; or*
- *TAESS00030 Volunteer Trainer Delivery and Assessment Contribution Skill Set; or*
- *TAESS00020 Workplace Trainer Skill Set; or*
- *TAESS00028 Workplace Skill Instructor Skill Set; or*
- *TAESS00022 Young Learner Delivery Skill Set; or*
- A credential issued by a higher education provider (as defined in section 16-1 of the *Higher Education Support Act 2003*) which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory.

In Clause 1.18a, the Standards now also provide another option, specifically that a person can also be actively working towards one of the following credentials or its successor:

- *TAE40116/TAE40122 Certificate IV in Training and Assessment; or*
- *TAE50116/TAE50122 Diploma of Vocational Education and Training; or*
- *TAE50216 Diploma of Training Design and Development.*

The Standards define 'actively working towards' to mean that the individual is enrolled in and has commenced and is making satisfactory progress toward completing within two years of commencement, a specified training and assessment credential.

## Delivery of Training and Assessment qualifications or Skill Sets from the TAE Training and Education training package (Clauses 1.22 to 1.24)

RTOs that deliver TAE qualifications, the Assessor Skills Set or the Teacher Enhancements Skills set are required to have access to trainers and assessors that:

- hold the training and assessment credential at least to the level being delivered; and
- hold one of the following credentials:
  - *TAE50111/TAE50116/TAE50122 (or its successor)- Diploma of Vocational Education and Training; or*
  - *TAE50211/TAE50216( or its successor) - Diploma of Training Design and Development; or*
  - a higher-level qualification in adult education; or
- work under the supervision of a trainer that meets the requirements set out above.

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

## Alternate Credential - Diploma or Higher-Level in Adult Education

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

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

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

## Adult Education

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

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

RTOs should use the qualification certificate along with further corroborating evidence, such as an academic transcript or record of results, in determining if the focus of the qualification is in adult education relevant to VET and competency-based training and assessment. It would be expected that the qualification would, as a minimum, include equivalent content to that of the TAE Certificate IV in Training and Assessment such as<sup>1</sup>:

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

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

<p><b>The Trainer and Assessor will have:</b></p> <ul style="list-style-type: none"> <li>• specialist technical or creative vocational knowledge and skills relative to the training products being delivered or assessed</li> <li>• training facilitation skills to transfer knowledge and specialised skills to adults</li> </ul>
<p><b>Knowledge of:</b></p> <ul style="list-style-type: none"> <li>• adult learning principles</li> <li>• VET and competency-based training and assessment</li> <li>• the Australian VET system</li> </ul>
<p><b>Skills to:</b></p> <ul style="list-style-type: none"> <li>• interpret training packages and units of competency (or accredited courses)</li> <li>• develop and implement strategies for training and assessment</li> <li>• design and develop assessment resources and practices</li> <li>• develop and deliver competency-based training programs</li> </ul>

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

- implement competency-based assessment practices in line with the principles of assessment and the rules of evidence

**Ability to:**

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

### Involving industry experts in training and assessment (Clause 1.13)

Industry experts provide valuable insight into current practices in the workplace as well as specialised knowledge and skills in new and emerging industries that would benefit the learner. The Standards now enable an industry expert to be involved in delivery and assessment. Clause 1.13 states:

*Industry experts may also be involved in training delivery and/or the assessment judgement, working alongside the trainer and/or assessor to conduct training and/or assessment.*

When an RTO uses this arrangement, they are creating a training and/or assessment team, who collectively meet the requirements of Clauses 1.13-1.16.

### What else do the Standards require of Trainers and Assessors?

#### **Vocational Competence and Industry Currency**

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

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

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

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

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

### **Current VET Skills and Knowledge**

Like all VET, training as a VET trainer and assessor reflects the industry requirements of the time.

The VET sector is characterised by change, so every VET trainer and assessor needs to keep pace with:

- changes in VET Standards;
- changes in VET paradigms, protocols and practices;
- changes in VET cohorts; and
- changes in VET regulations and legislation.

### **Maintaining Vocational Competence and on-going Professional Development**

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

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

The Standards do not prescribe how often professional development must occur, but it must be sufficient to ensure trainers and assessors maintain currency of knowledge and skills in vocational training, learning and assessment. Simply delivering training and assessment does not constitute professional development. There is a range of strategies to engage with professional development, including:

- Industry engagement (see Clauses 1.5 and 1.6);
- Workshops and webinars;
- Further training;
- Professional associations; and
- Reading (internet, TAC Fact Sheets and Users' Guides).