Nepean Community College

Accredited Trainer and Assessor Requirements

Qualification	Trainer/Assessor Requirements	Reference
BSB10120 Certificate I in Workplace Skills BS20120 Certificate II in Workplace Skills BSB30120 Certificate III in Business BSB40120 Certificate IV in Business BSB40220 Certificate IV in Aboriginal and Torres Strait Islander Governnance BSB40320 Certificate IV in Entrepreneurship and New Business	See Item 1 See Item 2 See Item 3 See Item 4	https://www.asqa.gov.au/standards/training-assessment/clauses-1.13-to-1.16

As above with inclusion of the following additional individual unit requirements:

SITHFAB005 – Prepare and serve espresso coffee	See Item 1 with the addition of having worked in the industry for at least 3 years where they have applied the skills and knowledge of this unit of competency	https://training.gov.au/Training/Details/SITHFAB005
SIRXOSM003 - Use social media and online tools	See Item 1 with the addition of must have workplace experience where they have applied the skills and knowledge covered in this unit of competency.	https://training.gov.au/Training/Details/sirxosm003
CHC33015 Certificate III in Individual Support CHC43115 Certificate IV in Disability	See Item 1 See Item 2 See Item 3 See Item 4	https://www.asqa.gov.au/standards/training-assessment/clauses-1.13-to-1.16

As above with inclusion of the following additional individual unit requirements:

HLTHPS006 – Assist clients with medication	• assessors must be a registered nurse or registered enrolled nurse or registered Aboriginal and/or Torres Strait Islander health practitioner	https://training.gov.au/Training/Details/HLTHPS006
HLTHPS007 - Administer and monitor medications	• assessors must be a registered nurse or registered enrolled nurse or registered Aboriginal and/or Torres Strait Islander health practitioner	https://training.gov.au/Training/Details/HLTHPS007
CHCSOH001 – Work with people experiencing or at risk of homelessness	• assessors must have experience working with homelessness or social housing	https://training.gov.au/Training/Details/CHCSOH001

Qualification	Trainer/Assessor Requirements	Reference
SITHCCC005 - Prepare dishes using basic methods of cookery	• have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and • have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency	https://training.gov.au/Training/Details/SITHCCC005
FSK10119 Certificate I in Access to Vocational Pathways FSK10219 Certificate I in Skills for Vocational Pathways FSK20119 Certificate II in Skills for Work and Vocational Pathways	See Item 1 See Item 2 See Item 3 See Item 4 See Item 5	https://vetnet.gov.au/Pages/download.aspx?url=https://vetnet.gov.au/Public%20Documents/FSK%20Implementation%20Guide%20Release%202.0_13.11.2019.pdf *Refer page 24* – Specific requirements to assess FSK units of competency
22471VIC Course in Initial General Education for Adults 22472VIC Certificate I in General Education for Adults 22473VIC Certificate II in General Education for Adults 22474VIC Certificate III in General Education for Adults 22476VIC Certificate I in General Education for Adults (Introductory)	Items 1 to 4 with addition of Item 6	https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwiv-O3qtK_xAhUMzjgGHft3AmsQFjAAegQIAxAD&url=https%3A%2F%2Fwww.education.vic.gov.au%2FDocuments%2Ftraining%2Fproviders%2Frto%2Fcurr22471VIC_22476VIC_22472VIC_22473VIC_22474VIC_CGEA.docx&usg=AOvVaw2O65PV-80vw59L27xRL7xp
10725NAT Course in Preliminary Spoken and Written English 10727NAT Certificate I in Spoken and Written English	Items 1 to 4 with addition of Item 7	https://ames.edu.au/curriculum/cswe-curriculum-documents/

Qualification	Trainer/Assessor Requirements	Reference
10728NAT Certificate II in Spoken and Written English		
10729NAT Certificate III in Spoken and Written English		
ICT20120 Certificate II in Applied Digital Technologies	See Item 1 See Item 2 See Item 3 See Item 4	https://vetnet.gov.au/Pages/download.aspx?url=https://vetnet.gov.au/Public%20Documents/ICT%20Release%20V7.2%20Implementation%20Guide%20-%208%20April%202021.pdf *Refer Page 40*
ICT30120 Certificate III in Information Technology		

1. Item 1 – Basic Trainer and assessor requirements

Trainer and Assessors

As of March 2024, trainers and assessors must hold:

- TAE40116/TAE40122 Certificate IV in Training and Assessment (or its successor), **OR**

- TAE40110 Certificate IV in Training and Assessment plus the following units:
- TAELLN411 (or its successor) or TAELLN401A, and
- TAEASS502 (or its successor) or TAEASS502A or TAEASS502B, **OR**

- a diploma or higher level qualification in adult education., **OR**

- a credential issued by a higher education provider (as defined by 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 following 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

Assessors Only

As of March 2024, anyone who provides assessment only (i.e. does not deliver training) must hold the following:

- TAESS00011 Assessor Skill Set or its successor, **OR**

- TAESS00001 Assessor Skill set plus one of the following:
- TAEASS502 Design and Develop Assessment Tools or
- TAEASS502A Design and Develop Assessment Tools or
- TAEASS502B Design and Develop Assessment Tools, **OR**

- a diploma or higher level qualification in adult education, **OR**

- a credential issued by a higher education provider (as defined by 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 following 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.

2. Item 2 – What is a Higher Qualification?

What is a qualification in adult education?

An adult education qualification has a focus on training and assessing adults.

The qualification does not need to include the words 'adult education' in the title; however, *units or subjects completed within the qualification* need to demonstrate the skills and knowledge required to train adults.

The academic transcript or record of results for the qualification will provide the evidence to demonstrate this.

Examples of adult education qualifications include:
- Associate Degree of Vocational Education and Training
- Bachelor of Adult and Vocational Education
- Graduate Diploma in Adult and Vocational Education and Training
- Graduate Diploma of Adult Language, Literacy and Numeracy
- Master of Education degree with an adult education focus
- CASR Part 61 Flight or Simulator Instructor
- Army Recruit Instructor.

https://www.asqa.gov.au/faqs/what-constitutes-diploma-or-higher-qualification-adult-education ***(Accessed 22/08/2024)***

3. Item 3 – Industry Currency Requirements

While the **Standards do not prescribe how** trainers and assessors must maintain their currency in industry skills, it is the responsibility of your RTO to retain evidence that shows:

- your trainers' and assessors' current industry skills and knowledge
- that trainer and assessor knowledge directly relates to the training and/or assessment they are providing.

The industry skills and knowledge held by trainers and assessors must be consistent with:

- information gathered through your **industry engagement activities**
- any **specific requirements** expressed in relevant training packages and accredited courses.

Evidence relating to trainers' and assessors' industry skills can take many forms.
- If a trainer and assessor holds the qualification they are delivering and has recent extensive industry experience, this may be sufficient to demonstrate they hold both **current industry skills** and **vocational competencies**.
- In some cases, people may have significant industry experience but not hold any formal qualifications—in such cases, you would need to *analyse the skills and knowledge they deliver and compare this to their industry skills and knowledge*.

Consider *all units of competency (including electives) in this analysis* to ensure that you are meeting the requirements for trainers and assessors specified in the training package or accredited course.

Training and assessment should only be provided by those who have **current industry skills and knowledge**. Training and assessment is best provided by those who can undertake—to an industry-standard level—all of the tasks defined in the elements of units of competency and modules.

To confirm trainers and assessors have current industry skills, and all training and assessment is delivered by people who are themselves competent practitioners, your RTO should ideally **ensure that trainers and assessors are regularly exposed to industry workplaces and participate in workplace tasks**.
Trainers and assessors need to show how they have maintained, upgraded or developed new skills relevant to current industry needs. Evidence showing trainers' and assessors' industry skills can take many forms.
Currency in skills will depend on the industry area. Some examples of how trainers and assessors can demonstrate current industry skills include:

- volunteering or working part-time in the industry area
- undertaking accredited training relevant to the industry area
- belonging to industry associations engaging with industry (eg, through discussions with employers or attending industry networking events)
- reading industry journals and subscriptions
- staying informed about changes to technology
- keeping up to date with changes to legislation.

Delivering training and assessment in a workplace does not constitute the development of current industry skills. However, **attending a workplace to experience the latest techniques, processes and resources** could contribute to the demonstration of current industry skills.

4. Item 4 – Professional Development in VET Requirements

Your RTO must ensure that **all** trainers and assessors undertake professional development in VET—including in competency-based training and assessment. This includes trainers and assessors employed or contracted by your RTO and those engaged by a third-party delivering training and assessment on behalf of your RTO.

The Standards do not prescribe how often professional development must occur, but it must be sufficiently frequent to ensure your trainers and assessors have current knowledge and skills in vocational training, learning and assessment. Simply delivering training and assessment does not constitute professional development.

RTOs must retain evidence that all trainers and assessors have undertaken **relevant professional development in VET**.

The Standards do not prescribe what form this evidence takes, but you may choose to include registers of the development activities your trainers and assessors have completed.

5. Item 5 – Foundation Skills Trainer/Assessor Requirements

Specific requirements to assess FSK units of competency

The assessor requirements in the FSK units are based on three pillars:

- legislative and policy requirements;
- knowledge of the ACSF;
- and expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill.

The assessor requirements in the assessment conditions associated with FSK units read as follows (noting minor variation for digital units):

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, **AND**
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, **AND**
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, **AND**
- have completed the following or equivalent:
    - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; **OR**
    - a higher-level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); **OR**
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

How should these requirements be interpreted?

Legislation, frameworks and/or standards

It should be noted that whilst this minimum professional standard has been set for FSK assessors, it does not preclude individual organisations or States/Territories from implementing minimum thresholds and requirements.

Knowledge of the ACSF

The FSK units of competency are aligned to the ACSF, therefore, assessors must have sound knowledge of the structure and application of the framework in relation to the core skill they are engaging with. Sound knowledge of the ACSF may include experience using the framework to undertake the following:
- identifying and describing an individual's performance in relation to core skills
- developing core skill profiles for learners, including strengths and weaknesses
- mapping core skill requirements of a course or unit to clarify and articulate core skills expectations, priorities and gaps
- identifying core skill requirements of a job role.

Expertise, knowledge and skills in the core skill

Trainers and assessors delivering and assessing units and qualifications from the FSK Foundation Skills Training Package will require recognised expertise in the delivery and assessment of

foundation skills. This expertise will vary according to the training context and the needs of the learners.

For example, many learners who undertake qualifications from the FSK Foundation Skills Training Package will need considerable support from LLN specialists with the pedagogical knowledge and experience to address and overcome severe barriers to learning.

However, some learners accessing individual units of competency from the FSK Foundation Skills Training Package may require modelling of good practice in foundation skills relevant to their vocational context, as well as opportunities to practise and build confidence.

Most groups of learners will be using the FSK Foundation Skills Training Package to develop or enhance vocationally relevant foundation skills in one or more areas of:

- learning
- reading
- writing
- oral communication
- numeracy
- digital technology

RTOs will need to determine the most appropriate delivery approach (or combination of approaches) for their target learners.

In each case the vocational practitioner would be expected to have undertaken professional development or training in understanding and awareness of foundation skills, such as the skills and knowledge covered by the units **TAELLN411 and TAELLN501**.

6. Item 6 – Certificates in General Education for Adults Trainer/Assessor Requirements

Assessment must be undertaken by a person or persons in accordance with:

- Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,

or

- the Standards for Registered Training Organisations 2015 (SRTOs),

or

- the relevant standards and Guidelines for RTOs at the time of assessment.

In the context of the delivery and assessment of the Core Skills *Reading, Writing* units, relevant vocational competencies refers to demonstrable expertise in teaching literacy.
- This can include holding an AQF level 7 or above teaching qualification with a relevant method.

Where a teacher / assessor does not hold a formal relevant qualification, they would need to demonstrate relevant knowledge of the **theory of literacy development and its application.**
- This can include adult literacy pedagogy and the socio – cultural factors affecting literacy learning, including language as a social and cultural phenomenon and the importance of context.

In the context of the delivery and assessment of the Core Skills **Numeracy and Mathematics** units, relevant vocational competencies refer to demonstrable expertise in teaching numeracy.
- This can include holding an AQF level 7 or above teaching qualification with a relevant method.

Where a teacher / assessor does not hold a formal relevant qualification, they would need to demonstrate knowledge of the **theory of numeracy development and its application**.
- This can include adult numeracy pedagogy and the importance of context.

Assessment of units of competency from nationally endorsed training packages must comply with the assessment requirements detailed in the source training product.

7. Item 7 – Certificates in Spoken and Written English Trainer/Assessor Requirements

All assessment must be undertaken by assessors who meet the requirements stated to apply under the *Standards for Registered Training Organisations (RTOs) 2015.*

Specialist teacher qualifications are required due to the specialised breadth and depth of knowledge needed to assess English as a second language as specified in the unit assessment conditions (Assessor requirements).

Assessors must be trained teachers with the following teaching qualifications:

- a recognised university undergraduate degree or higher or equivalent **AND**

- a recognised AQF 8 or higher TESOL Qualification or equivalent; **OR**

- a recognised university undergraduate degree or higher in education or equivalent with a TESOL major

The assessment of units of competency imported from training packages must reflect the requirements for assessors specified in the relevant training package(s).

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