

Skilled Trainers and Assessors Policy & Procedures

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Purpose

This policy and procedure ensure that DIT meets the requirements of the Standards by:

- Employing only skilled trainers and assessors.
- Employing a sufficient number of trainers and assessors for the qualifications and courses on its scope of registration.

This policy and procedure compliance with Clauses 1.13 – 1.24 of the Standards.

Note: clause 1.21 is no longer applicable

Definitions

Skill set means 'a single unit of competency or a combination of units of competency from a Training Package which link to a licensing or regulatory requirement, or a defined industry need.'¹. DIT does not have any standalone unit or skill set under its scope.

SRTOs means the Standards for RTOs 2015 – refer definition of 'Standards'

Standards means the Standards for Registered Training Organisations (RTOs) 2015 of the VET Quality Framework which can be accessed from www.asqa.gov.au

'Vocational competencies' are 'defined as broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competencies

¹ Definition quoted from Australian Skills Quality Authority. *User's Guide to the Standards for RTOs 2015, version 2.0.*
<https://www.asqa.gov.au/standards/using-guide>

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must be considered on an industry-by-industry basis and with reference to any guidance provided in the relevant Training Package² or Accredited Course.³

Policy

1. Qualifications and experience of trainers and assessors

- DIT employs skilled trainers and assessors. This means trainers and assessors have:
 - Vocational competencies at least to the level being delivered and assessed.
 - Current industry skills directly relevant to the courses they deliver.
 - Current knowledge and skills in vocational training and learning that informs their training and assessment.
- All trainer/assessors delivering on or after 1 July 2019, hold either TAE40110 Certificate IV in Training and Assessment and:
 - one of the following:
 - TAE40110 Address adult language, literacy and numeracy skills or its successor or
 - TAE40110A Address adult language, literacy and numeracy skills
 - and one of the following:
 - TAE40110 Design and develop assessment tools or its successor or
 - TAE40110A Design and develop assessment tools or
 - TAE40110B Design and develop assessment tools.
 - or the TAE40116 Certificate IV in Training and Assessment,
 - or a diploma or higher level qualification in adult education
- All individuals involved in delivering training will be suitably qualified as a trainer as per the Standards and therefore supervision is not required.
- All trainers/assessors are required to demonstrate their vocational competency and current industry skills through their CV, qualifications and skills mapping.

2. Professional development

- All trainers/assessors participate in regular professional development in the areas of:
 - Their industry area
 - Vocational Education and Training (VET) sector knowledge
 - Competency based training and assessment

³ Definition quoted from National Centre for Vocational Education Research (NCVER), *Glossary of VET*, 2013, Compiled by Radhika Naidu, Editors John Stanwick and Kelly Frazer

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- Professional development may include attendance at webinars, short courses, conferences, training sessions, networking meetings, participating in nationally recognized training, reading articles and discussion papers, subscription to e-newsletters and magazines.
- Trainers/assessors must ensure they complete at least two professional development activities in each of the above categories per year.
- Professional development plans and records of professional development undertaken by each trainer/assessor are kept on record and reviewed annually.

DoS monitors professional development completed by the trainers/assessors quarterly to ensure the above requirements are met.

3. Industry experts involved in assessment

- Industry experts in specialist areas may be involved in an assessment process, working alongside the assessor to conduct the assessment.

4. Supervision of individuals involved in delivering training

DIT does not intend to employ trainers without the TAE qualifications. So, arrangement of supervision is not required.

Procedures

1. Qualifications of trainers/assessors

Procedure	Responsibility
A. Vocational competency and industry currency <ul style="list-style-type: none"> Vocational competency and industry currency of trainers and assessors should be demonstrated through a combination of: <ul style="list-style-type: none"> Copies of qualifications A completed <i>Trainer/Assessor Skills Matrix</i> CV In the skills matrix, the trainer/assessor must discuss their recent relevant experience in relation to each unit they are delivering. They should refer to the contents of each unit and ensure they discuss their working experience as relevant to the unit to demonstrate they are suitable for delivery. The skills matrix should be reviewed by the Director of Studies (DoS) to ensure its suitability. The trainer/assessor may be asked to provide additional information where it is not suitable. CVs should be checked to ensure suitability of experience and confirm vocational competency and industry currency. 	Trainer/assessor
B. Copies of qualifications <ul style="list-style-type: none"> Collect copies of qualifications and statements of attainment from the trainer/assessor, relevant to the area they are delivering will be kept in file. 	Director of Studies (DoS) CEO

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Procedure	Responsibility
<ul style="list-style-type: none"> Ensure the trainer/assessor holds the Certificate IV in Training and Assessment or other acceptable qualification as required by 1.14 and 1.15 and Schedule 1 of the Standards. Ensure the trainer/assessor holds suitable industry relevant qualifications at least to the level being delivered. It is preferred that the trainer/assessor holds the qualification they are delivering however this may not be required where the skills matrix is extensive and demonstrates equivalence. Reference will be checked with a referee. Store all records in the staff file. 	

2. Professional development

Procedure	Responsibility
<p>A. Professional development plan</p> <ul style="list-style-type: none"> All trainers/assessors are to develop a <i>Professional Development Plan</i> at the start of each year (or when appointed). It should include a plan for professional development in the coming year in relation to: <ul style="list-style-type: none"> Their industry area Vocational Education and Training (VET) sector knowledge Competency based training and assessment This should be kept in the staff file. The plan may also capture the PDs trainers attended in previous year. Plans should be monitored every six months to ensure staff are attending professional development throughout the current year. All trainers/assessors are required to keep records of Professional Development they attend throughout the year by recording it on their Professional Development plan by updating the document and attaching copies of certificates (where relevant). The trainer/assessor is required to ensure they are developing in all three areas as outlined above. This will be monitored for each trainer by Director of Studies (DoS). DoS will use a <u>PD Tracker</u> to monitor it. 	Trainers/ assessors DoS

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Document Control

Document Name:	Skilled Trainers and Assessors Policy & Procedures V1.0
Quality Area:	Human Resources (HR)
Author:	Director of Studies
Status:	Approved
Approved By:	CEO
Approval Date:	28.08.2020
Review Date:	20.08.2021
Standards (SRTOs):	Clauses 1.13 – 1.25; Schedule 1