

LATROBE COLLEGE OF ART AND DESIGN

POLICY & PROCEDURES

Outcome Standards for RTOs 2025

RTO Standards 3.2-3.3

TRAINER COMPETENCIES

Related Standards

- **Standard 3.2:** Trainers and assessors hold the required training and assessment credentials.
- **Standard 3.3:** Trainers and assessors hold vocational competencies and current industry skills relevant to their training and assessment.

POLICY

This policy outlines the requirements and procedures to ensure all trainers and assessors engaged by LCAD meet the competency requirements outlined in **Standards 3.2 and 3.3 of the RTO Standards 2025**, including the necessary training, assessment credentials, vocational competency, and industry currency.

This policy applies to all trainers and assessors employed or contracted by LCAD, including casual, part-time, and full-time staff, and those involved in delivering or assessing nationally recognised training.

LCAD ensures that:

- All trainers and assessors hold and maintain the required training and assessment qualifications as detailed under the Standards for RTOs 2025 Credential Policy.
- Trainers and assessors have vocational competencies at least to the level being delivered and assessed.
- Trainers and assessors maintain current industry skills and knowledge and current training and assessment competencies through ongoing professional development.

Standard 3.2 Training & Assessment requirements

Trainers and assessors must:

1. Hold vocational competencies (qualifications or demonstrated equivalence) at least to the level being delivered and assessed.
2. Have current industry skills that are directly relevant to the training/assessment being provided.
3. Maintain current knowledge and practice in vocational training, learning, and assessment.

Trainers that are both training and assessing must also have the following (as detailed under Standards for RTOs 2025, Credential Policy):

- *TAE40122 Certificate IV in Training and Assessment* or its successor,
- *TAE40116 Certificate IV in Training and Assessment*,
- *TAE40110 Certificate IV in Training and Assessment*,
- A diploma or higher-level qualification in adult education or vocational education and training.
- A secondary teaching qualification and one of the following credentials:
 - *TAESS00011 Assessor Skill Set*, or
 - *TAESS00019 Assessor Skill Set* or its successor, or

- *TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set* or its successor.

Individuals, only assessing, must hold at least one of the above credentials or one of the below:

- *TAESS00019 Assessor Skill Set* or its successor,
- *TAESS00011 Assessor Skill Set*,
- *TAESS00001 Assessor Skill Set*,

Individuals who are enrolled in

- *TAE40122 Certificate IV in Training and Assessment* or its successor, or
- *TAE50122 Diploma of Vocational Education and Training* or its successor

Or they possess one of the following credentials:

- *TAESS00021 Facilitation Skill Set* or its successor,
- *TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set* or its successor,
- *TAESS00030 Volunteer Trainer Delivery and Assessment Contribution Skill Set* or its successor,
- *TAESS00029 Volunteer Trainer Delivery Skill Set* or its successor,
- *TAESS00020 Workplace Trainer Skill Set* or its successor,
- *TAESS00028 Work Skill Instructor Skill Set* or its successor,
- *TAESS00022 Young Learner Delivery Skill Set* or its successor,
- *TAESS00015 Enterprise Trainer and Assessor Skill Set*
- *TAESS00003 Enterprise Trainer and Assessor Skill Set*,
- *TAESS00008 Enterprise Trainer – Mentoring Skill Set*,
- *TAESS00013 Enterprise Trainer – Mentoring Skill Set*,
- *TAESS00007 Enterprise Trainer – Presenting Skill Set*,
- *TAESS00014 Enterprise Trainer – Presenting Skill Set*,
- A secondary teaching qualification.

Can deliver training under supervision (and can participate in assessments but cannot make assessment judgments alone).

The supervised teacher must be under the supervision of another with assessment credentials.

The supervised teacher must be making satisfactory progress to enable the credential to be completed within two years of commencement.

The supervised teacher must understand and be familiar with the course content they are delivering.

Standard 3.3 Vocational Competency and Industry Currency

All trainers and assessors must:

- Hold vocational competencies at least to the level being delivered and assessed.
- Be able to demonstrate current industry skills directly relevant to the study units/UCs they deliver and assess.
- Undertake ongoing professional development in:
 - The vocational fields relevant to the qualifications being delivered.
 - VET practices (e.g., assessment validation, changes in training packages).

PROCEDURES

Recruitment and Engagement

- All trainers and assessors must submit certified copies of:
 - Training and assessment qualifications.
 - Relevant vocational qualifications.
 - Evidence of industry currency (see details below).

- The coordinator or CEO will verify qualifications and experience before appointment.
- A Staff Mapping Q+PD Matrix will be completed and maintained for each trainer/assessor to confirm they meet all requirements.

Ongoing Monitoring and Professional Development

- All trainers/assessors must participate in professional development relevant to:
 - The VET sector.
 - The specific industry area of training.
- Professional development activities may include:
 - Industry work placements or consultation.
 - Attendance at industry or VET conferences.
 - Engagement in industry networks or communities of practice.
 - Training package updates or internal workshops.
 - Exhibitions, Gallery talks, exhibition award judging

Evidence of Industry Currency

Acceptable forms of evidence include (but are not limited to):

- Recent employment or consultancy in the relevant industry.
- Records of ongoing workplace experience or secondment.
- Letters from employers confirming involvement in industry practices.
- Current memberships or participation in industry bodies.
- Records of relevant training (e.g., manufacturer training, workshops, short courses).
- Exhibitions, conference visits, lectures and talks
- Travel, galleries.

Review and Audit

- Teacher and assessor Staff Mapping Q+PD Matrix are completed and reviewed annually.
- An internal audit is conducted annually to confirm compliance with this policy.
- Non-compliance is addressed through individual development plans and monitoring.

Roles and Responsibilities

Role	Responsibility
Coordinator	Ensure all trainers and assessors meet the competency and currency requirements. Maintain and review Staff Mapping Q+PD Matrix. Conduct annual reviews and audits. Verify submitted credentials. Maintain accurate records. Assist with validation and audits.
Trainers and Assessors	Maintain current qualifications, skills, and knowledge. Participate in required PD. Submit evidence of competency and currency annually.

Document Control and Recordkeeping

- All trainer files must include:
 - Certified copies of qualifications. The LCAD interviewer can verify original copies of credentials, stamp, sign, and date the copy, and include a statement stating that they have sighted the original.
 - Completed Staff Mapping Q+PD Matrix
 - Industry currency and PD logs.
- Records are stored securely for a minimum of two years (2) after LCAD no longer employs the teacher.
- Records are accessible only to authorised personnel.

Review and Continuous Improvement

This policy is reviewed annually or sooner if required due to changes in regulatory requirements or operational needs. Feedback from audits, trainers, and industry stakeholders informs improvements.

Trainer Competencies

Standard 3.2

Training and assessment are delivered to students by credentialled teachers with current skills and knowledge in training and assessment.

- (a) LCAD demonstrates that its training and assessment is only delivered by persons who hold the appropriate credentials for the delivery of training and assessment as specified in the Credential Policy.
- (b) Where the Credential Policy permits a person to deliver any training or assessment under direction – LCAD has systems in place that ensure the person does not make assessment judgements and is delivering quality training and assessment
- (b) LCAD demonstrates that its how it ensures all trainers and assessors undertake continuing professional development to maintain current skills and knowledge in training and assessment, including skills and knowledge relating to engaging and supporting students.

Standard 3.3

Training and assessment is delivered by persons with current industry skills and knowledge relevant to the training product.

- (a) All persons delivering training or assessment for, or on behalf of LCAD:
 - (i) Have industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product they are delivering or assessing in.
 - (ii) Maintain an understanding of current industry practices relevant to the training products being delivered or assessed.
- (b) Where it engages experts (third parties) to deliver training, it does so:
 - (i) By reference to the requirements of the training product or student cohort.
 - (ii) In response to a specific need for the expert to be engaged, and LCAD has a system in place for ensuring;
- (c)
 - (i) Experts have industry competencies, skills, knowledge and specialised industry or subject matter expertise that is directly relevant to the training product they are delivering;
 - (ii) Experts are only authorised to work under the direction of a person with the appropriate credentials to provide direction on the delivery of training and assessment, as specified in the Credential Policy;
 - (ii) Where the expert is involved in assessment judgement – they conduct the assessment alongside the qualified trainer or assessor.
 - (iii) The training or assessment the expert delivers is subject to oversight by the organisation.