



Training Accreditation Council FACT SHEET

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 being 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);
- 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.

National Training Packages are regularly updated to keep them relevant for the needs of industry. The updated TAE Training Package was endorsed in November of 2022 by the Skills Ministers. This means that credential requirements from the Standards that include the term **"or its successor"** will now include the updated qualification or skill set. In each section of this fact sheet the successor qualification or skill set is listed. Please note that the wording in the Standards has **not** changed.

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:

- *TAE40116 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 Address adult language, literacy and numeracy skills; and*
 - *TAEASS502 (or its successor) or TAEASS502A or TAEASS502B and Design and develop assessment tools; or*
- a diploma or higher-level qualification in adult education.

The successor to *TAE40116 Certificate IV in Training and Assessment* is the:

- *TAE40122 Certificate IV in Training and Assessment*. The qualification is equivalent.

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:

- *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*
- Any of the credentials noted above related to Training and Assessing.

The successor to *TAESS00011 Assessor Skill Set* is the:

- *TAESS00019 Assessor Skill Set*. The Skill Set is equivalent.

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:

- *TAESS00007 Enterprise Trainer – Presenting Skill Set or*
- *TAESS00014 Enterprise Trainer – Presenting Skill Set or its successor or*
- *TAESS00008 Enterprise Trainer – Mentoring Skill Set or*
- *TAESS00013 Enterprise Trainer – Mentoring Skill Set or its successor or*
- *TAESS00003 Enterprise Trainer and Assessor Skill Set or*
- *TAESS00015 Enterprise Trainer and Assessor Skill Set or its successor*

The successor to *TAESS00014 Enterprise Trainer – Presenting Skill Set* is the:

- *TAESS00028 Work Skill Instructor Skill Set*. The Skill Set is equivalent.

The successor to *TAESS00013 Enterprise Trainer – Mentoring Skill Set* is the:

- *TAESS00020 Workplace Trainer Skill Set*. The Skill Set is equivalent.

The successor to *TAESS00015 Enterprise Trainer and Assessor Skill Set* is the:

- *TAESS00021 Facilitation Skill Set*. The Skill Set is equivalent.

Delivery of Training and Assessment qualifications from the TAE Training and Education training package (clauses 1.22 to 1.24)

RTOs that deliver TAE qualifications are required to have access to trainers and assessors that hold a TAE Diploma level qualification or a higher-level qualification in adult education as follows:

- *TAE50111 Diploma of Vocational Education and Training*, or
- *TAE50116 Diploma of Vocational Education and Training* or its successor, or
- *TAE50211 Diploma of Training Design and Development*, or
- *TAE50216 Diploma of Training Design and Development* or its successor, or
- a higher-level qualification in adult education.

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

The successor to *TAE50116 Diploma of Vocational Education and Training* is the:

- *TAE50122 Diploma of Vocational Education and Training*. The qualification is not equivalent.

The successor to *TAE50216 Diploma of Training Design and Development* is the:

- *TAE50122 Diploma of Vocational Education and Training*. The qualification is not equivalent.

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.
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.

There are numerous qualifications that specifically use the term 'adult education' in their title, and these will provide the RTO with a point of reference. However, there are many other qualifications that have a focus on adult education that do not use the phrase in the title, thus requiring the RTO to substantiate its relevance to 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 as¹:

- 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:

The Trainer and Assessor will have:

- specialist technical or creative vocational knowledge and skills relative the training products being delivered or assessed
- training facilitation skills to transfer knowledge and specialised skills to adults

Knowledge of:

- adult learning principles
- VET and competency based training and assessment
- the Australian VET system

Skills to:

- interpret training packages and units of competency (or accredited courses)
- develop and implement strategies for training and assessment
- design and develop assessment resources and practices
- develop and deliver competency-based training programs
- implement competency-based assessment practices in line with the principles of assessment and the rules of evidence

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

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

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 being 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 it is important for every VET trainer and assessor 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)

Transition Arrangements – FAQ

TAC often receives questions about transition arrangements from RTOs, trainers / assessors and learners. The following questions relate to the transition arrangements for the TAE Training Package Version 5.

Is there a regulatory requirement for trainers and assessors to upgrade their qualification to the TAE40122?

There is currently **no regulatory requirement** for trainers and assessors to upgrade their qualification to the TAE40122.

I have just enrolled in the TAE40116, should I transition to the new TAE40122?

From a regulatory perspective both the TAE40116 and the TAE40122 meet the requirements of the Standards. Each individual learner will need to make a choice about which qualification better suits their needs. Speak with your RTO to determine what will be required if you chose to move to the TAE40122.

Will I be able to get credit for the units I already hold if I decide to enrol in the TAE40122?

Credit is granted at a unit level. Each individual learner will need to determine if the units that they currently hold have been deemed equivalent in the TAE Training Package Version 5. Where a unit has been deemed equivalent, the RTO can grant credit. Speak to your RTO about the unit changes and the potential for credit.

For further information see the TAC Fact Sheet: [Awarding Credit](#).

When will RTOs begin to offer the new qualifications from the TAE Training Package Version 5?

The timeframe will differ for all RTOs. Each RTO is required to review the changes that have occurred in the updated Training Package and then undertake a development process to ensure that they have training and assessment materials that meet the requirements of the new qualifications and units. There have been some substantial changes to units and qualification structure and it may take some time for RTOs to develop quality materials for the new training products. Each RTO that delivers these training products will be able to advise individual learners when they will begin offering the new training products.

Does the extended transition period apply to all training products in the TAE Training Package Version 5?

No, The Training Accreditation Council (TAC or the Council) has approved an extended transition period for all TAC registered RTOs for the following qualifications to 9 December 2024:

- TAE40116 Certificate IV in Training and Assessment;
- TAE50116 Diploma of Vocational Education and Training; and
- TAE50216 Diploma of Training Design and Development

Training Products that are not listed above are subject to the transition times specified in the Standards.

As an RTO delivering from the TAE training Package do I need to add the new qualifications to my scope of registration?

Qualifications and skill sets that have been deemed equivalent will be automatically added to your scope of registration by TAC.

Qualifications and Skill Sets that have been deemed not equivalent will require the RTO to add the new Training Products to their scope of registration.

The new TAE40122 has been automatically added to my scope, what reviews am I required to carry out?

A thorough review of the new version of the training product should be conducted even if qualifications or units of competency are deemed to be equivalent. Equivalence doesn't necessarily mean that there are no changes for training and assessments purposes. The review process should identify all changes to ensure these changes are implemented as part of the scope management process **within** the RTO.

Examples of changes that are typically required include:

- changes to the structure of qualification/s;
- changes to the way that the training and/or assessment must occur;
- changes to the teaching and learning materials as well as assessment tools;
- changes to what has to be included in the assessment; or
- changes to the requirements for trainers and assessors.

Are there specific evidence requirements to add TAE training products to my scope of registration?

Yes, TAC has developed a fact sheet as a guide for all RTOs who want to deliver training products from the TAE Training Package. The TAC Fact Sheet - [Delivery of Training and Assessment Qualification](#) provides detailed information about all requirements for existing and new providers of TAE training products. The fact sheet also details the qualifications required for trainers and assessor who deliver the TAE40116, TAE40122 or any Assessor skill set.

Will the regulators audit new training products from the TAE Training Package V5?

The regulators will audit training products from the TAE Training Package Version 5 in accordance with their processes for managing RTO registration and scope as well as their published risk strategy.