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Delivery of Training and Assessment Qualifications

The quality of training and assessment in the TAE Training and Education Training Package and specifically in the Certificate IV in Training and Assessment is pivotal to the quality of delivery in the Vocational Education and Training (VET) sector overall. In recognition of this critical role, the *Standards for Registered Training Organisations (RTOs) 2015* (the Standards) detail specific requirements for RTOs that deliver training products from the TAE Training Package.

This Fact Sheet considers the requirements of Clauses 1.22 – 1.25 in relation to the delivery of TAE Training Package products. Further guidance is also available in the TAC Users' Guide.

Update to the TAE Training and Education Training Package

The TAE Training Package Version 5 was endorsed by Skills Ministers in November 2022.

The *TAE40122 Certificate IV in Training and Assessment* supersedes *TAE40116 Certificate IV in Training and Assessment*, and the *TAE50122 Diploma of Vocational Education and Training* merges *TAE50116 Diploma of Vocational Education and Training* and *TAE50216 Diploma of Training Design and Development*.

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*
- *TAE50216 Diploma of Training Design and Development*

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

Employ experts to teach trainers and assessors

Trainers and assessors are members of the 'training and assessment industry' and graduates of the TAE Training Package have acquired a distinct field of expertise in addition to their original industry experience and/or qualifications that they bring to their VET practice. Recognising training and assessment as its own industry is important for recognising the depth of engagement required of the learner, the level of industry engagement required of the TAE trainer/assessor and the graduate's identity as a dual professional.

RTOs delivering training products from the TAE Training Package are encouraged to follow-up on their graduates to establish the effectiveness of the training they have delivered, and to respond to observed deficiencies by adjusting their training and assessment strategies and the amount of training. RTOs delivering TAE training products should see themselves as **role models of quality training and assessment** that their graduates will emulate in their own vocational field.

Requirements for delivery of training and assessment qualifications

Standards for RTOs - Clause 1.22

To deliver any AQF qualification or skill set from the Training and Education Training Package (or its successor) the RTO must ensure all trainers and assessors delivering the training and assessment hold the training and assessment qualification at least to the level being delivered.

Standards for RTOs - Clause 1.23

To deliver the training and assessment credential specified in Item 2 of Schedule 1, or the Assessor Skill Set or the Teacher Enhancement Skill Set from the Training and Education Training Package (or its successor), the RTO must ensure all trainers and assessors delivering the training and assessment:

- a. hold the training and assessment credential specified in Item 7 of Schedule 1; or
- b. work under the supervision of a trainer that meets the requirement set out in a) above.

Standards for RTO - Schedule 1 (excerpt)	
Item 2	Item 7
<p>One of the following credentials: Credential: TAE40122 Certificate IV in Training and Assessment, or its successor or TAE40116 Certificate IV in Training and Assessment or Credential:</p> <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment and one of the following: • TAELLN411 Address adult language, literacy and numeracy skills or its successor, or • TAELLN401A Address adult language, literacy and numeracy skills <p>and one of the following:</p> <ul style="list-style-type: none"> • TAEASS502 Design and develop assessment tools or its successor, or • TAEASS502A Design and develop assessment tools, or • TAEASS502B Design and develop assessment tools 	<p>One of the following credentials, or the successor to one of the following credentials:</p> <ul style="list-style-type: none"> • TAE50111/TAE50116/TAE50122 - Diploma of Vocational Education and Training; or • TAE50211/TAE50216 - Diploma of Training Design and Development; <p>or</p> <p>A higher level qualification in adult education.</p>

This means that to be able to deliver and assess the *Certificate IV in Training and Assessment* (TAE40116 or TAE40122) or the Assessor Skill Set or the Teacher Enhancement Skill Set, the trainer/assessor must hold one of the following credentials or its successor:

- *Diploma of Vocational Education and Training* (TAE50111/TAE50116/ TAE50122); or
- *Diploma of Training Design and Development* (TAE50211/TAE50216); or
- A higher level qualification in adult education.

If the trainer/assessor does not hold one of the above credentials, then they may work **under the supervision** of someone who does, as long as they meet the requirements of Clause 1.24 of the Standards, which states:

Standards for RTOs - Clause 1.24

The RTO must ensure that any person working under supervision for the purposes of Standard 1.23 b):

- a. does not determine assessment outcomes; and
- b. holds the training and assessment credential specified in Item 2 of Schedule 1.

This means that the trainer/assessor under supervision **must hold**:

- TAE40122 Certificate IV in Training and Assessment; or
- TAE40116 Certificate IV in Training and Assessment; or
- TAE40110 Certificate IV in Training and Assessment and an additional two units identified in Schedule 1, Item 2.

Independent validation of training and assessment qualifications

RTOs that deliver or are applying to deliver training products from the TAE Training Package must undergo an independent validation of their training and assessment systems and tools, processes and assessment outcomes. Validation ensures that the systems and processes the RTO uses for its training and assessment are rigorous and that graduates are highly capable and appropriately qualified as set out in the training package.

Clause 1.25 of the Standards states:

*To deliver any AQF qualification or the Assessor Skill Set or the Teacher Enhancement Skill Set from the Training and Education Training Package (or its successor), the RTO must have undergone an independent validation of its assessment system, tools, processes and outcomes in accordance with the requirements contained in Schedule 2 (and the definitions of **independent validation** and **validation**).*

Schedule 2 of the Standards outlines the requirements for RTOs that already have a TAE Training Package product on scope and for those RTOs that are adding a TAE Training Package training product to their scope for the first time. If an RTO has never had a TAE Training Package product on scope, the independent validation will examine the quality of the assessment system for your current scope and its application for the TAE training product.

RTOs that DO NOT have a TAE Training Product on scope	RTOs that DO have a TAE Training Product on scope
<p>a) For an RTO applying to extend its scope of registration to include the delivery and assessment of an AQF qualification, the Assessor Skill Set or the Teacher Enhancement Skill Set from the Training and Education Training Package (or its successor), validation is of:</p> <ul style="list-style-type: none"> i) the RTO's assessment tools, processes and outcomes in relation to other AQF qualifications and/or units of competency on its scope of registration, as directed by the VET Regulator; and ii) the assessment system to be adopted in the delivery of the training and assessment qualification, the Assessor Skill Set, or Teacher Enhancement Skill Set. 	<p>b) For an RTO where its scope of registration includes the delivery and assessment of an AQF qualification, the Assessor Skill Set or the Teacher Enhancement Skill Set from the Training and Education Training Package (or its successor), validation is of:</p> <ul style="list-style-type: none"> i) the assessment system for delivery of the training and assessment qualification the Assessor Skill Set or the Teacher Enhancement Skill Set; and ii) the RTO's assessment tools, processes and outcomes in relation to the training and assessment qualification, the Assessor Skill Set or the Teacher Enhancement Skill Set.

Independent validation must be carried out by one or more persons, who are not involved with the RTO, other than that of validation, and has the:

- current skill and knowledge in vocational teaching and learning; and
- training and assessment qualification, the Assessor Skill Set or the Teacher Enhancement Skill Set at least to the level being validated.

Adding TAE training products to an RTO's scope of registration

With the release of the TAE22 Training and Education Training Package, RTOs wishing to add non-equivalent training products to scope, or add TAE training products for the first time, will need to submit an application.

To ensure quality VET outcomes, there are additional requirements for RTOs seeking to add a TAE Training Package product to their scope of registration, and evidence will be required from RTOs, including:

1. RTOs must have held registration for **at least two years continuously** at the time of adding the qualification (*Standards for VET Regulators 2015, Clause 1.5*).
2. A list of staff who will deliver and assess the qualification, and evidence that they have:
 - a. the required training and assessment qualifications;
 - b. vocational competencies at least to the level being delivered;
 - c. current industry skills relevant to the training and assessment provided¹; and
 - d. current knowledge and skills in vocational training
3. Strategies for training and assessment for *TAE40122 Certificate IV in Training and Assessment*.
4. All assessment instruments for the following units of competency:
 - a. *TAEASS412 Assess competence*
 - b. *TAEASS413 Participate in assessment validation*
 - c. *TAEDEL411 Facilitate vocational training*
 - d. *TAEDES412 Design and develop plans for vocational training*.
5. Evidence of independent validation
 - a. evidence to demonstrate that the RTO has undergone an independent validation of the assessment system (tools, processes and outcomes) that will be adopted in the delivery of the qualification; and
 - b. details of the independent validator and their qualifications.
6. If the RTO is adding a TAE Training Package product to scope **for the first time**, then the RTO **must** also provide:

¹Currency in this instance is the **practice** of vocational training, learning and assessment, including competency based training and assessment. If someone has completed the appropriate TAE qualification, they are considered vocationally competent in the *practice* of vocational training and learning and assessment. The trainer and assessor then need to put that knowledge and skill into practice to become **industry current**. Once the trainer and assessor is both vocationally competent and industry current they can then be considered for the delivery of TAE Training Package products.

- a. evidence to demonstrate that the RTO has undergone an independent validation of the assessment system (tools and processes) that will be adopted in the delivery of the qualification; and
- b. two examples (for other qualifications/ UOC currently on scope) to demonstrate independent validation of the assessment system including outcomes.

Compliance issues identified at TAE audits

Evidence of non-compliance in the delivery and assessment of TAE Training Package products pose a substantial risk to the quality of outcomes in the VET sector. Examples of non-compliances identified at audit include:

- assessment tools do not address all requirements of the unit of competency or meet the **principles of assessment** and **rules of evidence**. For example, the RTO does not address a unit requirement at all and/or the way it is addressed is not **valid**;
- delivery of the Certificate IV in Training and Assessment does not involve an adequate **amount of training** for a Certificate IV outcome. For example, learners have intensive face to face sessions and move straight to assessment and the RTO provides no time for the learner to practice and develop the skills and knowledge to become an effective VET trainer and assessor; and
- clustering of units of competency for delivery and assessment without due attention to the very different outcomes required by the units. For example, the RTO is unable to determine if a candidate is eligible for the 'award' of some, but not all units in a cluster, if the learner is unsuccessful in the assessment process. This compromises the **validity** and **fairness** of the assessment process.

Resources for improving teaching, learning and assessment practice

Trainers and assessor who deliver from the TAE Training Package have an obligation to improve their knowledge and practice of vocational training, learning and assessment. Some links are provided below to inform development activities and reflective practice.

TAC - Fact sheets, webinars, and podcasts are available from the TAC website.

TEQSA - The Tertiary Education Quality and Standards Agency (TEQSA) is the national higher education regulator. TEQSA have a dedicated page relating to good practice in online teaching and learning.

VOCED - VOCED is a free international research database for tertiary education. It includes VET, higher education, adult and community education, informal learning, and VET in Schools.

NCVER - The National Centre for Vocational Education Research (NCVER) is the national professional body responsible for collecting, managing, analysing and communicating research and statistics on the Australian VET sector.

ADCET - The Australian Disability Clearinghouse on Education and Training (ADCET) provides information and practical guidelines to support disability practitioners, teachers and students.