

## 1. Purpose

To ensure that Assured Learning Australia (RTO#52765) has a process in place to hire only suitably qualified and experienced RTO staff including trainer & assessors and to support all staff in maintaining their currency and competency.

## 2. Policy Statement

Assured Learning Australia is committed to providing quality training and assessment products and services in compliance with the Standards for Registered Training Organisations (RTOs) 2015.

The owners of Assured Learning Australia believe that the quality of Trainer and Assessors determines the quality of training and assessment provided by Assured Learning Australia. Good Trainer and Assessors are essential to providing quality products and services. Assured Learning Australia and its owners are dedicated to sourcing, upskilling and developing the best trainers in industry as part of their commitment to providing the best training in industry.

Assured Learning Australia also recognises that as an education provider, the first recipients of that should be the staff, as such, this policy outlines how that commitment is structured within Assured Learning Australia.

## 3. Compliance

This procedure relates to the following Standards: 1.13-1.16.

This policy and procedure has been developed in line with the new draft Standards as they stand at 8/1/24 Standard 2.5 (cultural safety training), 3.1 (VET workforce management) and 3.2-3.3 (trainer & assessor competencies).

## 4. Scope

This procedure is designed to ensure only competent and current trainers and assessors deliver and assess for Assured Learning Australia.

Quality Advisor (QA) is responsible maintaining the policy and providing advice and review on trainers' competency and currency and providing regular professional development opportunities, scheduling to be coordinated with Management.

CEO is responsible for performance management of staff who are identified as not conforming to the procedure.

Trainer and Assessors are responsible for ensuring that they provide ongoing evidence of competency and currency to Assured Learning Australia and participating in professional development as requested.

This procedure is designed to be read in conjunction with the:

- Learner Support Procedure (outlines how learner needs are identified, and assessments can be adapted to meet individual learner requirements)
- Complaints and Appeals Procedure (outlines how learners can challenge assessment decision outcomes)
- Effective Assessment Policy and Procedure (how assessment and validation are undertaken and recorded by Assured Learning Australia)

### 5. Procedure for Management of Trainers and Assessors

#### Recruitment (Requirements up to 1/7/25)

Prior to recruitment, all trainers and assessors must provide evidence that they hold;

- current or equivalent versions of the units that they intend to teach (where gaps exist, Assured Learning Australia will negotiate a plan to address the gaps);
- currency for the units that they intend to teach (this may initially be via a CV and training matrix, but upon employment will need to provide full evidence);
- TAE credentials which meet the RTO Standards specified in Item 2 or Item 3 of Schedule 1;
  - As of 30 June 2019, your trainers and assessors must hold:
    - 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, and
    - TAEASS502 (or its successor) or TAEASS502A or TAEASS502B
  - OR
  - a diploma or higher-level qualification in adult education (suitability and currency to be confirmed by the Quality Advisor) Examples 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.
- have recently undertaken professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency-based training and assessment (where this has not been undertaken or cannot be evidenced, this will be provided by Assured Learning Australia).

Where the trainer does not hold competencies, a plan may be put in place, such as provision to allow for only certain units to be assessed, trained or otherwise negotiated between quality and management.

All Trainer and Assessors once confirmed that they have the competencies and currency, or a plan to achieve this prior to delivery, will likely undertake assessments to determine DiSC profile and current level of VET knowledge.

All Trainers and Assessors will meet with the CEO or nominated position prior to final confirmation and appointment.

### **Recruitment (Requirements from 1/7/25)**

Prior to recruitment, all trainers and assessors must provide evidence that they hold;

- current or equivalent versions of the units that they intend to teach (where gaps exist, Assured Learning Australia will negotiate a plan to address the gaps);
- currency for the units that they intend to teach (this may initially be via a CV and training matrix, but upon employment will need to provide full evidence);
- TAE credentials which meet the RTO Standards Credential Policy;

#### **1A. Training and assessment credentials**

To deliver training **and** assessment, including making assessment judgements, the person must hold one of the following credentials:

- 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 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, or
- A diploma or higher-level qualification in adult education or vocational education and training.

#### **1B. Assessment only credentials**

To conduct assessment **only**, including making assessment judgements, the person must hold one of the following credentials:

- TAE40122 Certificate IV in Training and Assessment or its successor,

- TAE40116 Certificate IV in Training and Assessment,
- TAE40110 Certificate IV in Training and Assessment,
- TAESS00019 Assessor Skill Set or its successor,
- TAESS00011 Assessor Skill Set,
- TAESS00001 Assessor Skill Set,
- 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, or
- A diploma or higher-level qualification in adult education or vocational education and training.
- have recently undertaken professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency-based training and assessment (where this has not been undertaken or cannot be evidenced, this will be provided by Assured Learning Australia).

Where the trainer does not hold competencies, a plan may be put in place, such as provision to allow for only certain units to be assessed, trained or otherwise negotiated between quality and management.

All Trainer and Assessors once confirmed that they have the competencies and currency, or a plan to achieve this prior to delivery, will likely (but are not required to) undertake assessments to determine DiSC profile and current level of VET knowledge.

All Trainers and Assessors will meet with the CEO or nominated position prior to final confirmation and appointment.

### **Validating Trainer and Assessor Competencies**

All competencies, such as AQF documentation will be validated by Assured Learning Australia, the means to validate credentials include but are not limited to;

- confirming via a QR code (note to be made on file, QR validated); OR
- validated through provision of an original or original electronic version of a USI transcript (USI transcript to be retained on file); OR
- calling the issuing RTO to confirm qualification was issued (note to be made of date of the call, note that not all RTOs will release this information over the phone); OR
- emailing the issuing RTO to confirm and receiving email from RTO to confirm (copy of email to be retained).

Evidence of this should be noted in the trainer matrix or in the learner management system.

### Maintaining Industry Currency

All trainer and assessors are ultimately responsible for maintaining their industry currency as reflected in their job position description and under the RTO Standards. Assured Learning Australia will support trainer and assessors and assist in the planning and scheduling of industry currency activities. Where staff are full time employed with Assured Learning Australia, opportunities to return to work or update qualifications may be supported, organised or paid for by Assured Learning Australia upon negotiation with the Directors.

**Understanding of Currency:** 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 - preferred method
- undertaking accredited training relevant to the industry area - preferred method
- belonging to industry associations
- engaging with industry (for example, 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.

All evidence of industry currency should be updated by the trainer to your trainer profile on aXcelerate. For guidance on how to do this, please refer to supporting documentation.

Based on industry consultations, the following currency periods apply across the following industry areas on scope with Assured Learning Australia, this is based on extensive industry consultation, and from time to time, this table is subject to change. Please note that evidence of industry currency must be maintained against every unit of competency being delivered.

Training Package	Industry Area	Currency Period
AUR	Automotive	5 years
AUR	Automotive (Electrical Units)	2 years
All training packages	WHS related competencies	2 years

## Maintaining VET Currency

All trainer and assessors, regardless of employment status (full time, part time, casual, contract and third party) will be provided with multiple opportunities throughout the year to participate in VET professional development at no charge, this includes but is not limited to:

- online internal professional development;
- face to face professional development (offered at limited locations, trainer travel may be required);
- opportunities to participate in external professional development through organisations such as Velg Training, ASQA, TAC, ITECA, etc.
- the requirement to participate in small group validation sessions.

Trainers who are employed under employment contracts must participate in the sessions they are scheduled in, contract, casual and third-party trainers must participate in at least one internal professional development per year OR must have a PD plan approved by the Quality Advisor and Directors in advance, for example, if a trainer was updating to a Diploma of VET, this would be acceptable as external approved VET PD.

Should a Trainer and Assessor repeatedly fail their validations or be identified by admin and management as repeatedly not meeting assessment evidence standards, they may be required to undertake additional professional development and assessment training as part of their Performance Management Plan.

## 6. Procedure for Effective Workforce Planning

It is understood that all positions within Assured Learning Australia need to have an understanding of key sections of the RTO Standards. As such Assured Learning Australia is committed to ensuring this during onboarding and regularly through the life of the employment contract.

Appendix A is a table of the relevant Standards that different positions will be provided with training on relevant to the RTO Standards, both current and proposed.

## 7. Cultural Safety Training

Assured Learning Australia is committed to providing a culturally safe environment, more details about the rationale and manner for cultural safety training to occur are found within the Access and Equity Policy and Procedure.

## 8. Policy Review

This policy will be reviewed each year and as a standing item, include details of the date it was reviewed and any changes.

- November 2022 – Initial creation
- January 2024 - Updates in line with draft RTO Standards

- Jan 2025 – Further updated and alignment with Outcome Standards Policy Guidance and Credential Policy
- Feb 2025 – final review and sign off by Office Manager and CEO

### **Policy Additions or Amendments**

Separate to the mandated annual review, the policy may be varied at any time due to legislative changes or to fall in line with widely accepted best practices in the workplace. In the event of any changes, the policy will be updated, and relevant stakeholders advised.

Lyle Barrett (CEO)

## Capability and Development Policy and Procedure

Position	Topics for Training	Current RTO Standards	Draft RTO Standards	Frequency
<b>Marketing / Sales / BDM</b>	<p>Understanding Marketing and Advertising in VET; Ensuring fully informed learners; Checking for CT and RPL; Requirements for 3<sup>rd</sup> parties and agents (where applicable) Additional as required under gov't funding contracts</p>	<p>Marketing- 4.1, 2.3*, 2.4* Enrolment- 5.1, 5.2, 5.3, 7.3</p>	<p>1.7 CT/RPL 22.1-2.2 Informed Learners 2.3-2.5 Training Support</p>	<p>Onboarding, 2025 to cover new Standards; annually along with update of training product delivery</p>
<b>Administration*</b>	<p>Creating groups/classes, setting up qualifications Entering and processing enrolments Processing Credit Transfers Processing and communicating LLN, learner needs, etc. Creating, raising invoices Processing and quality checking assessments (basic QA of assessments, accuracy of dates and volume of learning/amount of training for units) Managing learner progression Final file checks and issuing certificates, RORs and SOAs When to raise red flags (lack of progression, poor assessment, etc.)</p>	<p>Enrolment-5.1, 5.2, 5.3, 7.3 Learner Progression- 1.7 TAS overview- 1.1-1.4 Assessment/RPL- 1.8 Completion- 3.1, 3.3</p>	<p>1.3 -1.5 Assessment 1.7 CT/RPL 22.1-2.2 Informed Learners 2.3-2.5 Training Support 2.6-2.7 Learner Wellbeing</p>	<p>Onboarding, 2025 to cover new standards, annually at a minimum, recommended refresher every 6 months especially where funded training applies</p>



## Capability and Development Policy and Procedure

Position	Topics for Training	Current RTO Standards	Draft RTO Standards	Frequency
	Additional as required under gov't funding contracts			
<b>Learner Support</b>	<p>Ensuring fully informed and suitable learners (learner orientations)</p> <p>Assessing Learner Needs</p> <p>Learner inclusion, wellbeing, and safety</p> <p>Building learner resilience</p> <p>Managing complaints and appeals</p>	1.7 Learner Support	<p>2.1-2.2 Informed Learners</p> <p>2.3-2.5 Training Support</p> <p>2.6-2.7 Learner Wellbeing</p> <p>2.8-2.9 Complaints and appeals</p>	Onboarding, 2024 to cover new standards, annually at a minimum, recommended refresher every 12 months especially where funded training applies
<b>Trainer Only (No Assessment)</b>	<p>Ensuring fully informed and suitable learners (learner orientations)</p> <p>Assessing Learner Needs</p> <p>Learner inclusion, wellbeing and safety</p> <p>Building learner resilience</p> <p>Delivering engaging and well-structured training</p> <p>Engaging with industry and maintaining currency</p> <p>Managing trainer competency and currency</p>	<p>Training and Assessment 1.1, 1.2, 1.3, 1.13 to 1.18, 1.20, 8.2</p>	<p>1.1-1.2 Training</p> <p>2.1-2.2 Informed Learners</p> <p>2.3-2.5 Training Support</p> <p>2.6-2.7 Learner Wellbeing</p> <p>3.2-3.3 VET (trainer and assessor) workforce competencies</p>	Onboarding, 2025 to cover new standards, annually at a minimum, recommended refresher every 12 months especially where funded training applies

## Capability and Development Policy and Procedure

Position	Topics for Training	Current RTO Standards	Draft RTO Standards	Frequency
<b>Trainer &amp; Assessor</b>	<p>Ensuring fully informed and suitable learners (learner orientations)</p> <p>Assessing Learner Needs</p> <p>Learner inclusion, wellbeing, and safety</p> <p>Building learner resilience</p> <p>Delivering engaging and well-structured training</p> <p>Engaging with industry and maintaining currency</p> <p>Assessment in line with the training package, principles of assessment and rules of evidence</p> <p>Validation 101</p> <p>Managing trainer competency and currency</p>	<p>Training and Assessment 1.1, 1.2, 1.3, 1.8, 1.13 to 1.18, 1.20, 8.2</p> <p>Completion 3.1, 3.3</p>	<p>1.1-1.2 Training</p> <p>1.3-1.5 Assessment</p> <p>2.1-2.2 Informed Learners</p> <p>2.3-2.5 Training Support</p> <p>2.6-2.7 Learner Wellbeing</p> <p>3.2-3.3 VET (trainer and assessor) workforce competencies</p>	<p>Onboarding, 2025 to cover new standards, annually at a minimum, various activities to occur throughout the year in relation to validation, trainer currency and matrix updates</p>
<b>Compliance</b>	<p>All of the above</p> <p>Additionally</p> <p>How to build and maintain TAS</p> <p>Understanding the RTO Policies and Procedures</p> <p>Continuous Improvement and Quality Management Processes</p> <p>Interactions with the Regulator</p>	All standards	<p>1.1-1.2 Training</p> <p>1.3-1.5 Assessment</p> <p>1.6 Facilities and resources</p> <p>1.7 RPL/CT</p> <p>2.1-2.2 Informed Learners</p> <p>2.3-2.5 Training Support</p> <p>2.6-2.7 Learner Wellbeing</p>	<p>Onboarding, 2025 to cover new standards, annually at a minimum</p> <p>Monthly activities in line with</p>

## Capability and Development Policy and Procedure

Position	Topics for Training	Current RTO Standards	Draft RTO Standards	Frequency
			2.8-2.9 Feedback, complaints and appeals 3.1 VET workforce planning 3.2-3.3 VET (trainer and assessor) workforce competencies 4.1-4.6 Leadership and accountability	compliance schedule
<b>Curriculum Development</b>	Ensuring fully informed and suitable learners (learner orientations) Assessing Learner Needs Learner inclusion, wellbeing, and safety Building learner resilience  Delivering engaging and well-structured training Engaging with industry and maintaining currency Assessment in line with the training package, principles of assessment and rules of evidence Validation 101	Training and Assessment 1.1, 1.2, 1.3, 1.8, 1.13 to 1.18, 1.20, 8.2  Completion 3.1, 3.3	1.1-1.2 Training 1.3-1.5 Assessment  2.1-2.2 Informed Learners 2.3-2.5 Training Support 2.6-2.7 Learner Wellbeing	Onboarding, 2025 to cover new standards, annually at a minimum  PD to vary based on the breadth and depth of training products being produced
<b>Finance (where raising invoices)</b>	Creating, raising invoices What items attract GST and what does not Government funding as required	7.3 Protecting pre-paid fees	2.1-2.2 Informed Learners	Onboarding, 2025 to cover new standards, annually at a minimum

## Capability and Development Policy and Procedure

Position	Topics for Training	Current RTO Standards	Draft RTO Standards	Frequency
<b>Management</b>	All of the above  Governance Requirements Leadership and Accountability	All standards	1.1-1.2 Training 1.3-1.5 Assessment 1.6 Facilities and resources 1.7 RPL/CT 2.1-2.2 Informed Learners 2.3-2.5 Training Support 2.6-2.7 Learner Wellbeing 2.8-2.9 Feedback, complaints and appeals 3.1 VET workforce planning 3.2-3.3 VET (trainer and assessor) workforce competencies 4.1-4.6 Leadership and accountability	Onboarding, 2025 to cover new standards, annually at a minimum  Monthly activities in line with compliance schedule
<b>All Staff</b>	Cultural Safety	1.7	2.5	Annually

Note that depending on the size of the organisation, administration roles and responsibility may cross over with compliance, particularly in small organisation. Administration for this purpose is responsible for entering enrolments, assessment outcomes, raising invoices and issuing certificates.

### 9. Policy in Practice

Our **Capability and Development Policy** is designed to ensure that all staff, including trainers and assessors, are supported to maintain and enhance their skills, knowledge, and competencies in line with national standards and industry requirements. When fully implemented, this policy fosters a culture of continuous professional growth, collaboration, and excellence in delivering quality training and assessment.

**What this policy means for you as a staff member:**

#### 1. Onboarding and Induction

- From the moment you join the organisation, you will undergo a comprehensive **onboarding program** that introduces you to:
  - The **Standards for RTOs** and our compliance framework.
  - Your role-specific responsibilities and expectations.
  - Key procedures for maintaining competency, currency, and compliance.

#### 2. Tailored Professional Development

- You will work with your manager and the Quality Advisor to develop an **individualised professional development plan** tailored to your role, career goals, and emerging industry trends. This plan will outline:
  - Mandatory activities for both industry and VET training competency.
  - Opportunities to participate in internal and external professional development, such as workshops, conferences, or accredited courses.

#### 3. Maintaining Industry and Training Currency

- You will have structured opportunities to maintain your **industry currency** through activities such as:
  - Participating in industry work placements or events.
  - Engaging in discussions with employers and industry experts.
  - Accessing funded training to upskill in emerging technologies or practices.
- Regular validation and **review of your credentials** will ensure your qualifications and experience meet the highest standards.

#### 4. Regular Training on Compliance and Standards

- You will participate in annual training sessions that cover:
  - Updates to national **RTO Standards**, including the Outcome Standards.

- Governance principles, risk management, and continuous improvement practices.
- Strategies for creating **inclusive and culturally safe learning environments**.

### 5. Diversity, Inclusion, and Wellbeing Support

- All staff are trained to recognise and support the diverse needs of our learners, ensuring:
  - **Cultural safety** for Aboriginal and Torres Strait Islander learners.
  - Awareness of mental health and disability inclusion practices.
  - Tools to promote learner wellbeing and resilience.

### 6. Validation and Feedback Processes

- As a trainer or assessor, you will participate in **validation sessions** to ensure assessments meet the principles of fairness, reliability, and validity.
- You will receive regular feedback on your practices to support continuous improvement and maintain alignment with Assured Learning Australia's quality framework.

### 7. Transparent Credential Monitoring

- You will update your **trainer profile** in our aXcelerate system with evidence of:
  - Industry and VET currency.
  - Participation in professional development activities.
  - Any additional qualifications or skills acquired.

### 8. Support and Accountability

- We will provide:
  - Access to resources, support staff, and tools to enhance your teaching and assessment capabilities.
  - Clear feedback and guidance if performance improvement is required.
  - A collaborative environment where staff input is valued in shaping our policies and practices.

#### What you can expect from us:

- Financial or logistical support for approved CPD activities.
- A structured process to raise concerns or seek guidance regarding your role.
- Ongoing communication about changes in standards, industry trends, and compliance requirements.

## What we expect from you:

- Actively participate in training and professional development activities.
- Maintain and provide evidence of your currency in both training and industry-specific competencies.
- Collaborate with colleagues to uphold the principles of quality training and assessment.

By implementing this policy, Assured Learning Australia's ensures that every staff member is empowered to deliver high-quality training and support services that meet the diverse needs of our learners, industry, and community. Together, we can create an environment of continuous improvement, innovation, and excellence in vocational education and training.

## 10. Evidence of Policy Implementation

To demonstrate the implementation of the **Capability and Development Policy**, the following evidence will be available for review to verify compliance with the Standards for RTOs and the Outcome Standards:

1. **Trainer Matrices:** Documentation of individualised CPD plans for all trainers, assessors, including records of participation in internal and external professional development activities, validation sessions, and industry engagement. This includes attendance logs, certificates of completion, and CPD activity summaries recorded in the learner management system.
2. **Credential and Currency Verification:** Evidence of initial and ongoing credential validation for trainers and assessors, including scanned copies of qualifications, USI transcripts, and industry certifications. A high level review of this is provided in the trainer matrix. This will be complemented by annual reviews of staff profiles to ensure current industry and VET competency, with records maintained in the learner management system.
3. **Compliance and Standards Training:** Records of mandatory compliance training sessions, including schedules, attendance logs, and training materials (varies by activity). Evidence of staff participation in training on governance, risk management, cultural safety, learner wellbeing, and continuous improvement practices will also be provided.
4. **Industry Engagement Records:** Documentation of industry consultation and engagement activities, such as meeting minutes, feedback forms, and correspondence, demonstrating how these activities inform staff professional development and training strategies.
5. **Validation and Assessment Oversight:** Evidence of validation sessions conducted for all training products, including validation schedules, meeting minutes, and action plans resulting from validation outcomes. This includes assessor feedback logs and examples of updated assessment tools.
6. **Performance Management and Support:** Records of performance reviews, professional development plans, and any remediation actions taken for staff identified as requiring additional support or training. This includes evidence of communication between staff and management regarding professional development opportunities and feedback. This information is limited to management and stored confidentially but may be provided upon request.

This range of evidence ensures transparency, compliance, and alignment with both internal policies and regulatory standards, enabling auditors to verify the effective implementation of the **Capability and Development Policy**.