



# Draft Practice Guide

## Trainer and Assessor Competencies

(Standards 3.2, 3.3)

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Outcome Standards for Registered Training Organisations

Quality Area 3 – VET Workforce

### What are the key concepts?

The following key concepts are covered in this practice guide:

Standard 3.2	Standard 3.3
<ul style="list-style-type: none"> <li>The Credential Policy</li> <li>Working under direction</li> <li>Professional development</li> </ul>	<ul style="list-style-type: none"> <li>Industry competencies</li> <li>Industry currency</li> <li>Employing experts</li> </ul>

### How can you achieve the Standards in practice?

The following table lists examples of activities that may demonstrate compliance with the Standards, as well as risks to avoid. These examples are not a complete list of every activity or risk, nor do all the activities listed need to be completed to achieve compliance. Rather, they are a guide and should be considered within the context, size, scale and student cohorts of your RTO's operations.

Standard 3.2: Training and assessment is delivered by credentialed people with current skills and knowledge in training and assessment.	
Performance indicators	Example activities and considerations for compliance
<p>The RTO demonstrates:</p> <ol style="list-style-type: none"> <li>training and assessment is only delivered by people with relevant credentials as specified by the Credential Policy</li> <li>where the Credential Policy enables a person to work under direction, a system for ensuring the person does not make assessment judgements and for ensuring the quality of their practice</li> <li>how it ensures each trainer and assessor undertakes continuing professional development to maintain current skills and knowledge</li> </ol>	<ul style="list-style-type: none"> <li>You can demonstrate how your systems ensure that all persons involved in training and assessment always meet the requirements of the Credential Policy.</li> <li>You can demonstrate your mechanisms for ensuring people do not perform training and assessment tasks beyond the scope of their credentials.</li> <li>You can demonstrate how you authenticate the relevant credentials held by your trainers and assessors.</li> <li>Where a person is working under direction, you can demonstrate:             <ul style="list-style-type: none"> <li>that the supervision and guidance arrangements are reflective of the skills and knowledge of the person</li> <li>how you assure the quality of their practice</li> <li>how you ensure the person is not making assessment judgements</li> <li>how you ensure that their supervisor has sufficient support to perform the supervisory role.</li> </ul> </li> </ul>

<p>in training and assessment, including engaging and supporting VET students.</p>	<ul style="list-style-type: none"> <li>• You can demonstrate how staff involved in training and assessment maintain up-to-date trainer and assessor skills, for example by: <ul style="list-style-type: none"> <li>○ participating in internal or external courses, workshops, industry seminars, and conferences</li> <li>○ demonstrating recent completion of a higher-level qualification in training and assessment practice</li> <li>○ accessing relevant publications related to VET and competency-based training and assessment</li> <li>○ participating in learning networks</li> <li>○ taking part in validation or moderation activities</li> <li>○ shadowing or working closely with other trainers and assessors under a mentoring arrangement.</li> </ul> </li> </ul>
<b>Known risks to quality outcomes</b>	
<ul style="list-style-type: none"> <li>• Not having a system in place to authenticate the training and assessment credentials held by the trainers and assessors.</li> <li>• Not regularly reviewing the skills and knowledge of the persons working under direction to determine if their level of supervisory arrangements and guidance require adjustment.</li> <li>• Not systematically reviewing the quality of work produced by those persons working under direction.</li> <li>• Only providing trainers and assessors with access to professional development on an ad-hoc basis with no consideration as to whether the professional development is the most suitable to understanding current and emerging training practices.</li> </ul>	

<b>Standard 3.3: Training and assessment is delivered by people with current industry skills and knowledge relevant to the training product.</b>	
<b>Performance indicators</b>	<b>Example activities and considerations for compliance</b>
<p>The RTO demonstrates:</p> <ol style="list-style-type: none"> <li>a. each person delivering training or assessment: <ol style="list-style-type: none"> <li>i. has industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product being delivered and/or assessed</li> <li>ii. maintains an understanding of current industry practices</li> </ol> </li> <li>b. where an expert is engaged to support trainers and assessors, this is based on a specific need for expertise related to the training product or VET student cohort, and there is a system for ensuring: <ol style="list-style-type: none"> <li>i. the expert has relevant industry competencies, skills and knowledge and specialised industry or subject matter expertise</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• You can demonstrate how you authenticate credentials held by your trainers and assessors.</li> <li>• You can demonstrate the systems you have in place to assess the appropriateness, relevance and currency of each trainer and assessor's industry competencies, skills and knowledge.</li> <li>• You can demonstrate that all trainers and assessors (including industry experts) have industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product they are delivering and assessing.</li> <li>• You can demonstrate that all trainers and assessors are maintaining an understanding of current industry practices, including by, but not limited to: <ul style="list-style-type: none"> <li>○ volunteering or working part-time in the industry area</li> <li>○ undertaking accredited training, or higher-level qualifications, relevant to the industry area</li> <li>○ belonging to industry associations</li> <li>○ engaging with industry (for example, through discussions with employers or attending industry networking events)</li> <li>○ subscribing to industry journals and newsletters and summarising how learnings could be incorporated into training and assessment</li> <li>○ staying informed about changes to technology</li> <li>○ keeping up to date with changes to legislation.</li> </ul> </li> <li>• You can show how your industry engagement practices are used to determine the currency of trainer and assessor</li> </ul>

<p>ii. the expert works under direction of a person with the credentials specified in the Credential Policy and, where the expert is involved in the assessment judgement, they work alongside the trainer or assessor to conduct the assessment</p>	<p>industry competencies and whether there are any gaps to be addressed.</p> <ul style="list-style-type: none"> <li>• Where an expert is engaged to support trainers and assessors, you can demonstrate: <ul style="list-style-type: none"> <li>○ that experts work under the direction of a qualified person and work alongside a qualified assessor where they are involved in the assessment judgement</li> <li>○ how experts are utilised to enhance the real-world application of training and assessment</li> <li>○ that your oversight of the expert ensures the quality of training and assessment.</li> </ul> </li> </ul>
<p>iii. sufficient oversight of the expert to ensure the quality of the training and assessment.</p>	<p style="text-align: center;"><b>Known risks to quality outcomes</b></p> <ul style="list-style-type: none"> <li>• Not having mechanisms in place for maintaining regular and meaningful industry engagement that confirms current industry relevance of trainer and assessor competencies, skills and knowledge.</li> <li>• Failing to ensure that each person delivering training and assessment has the relevant industry competencies, skills and knowledge, aligned to all units of competency requirements that they deliver and assess (where the specific units of competency delivered are not held).</li> <li>• Allowing training and assessment to be conducted by trainers and assessors that do not maintain an understanding of current industry practices.</li> <li>• Not continuing to review the trainers' and assessors' industry competencies, skills and knowledge after the completion of the onboarding process.</li> <li>• Failing to assess industry experts' competencies, skills and knowledge to determine relevancy and suitability.</li> <li>• Not ensuring an industry expert is training under direction of, and assessing alongside, a qualified trainer and assessor.</li> <li>• Failing to document where industry experts have assisted in the assessment judgement process.</li> </ul>

## Self-assurance questions

1	How do you assure yourself that each person delivering training and assessment is appropriately credentialled?
2	How do you know that your system for monitoring those working under direction is effective?
3	How do you monitor and regularly review the performance of trainers and assessors to identify opportunities for professional development?
4	How do you identify the types of industry competencies, skills and knowledge relevant to each training product on your scope of registration?
5	How do you identify and address gaps in your trainers and assessors' industry competencies, skills and knowledge?
6	How do you ensure your use of experts adds value to training and assessment?