

Vocational Education and Training (VET) Trainer and Assessor Credentials, Industry Competency and Currency Procedure

Section 1 - Purpose

(1) The purpose of this procedure is to provide clear instructions to all relevant staff regarding RMIT's requirements for the submission, review, authentication, approval and retention of evidence that demonstrates trainers and assessors are appropriately credentialed through:

- a. holding an appropriate training and assessment credential (Training and Assessment Competency)
- b. maintaining current skills and knowledge in training and assessment, including skills and knowledge relating to engaging and supporting VET students (Training and Assessment Currency)
- c. holding industry competencies, skills and knowledge that are relevant to and at least to the level of the training product being delivered or assessed (Industry Competency)
- d. maintaining an understanding of current industry practices relevant to the training and assessment being provided (Industry Currency).

This is in accordance with the Standards for National Vocational Education and Training Regulator (NVR) Registered Training Organisations 2025; specifically, the [Credential Policy](#) and Outcome Standards (Quality Area 3 - VET Workforce, Focus Areas - Trainer and Assessor Competencies (Standards 3.2 to 3.3)).

Section 2 - Authority

(2) Authority for this document is established by the [Higher Education Staff Qualifications and Scholarship Policy](#).

Section 3 - Scope

(3) This procedure applies to all staff conducting training and assessment of Vocational Education and Training (VET) training products on RMIT's scope of registration, including delivery by third parties.

Section 4 - Procedure

Credentials for the delivery of training and assessment

Credential requirements for delivery of training and assessment (excluding products from the Training and Education [TAE] Training Package)

(4) All people delivering training and/or assessment must:

- a. hold one of the training and assessment credentials outlined in Schedule 1 section 1A. to deliver training and assessment without direction, including making assessment judgements; or
- b. be actively working towards one of the training and assessment credentials in Schedule 1 (section 1C), and

work under the direction of a trainer or assessor who holds one of the relevant training and assessment credentials in Schedule 1 (section 1E); or

- c. have one of the training and assessment credentials outlined in Schedule 1 section 1D, and work under the direction of a trainer or assessor who holds one of the relevant training and assessment credentials in Schedule 1 (section 1E).

Assessment only credentials

(5) People conducting assessment only, including making assessment judgements, must hold one of the credentials in Schedule 1 (section 1B).

Working under direction

(6) If a person does not have a full training and assessment credential (as outlined in Schedule 1 [section 1A]) they are required to work under direction. This requires that there is an individual (supervisor) providing oversight and guidance to ensure the quality of training and assessment being delivered by the person under direction.

(7) The relevant Program Manager must ensure that the person who works under direction and holds a credential as listed in Schedule 1 (section 1D) that is relevant to their role, considering the nature of the VE student cohort and the delivery context. The relevant Program Manager must be able to justify the relevance of the person's credential to the VE student cohort.

(8) Working under direction must be approved. The supervisor must complete the form Vocational Education Supervision (working under direction) Approval/Notification Form before the supervised individual begins teaching or assessing.

(9) Working under direction must be planned, monitored and recorded by the supervisor.

(10) The relevant Program Manager must ensure that a trainer and assessor providing direction (as per clauses 6-9) holds a credential specified in Schedule 1 (section 1E).

Credential requirements for the delivery of training and assessment for training products from the TAE Training Package

(11) All people delivering training and assessment for any AQF qualification or skill set from the TAE Training Package or its successor (see clause 12 for the requirements to deliver training and assessment for the TAE40122 Certificate IV in Training and Assessment or its successor or the TAESS00019 Assessor Skill Set or its successor) must hold the qualification or skill set at least to the level being delivered and either:

- a. hold one of the training and assessment credentials outlined at Schedule 2 section 2A, or
- b. hold one of the training and assessment credentials outlined in Schedule 2 section 2B and work under the direction of a trainer or assessor with one of the relevant training and assessment credentials at Schedule 2 section 2C.

(12) To deliver training and assessment for the TAE40122 Certificate IV in Training and Assessment or its successor or the TAESS00019 Assessor Skill Set or its successor, the person must hold one of the credentials in Schedule 2 (section 2A).

Delivery of TAE training and assessment under direction

(13) A person who holds one of the credentials listed in Schedule 2 section 2B can deliver training and contribute to assessment (including conducting assessment and collecting assessment evidence) from the TAE training package, provided they work under the direction of a trainer or assessor who holds a relevant Diploma or higher-level

qualification (as per Schedule 2 [section 2C]), but cannot make assessment judgements of any kind (including satisfactory or not satisfactory), at the assessment task level.

Providing direction on the delivery of TAE training and assessment

(14) A trainer and assessor who satisfies the requirements of Schedule 2 section 2C is permitted to provide direction to others delivering training and assessment for a training product from the TAE Training Package.

(15) Where a trainer or assessor is providing direction, they are responsible for providing oversight and guidance to ensure the quality of training and assessment being delivered by the person under direction, as per clauses 6 to 12 in this procedure.

Credentials for validation of assessment

(16) To conduct validation for any AQF qualification or skill set from the TAE Training Package, the person(s) conducting the validation must be external to ensure independence and must collectively meet the requirements of Schedule 3 (section 3B). In addition, validation of TAE products needs to be conducted by an external validator for an independent assessment.

(17) To conduct validation in relation to any other training product, the person(s) conducting the validation must collectively meet the requirements of Schedule 3 section 3A.

Industry Competency and Currency

(18) VET trainers and assessors must have industry competency and current industry skills and knowledge relevant to the training product/s they deliver, including the specific assessor requirements at a unit of competency level. Trainers and assessors are required to keep up to date with the requirements of industry and must be able to demonstrate how they have maintained, upgraded, or developed new industry skills, relevant to the training and assessment they deliver.

(19) If industry experts are engaged to support trainers and assessors, they must have evidence of relevant industry competencies, skills and knowledge, and specialised industry or subject matter expertise that is directly relevant to the training product they are delivering. They must work under the direction of a person with appropriate credentials (refer to clauses 6 to 10 of this Procedure) and where the industry expert is supporting the assessment judgement, they work alongside the trainer and assessor to conduct the assessment.

Professional Development

(20) RMIT facilitates access to continuing professional development opportunities offered internally and externally where relevant to enable staff to be effective in their roles. Each trainer and assessor must engage in planned and approved (by the relevant Program Manager) professional development activities annually in relation to their role, including evidence and recording of these activities.

- a. Professional development is required to ensure VET teachers' practices are current in relation to:
 - i. industry skills and knowledge
 - ii. teaching and learning skills and knowledge (training and assessment)
 - iii. skills and knowledge relating to engaging and supporting VET students.

(21) Each trainer and assessor is responsible for uploading and maintaining required records and evidence of their completed professional development activities in the relevant internal systems.

Implementation

Authentication of credentials

(22) Upon appointment, a trainer and assessor's credentials must be authenticated via RMIT's approved system and managed by People and Culture, through confirmation by the awarding provider, or a current student management system extract for RMIT-issued credentials. Evidence of authentication must be retained on the staff file.

(23) For existing trainers and assessors, when a relevant new credential has been attained the trainer and assessor must upload these through Workday as soon as practicable for authentication via RMIT's approved system and managed by People and Culture, confirmation by the awarding provider or a current student management system extract for RMIT-issued credentials. Evidence of authentication must be retained on the staff file. Trainers and assessors working under direction who achieve a credential listed in Schedule 1 section 1A, may not commence unsupervised training and assessment activities until evidence of that credential has been uploaded to Workday and verified.

Approval of credentials, industry competency and currency

(24) Prior to commencement of training or assessing, the relevant Program Manager and VE Quality and Compliance staff will review, and the Program Manager will approve:

- a. Authenticated vocational credentials and training and assessment credentials to undertake training and assessment for the training product being delivered.
- b. Evidence of industry competency equivalence, where applicable, industry currency and training and assessment currency relevant to the training product being delivered.

(25) When a current unit is updated on the national register, and/or a new unit is allocated or the trainer and assessor's industry and/or training and assessment currency is expiring, the trainer and assessor will upload the relevant documentation into their staff file.

(26) The required review process is followed to approve industry competency and currency, and the trainer is notified once approved.

Section 5 - Compliance

(27) The ADVC L&T monitors compliance against the 2025 Standards, including the Credential Policy, working with ADVC SL&D to remedy any identified non-compliances at program level, and escalating any thematic non-compliances to CoVE Executive.

(28) CoVE's Education Governance and Assurance (EGA) conduct reviews of industry competency and currency of VE trainers and assessors as per the VE assurance Cycle.

(29) The outcomes from EGA's reviews are recorded in the CoVE Management Action Plan and reported to CoVE Executive, and tabled at the Education Committee.

(30) Breaches of this procedure will be reported through the [RMIT Organisational Breach Reporting Portal](#) and managed in accordance with the [Compliance Breach Management Procedure](#).

Section 6 - Schedules

(31) This procedure includes the following schedules:

- a. [Schedule 1 - Credentials for the delivery of training and assessment](#)
- b. [Schedule 2 - Credential requirements for the delivery of training and assessment for training products from the TAE Training Package](#)
- c. [Schedule 3 - Credentials for Validation of Assessment.](#)

Section 7 - Definitions

Term	Definition
Credentials	Qualifications or Skill Sets as outlined in Schedule 1, 2 and 3. and vocational (industry) qualifications relevant to the training and assessment.
Current Industry Skills or Currency	The knowledge, skills and experience required by trainers and assessors and those who provide training and support assessment under direction, to ensure that their training and assessment is based on current industry practices and meets the needs of industry.
Diploma or higher-level qualification in adult education or vocational education and training	A qualification that satisfies the requirements of the Australian Qualifications Framework at level 5 or higher and has a focus on training and assessing adults and relevance to delivery and assessment of VET and competency-based training and assessment.
Direction	'Direction' includes an individual providing oversight and guidance to ensure the quality of training and assessment being delivered by another individual. Working 'Under Direction' is a planned and systematic approach to teacher supervision.
Industry Expert	An individual who has specialised industry or subject matter expertise relevant to the training product they are delivering, and who works under the direction of a qualified trainer and assessor.
Professional Development	Activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass industry competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment.
Secondary teaching qualification	A credential issued by a higher education provider (as defined in section 5 of the Tertiary Education Quality and Standards Agency Act 2011) which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one state or territory.
Subject Matter Expert (SME)	An individual who has the relevant industry competency and currency to review and approve a trainer and assessor's industry competency equivalence form e.g. Program Manager, Program Coordinator, or an experienced Trainer and Assessor. The PM determines and assigns an SME per unit of competency.
Industry Competency	Industry competency includes skills and knowledge that are relevant to and at least to the level of the training product being delivered or assessed. Industry competency is determined at a unit of competency level on an industry-by-industry basis and with reference to the relevant training product. In most situations trainers and assessors will hold the units of competency that they deliver or assess, but where this is not the case, competency equivalence needs to be demonstrated.
Competency Equivalence	Competency equivalence is required when a trainer and assessor does not hold the specific unit of competency they are delivering. Equivalence is demonstrated by a Trainer and Assessor through mapping their evidence against the specific requirements of the unit of competency.

Status and Details

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Policy Owner	Mish Eastman Deputy Vice-Chancellor Vocational Education
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