



Vocational competence and currency: the regulator's approach

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Vocational Competence & Industry Currency

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AQTF Standard 1.4

Training and assessment delivered by trainers & assessors who:

- a) TAE or equivalence -have the necessary **training and assessment competencies** determined by the National Quality Council or its successors; and
- b) Industry Quals or equivalence -have the relevant **vocational competencies at least to the level being delivered or assessed**; and
- c) How do you know that you can do what is current in industry -can demonstrate **current industry skills directly relevant to the training / assessment being undertaken**; and
- d) Keeping up to date, develop your skills -continue to develop their **VET knowledge and skills** as well as their **industry currency and trainer/ assessor competence**.



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TIPS

- Ask yourself the question “are we just doing this for compliance” – if you are, look at your broader systems.
- Don’t let **your** policy trip you up.
- Take it back to basics – how do you know you can do the job?
- Build on the things that are working.



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What is Vocational Competence and Currency?

- Broad industry knowledge + experience + relevant industry qualification
- How have you determined that you know how to do the job of delivering and assessing the qualification and have experience in each of the areas?
- Does the information you use to demonstrate this, clearly show the relationship between what you are delivering and what you have experience in?
- **This is the relationship that you need to provide to TAC.**



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What is Vocational Competence and Currency?

- Familiarity with content of the vocation + relevant current experience in the industry
- How do you know if something has changed in your industry area and that you are up to date with current work practices and can do it?

Determined on an industry-by-industry basis
(with reference to assessment guidelines of the relevant training package/qualification)



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Qualification approach vs Unit approach

- Look at the qualification holistically and drill down to the units – how do the work related tasks identify that you can deliver the unit?
- Is an isolated unit by unit approach the best way of demonstrating? Will depend on individual circumstances.
- Would you deliver and assess this way? Remember to cluster as you drill down. Pull together job tasks that naturally fit together.



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Mapping

- Objective of mapping - **A clear and verified relationship between trainers' and assessors' formal or informal training and experience and the qualification or units/modules they deliver and assess.**
- Determine the relevance of evidence.
- Does the evidence clearly establish the relationship between experience or qual and the unit or qualification?



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What is Vocational Competence?

In many situations trainers and assessors will hold the qualifications and / or units of competency that they deliver or assess

Where this is not the case, **equivalence** needs to be established.



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Why a unit by unit approach?

- Training package flexibility + choice of electives
- Qualifications can be made up of a wide range of units
- People can hold the same qualification, but in reality have different sets of knowledge & skills



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Demonstrating Equivalence

Equivalence is **most commonly** demonstrated by:
mapping past training + experience + ongoing PD against
the unit of competency

Evidence to demonstrate equivalence of **vocational competence** may include:

- Relevant past training (including superseded and pre-existing industry qualifications)
- Experience
- Professional development

(based on NSSC Definition of Demonstrated Equivalence)



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Demonstrating Equivalence

- Demonstration of Equivalence is **not the same** as RPL
- Demonstration of Equivalence is **not a formal assessment process**
- **Cannot be used as the basis for the award of a qualification or statement of attainment**
- Judgement about equivalence can be made by any RTO (because no certification is awarded)



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Recognition of Prior Learning (RPL)

A formal process of assessment of formal, informal and non-formal learning to determine the extent the required learning outcomes, competencies or standards have been met for entry to, and/or partial or total completion of a qualification

- **Can be used as the basis for the award of a qualification or statement of attainment (certification)**



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Deeming Equivalence

Evidence to demonstrate equivalence should be:

- **Current** – verifies that the candidate can currently perform to the industry benchmark, which are the competencies stipulated in TP
- **Valid** – evidence directly relates to the competencies in the TP
- **Sufficient** – evidence is demonstrated on a number of occasions, over a period of time and in a range of contexts sufficient to be confident that the evidence is representative of ability, retention and transfer
- **Authentic** – evidence is the candidate's own work

(Rules of Evidence)



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Industry Currency

Industry currency = maintenance of a trainer's vocational technical skills and knowledge

- keeping up to date with current industry knowledge, skills and practice
- Industry currency enables trainers to deliver and assess vocational training relevant to industry and is central to the concept of being a **dual professional**.



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Industry Currency

Example: CPC08 Construction, Plumbing and Services TP

assessors delivering qualifications from this CPC08 Construction, Plumbing and Services Training Package should have the following minimum competency, recognition and industry experience:

“workplace experience within the last two years in the competency area being delivered”



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Factors that Influence Currency

- Technological innovation
- Changing legislation and regulatory requirements
- Changes to industry practice
- New and emerging skills and specialisations as work practices change
- Technical skill degradation through periods of non-use.

Each RTO has to consider relevant factors, ideally in consultation with Industry, to determine an appropriate currency period



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Maintaining Industry Currency

- No one currency period, specific activity or group of activities represent the best way to maintain industry currency
- There are a range of activities that may work for the individual trainer/assessor and RTO
- The activities that the individual provides as evidence needs to suit the kind of knowledge and skill they have to maintain



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What are auditors looking for?

1. A process in place to establish equivalence (if trainer/assessor does not have qualifications)
2. A clear and verified relationship between trainers' and assessors' formal or informal training and experience and the qualification or units/modules they deliver and assess
3. Competence is verified by the RTO
4. Evidence that the above activities have been completed



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Changes to Trainer & Assessor Competencies

National Skills Standards Council (NSSC) Communiqué of 8 Dec 2012 has new requirements for trainer & assessor competencies effective **1 July 2013**.

Details available at:

<http://www.nssc.natese.gov.au>



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Changes to Trainer & Assessor Competencies

Delivery of training under supervision:

- work under supervision of a trainer who has:
either TAE40110 or demonstrated equivalence; **and**
- **hold TAE10 Enterprise Trainer Skill Set** or demonstrate equivalence of competencies within **two years** of delivering under supervision; **and**
- **demonstrate vocational competencies** at least to the level being delivered and assessed and maintain industry currency



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Changes to Trainer & Assessor Competencies

Literacy and Numeracy Unit included in TAE

The IBSA website states that:

- In the future TAE40110 will include a new core LLN unit in TAE Certificate IV in Training and Assessment (subject to endorsement).
- Information on transition arrangements for trainers and assessors to hold the LLN unit will be provided following any determination being made on this issue.

SESSION 5



Implementing the FSK Training Package Certificate II in Skills for Work and Vocational Pathways in a senior high school context.

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BOTANICAL 1/2

Standards for Training Packages

MITCH CLEARY

Precision Consultancy

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Technology enabled learning: reshaping our approach to organizational development

SURESH JOB

Durack Institute of Technology

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Conventional or creative? Recipes for an innovative two-way learning journey

JACKY CHENG

National Centre for Vocational Educational Research (NCVER)

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VET in Schools: an industry perspective

LISA BARRON

Policy, Planning and Research | Department of Training and Workforce Development

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