

03. Skilled Trainers and Assessors Policy and Procedure

Document Name	03. Skilled Trainers and Assessors P&P 2025_v1.3
Status	Approved
Approved By	Tim Koster
Approval Date	15/08/2025
Review Date	15/08/2027
Standard Reference	Standards for RTOs 2025 – Standards 1.2, 1.4, 3.1, 3.2, 3.3 Skills SA Support Standard 5: Professional Development
Signature	

03. Skilled Trainers and Assessors Policy and Procedure

Table of Contents

Policy	3
Definitions	3
Procedure.....	4
1. Trainer and Assessor Credentialing.....	4
2. Workforce Management	4
3. Maintaining Industry Currency.....	4
4. Industry Engagement	5
5. Professional Development	5
6. Assessment Practice and Evidence of Currency.....	5
Extracts from Standards	6

03. Skilled Trainers and Assessors Policy and Procedure

Policy

Minda Inc t/a South Australian Learning Centre (SALC) ensures that all trainer and assessor roles comply with the requirements set out in the Credential Policy issued under the Standards for RTOs 2025.

In addition to the above, SALC ensures that qualification, skill sets and standalone units are trained and assessed by qualified professionals with current industry skills, competencies and up-to-date knowledge equivalent to the package they are training/assessing.

The organisation actively engages with industry to ensure training reflects current industry practice and manages its workforce to maintain sufficient staffing levels across all qualifications and skill sets on scope. As an industry embedded RTO (including departments across all deliverables on SALC's scope of registration), ensuring current best practice of the trainers and the training products is a major strength of the business.

Professional development is prioritised to ensure staff can meet both training product requirements and the diverse needs of learners.

In addition, SALC meets the requirements of Skills SA Support Standard 5, which mandates professional development in three essential areas: Mental Health First Aid, Universal Design for Learning (UDL), and Supporting Students with Dyslexia. These areas are critical to supporting learners with additional needs and promoting equity in vocational education and training.

Definitions

Term	Definition
Credential Policy	A nationally issued policy under the Standards for RTOs 2025 that outlines the mandatory qualifications and conditions for individuals delivering and assessing nationally recognised training, including supervision requirements for those under direction.
Dyslexia	A specific learning difference that primarily affects reading and related language-based processing skills. It can impact spelling, writing, and sometimes numeracy.
Industry Currency	Ongoing maintenance of industry-specific knowledge, skills, and practices relevant to the training product being delivered or assessed.
Mental Health First Aid	A structured, evidence-based training program that teaches individuals how to identify, understand, and respond to signs of mental health problems and crises.
Professional Development (PD)	Structured learning activities undertaken by trainers, assessors, or staff to improve competence in delivery, assessment, industry engagement, or student support.
Under Direction	A delivery arrangement permitted under the Credential Policy where a person without full credentials may deliver training or assist in assessment under direct supervision of a qualified trainer or assessor.
Universal Design for Learning (UDL)	An evidence-based framework that promotes inclusive education through flexible curriculum design, engagement strategies, and assessment practices suitable for all learners.

03. Skilled Trainers and Assessors Policy and Procedure

Procedure

1. Trainer and Assessor Credentialing

- 1.1. All individuals delivering or assessing nationally recognised training hold the required qualifications as outlined in the Credential Policy, along with holding current industry skills, competencies and up-to-date knowledge equivalent to the package they are training/assessing.
- 1.2. Any individual operating under direction must comply with the supervision requirements defined in the Credential Policy and must not conduct independent assessment.
- 1.3. External experts who contribute to training or assessment must demonstrate relevant industry expertise and operate under the oversight of a credentialed trainer or assessor.
- 1.4. Staff credentials, resumes, industry experience and evidence of VET qualifications are recorded and maintained in the trainer matrix.

2. Workforce Management

- 2.1. Workforce planning ensures adequate staffing across all programs and qualifications, with consideration given to delivery mode, student numbers and trainer specialisation.
- 2.2. Changes to scope or delivery models are assessed for staffing implications before implementation.
- 2.3. SALC has direct business support from the following relevant partners (but not limited to) as part of its connection to Minda Inc, which support the business with operation and governance oversight:
 - Executive Director – Infrastructure & Commercial Services
 - Human Resources team; HR Business Partner
 - Finance team; Finance Business Partner

3. Maintaining Industry Currency

- 3.1. All trainers and assessors must maintain current industry knowledge and practical skills in areas relevant to their assigned units or qualifications.
- 3.2. Evidence of industry currency may include recent employment, industry consultation, attendance at trade events, or participation in current professional practice.
- 3.3. Trainers maintain their *PD document* and *Trainer Profile* as 'living documents', which the SALC Manager uses to update the trainer matrix as part of internal reviews.
- 3.4. Leveraging SALC being industry embedded at Minda, each trainer is assigned the relevant workplace training plan for the occupation they deliver. Trainers are required to maintain this plan as current and accurate, ensuring they remain familiar with contemporary practice, systems and expectations within that role. The intent is that by actively maintaining and reviewing these plans, trainers are able to step directly into the corresponding operational role if required, thereby clearly demonstrating ongoing vocational currency and alignment with industry practice.

03. Skilled Trainers and Assessors Policy and Procedure

4. Industry Engagement

See policy document “18. Industry and Community Engagement P&P”

5. Professional Development

5.1. All trainers and assessors participate in ongoing professional development in both VET practice and industry-specific fields.

5.2. SALC ensures that it has staff on the team with current industry skills aligned to the following, in accordance with Skills SA Support Standard 5:

- Mental Health First Aid
- Universal Design for Learning (UDL)
- Supporting Students with Dyslexia

5.3. PD requirements may be distributed across the team provided at least one qualified staff member is available for each area of expertise.

5.4. PD activities are planned, recorded and reviewed during performance appraisals and compliance checks; in addition, staff are encouraged to ask to attend PD sessions and toolbox trainings if they see anything interesting and relevant.

6. Assessment Practice and Evidence of Currency

6.1. Assessors make competency judgements based on the principles of assessment and the rules of evidence, ensuring all decisions reflect the student’s current skills and knowledge.

6.2. Evidence submitted for assessment must be dated, authentic, and relevant to the current version of the training product.

6.3. Moderation activities are conducted regularly to ensure consistent assessment judgement across delivery teams.

03. Skilled Trainers and Assessors Policy and Procedure

Extracts from Standards

Standard 1.2 Engagement with industry, employer and community representatives effectively informs the industry relevance of training offered by the NVR registered training organisation.

P.I.(c) training reflects current industry practice.

Standard 1.4 The assessment system ensures assessment is conducted in a way that is fair and appropriate and enables accurate assessment judgement of VET student competency.

P.I.(b) assessors make individual assessment judgements that are justified based on the following rules of evidence:

iv currency – the assessment evidence presented to the assessor documents and demonstrates the VET student's current skills and knowledge.

Standard 3.1 The workforce is effectively managed to ensure appropriate staffing to deliver services.

P.I.(a) how it ensures the number of trainers, assessors and other staff are appropriate for the delivery of the services it offers; and

P.I.(b) it facilitates access to continuing professional development opportunities to enable staff of the organisation to effectively perform their role.

Standard 3.2 Training and assessment is delivered to VET students by credentialed people with current skills and knowledge in training and assessment.

P.I.(a) training and assessment is only delivered by persons who hold the appropriate credentials for the delivery of training and assessment as specified in the Credential Policy;

P.I.(b) where the Credential Policy permits a person to deliver any training or assessment under direction – the organisation has systems in place that ensure the person does not make assessment judgements and is delivering quality training and assessment; and

P.I.(c) how it ensures all trainers and assessors undertake continuing professional development to maintain current skills and knowledge in training and assessment, including skills and knowledge relating to engaging and supporting VET students.

Standard 3.3 Training and assessment is delivered by persons with current industry skills and knowledge relevant to the training product.

P.I.(a) all persons delivering training or assessment for, or on behalf of the organisation:

i have industry competencies, skills and knowledge that are relevant to, and at least to the level of the training product being delivered or assessed by the person; and

03. Skilled Trainers and Assessors Policy and Procedure

ii maintain an understanding of current industry practices relevant to the training or assessment being delivered by the person;

P.I.(b) maintain an understanding of current industry practices relevant to the training or assessment being delivered by the person;

i by reference to the requirements of the training product or the specific VET student cohort; and

ii in response to a specific need for the expert to be engaged;

P.I.(c) it has a system in place for ensuring:

i experts have industry competencies, skills, knowledge and specialised industry or subject matter expertise that is directly relevant to the training product they are delivering;

ii experts are only authorised to work under the direction of a person with the appropriate credentials to provide direction on the delivery of training and assessment, as specified in the Credential Policy;

iii where the expert is involved in assessment judgement – they conduct the assessment alongside the trainer or assessor; and

iv the training or assessment the expert is involved in delivering is subject to oversight by the organisation.

Credential Policy - Standards for Registered Training Organisations

Support Standard 5: Professional development - Support Standard Outcome: You regularly complete professional development to address the specific support needs of students in South Australia.

Stakeholder feedback over the past few years has shown that supporting student mental health and accommodating neurodiversity are becoming increasingly important challenges for RTOs to meet. To help training providers to do so, Skills SA is introducing new mandatory professional development requirements in three essential areas.

These areas are:

- Mental Health First Aid
- Universal Design for Learning
- Supporting students with dyslexia

Each of these essential areas is covered in more detail below.

At least one relevant staff member (that is, someone who works with or assists the training provider's students) must finish professional development in each of the three essential areas before 24 February 2026 and renew or update it annually. The same staff member may do the training in all three areas, or you may have different staff focus on different areas.