

RELEVANT STANDARD(S):

National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025 – Standards 1.1, 1.3, 1.6, 1.8, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, and 4.3
Credential Policy – Section 1: Credentials for the delivery of training and assessment

Purpose

This policy establishes the framework for ensuring high-quality training and assessment practices that comply with the *Standards for Registered Training Organisations 2025*. It outlines the standards and principles governing the design, delivery, and assessment of nationally recognised training, ensuring alignment with industry needs, VET student support requirements, and regulatory obligations.

Policy Principles

The training and assessment practices are consistent with guidelines and policies issued through state and national training authorities and contained within the relevant national training packages or accredited courses.

AAMC Training Group ensures that all assessment is conducted in a fair and equitable manner, meeting the requirements of the relevant training package as well as industry expectations and standards.

AAMC Training Group applies flexible assessment options, recognising the diversity of individual VET student needs and circumstances, facilitating wherever possible the realisation of the learning and vocational goals.

AAMC Training Group ensures that:

- it has sufficient qualified and experienced trainers and assessors to deliver training and assessment within its scope of registration;
- educational and support services are in place to meet the needs of different VET students undertaking training and assessment;
- it provides training resources to enable VET students to meet the requirements for each unit of competency or module, which are accessible to the VET student regardless of location or mode of delivery, and are in line with the Training and Assessment strategies;
- it has facilities, whether physical or virtual, and equipment to accommodate and support the number of VET students undertaking training and assessment, and ongoing suitability is ensured;
- training is consistent with the AQF qualification type learning outcomes descriptor 'Volume of Learning' for each qualification level;
- all assessment options and processes implemented are in compliance with competency-based assessment and training package requirements;
- training and assessment practices are relevant to industry needs, as identified through industry engagement and consultation;
- assessments comply with the Principles of Assessment (POA) and evidence submitted for assessment is assessed in accordance with the Rules of Evidence (ROE) as prescribed in the Standards for RTOs 2025.

Training and Assessment Principles

1. Training and Assessment Strategies are developed for all training products on the scope of AAMC Training Group's registration. See AAMC Training Group's *Training and Assessment Strategy Procedure*.
2. All training and assessment are to be conducted in accordance with the documented training and assessment strategy.
3. AAMC Training Group ensures that the assessment process is structured, consistent and comprehensive, incorporating feedback to the VET student on the outcomes of the assessment process, as well as information regarding the appeals procedure and guidance on other options.
4. Training delivery modes and methods are determined and developed in consultation with industry.
5. VET students will be able to enrol in the full qualification or individual units of competency to meet their specific needs.
6. AAMC Training Group ensures that all VET students have the opportunity to have their competencies assessed in a non-threatening and accessible environment. Assessments are conducted in accordance with the Principles of Assessment as prescribed in the Standards for RTOs 2025. (See Annex A for the Principles of Assessment Table)
7. The Rules of Evidence guides AAMC Training Group's trainers and assessors on the collection of evidence to ensure it is valid, sufficient, authentic and current. (See Annex A for the Rules of Evidence Table)
8. The Senior Trainer & Assessor and the General Manager are responsible for ensuring the assessment strategies are designed with the flexibility to meet the needs and circumstances of a wide range of VET students, including those who may be socially, linguistically, educationally, or otherwise disadvantaged.

Volume of Learning and Amount of Training

1. Learning plans are developed at the cohort level, and adjustments are made when required (e.g., RPL, credit transfer, support needs). It follows the procedures outlined below in determining how the VET student's existing skills, knowledge and experience impacts the amount and level of training they will require:
 - a. Prior to enrolment, AAMC Training Group evaluates the candidates' LLN and Digital Literacy skills by having them complete an LLN and Digital Literacy assessment.
 - b. AAMC Staff determines the following prior to enrolment:
 - i. eligibility for recognition of prior learning or credit transfer;
 - ii. suitable mode of delivery to complete the course;
 - iii. additional support required by the VET student to complete the course.See AAMC Training Group's *Enrolment Procedure*.
2. The Training and assessment schedule must be compliant with the training and assessment strategy, specifically:
 - a. Volume of learning and Amount of Training requirements;
 - b. Methods of assessment (unless reasonable adjustment applies);
 - c. Other relevant specifications outlined in accordance with the training package.

Mode of Delivery

- AAMC Training Group will deliver training that is customised to meet VET student, industry and, where relevant, employer needs and in line with the delivery strategy for the qualification.
- Training delivery will be in accordance with the training modes identified in the TAS and training plan.

Equipment and Facilities

AAMC Training Group ensures that it has sufficient facilities, whether physical or virtual, and equipment to accommodate and support the number of VET students undertaking the training and assessment.

AAMC Training Group ensures the ongoing suitability and safety of the facilities, resources and equipment for the VET student cohort. *See AAMC Training Group's Supplies, Facilities and Equipment Maintenance Policy and Procedure.*

In cases where work integrated learning are included in the training product, AAMC Training Group works with employers to assess the risks and to identify how these risks will be managed. In some cases, the workplace may assume responsibility for management of the risk. For further information, refer to AAMC Training Group's *Risk Management Policy and Procedure document*.

Training and Assessment Resources

1. AAMC Training Group develops training and assessment resources in consultation with industry.
2. AAMC Training Group's trainers and assessors use assessment tools to identify and record the skills and knowledge VET students must demonstrate to be deemed competent in a unit/module. Assessment tools are crucial for the accurate and consistent assessment of VET students against competency standards.
3. AAMC Training Group requires assessment tools as evidence of assessment and must be retained on record as proof that a person was assessed as competent, for a minimum period of two (2) years.
4. Assessment tools consist of:
 - a. instructions for VET students (students receive instructions and guidance through embedded LMS materials, videos, and instructions contained within the assessment tools)
 - b. instructions for assessors;
 - c. assessment instruments;
 - d. assessment checklists;
 - e. assessment outcome summary;
5. AAMC Training Group will ensure that the assessment tools and tasks:
 - a. are clear to VET students and their employers (if applicable) and sufficient instructions are provided to guide assessors to make consistent decisions about the competency of the enrolled VET student;
 - b. will address the entirety of the unit of competency being assessed and that it incorporates a level of difficulty that is appropriate;
 - c. will clearly specify the standard of performance required and will cover workplace performance incorporating the dimensions of competency (including task skills, task management skills, contingency management skills, job role/ environmental skills and transfer skills).

Assessment Model

AAMC Training Group implements a competency-based assessment system of collecting evidence, about a person's performance to a pre-set competency standard. The emphasis is placed on what a person can do (outcome), rather than comparing a person's achievement to others. There is no concept of pass or fail, ONLY competent (C) or not yet competent (NYC). The learning is focused and allows for far greater participation of the VET student in the assessment process. (Please refer to Annex A for the assessment model)

Assessment is carried out in accordance with the requirements of the relevant training package acquired the knowledge and skills required to demonstrate competency.

Feedback is provided to VET students and includes the assessment outcome and guidance for further learning and assessment (as appropriate).

Reasonable Adjustment

1. AAMC Training Group supports the application of reasonable adjustment where it is appropriate and does not compromise the integrity of the accredited course or national training package requirements.
2. VET students are supported to disclose any potential need for reasonable adjustment, such as any disability they may have.
3. Reasonable adjustment requests are made by the trainers/assessors or AAMC staff on behalf of VET students to the Training Manager.
4. The Training Manager is responsible for reviewing each request to ensure that reasonable adjustment does not compromise the integrity of the training package requirements.
5. The Training Manager advises the assessor if the reasonable adjustment is approved. The assessor is then responsible for advising the VET student of approved reasonable adjustment. (See Annex A for example of reasonable adjustments in training and assessment).
6. The Training Manager advises the assessor and student directly should the reasonable adjustment not be possible, ensuring that all involved parties are aware of the reasoning behind the decision.

Role of the Trainer and Assessor

In all cases, trainers and assessors are required to deliver training and assessment in accordance with the training and assessment strategy (TAS), training plan and training and assessment resources provided.

Trainers and assessors provide feedback to the VET student on the outcomes of the assessment process through the LMS.

Assessors must objectively assess a VET student's knowledge and evidence of competence against a set of standards.

Trainer and Assessor Requirements

All trainers and assessors will be selected based on the requirements of the Standards for RTOs 2025.

Training will only be delivered by persons who:

- have relevant credentials as specified by the Credential Policy
- undertakes continuing professional development to maintain current skills and knowledge in training and assessment, including engaging and supporting VET students.
- have industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product being delivered and/or assessed
- maintain an understanding of current industry practices

Where the Credential Policy enables a person to work under direction, AAMC Training Group will implement a system for ensuring the person does not make assessment judgements and for ensuring the quality of their practice.

Based on a specific need for expertise related to the training product or VET student cohort, an expert may be engaged to support trainers and assessors. AAMC Training Group will implement system for ensuring:

- the expert has relevant industry competencies, skills and knowledge and specialised industry or subject matter expertise
- 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
- sufficient oversight of the expert to ensure the quality of the training and assessment.

As outlined in the Credential Policy, the following roles and credential requirements apply:

1A Training and assessment credentials

To deliver training **and** assessment without direction, 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.

1C Actively working towards a training and assessment credential

A person who is actively working towards a training and assessment credential can deliver training and contribute to assessment (including conducting assessment and collecting assessment evidence), provided they work under the direction of a trainer or assessor. Working towards these qualifications does not qualify the person to make assessment judgements.

To be actively working towards a credential, the person must:

- be enrolled in and have commenced training in one of the following training and assessment credentials:
 - TAE40122 Certificate IV in Training and Assessment or its successor, or
 - TAE50122 Diploma of Vocational Education and Training or its successor, and
- be making satisfactory progress to enable the credential to be completed within two years of commencement.

1D Training and assessment under direction

A person who holds any of the credentials listed in this section can deliver training and contribute to assessment (including conducting assessment and collecting assessment evidence), provided they work under the direction of a trainer or assessor but is not permitted to make assessment judgements.

This section applies if a person does not hold the credentials listed under 1A, which would permit them to deliver training and assessment without direction.

RTOs must ensure that the credential held by trainers and assessors in accordance with this section is relevant to their role, taking into account the nature of the VET student cohort and the delivery context.

To deliver training and conduct assessment under direction, a person must hold one of the following credentials:

- TAESS00021 Facilitation Skill Set or its successor,
- TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor,
- TAESS00030 Volunteer Trainer Delivery and Assessment Contribution Skill Set or its successor,
- TAESS00029 Volunteer Trainer Delivery Skill Set or its successor,
- TAESS00020 Workplace Trainer Skill Set or its successor,
- TAESS00028 Work Skill Instructor Skill Set or its successor,
- TAESS00022 Young Learner Delivery Skill Set or its successor,
- TAESS00015 Enterprise Trainer and Assessor Skill Set
- TAESS00003 Enterprise Trainer and Assessor Skill Set,
- TAESS00008 Enterprise Trainer – Mentoring Skill Set,
- TAESS00013 Enterprise Trainer – Mentoring Skill Set,
- TAESS00007 Enterprise Trainer – Presenting Skill Set,
- TAESS00014 Enterprise Trainer – Presenting Skill Set, or
- A secondary teaching qualification*.

**A person who holds only a secondary teaching qualification must deliver training and conduct assessment under direction per section 1D. To deliver training and conduct assessment without direction, the requirements under section 1A apply.*

The RTO must be able to justify the relevance of the person's credential to the VET student cohort being delivered to.

Example Scenarios of Justifying Credential Relevance:

Credential	Example of Relevant Cohort	Potential Issue if Misaligned
TAESS00024 – VET Delivered to School Students Teacher Enhancement Skill Set	Suitable for trainers working with school students in a VET setting	Not appropriate for workplace training with adult learners
TAESS00020 – Workplace Trainer Skill Set	Suitable for training employees in a workplace environment	Might not be ideal for formal classroom-based learning in a structured RTO setting
TAESS00022 – Young Learner Delivery Skill Set	Suitable for young learners (school leavers, youth programs, etc.)	May not be relevant for an RTO delivering training to corporate VET students
TAESS00008 – Enterprise Trainer – Mentoring Skill Set	Suitable for mentoring-based training models where workplace mentoring is key	May not be appropriate for classroom-based or competency-based assessments

1E Providing direction on the delivery of training and assessment

A trainer and assessor who satisfies the requirements of this section is permitted to provide direction to others delivering training and assessment in accordance with Sections 1C and 1D of this policy, or to experts engaged in accordance with Standard 3.3.

Where a trainer or assessor is providing direction, they are responsible for providing oversight, guidance and quality assurance in respect of a person who does not have the full training and assessment credential to ensure the quality of training and assessment delivered by that person.

The requirements below apply to all trainers or assessors giving direction regardless of whether the person receiving direction is an industry expert, holds a relevant skill set, or is actively working towards a credential.

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

Trainer and Assessor Code of Conduct

ALL AAMC Training Group Trainers and Assessors abide by the Trainer and Assessor Code of Conduct. (See Annex A for the Trainer and Assessor Code of Conduct)

Other RTO Staff Members

Everyone within the organisation contributes to the outcomes the Standards set out. All AAMC Training Group staff are supported to understand the Standards as relevant to their role, and are informed about any changes to legislative and regulatory requirements that affect the services delivered

Plagiarism, Cheating and Collusion in Assessment

AAMC Training Group abides by the following principles:

- Plagiarism, cheating and collusion in assessment are expressly prohibited.
- VET students cannot submit any piece of work for assessment that is not entirely their own work.
- VET students cannot submit the same piece of work for assessment as another VET student, whether enrolled in AAMC Training Group or not.
- All cases of plagiarism, cheating and collusion are treated as a serious matter and will be reviewed and treated on a case-to-case basis.
- Depending on severity and circumstances, penalties of plagiarism, cheating and collusion may include one or more of the following (i.e., sanctions may not be discrete):
 - a. completion and resubmission of a new assessment task;
 - b. all parties receiving a “Not Yet Satisfactory” result for the assessment task;
 - c. verbal or written warning; and/or
 - d. suspension or expulsion from the course.
- All investigated and proven incidents will be reflected in the VET student record.
- All incidents will be reviewed by the Senior Trainer and Assessor of AAMC Training Group.

Monitoring and Improvement

All practices for AAMC Training Group’s training and assessment are monitored by the Training Manager of AAMC Training Group.

Data and feedback from relevant sources such as VET students, staff, industry, employers, and regulators are collected and analysed, and areas for improvement identified and acted upon according to the Continuous Improvement Policy.

ANNEX A

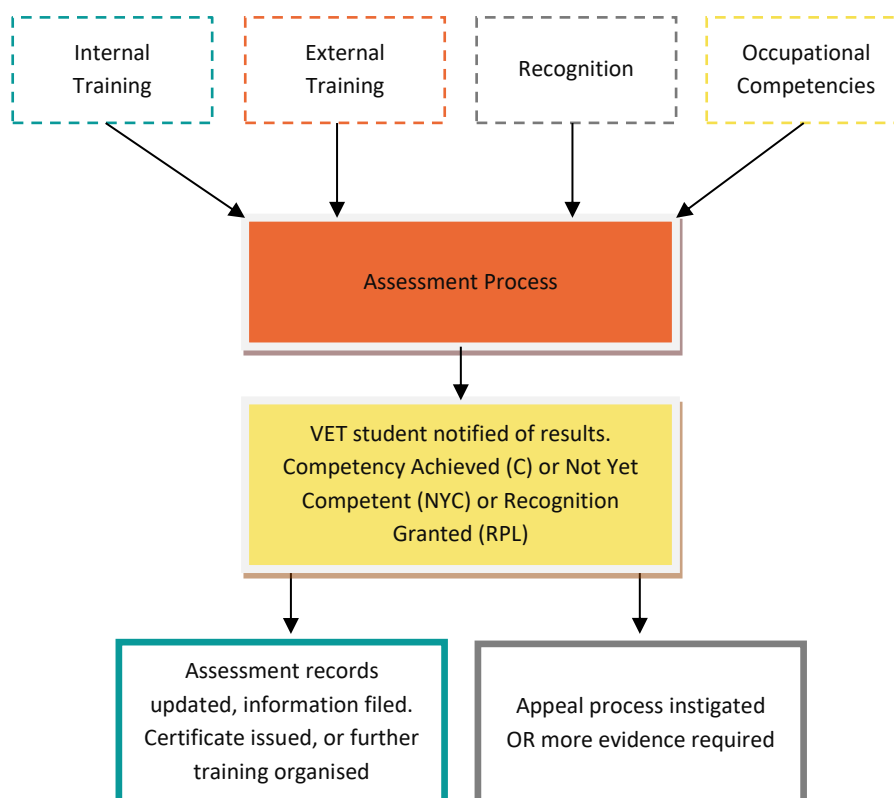
Principles of Assessment

Fairness	<p>The individual VET student's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual VET student's needs.</p> <p>The RTO informs the VET student about the assessment process and provides the VET student with the opportunity to challenge the result of the assessment and be re-assessed if necessary.</p>
Flexibility	<p>Assessment is flexible to the individual VET student by:</p> <ul style="list-style-type: none"> • reflecting the VET student's needs; • assessing competencies held by the VET student that are relevant to the training product no matter how or where they have been acquired; and • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual VET student.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> • assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; • assessment of knowledge and skills is integrated with their practical application; • assessment to be based on evidence that demonstrates that a VET student could demonstrate these skills and knowledge in other similar situations; and • judgement of competence is based on evidence of VET student performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

Rules of Evidence

Validity	The assessor is assured that the VET student has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables an informed judgement to be made of a VET student's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the VET student's original and genuine work.
Currency	The assessor is assured that the assessment evidence documents and demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

The Assessment Model



Examples of Reasonable Adjustment in Training and Assessment

VET student difficulty	Examples of reasonable adjustments in assessment
Maintaining concentration	<ul style="list-style-type: none"> • additional time • split sessions • assessment support sessions • returning back to virtual classes anytime during the enrolment period
Expressing knowledge in writing	<ul style="list-style-type: none"> • additional time • models and practical examples • oral assessment

Trainer and Assessor Code of Conduct

Purpose
<p>The RTO is committed to upholding the highest standards of professional conduct in the delivery of training and assessment. In this respect, the RTO is making explicit commitment that all training and assessment services conducted by the RTO's key personnel, including without limitation, its qualified trainers, assessors are exclusively bound by the provisions of this Code.</p> <p>The purpose of this Code is to ensure that trainers and assessors in the performance of their roles, are able to conduct themselves according to acceptable standards of professionalism.</p>
Code of practice in training
<p>The RTOs trainers and assessors will:</p> <ol style="list-style-type: none"> 1. Maintain the reputation of the profession at all times, in all aspects of the work, by acting with integrity, honesty and without conflict of interest. 2. Take care of all its VET students, with the aim of meeting their individual learning needs, while ensuring their welfare and safety throughout the training. 3. Ensure any VET student information gained in the performance of one's role are kept confidential unless the well-being or a legal imperative requires disclosure. 4. Interact with all VET students and staff with respect and consideration to individual differences, and diverse cultural background. 5. Provide authentic, complete, and accurate information with regard to their professional status, qualifications, and experiences. <p>The RTOs trainers and assessors will not:</p> <ol style="list-style-type: none"> 1. Violate any legislations, statutes, rules and known guidelines on abuse, harassment, prejudice, or discrimination. 2. Practice the profession in the influence of alcohol and any substances that could impair their fitness in performing the role. 3. Use language, gestures or actions that are offensive to race, sexual orientation, age, cultural background, and the like. 4. Misrepresent their relationship with the RTO in favour of personal advancement or gain.

Code of practice when facilitating assessments

The RTOs trainers and assessors will ensure that:

1. Individual needs of all its VET students are identified, acknowledged, and taken into account when undertaking training and assessment activities.
2. Potential forms of conflict of interest in the assessment process and outcomes are identified, and appropriate referrals are made, if necessary.
3. All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.
4. The rights of VET students are protected during and after the assessment process and that VET students are made aware of their rights and processes of appeal.
5. Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
6. Evidence is verified against the rules of evidence and that assessment decisions are based on available evidence that can be produced and verified by another assessor.
7. Assessments are conducted within the boundaries of the assessment system policies and procedures.
8. Assessment systems and tools are consistent with equal opportunity legislation.
9. VET students are informed of all assessment reporting processes prior to the assessment.
10. VET students are informed of all known potential consequences of assessment decisions prior to the assessment.
11. Confidentiality is maintained regarding assessment decisions / outcomes and records of individual assessment outcomes which identify personal details are only released with the written permission of the VET students.
12. Opportunities for networking amongst assessors are created and maintained.
13. Opportunities are created for technical assistance in planning, conducting, and reviewing assessment practice and participating in validation.