

1. Purpose

VEG Education is committed to delivering quality training and assessment in accordance with the Standards for Registered Training Organisations (RTOs) 2025. This policy defines the requirements for the recruitment, induction, engagement, and ongoing professional development of trainers, assessors, and all other personnel to ensure they possess the necessary qualifications, experience, and competencies to support effective training services.

2. Policy Statement

VEG Education recognises that competent, qualified, and well-supported personnel are vital to achieving business success and meeting learner and industry needs. We will ensure that all trainers and assessors, including those engaged through third parties, meet required competencies and that all staff benefit from appropriate support and continuous professional development.

VEG Education will:

- Implement robust processes for the selection, induction, and ongoing professional development of trainers and assessors.
 - Ensure all personnel have the required vocational and VET competencies relevant to their roles.
 - Monitor and manage performance through regular performance reviews and feedback.
 - Provide access to professional development opportunities aligned with individual and organisational goals.
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3. Definitions

- **Current Industry Skills:** Up-to-date knowledge, skills, and experience relevant to the vocational area delivered, ensuring training reflects contemporary industry standards and legislation.
 - **Professional Development:** Formal or informal activities to maintain and enhance the skills, knowledge, and capabilities of trainers and assessors, including industry engagement, courses, mentoring, moderation, and research.
 - **Scope of Registration:** The list of approved training products VEG Education is authorised to deliver and assess.
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4. Procedure

4.1 Staff Recruitment and Selection

- VEG Education maintains sufficient qualified trainers and assessors to deliver all training in its scope.
- Recruitment processes are ethical, non-discriminatory, and aligned with equal opportunity legislation.
- Only candidates who meet the vocational and training competencies for their roles are engaged.
- Original qualification documents are verified and retained on personnel files; competency mapping applies when documentation is unavailable.
- Police clearance and Working with Children checks are mandatory where applicable.

4.2 Trainers' Competency

Trainers must hold:

- Vocational competencies at least to the level of training delivered;
- Current and relevant industry skills;
- Up-to-date knowledge of vocational training and adult learning principles;
- One of the following:
 - TAE40122 Certificate IV in Training and Assessment (or latest version);
 - Diploma or higher qualification in adult education.

4.3 Assessors' Competency

Assessors must hold:

- Vocational competency at least to the level being assessed;
- Relevant current industry skills;
- Current knowledge of vocational training and assessment principles;
- Qualification in training and assessment per standards, for example:
 - TAE40122 Certificate IV in Training and Assessment; or
 - TAESS00011 Assessor Skill Set plus relevant assessment units;
 - Diploma or higher qualification in adult education.
- Industry experts involved in assessment must collaborate with a qualified assessor.

4.4 Trainers Under Direct Supervision

Where trainers/assessors without full qualifications are engaged under “Direct Supervision”:

- They must hold recognised Trainer Skill Sets;
- Possess vocational competency and current industry skills;
- Work under supervision of qualified personnel who oversee all training and assessment outcomes.

Compliance with Standard 1 of the RTO Standards is ensured through documented supervision arrangements.

4.5 Induction

All trainers and assessors receive a comprehensive induction including:

- role expectations,
- policies, and
- procedures,
- documented with signed checklists.

The CEO personally verifies the understanding of new personnel regarding their responsibilities.

4.6 Performance Review

Annual performance reviews include:

- client feedback,
- observations, and
- discussion of professional development goals.
- Reviews support positive recognition and identification of development opportunities.

4.7 Professional Development

- Trainers and assessors are supported and encouraged to complete a minimum of 21 hours of professional development annually, encompassing vocational, training, and assessment competencies.
- Planned individually with alignment to performance reviews and organisational priorities.

4.8 Currency of Industry Competence

Personnel actively maintain vocational currency through industry engagement and workplace exposure relevant to the units being delivered or assessed.

Documentation of currency is required annually.

5. Responsibilities

The CEO is accountable for staffing policy compliance, approval of recruitment, ongoing monitoring, and support of professional development.

Trainers and assessors are responsible for their career growth, industry currency, and submission of evidence to demonstrate competency and currency.

6. Access and Equity

VEG Education applies the Access & Equity Policy to all recruitment, engagement, and development processes to ensure fairness and inclusiveness.

7. Records Management

All recruitment, induction, performance, and development documents are maintained per the Records Management Policy, ensuring confidentiality and compliance.

8. Monitoring and Continuous Improvement

The CEO regularly monitors staffing systems and policies, acting on feedback and audit outcomes to enhance personnel capability and compliance in accordance with the Continuous Improvement Policy.
