

Regional Impact Assessment Statement (RIAS)

13 June 2017

TAE40116 Certificate IV in Training and Assessment
Not Fit for Purpose





VISION PSYCHOLOGY

boutique provider of
**Vocational Psychology, Human Resource Management
& Career Development**

visionpsychology.com.au

Funding research declaration:

That I, David Michal Lipták have not received any funding, gifts, grant or monies in the research, design and writing of this RIAS. I have not been paid or been influenced by any industry association, union, political party, organisation, business, peak body, government department or third-party whatsoever. This research is completely self-funded, independent and peer-reviewed.

I acknowledge peer-review by Dr. David Horan, Director of infoVET and VET2u. Dr Dave has over 25 years' experience in the TAFE and workplace training sectors learnspace@bigpond.com, and I thank him for his experience, insights and peer-review.

© 2017

Vision Psychology

david.liptak@visionpsychology.com.au

Cite

Lipták, D. M. (2017). *Regional Impact Assessment Statement. TAE40116 CIV in Training and Assessment Not Fit-for-Purpose*. Little Hartley, NSW: Vision Psychology.

www.visionpsychology.com.au

Release for publication 13 June 2017



VISION PSYCHOLOGY

boutique provider of
**Vocational Psychology, Human Resource Management
& Career Development**

visionpsychology.com.au

CONTENTS

1. Title	4
2. Issue	4
3. Stakeholders affected	5
4. Impact to regional communities and small business	6
4.1 Issue one: Defining a “group” to be eight for training	6-7
4.2 Issue two: focusing on assessment and not workplace training	8
4.3 Issue three: superseded and equivalent TAE40110 = TAE40116	9-10
4.4 Issue four: regulatory reform to ASQA, ASIC and SSO	11-12
5. Significant impact to small business and regional communities	13
6. Solutions	13
Appendix A: TAE40116 an exemplar model for workplace training	14-16
Appendix B: Vocational Pathways for Training and Assessment	18-20

REGIONAL IMPACT ASSESSMENT STATEMENT



1. REGIONAL IMPACT ASSESSMENT STATEMENT (RIAS)

TAE40116 CIV Training and Assessment - Not Fit for Purpose

2. ISSUE

Across Australia there are entire towns, villages and large geographical areas with no public or private providers of education. In regional areas, access to training from accredited public Technical and Further Education (TAFE), Community Based Adult Education Providers (Community Colleges), Group Training Organisations (GTO), enterprise Registered Training Organisations (RTO), and private RTOs are limited, with these areas often being described as “thin markets”.

As a direct result of limited educational opportunities, a major issue for regional communities is finding and retaining skilled workers. Access to local training is essential for the health, wellbeing, economic prosperity and future of regional communities and small business. Across all levels of education: school, vocational, education and training (VET) and higher education, people from regional areas are often forced to travel or move out of their communities to access educational services. As a direct consequence, the opportunities for workers, young people and small business is significantly disadvantaged in accessing VET, especially when most RTOs are concentrated in metropolitan areas.

An essential qualification in VET is the CIV Training and Assessment, with the latest iteration being TAE40116, released on 6 April 2016. In 2016 the Certificate IV (CIV) Training and Assessment qualification became a pre-requisite to work in any VET setting delivering Nationally Recognised Training (NRT). **However, it is the design and structure of the new TAE40116 that has significant implications for regional communities and is the focus of this regional impact assessment.**

Another significant issue is the transformation of the CIV Training and Assessment away from a workplace qualification, designed by industry, into a compliance certificate for the VET sector. More concerning is that with over 60% of current CIV Training and Assessment graduates actually working in the non-accredited, workplace training sectors, the move to an exclusive focus on VET and NRT with the TAE40116 will significantly disadvantage rural communities and small business.

This regional impact assessment will focus on five major issues with the design, wording, implementation and compliance requirements for the current version of the TAE40116 CIV in Training and Assessment (release 1, 06/April/2016), including 17 mitigation strategies.



3. STAKEHOLDERS AFFECTED

As a workplace qualification, the TAE40116 CIV Training and Assessment affects a significant range of public and private stakeholders, in rural and metropolitan areas:

- Regional Communities
- Small business
- Existing TAFE, private, community colleges and enterprise RTO students
- Agriculture, Mining, Transport, Energy, Retail, Hospitality, Tourism and related industries
- Local industry and businesses across Australia
- Schools and other training providers
- All levels of government - local, state and Federal.
- Students
- Emergency services, police, fire, rural, state emergency services and ambulance
- Defence and related industries
- Health care, hospitals, community care, National Disability Insurance Scheme (NDIS) and related health care professionals
- Corrections, probation and parole, and related community service providers
- Employer associations, unions, industry associations and peak bodies.
- Teachers across all sectors: secondary school, TAFE, RTO, GTO, ACE, international colleges, higher education and private provider
- Workplace training related to Human Resource Development (HRD) and Training and Development (T&D) in the non-accredited training sectors

As a qualification that is now used in TAFEs, RTOs, GTOs, Community Colleges, VET-in-schools (VETiS) for year 9 - 12 in secondary schools, higher education and dual sector providers, the stakeholders are significant. It is evident from the current design of the TAE40116 that two key shareholders were never consulted, small business and regional communities.

This regional impact assessment demonstrates that the key decision makers and designers of TAE40116 were indifferent to the needs of regional communities outside the metropolitan centres of Melbourne and Sydney.

Consistent with the literature, this RIAS articulates what happens when policies are developed in metropolitan myopic positions, with regional communities and small business being adversely affected. During the consultation process for this RIAS stakeholders often commented on the dismissive attitude of the regulator, auditors and other designers of the TAE40116 towards the needs of regional communities.



4. IMPACT TO REGIONAL COMMUNITIES AND SMALL BUSINESS

4.1 Issue one: Defining a “group” to be eight for training

One significant departure from all previous versions of the CIV “workplace” Training and Assessment (BSZ98, TAA04 and TAE10) qualification is the move to define a “group” in training as “at least eight individuals” in the new core unit [TAEDEL401 Plan, organise and deliver group-based learning](#). **It is evident that the designers of the unit have not taken into the account the implications for regional communities, as training would often not reach the threshold of “8” in a significant number of settings.** This metropolitan centric definition is more suited to metropolitan Sydney and Melbourne which have large training providers and TAFEs. It is highly unlikely that regional RTOs, TAFEs, GTOs Community Colleges and workplaces will meet the requirements for the new definition of a group. Examples provided throughout this consultation have identified that it is unlikely the new TAE40116 will be offered widely in regional communities as training is often conducted individually or in small groups. It is important to note that during consultations for this rural impact assessment, the definition of a group was often described as more than “two” and never reached the threshold of the training package developers metropolitan centric, arbitrary requirement of “eight” individuals. Many examples of workplace training in regional settings include:

- Agriculture and mining, such as working with machinery, underground mining and enclosed spaces are completed solely or in small group training
- Rural Fire Service (RFS) and State Emergency Services (SES) training
- Transport and logistics, driving instructor, pilots, aviation, 8 participants could not possibly or safely fit in a vehicle
- Defence, training one-to-one and small groups is common
- Gyms and personal trainers, this is often on-to-one or in small groups
- Church, youth groups, religious organisations, where training is often in small groups 2-4
- Aboriginal and Torres Strait Islander training, languages, art and business
- Adult literacy programs, such as, Skills for Education and Employment (SEE), foundation skills and adult language, literacy and numeracy training
- Apprenticeships and Traineeships, especially workplace delivery, this is often in the workplace with 1-2 apprentices
- Workplace training often includes between 2-4 workers, this includes human resource development (HRD) and Learning & Development
- Small businesses often only have 2-3 workers



Real world application of a “group”, is actually two or more individuals

The definition of “8” in TAEDEL401 also differs from how a group is defined in the real world. For example in applying group training for fitness instructors (who often need a CIII Fitness or higher), the industry definition applied by most councils is “two or more” participants (Wollongong City Council) to constitute a group.

It is evident and unlikely that the vast majority of regional settings where group delivery may take place will actually meet the metropolitan centric definition for “8” for a group. **As a direct consequence, the TAE40116 will be undeliverable, even if placed on scope of registration for RTOs, for regional communities and workplaces, the unit TAEDEL401 is not-fit-for purpose.**

Mitigation Strategies

Two very simple mitigation strategies to negate the impact to regional communities can be applied immediately to the unit TAEDEL401 Plan, organise and deliver group-based learning (see appendix A):

4.1.1 Remove the definition of “eight” individuals in the performance evidence of the assessment requirement, by allowing contextualisation to workplace settings, and

4.1.2 Move the TAEDEL401 from the core to an elective unit in the package rules for the qualification TAE40116 CIV Training and Assessment, not every trainer and assessor actually trains “groups”.



4.2 Issue two: focusing on assessment and not workplace training

Another unit added as core to the CIV TAE4016 is [TAEASS502 Design and develop assessment tools](#), again it does not meet the needs of the vast majority of students and businesses in regional and metropolitan settings. With over 60% of graduates from the non-accredited/workplace training sector, there is no need for this unit, as workplace trainers often do not deliver NRT. Moreover, as an entry level qualification, the CIV Training and Assessment is primarily used for delivering training and assessing competence, not an advanced qualification. While the regulator, ASQA has identified assessment practices as an area of non-compliance for RTOs, adding TAEASS502 is excessive, unnecessary and regulatory overreach.

Another compounding factor entails labour market implications and deprofessionalisation of having CIV holders undertake diploma level work. The addition of the TAEASS502 unit is not-fit-for purpose and will adversely affect regional communities, businesses and RTOs alike.

Mitigation strategies

Four logical mitigation strategies can be applied immediately to the unit TAEASS502 Design and develop assessment tools (see appendix A):

4.2.1 Move the TAEASS502 from a core to an elective (or remove) unit in the package rules for the qualification TAE40116 CIV Training and Assessment

4.2.2 Allow flexibility in the choice of electives for TAE40116 by either choosing between TAEASS301 Contribute to assessment or TAEASS502 Design and develop assessment tools

4.2.3 To improve both assessment practices and product resources across VET and workplace training utilising the two existing Diploma level TAE qualifications are much more targeted, flexible and logical strategy. ASQA can easily implement standards that require any assessments be only developed by holders of the Diploma of Vocational Education and Training or Diploma of Training Design and Development. It is important to note that the unit TAEASS502 sits as a core unit in both these diplomas.

4.2.4 The training package for Training and Education (TAE) requires significant work to improve the language and clarification for inclusion of workplace (non-NRT) training. Explicitly having the CIV Training and Assessment as an entry level qualification, with articulation to either of the TAE diplomas requiring the pre-requisite of the CIV (Appendix B). **In its present form, TAE40116 is written almost exclusively for working in a large RTO such as a metropolitan TAFE, and is not fit for purpose for regional communities, RTOs and small business.**



4.3 Issue three: superseded and equivalent TAE40110 = TAE40116

No other profession in Australia is required to re-complete their trade certification, diploma, or degree, however this has happened three times in the VET sector. Original CIV BSZ40198 holders were “upgraded” to CIV TAE40104 and then to CIV TAE40110, no other trade, profession or teacher (early-childhood, primary, secondary or university) are required to complete the teaching qualifications again. The impact to regional communities is even more profound as number of CIV Training and Assessment providers are significant less. For example, just between April 2016 and June 2017 nearly 200 RTOs have pulled out of delivering the existing qualification. The cost of upgrading and recertification is unnecessary, excessively burdensome, places undue cost to small businesses, teachers and regional communities.

A peculiarity within the VET sector is the perception of having to “upgrade” every time a new qualification is released, no other profession in Australia has this issue. Currently holders of TAE40110 CIV in Training and Assessment, TAE50111 Diploma of Vocational Education and Training, and TAE50211 Diploma of Training Design and Development are being exploited to “upgrade” superseded qualifications, this constitutes:

- Regulatory and industry exploitation of teachers, by unnecessary burden and cost of compliance. It is noted that a number of providers are already exploiting existing teachers to “upgrade” to the new TAE qualifications, this is exploitation and predatory marketing.
- Excessive cost to teachers by forcing the perception, either complicit through regulatory burden, compliance or fear of not upgrading will result in loss of work, demotion or non-compliance.
- Compliance costs to small business, with the perception, or possible regulatory burden to “upgrade” qualifications to maintain vocational currency as a trainer/assessor or VET teacher. The significant cost to RTOs, TAFEs, GTOs, Community Colleges and private RTO to “upgrade” staff is excessively costly, highly burdensome and completely unnecessary, especially for regional communities.



Mitigation Strategies

There has been excessive exploitation of students in the VET sector with the policy failure of the VET-Fee Help scheme. Rogue providers preyed on vulnerable students and exploited poor policy design and oversight, with little to no support from the regulator or government. **It is evident with the design, implementation and now marketing practices of the new TAE (Training and Education) training package courses, there is now exploitation of small business, trainers, assessor and teachers.** Four effective strategies to reduce compliance cost, loss of productivity, labour market implications and burden on small business and regional communities include:

4.3.1 Not forcing existing holders to upgrade to the new TAE40116 CIV Training and Assessment qualification, and re-writing the current training package to harmonise workplace training. A Council of Australian Government (CoAG) Communique, followed up by a regulatory statement (ASQA) will ensure no exploitation of current CIV TAE40110 or TAE10 Diploma holders will be forced to “upgrade” either through regulation, misleading advertising or exploitative practices by training providers.

4.3.2 At the same time the design and structure of TAE40116 (and subsequent diplomas) should be re-written so that the qualification is deemed “equivalent” and “superseded” to TAE40110. Explicitly current TAE40110 holders will not require re-certification for life, just as occurs for all other professions, for comparison Early Childhood Teachers, tradespeople, psychologists etc... only complete their qualification once, not four times like in the VET sector.

4.3.3 Clear training package and implementation guides by the training package developer PwC Skills for Australia needs to be developed, for RTOs and teachers.

4.3.4 Transparent and detailed policy guidelines on the TAE articulation and vocational pathways between the AQF (Australian Qualification Framework) levels. With the CIV in Training and Assessment **being an entry level qualification for trainers and assessors** (diploma level units are thus unsuitable). For example, the Diploma of Vocational Education and Training is for a VET Teacher, with differences being designing assessment tools and advanced facilitation. While the Diploma of Training Design and Development is for product /assessment developers, analysing training needs and evaluating training programs. With the Graduate Diploma of Adult Language, Literacy and Numeracy Leadership, designed for Adult LLN practitioners. At present, there are no clear guidelines to delineate the different TAE products (see Appendix B for an exemplar vocational articulation pathway).



4.4 Issue four: regulatory reform to ASQA, ASIC and SSO

Evidently the design, consultation, rollout and compliance of the TAE40116 is a cautionary tale of how NOT to design a training package, effectively dismiss consultation with small business, adversely disadvantage regional communities, then implement excessive regulatory burden. While the regulator ASQA claims no direct input into the design of TAE40116, there was obvious pressure to meet the various interpretations of the regulator. There are significant discrepancies between what the regulator believes are the key features of training, assessment, Volume of Learning (VoL), consultation and compliance. However, the regulator's interpretations are often in direct polar opposites to those from industry, small business, the peer-reviewed literature, students, teachers and regional communities. Feedback from industry during the research for the RIAS has been consistent, these include the following themes regarding TAE40116:

"The worst training package, ever"

"You can tell a bureaucrat wrote the qualification, not anyone with teaching experience, logic or experience with workplace training"

"Small business and regional communities will be decimated"

"Obviously someone from Sydney or Melbourne wrote TAE40116"

"Just privatise or outsource the role of ASQA, at least that way applications will be processed, you will get at least some level of customer service, this is what gives public service such a bad reputation"

Nonetheless the development and rollout of the TAE40116 CIV Training and Assessment is a shared responsibility and hence a collective failure. PwC Skills for Australia as the Skills Service Organisation (SSO) has primary responsibility in the development of the TAE40116 CIV Training and Assessment through the Education, Industry Review Committee (IRC). Next the approval processes, arduous, complex and not transparent in the form of the Australian Industry and Skills Committee (AISC) for endorsement. Finally, the regulation, rollout and compliance falls under the jurisdiction of the regulator ASQA. **At every stage, there has been a systemic failure to consult with small business and regional communities.** At present, regulatory processing times for a TAE40116 application is running up to 12 months, with some over two calendar years.



Mitigation strategies

A number of proactive strategies include re-writing the CIV TAE40116, improvements to consultation and significant regulatory reform.

4.4.1 Extending the teach-out period of the current TAE40110 for another 12 months till October 2018 will continue supply to the market of qualified trainers and assessors, and allow time for structural and regulatory reform.

4.4.2 That SSOs, starting with PwC Skills for Australia include a Regional Impact Assessment at the time of consultation for training package reviews and development, the format included in this assessment may be used as a template. As this document meets the requirements for a comprehensive regional impact assessment, the recommendations can be easily implemented in revision 2 of TAE40116.

4.4.3 In the composition of Industry Review Committees (IRC) one position be allocated specifically to represent regional communities, starting with the Education IRC. Additionally, for the Education IRC two positions must be allocated to the non-accredited NRT sectors such as human resource management and Learning & Development.

4.4.4 Regional Communities sensitivity and awareness training for all stakeholders, SSOs, IRCs, AISCs and ASQA staff must be mandatory. **It is evident that the current version of the TAE40116 demonstrates that all decision makers have no idea of the issues facing small business and regional communities.** The regional community awareness training should start with all those involved in the current TAE40116, then face-to-face training and online units can be rolled out across all training packages and compliance spectrum stakeholders.

4.4.5 Regulatory reform to ASQA is needed, such as including key performance indicators to compliance and turn around for applications. As a comparison, instead of several months to process a TAE40116 application, 3-4 working days would be reasonable benchmark. If ASQA is unable to perform in an efficient and consumer driven capacity (including regional communities and small business), outsourcing to the private sector, de-regulation, or privatising functions of ASQA would be suitable mitigation strategies. It is noted that on the 9 June 2017 that the Government announced a review of VET legislation by Valerie Braithwaite, Professor at the Australian National University's School of Regulation and Global Governance, as lead the review of the *National Vocational Education and Training Regulator Act 2011* (NVETR Act), this RIAS will provide invaluable insight into regulatory reform.



5. SIGNIFICANT IMPACT TO SMALL BUSINESS AND REGIONAL COMMUNITIES

The current form of the TAE40116 CIV Training and Assessment affects regions differently due to population access, including number of students, thin-markets and competition. All regional, rural and remote areas of Australia will be adversely affected by the current structure, delivery method, compliance and interpretation of the qualification. **There will be significant negative impacts for small business and regional communities with the current TAE40116.** It is envisioned that even if providers apply for the qualification, the ability to delivery will be hampered by the group of “8” requirement and proposed length, with up to one day per week for 30 weeks delivery. The cost of travel, loss of productivity and burden to small business and students is disproportionately averse to regional communities.

Mitigation strategies

5.1.1 The course duration must be kept to a manageable time-frame, with 12-15 weeks (1 day per week or semester) being the upper threshold. **Travel time, distance and loss of productivity is significantly more negatively realised in regional communities, especially small business and agriculture.**

5.1.2 As not to force regional students to move away from work, home or to online courses, the number of RTOs in regional communities will need to be sufficient to cover geographical areas and promote competitiveness, with face-to-face and workplace training options prioritised. A mitigation strategy must include a target of over 700 RTOs nationally to deliver TAE40116 with sufficient RTOs located in regional communities and not concentrated (like now) in metropolitan areas.

6. SOLUTIONS

A public enquiry into regional skills and training is required to address the structural issues, regulatory reforms and mitigation strategies identified in this assessment. It is evident that regional communities and small businesses were not consulted in the design, implementation and regulation of the qualification. Release 2 of the qualification is provided in the Appendix as an exemplar of how to contextualise a qualification to regional communities, small business and workplace training. Immediate Ministerial intervention is required to implement the 17 mitigation strategies detailed in this rural impact assessment. **A priority must be made to negate the profound, negative and disproportionate implications of the TAE40116 CIV Training and Assessment to small businesses and regional communities.**



Appendix A:

Exemplar model of contextualising a qualification to regional communities, small business and workplace training

For simplicity word changes are in ~~strike-out~~ and new text is in **blue**

TAE40116 CIV in Training and Assessment (Release 2)



Qualification Details

TAE40116 - Certificate IV in Training and Assessment (Release 2) Proposal

Qualification Description

This qualification reflects the roles of individuals delivering training and assessment services in the vocational education and training (VET) **and workplace training (non-accredited) sectors.**

This qualification (or the skill sets derived from units of competency within it) is also suitable preparation for those engaged in the delivery of training and assessment of competence in a workplace context, as a component of a structured VET program, and **as part of workplace training, human resource development (HRD) and learning and development (L&D)**

The volume of learning of a Certificate IV in Training and Assessment is typically six months to two years.

Licensing/Regulatory Information

Achievement of this qualification by trainers is a requirement of the Standards for Registered Training Organisations (RTOs) 2015.

Entry Requirements

Those entering this program must be able to demonstrate vocational competency in their proposed teaching and assessing area. Vocational competency is defined as broad industry knowledge and experience, and may include, but is not limited to, holding a relevant unit of competency or qualification.

Packaging Rules

Total number of units = 10

9 8 core units plus

± 2 elective units of from the elective list below

- from any currently endorsed Training Package or accredited course at Certificate IV or above.

~~The elective unit chosen must be relevant to the work outcome and meet local industry needs.~~

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

(Note all units will require an explicit statement to include workplace / non-accredited training as 60% of holders will not be working in a TAFE/RTO setting).



VISION PSYCHOLOGY

boutique provider of
Vocational Psychology, Human Resource Management
& Career Development

visionpsychology.com.au

Core Units - complete all 8 units

TAEASS401 Plan assessment activities and processes

TAEASS402 Assess competence

TAEASS403 Participate in assessment validation

TAEASS502 Design and develop assessment tools **removed as a core and moved to electives**

TAEDEL401 Plan, organise and deliver group-based learning **requirement of "eight"**

participants removed from the performance evidence (release 3)

TAEDEL402 Plan, organise and facilitate learning in the workplace

TAEDES401 Design and develop learning programs

TAEDES402 Use training packages and accredited courses to meet client needs

TAELLN411 Address adult language, literacy and numeracy skills

Elective Units

The remaining units may be taken from below or from any currently endorsed Training Package or accredited course at Certificate IV or above. Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

TAEASS301 Contribute to assessment

TAEASS502 Design and develop assessment tools **(now an elective)** * diploma level not suitable

TAEDEL301 Provide work skill instruction

TAEDEL403 Coordinate and facilitate distance-based learning

TAEDEL404 Mentor in the workplace

TAEDEL501 Facilitate e-learning * diploma level not suitable

TAELLN412 Access resources and support to address foundation skills

TAELLN413 Integrate foundation skills into vocational training delivery

TAETAS401 Maintain training and assessment information

BSBAUD402 Participate in a quality audit

BSBCMM401 Make a presentation

BSBLED401 Develop teams and individuals

BSBMKG413 Promote products and services

BSBREL402 Build client relationships and business networks

BSBRES401 Analyse and present research information

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAE40116 Certificate IV in Training and Assessment (release 2)	TAE40110 Certificate IV in Training and Assessment	Inclusion of TAELLN411 and TAEASS502 into core. Now 8 core and 2 electives, previously 7 core and 3 electives.	No equivalent qualification Superseded and equivalent



Appendix B:

Vocational pathways for Training and Education (TAE) qualifications

For simplicity word changes are in ~~strike-out~~ and new text is in **blue**

Exemplar model of pathways for Vocational Education and Training



Labour market implications and adverse effects to regional communities

Since the 1990s there has been much confusion in the VET and workplace training sectors on the type of qualifications needed. With the development of the TAE40116 the confusion has been only made worse. For example, as an entry level qualification, the addition of a new diploma level unit TAEASS502 Design and develop assessment tools undermines the required for the two other diplomas in the training package. Entry level trainers and assessors (CIV) overwhelmingly facilitate training and assess competence, not design assessment tools. **By now having CIV holders designing assessment tools not only cannibalises the two diplomas in the TAE training package but will lower the quality of teachers, assessment practices and career prospects of trainers and assessors.** While this RIAS clearly demonstrates how the new CIV TAE40116 adversely and negatively affects small business, teachers and regional communities, the labour market implications are even more profound.

De-skilling and de-professionalisation has been well documented in the literature, especially in the TAFE context. Prior to the implementation of first BSZ98 Assessment and Workplace Training package TAFE teachers often held bachelor degrees in adult and vocational education, or higher qualifications from university. This level of university (AQF level 7) training was consistent in all sectors of education, primary, secondary and higher education. However, with the introduction of the CIV level qualification, the requirement for a bachelor degree over time has evaporated. Currently the minimum qualification to work in a RTO or TAFE is only the CIV Training and Assessment, not a degree. While this RIAS has identified that most trainers and assessors only require a CIV qualification, the complete lack of guidance or clarification between VET roles is concerning. Additionally, the quality of training and assessment increases commensurate with higher qualifications. In its current form the CIV TAE40116 will cannibalise existing diploma, bachelor and higher education courses. Furthermore, the earning capacity of regional trainers will decrease as market forces will push the requirement to the lost denominator a CIV, with very little need for diploma or bachelor level qualifications.

If the issue is poor assessment practices, as identified by the regulator, there are significantly more less burdensome and targeted approaches. As a start, the CIV must remain as an entry level qualification. While those who teach, actually design assessment tools should then hold a full diploma or higher (not a single unit). A clear articulation pathway with job roles requires urgent development, the following matrix provides a clear, hierarchical relationship with work roles, outcomes and qualifications. Immediately the next version of the Users' Guide to the Standards for RTOs could be updated to include the recommendations in this RIAS.

Vocational Pathways between TAE qualifications and higher education: Towards professionalisation

The following matrix is only suggestive and by no means exhaustive, providing guidance and articulation between AQF levels, job roles and application. The peer reviewed literature and existing industrial instruments indicate that higher level qualifications and experience directly correlate to increased earning capacity, quality output in training and assessment, while increasing professionalisation. At present the entry requirements are often nil/minimal in the TAE training package *, this requires clarification:

Qualification	Job role	Application	Type and suggested entry*
TAE40116 Certificate IV in Training and Assessment (AQF level 4)	Trainer Assessor in an Enterprise, workplace, or RTO setting	Includes Nationally Recognised Training (NRT) in a RTO and the non-accredited workplace contexts	Entry level, delivery training and assessing of competency in both NRT and workplace settings
TAE50116 Diploma of Vocational Education and Training (AQF level 5)	Vocational Education and Training Teacher	Experienced practitioners (3-5 post CIV) delivering training and assessment services on both RTO and workplace training settings	Advanced qualification, advanced facilitation and assessment practices. Entry requirement Nil, should be the CIV. Suitable for both NRT and workplace.
TAE50216 Diploma of Training Design and Development (AQF level 5)	Training product developers and instructional designers	Experienced practitioners (3-5 years post CIV) who design training programs and assessment tools	Advanced qualification for training product development. Entry requirement Nil, should be the CIV. Suitable for both NRT and workplace
Associate Degree in Adult and Vocational Education various universities Charles Sturt University, Federation University etc.. (AQF level 6)	Advanced Vocational Education and Training Teacher, Senior Workplace Trainer / Assessor	Enhanced career opportunities as teachers and trainers within VET and workplace training context	Often CIV entry, University qualification equips VET teachers and staff with high-level skills and knowledge
Bachelor of adult and vocational education, learning and design, human resource etc.. and various universities Charles Sturt University, University of Southern Queensland, University of New England, University of Tasmania (AQF 7)	Professional VET practitioner / teacher (with specialisations)	High level facilitator in VET and workplace training settings. Senior teacher/trainer, head teacher, faculty directors, CEO, specialised L&D, HRM and related sectors	Requires CIV or Diploma entry for professional VET practitioners / teachers in RTOs and workplace training. Comparable training to other teaching professionals (CIV + Degree approximately 4 years)
TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (AQF 8) various RTOs and dual sector universities	Adult LLN Teacher / LLN Practitioner	Qualified LLN practitioner other suitable university qualification may also be included	Entry requirement Nil, should be the CIV. Suitable for both NRT and workplace with experience in VET or workplace training (3-5 years), this is a specialty within VET
Masters programs: examples include Master of Adult and Vocational Education, Master of Human Resource Management, Master of Training and Development various universities including Grad Cer and Grad Dip exit points (nearly all Australian Universities)	Higher level professionals: adult educators, senior managers, HR, L&D, that seek opportunities to maximise the potential of the people within their organisation.	High level professionals, VET practitioners. Teachers, CEO, faculty, product developers in RTO/TAFE and workplace training sectors including HRD, L&D. Areas also include research and applied workplace training and assessment.	University pathway options with CIV, Diploma, Associate Degree and Bachelor entry, plus substantial training and assessment experience. Pathways to doctorates in education, HRM, L&D and/or PhD.



Vision Psychology

Vision Psychology

boutique regional provider of
Vocational Psychology, Human Resource Management
& Career Development

visionpsychology.com.au

david.liptak@visionpsychology.com.au

Proud to service the Central Tablelands of NSW

