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| Year/Date of Delivery | Choose an item. |
| Faculty/School | Choose an item. |

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| Course/ Unit Code, Title and Release Number:  |

* Enter code and name of qualification / accredited course / unit here

# TSM Overview

The Trainer Skills Matrix (TSM) provides evidence of trainer/assessor qualifications and must demonstrate relevant industry and Vocational currency. This is a minimum requirement for all trainers/assessors facilitating any part of a program’s delivery and assessment. Each unit delivered and assessed within a program must be mapped to the facilitating trainer/assessor to meet the Standards of the National Regulator, ASQA; and the University’s funding contract requirements for the Higher Education Skills group (HESG).

A Trainer Skills Matrix should be updated whenever a trainer is initially allocated to deliver and assess a unit/s on behalf of the University, including those that come under auspice and third party arrangements and VETiS that will deliver training or assessment on the University’s behalf. Existing trainers’ allocated to a program should update their matrices annually to record any additional industry experience, trainer qualifications changes/upgrades and relevant professional development.

**The Trainer Skills Matrix Includes:**

* Reference Guide for TSM Mapping
* **PART A** – Trainer & Assessor / Vocational Qualifications
* **PART B** – Current Vocational Competency to the Unit

# Applicable Regulatory Requirements

## **Standards RTOs 2015 (SNR 1.13 - 1.16)**

In addition to the requirements specified in Clause 1.14 and Clause 1.15, Federation University training and assessment is delivered only by persons who have:

1. Vocational competencies at least to the level being delivered and assessed;
2. Current industry skills directly relevant to the training and assessment being provided; and
3. Current knowledge and skills in vocational training and learning that informs their training and assessment.

The University ensures that all trainer/assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning, and assessment including competency based training and assessment.

## **HESG – Dual Sector VET Funding Contract 2021 (*Skills First* Program)**

The University must ensure that all training and assessment for *Skills First* programs /courses are delivered only by individuals who at all times meet the requirements of being a *Skills First* teacher.

*Skills First* Teacher means an individual who is a trainer and assessor and:

1. Is employed:
2. Directly by Federation University Australia
3. Engaged by Federation University Australia as a sole trader; or
4. Engaged by Federation University Australia through a subcontracting arrangement which meets the conditions of Clause 6 of the VET Funding Contract;
5. Is listed on Federation University Australia’s Register of Trainers and Assessors;
6. And has a qualification that meets the requirements referred to in Clause 4.2

Clause 4.3 HESG Funding Contract 2021:

1. The Department may, from time to time, require *Skills First* Teachers to undergo certain professional development courses or training, within a timeframe determined by the Department, and consistent with the Regulatory Standards, and Federation University Australia must ensure that each *Skills First* Teacher complies with all such requirements.

Refer: The VET Teacher Qualifications and Competency Policy <http://policy.federation.edu.au/corporate_governance/quality_assurance/teacher_qualifications_competence/ch01.php>

# Reference Guide for TSM Mapping

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| **Definition of Assessor Qualifications & Current Competencies**  |
| **Trainer/Assessors must be able to demonstrate they have the training and assessment competencies specified in Standards RTOs 2015 Clauses 1.13 – 1.16*** Trainer/Assessors are required to hold a Certificate IV in Training and Assessment from the TAE Training Package. This includes the LLN unit and will also include the unit TAEASS502 – Design and Develop Assessment tools unit.
 |
| **Trainer/Assessors must be able to demonstrate they have the relevant vocational competencies at least to the level being delivered or assessed.** * This does not mean the Trainer/Assessor is required to hold that exact qualification or any specific unit of competency (unless this is specified in the *training package*), but mayhold either, the current industry qualification, the past or equivalent industry qualification and can demonstrate current relevant vocational competencies demonstrated by past and current employment experience as specified in the assessment conditions in the unit of competence they are listed to deliver and assess.
 |
| **Trainer/Assessors must be able to demonstrate current industry skills directly relevant to training/assessment being undertaken.** * Trainer/Assessors must demonstrate current industry skills that can be mapped directly to each relevant individual unit(s) they are responsible for training and assessing in. Trainers must be able to demonstrate current work practice within the past two years.
 |
| **Trainer/Assessors must be able to demonstrate current knowledge and skills in vocational training and learning that informs their training and assessment.** Trainers/Assessors can demonstrate current knowledge and skills in vocational training and learning through their participation in:* FedUni compulsory PD – e.g. developing assessment tools, Validation, engaging learner.
* External Professional Development
* FedUni/Program memberships
* Annual Conferences/Memberships to and participation in relevant Networks
 |
| **Trainer /Assessors must have a current Working with Children Check or have current Victorian Institute of Teaching (VIT) Registration.*** Trainer/Assessors must include expiry dates and registration numbers where applicable.
 |

| **Qualifications Code(s) & Title(s)** | **CHC42015 – Certificate IV in Community Services** |
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| **PART A – Trainer & Assessor / Vocational Qualifications** **(TA = Trainer and Assessor VC = Vocational Qualification VET = VET Skills and Knowledge)** |
| List all Trainers/Assessorsfor above qualification | List all relevant qualifications held by each Trainer/Assessor | List any professional development and relevance to Vocational currency or VET environment currency | Working with Children Check  | VIT Registration |
| **No** | **Trainer/Assessor Name** | **Qualification Code** | **Qualification Title** | **Date Awarded** | **Education Provider** | **List any Professional Development** ***For VETiS, auspice and sessional staff only*** | **Date Attended** | **TA, Vocational** **or VET** | **Held** | **Expiry Date** | **Held** | **Expiry Date** |
| *1* | *SAMPLE:* ***JO BLOGGS*** | *TAE40110* | *Certificate IV in Training and Assessment* | *2011* | *The Gordon* | *This section only needs to be completed by VETiS, auspice or sessional staff that are not on the Internal VET / TAFE PD Tracker*  | *Date* |  | *✓* | *Sept 2019* | *✓* | *Sept 2018* |
|  |  | *TAE50211* | *Diploma of Training Design and Development* | *2013* | *VU* | Preparing for ASQA Audits - On Track VET | *Oct 2011* | *VET* |  |  |  |  |
|  |  |  | *Bachelor of Community and Human Services* | *1985*EXAMPLE – REMOVE THIS PAGE ONCE PAGES HAVE BEEN POPULATED | *Latrobe University* | How to create effective marking guides - On Track VET | *Feb 2017* | *VET* |  |  |  |  |
| *2* | *SAMPLE:* ***JIM SMITH*** | *TAE40110* | *Certificate IV in Training and Education* | *2011* | *University of Ballarat* | *EOP Training*  | *Jul-2017* | *VET* | *✓* | *Oct 2020* |  |  |
|  |  | *CHC52015* | *Diploma of Community Services* | *2015* | *University of Ballarat* | *Assessment tool development* | *Jan-2016* | *TA* |  |  |  |  |
|  |  |  |  |  |  | *Attended monthly meetings in employment agencies* | *Dec-2017* | *VC* |  |  |  |  |
|  |  |  |  |  |  | *Validation of CGEA units* | *Jan-2018* | *VET*  |  |  |  |  |

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| **Part B: Trainer & Assessor / Mapping of Current Vocational Competency per Unit** |
| **Staff Mapping**The Training package may have mandatory competency requirements for teachers/ assessors at unit level that teachers/ assessors must satisfy. For each unit of competence, insert any additional ‘Assessment Conditions’ required of the teacher/assessor as documented in the Unit of Competency ‘Assessment Requirements’. Ensure the below staff mapping section details how the teacher/assessor meets the requirements as per the Assessment Conditions within the Unit of Competency Assessment Requirements (if applicable) for each Unit of Competency can be accessed on training.gov.au. |
| ***Example:*****Unit: CHCCSL002: Apply specialist interpersonal and counselling interview skills:** **Additional assessment conditions for the teacher/ assessor as specified in unit assessment requirements:** [ ]  **There are no additional requirements:**[x]  **There are additional requirements as specified below:**In addition, assessors must have 2 years’ experience working in a counselling role and hold a qualification in counselling or related field that involves counselling, at Diploma level or higher (or equivalent qualification). |
| Identify staff listed in the current TAS delivering the units within the qualification  | Map each unit and/or equivalence to demonstrate Trainer / Assessor competency to deliver nominated Unit/s. | List any vocational experience, including relevant current (within the past two years) specific job role details held by Trainer / Assessor | List any current licenses / registrations held by Trainer / Assessor |
| Trainer/Assessor Name | Code and title of Unit held by Trainer/Assessor | Qualification Code and Title held by Trainer/Assessor  | Role (Detail specific current experience relevant to the unit of competency) | Years(From -To) | List Employer Name And/or conference including location of current skills gained)  | Licence Title | Licence # | Expiry Date |
| **Joe Bloggs**  | Interpersonal and counselling skills for welfare practice WELSI1003Advanced Counselling Skills for Welfare PracticeATSGC2822 | Bachelor of Community and Human Services | Youth Counsellor providing counselling for youth at risk of leaving secondary education. EXAMPLE – REMOVE THIS PAGE ONCE PAGES HAVE BEEN POPULATED | 2012 - 2016 | City of Ballarat  |  |  |  |
| **Jim Smith** | CHCCSL002 – Apply specialist interpersonal and counselling interview skills | Diploma of Community Services  | Support worker at WRISC providing counselling support to women in domestic violence situations and running the Children’s Counselling Program. | 2002 - Current | WRISC |  |  |  |
| **Qualifications Code(s) & Title(s)** | **Insert Qualification**  |
| **PART A – Trainer & Assessor / Vocational Qualifications** **(TA = Trainer and Assessor VC = Vocational Qualification VET = VET Skills and Knowledge)** |
| List all Trainers/Assessorsfor above qualification | List all relevant qualifications held by each Trainer/Assessor | List any professional development and relevance to Vocational currency or VET environment currency | Working with Children Check  | VIT Registration |
| **No** | **Trainer/Assessor Name** | **Qualification Code** | **Qualification Title** | **Date Awarded** | **Education Provider** | **List any Professional Development** ***(VETiS, auspice and sessional staff only)*** | **Date Attended** | **TA, Vocational****or VET** | **Held** | **Expiry Date** | **Held** | **Expiry Date** |
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**REMOVE ANY BLANK TEMPLATE PAGES NOT REQUIRED**

## **Federation College Use only – REMOVE THE FOLLOWING PAGES IF NOT REQUIRED**

## **SAMPLE ONLY of a Clustered TSM for specific Qualifications that are delivered in Federation College**

## **(Alternative Part B) - Sample Qualification 22236VIC**This template may be used in Federation College when there are clear clusters of units that are delivered as a cluster, and teacher current competencies requirements are similar when mapped across the clusters of units. SAMPLE ONLY – this does not need to be completed. If you use this template, Part B may not be needed.

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| ***Qualifications*** ***Completion of TAE40116 (or its successor) and the TAELLN411 (or its successor) and the TAEASS502 (or its successor), Bachelor of Arts, Diploma of Education, Diploma of Community Services Management, Master of Education (continuing)*** ***Professional Development*** ***Fed Uni Assessment and development of tools, attend and participate in staff meetings with job seeker agencies, FedUni Validation (CGEA, TAE), LLN Conference Adelaide 2015 (3 days)*** |
| ***Trainers Names***  | ***Core-Numeracy cluster VU21333, VU21334, VU21335, VU21336, VU21337*** | ***Core – Reading cluster*** ***VU21325, VU21326, VU21327, VU21328*** | ***Core – Writing cluster VU21329, VU21330, VU21331, VU21332*** | ***Core –******VU21323 Develop and document a learning plan and portfolio***  | ***Core******VU21324 Plan and undertake a simple project*** | ***Elective - Participate in job seeking activities VU20009, investigate driving and owning a car VU21351, Operate a personal computer BSBITU101A, Identify VU21318*** |
| *Jo Bloggs* | ***Experience****Jo has extensive experience in teaching FSK/ CGEA units and developing assessment tools in all areas of XYZ College. Teaching experience in secondary, TAFE and disability programs. Jo has delivered business units requiring a lot of numeracy skills. Jo’s previous teaching experience in CGEA (II)and FSK units requires her to deliver numeracy units*  | ***Experience****Jo has extensive experience in teaching FSK/CGEA units and developing assessment tools in all areas of XYZ College. Teaching experience in secondary, TAFE and disability with literacy. Jo is undertaking Master’s level study and so had the required reading skills to deliver these units* | ***Experience****Jo has extensive experience in teaching FSK/CGEA units and developing assessment tools in all areas of XYZ College. Teaching experience in secondary, TAFE and disability with literacy. Jo is currently undertaking Master’s level study and so had the required written communication skills to deliver these units*EXAMPLE – REMOVE THIS PAGE ONCE PAGES HAVE BEEN POPULATED | ***Experience****As program coordinator and as teacher with over 20 years’ experience, Jo has sound knowledge of the strategies to plan and respond to workplace problems. As such she has the experience and skills to teach learners to use strategies for work-related learning and goal setting*  | ***Experience****As program coordinator and as teacher with over 20 years’ experience, Jo has sound knowledge of the strategies to plan and respond to workplace problems. As such she has the experience and skills to teach learners simple project skills including problem solving, task setting etc* | ***Experience for VU20009, BSBITU101A****Demonstrated through ongoing development of training and assessment competencies listed on National Qualification Details sheet e.g. attendance to JSA meetings, participation in department meetings, completing daily work duties e.g. email, developing assessment tools, providing student feedback etc.* |

**IF USING THIS TEMPLATE REMOVE ANY ABOVE TEMPLATE PAGES NOT REQUIRED**

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| ***Qualifications*** Enter qualifications here***Professional Development*** Enter PD here |
| ***Trainers Names***  | ***Core-Numeracy cluster***  | ***Core – Reading cluster***  | ***Core – Writing cluster***  | ***Core –*** | ***Core -***  | ***Elective -***  |
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