

Educator Competency and Currency Procedure

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1. Associated Policy

The *Educator Competency and Currency Procedure* has been developed in conjunction with the *Educator Competency and Currency Policy*.

2. Scope

Where this procedure refers to CIT, it includes CIT Solutions.

This procedure applies to:

- all CIT VET educators conducting nationally recognised training and assessment
- third parties engaged on behalf of CIT to conduct nationally recognised training and assessment.

3. Procedures

CIT will ensure educators have opportunities for professional development to enable them to conduct training and assessment that is contemporary and relevant to industry and student needs. This is enabled by engaging with:

- the annual development and review processes, negotiated between supervisors and educators, and aligned with CIT learning and development strategic priorities
- external opportunities approved by the Head of Department and College Director (see ***Setting My Directions form***)
- professional VET networks approved by the Head of Department
- the annual organisational program to develop educators' current knowledge and skills in vocational training.

3.1 Industry skills and currency requirements

Currency in skills depends on the industry area. Educators are required to keep up to date with the requirements of industry and must be able to demonstrate how they have maintained, upgraded, or developed new skills, relevant to the current industry needs.

Some nationally accredited training products specify the type of industry experience deemed current and appropriate and a minimum duration for that experience. Verified types of industry experience may be suitable as demonstrating industry/vocational competence, depending on the rules within the relevant nationally accredited training product.

CIT requires all Educators to maintain records of industry/vocational currency.

Step	Action	Responsibility
1	Use the Trainer Skills Matrix to create an individual profile that:	Educator

Step	Action	Responsibility
	<ul style="list-style-type: none"> • records all credentials • records development activities contributing to industry competence and currency • provides reflective comments linking professional development activities to teaching and assessment practices. 	
2	Systematically upload new evidence of credentials, qualifications and industry engagement activities, and updated training product knowledge to the Trainer Skills Matrix with supporting documentation and an explanation of how the added knowledge and skills inform their ability to conduct training and assessment.	Educator
3	Revise personal Trainer Skills Matrix every 12 months and send to the Head of Department with focus on the current year's training and assessment.	Educator
4	Monitor, review and confirm educators' records in the Trainer Skills Matrix in line with <i>Maintaining Currency Guidelines</i> .	Head of Department
5	Forward all Trainer Skills Matrices to the College Director for inclusion in the College repository.	Head of Department
6	<p>Check the authenticity of the attainment of a formal qualification or units of competency awarded by external RTOs by:</p> <ul style="list-style-type: none"> • sighting the verified copy of the AQF qualification/s or statement of attainment/s record of results • providing the educator with the CIT Authorisation for Authentication of Qualifications form for checking of qualifications awarded by other institutes • confirming authenticity of academic certification with the Awards and Programs team. 	People and Culture team
7	<p>Confirm the authenticity of external academic certifications by:</p> <ul style="list-style-type: none"> • checking the educator's USI record • screening the academic certification to ensure: <ul style="list-style-type: none"> ○ the document has been printed on the letterhead of the issuing RTO authorised issuing organisation including name, RTO number, logo ○ name of document e.g., Record of Results ○ student's full name e.g., Jane Smith ○ qualification code/qualification full name ○ year of each unit enrolment 	Awards and Programs team

Step	Action	Responsibility
	<ul style="list-style-type: none"> ○ unit code/unit full name ○ result for each unit ○ legend showing meaning of result codes ○ date the record was issued ○ identity of the authorised person in the issuing organisation ○ issuing organisations seal or other forms of protection such as the use of polymer paper, watermarks, document numbers ○ contacting the issuing body. <p>Advise the College Director whether the academic transcripts are authentic.</p>	
8	Update the College repository of Trainer Skills Matrices at least once per year.	College Director

3.2 Meeting vocational training and learning - educator currency requirements

Step	Action	Responsibility
1	<p>Plan for and monitor relevant development activities.</p> <p>Negotiate development activities as part of each educator's annual professional development plan.</p> <p>Systematically monitor and review progress towards achieving development goals.</p> <p><i>Note: In the case of educators, the responsibility for monitoring professional development activities is with the Head of Department; for Heads of Department the College Director will monitor professional development.</i></p>	Head of Department
2	If development activities include the attainment of a formal qualification or units of competency, add this information to the Trainer Skills Matrix and provide the People and Culture area with a verified copy of the statement of attainment/record of results.	Educator
3	Systematically upload new evidence of meeting current knowledge and skills in vocational training and learning (such as certificates, conference registration and outcomes) to the Trainer Skills Matrix with supporting documentation.	Educator

Step	Action	Responsibility
4	Review personal Trainer Skills Matrix every six months and send updated Trainer Skills Matrix to the Head of Department.	Educator
5	Monitor, review and confirm educators' records in the Trainer Skills Matrix in line with <i>Maintaining Currency Guidelines</i> .	Head of Department
6	Forward all Trainer Skills Matrices to the College Director for inclusion in the College repository.	Head of Department
7	Check the authenticity of the attainment of a formal qualification or units of competency by: <ul style="list-style-type: none"> • sighting the verified copy of AQF qualifications statement of attainment/record of results • providing the educator with the CIT Authorisation for Authentication of Qualifications form for checking of qualifications awarded by other institutes • confirming authenticity of academic certification with the Awards and Programs team. 	People and Culture
8	Confirm the authenticity of external academic certification/s by: <ul style="list-style-type: none"> • checking the educator's USI record; or • screening the academic certification/s to ensure: <ul style="list-style-type: none"> ○ the document has been printed on the letterhead of the issuing RTO authorised issuing organisation including name, RTO number, logo ○ name of document e.g. Record of Results or Statement of Attainment ○ student's full name e.g. Jane Smith ○ qualification code/qualification full name ○ year of each unit enrolment ○ unit code/unit full name ○ result for each unit ○ legend showing meaning of result codes ○ date the record was issued ○ identity of the authorised person in the issuing organisation 	Awards and Programs team

Step	Action	Responsibility
	<ul style="list-style-type: none"> ○ issuing organisations seal or other forms of protection such as such as the use of polymer paper, watermarks, document numbers ○ contacting the issuing body. <p>Advise the College Director whether the academic transcripts are authentic.</p>	
9	<p>Update the College repository of Trainer Skills Matrices of authenticated academic transcripts.</p> <p>Advise the Head of Department where academic transcripts do not meet authentication requirements.</p>	College Director

4. Supporting Documents

4.1 Legislation/Regulation

- [Standards for RTOs 2015](#)
- *Standards for Registered Training Organisations Amendment (VET Workforce Support) Instrument 2024*

4.2 Policy and Procedures

- *Educator Competency and Currency Policy*
- *Trainer Working Under Supervision Procedure*

4.3 Documents

- Setting My Direction Plan
- Professional Development Activity Form
- Maintain Currency Guidelines
- Trainer Skills Matrix Template
- CIT Release of Information Form

5. Definitions

All terminology used in this procedure is consistent with definitions in the CIT Policy Glossary. Specific terms referred to in this procedure are:

Competency	<p>Competency is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments</p> <p>(Source: https://www.asqa.gov.au/standards/appendices/glossary).</p>
Current industry skills	<p>The knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry.</p> <p>Current industry skills may be informed by consultations with industry and may include, but is not limited to:</p> <ul style="list-style-type: none"> • having knowledge of and/or experience using the latest techniques and processes • possessing a high level of product knowledge • understanding and knowledge of legislation relevant to the industry and to employment and workplaces • being customer/client-oriented • possessing formal industry and training qualifications • training content that reflects current industry practice. <p>(Source: https://www.asqa.gov.au/standards/appendices/glossary)</p>
Educator	<p>Person employed under the PSM Act (ACT) for the purpose of conducting training and assessment activity associated directly with a student’s learning as either:</p> <ul style="list-style-type: none"> • permanent employment on a full-time or permanent part-time basis • short-term temporary employment for a period not exceeding twelve months on a full-time or part-time basis • long term temporary employment for a period greater than twelve months but not exceeding five years on a full-time or part-time basis • casual employment.
Vocational competency	<p>Vocational competency is defined as broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competency must be considered on an industry-by-industry basis and with reference to the guidance provided in the Assessment Guidelines of the relevant Training Package.</p> <p>(Source: https://www.asqa.gov.au/standards/appendices/glossary)</p>