



## SKILLS RECOGNITION OFFICER

Position Number: 006598 Level: 6

ANZSCO: 249112

## JOB DESCRIPTION FORM

### THE ROLE

This role designs and manages a range of skills recognition processes for staff and volunteers, and participates in training and assessment support services, quality assurance and continuous improvement activities within the DFES Registered Training Organisation (RTO).

### REPORTING RELATIONSHIPS

**ORG STRUCTURE:** Strategy and Emergency Management  
Learning and Development  
Training Development Support and Compliance

### THIS ROLE REPORTS TO

Manager Training Development and Support Compliance (006723) Level 7

### POSITIONS THAT REPORT TO THIS ROLE

Nil

### POSITION INFORMATION

**LOCATION:** Forrestfield

**SPECIAL CONDITIONS:** The Department is an emergency services organisation and all employees may be required to work business hours or outside of normal business hours to assist with emergencies.

## SPECIFIC RESPONSIBILITIES

*DFES is committed to the principles of Equal Employment Opportunity (EEO) and diversity in the workplace and the provision of a safe environment for its employees, customers and volunteers. All duties are to be performed in a manner and behaviour consistent with EEO legislation and Occupational Safety and Health legislation along with the Department's Code of Conduct and Policies/Procedures and other relevant legislation.*

### Manage Skills Recognition Processes

- Manages and reports on Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) and Recognition of Vocational Equivalency (RVE) applications, including assessing applications for suitability to proceed in accordance with DFES Policies and Procedures.
- Researches and maps competencies to identify skills recognition gaps.
- Researches, develops and improves skills recognition strategies, tools and processes with Subject Matter Experts (SMEs), ensuring alignment with the 2025 Standards for RTOs and nationally recognised Training Packages.
- Coordinates the implementation of skills recognition processes with suitably qualified assessors and providing them with guidance in the assessment process, as well as quality assuring the process.
- Monitors and communicates the progress and outcomes of skills recognition applications.
- Maintains and monitors skills recognition policies and processes, including alignment with the 2025 Standards for RTOs.
- Consults with industry on best practice for skills assessment and recognition procedures in an emergency services context.
- Executes project briefs and manages skills recognition projects.

### Training and Assessment Support Services

- Provides training and support to assessors to ensure assessments are undertaken in accordance with DFES policies and procedures and 2025 Standards for RTOs.
- Consults with industry on best practice for training and assessment support activities.
- Facilitates and reports on student Language, Literacy, Numeracy and Digital (LLND) evaluations.
- Provides support for online training and assessment practices, in alignment with the 2025 Standards for RTOs.

### RTO Quality Management Processes

- Participates in continuous improvement activities relating to assessment activities across programs for the DFES RTO and non-accredited training.
- Develops and maintains professional working relationships with all stakeholders and appropriate networks, to continuously improve and ensure optimum service delivery.
- Leads and reports on training and assessment validation and moderation activities.
- Provides support throughout internal and external RTO audits.
- Maintains current knowledge of vocational education and training (VET) Quality Framework including Training Packages.
- Provides reporting on assessment outcomes and identified risks and makes recommendations around assessment practice.

### Other

- Play a key leadership role in promoting, creating and maintaining a healthy and safe work environment, including psychological wellbeing.
- Applying DFES health and safety policy and procedures and the risk management framework; including consultation and participation with personnel to resolve safety issues.
- Undertake other duties as required.

## EXPECTED LEADERSHIP BEHAVIOURS

Leadership Expectations are critical to the success of DFES and provide a clear understanding of the expected behaviours for all public sector employees. This position aligns to the context of **Choose Leadership Expectation**, and it is essential that you demonstrate the required behaviours below to undertake this role:

Behaviour	Descriptor
Lead collectively	Seek and build key relationships, work together and focus on the greater good.
Think through complexity	Think critically, work with ambiguity and uncertainty, assess solutions and impacts, and take calculated risks.
Dynamically sense the environment	Be in tune with the political, social and environmental trends that impact the work; understand and recognise the needs of others and leverage relationships for desired outcomes.
Deliver on high leverage areas	Identify priorities, pursue objectives with tenacity and display resilience in the face of challenges.
Build capability	Proactively develop others; share learning to promote efficiency and effectiveness; and champion diversity and inclusion.
Embody the spirit of public service	Display empathy, compassion, humility and integrity, and a genuine passion for the work; demonstrate a responsibility to Western Australians; and work in the interests of the public good.
Lead adaptively	Continuously seek to understand personal strengths and areas for improvement, be adaptive to change and adjust leadership style in different contexts.

## SELECTION CRITERIA

*Applicants should demonstrate their capacity to meet the following criteria which should be read in conjunction with the specific responsibilities of this role.*

### ESSENTIAL CRITERIA

1. Certificate IV or higher in Training and Assessment, or equivalent in adult learning.
2. Demonstrated experience in managing skills recognition processes, including the assessment of applications.
3. Demonstrated high level conceptual, analytical and complex problem-solving skills, including the ability to prioritise workloads and meet deadlines.
4. Demonstrated strong communication, interpersonal and facilitation skills to enable positive relationships with internal and external stakeholders.
5. Demonstrated experience in working with and developing skills recognition tools, processes and documentation within a quality training framework.

### DESIRABLE CRITERIA

1. Diploma or higher in vocational education and training or equivalent adult learning.
2. Diploma of Auditing or other relevant qualification.

## CERTIFICATION

Version	Description	Approval Date	Registered Date	Registered by
Vs 1.0	Created and classified	09/04/2019	09/04/2019	Megan Crossley
Vs 2.0	Reporting line changes		11/10/2021	Andrea Dawson
Vs 3.0	Template update only		18/10/2023	Tasha McMEnamin
Vs 4.0	Leadership Behaviours	15/10/25	15/10/25	Jeneen Zoutman
Vs 5.0	Updated	25/05/2026	25/05/2026	Tasha McMEnamin