

**Kaplan Professional  
Trainer, Tutor and Assessor  
Policy**

**Vocational Education**

## Scope

This policy is applicable to Kaplan Education Pty Ltd trading as Kaplan Professional (referred to as 'Kaplan'). The policy applies to all Kaplan Practitioners and others engaged in the development, delivery, and assessment of training products, and those involved in their recruitment and monitoring.

It should be noted that the term Practitioner is used in reference to Trainers and Assessors who are external to Kaplan.

## Purpose

The purpose of this policy is to ensure that all Practitioners and other staff involved in the training and assessment of students undertaking vocational education and training (VET) courses with Kaplan, and those engaged in the development of associated training and assessment materials, have the required qualifications and experience to provide the level of service and quality expected by Kaplan.

The policy is also intended to ensure that all VET trainers and assessors engaged by Kaplan comply with the requirements of the relevant training package and the Standards for Registered Training Organisations (RTOs) 2015 (RTO Standards) and the Standards for Registered Training Organisations Amendment (VET Workforce Support) Instrument 2024.

## Definitions

The following definitions are applicable to this Policy.

<b>Australian Qualifications Framework (AQF)</b>	The framework for regulated qualifications in the Australian education and training system, as agreed by the Australian Government, state and territory ministerial council with responsibility for higher education.
<b>Assessor</b>	The person who conducts the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.
<b>Practitioner</b>	An individual who is an independent contractor who work in industry and has a Practitioner Agreement with Kaplan as a vocational education trainers and/or assessor.
<b>Practitioner Agreement</b>	Engagement of a Practitioner as an independent contractor to provide contracted services to Kaplan as a vocational education Trainer and/or Assessor. Practitioner Agreements may also include Higher Education or a combination of Vocational and Higher Education.
<b>Practitioner Competency Mapping</b>	The mapping and evidence of vocational education to demonstrate the currency and competency of a Kaplan Practitioner.
<b>Qualification</b>	Is formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs. An AQF qualification is endorsed in a training package or accredited in a VET accredited course.
<b>Quality review (QR)</b>	All practitioner competency mapping for Kaplan practitioners working in vocational education is reviewed by a Quality Review before the practitioner is permitted to train and/or assess. Quality Reviews (QRs) are conducted by the Quality Regulation and Standards (QRS) team.

<b>RTO Standards</b>	The Standards for Registered Training Organisations (RTOs) 2015, as amended from time to time.
<b>Skill set</b>	A single unit of competency or a combination of units of competency from a training package that link to a licensing or regulatory requirement, or a defined industry need.
<b>SME</b>	A Subject Matter Expert (SME) is an 'industry expert' as defined in the RTO Standards, which currently means 'an individual who has relevant specialised industry or subject matter expertise who is engaged by the RTO on the basis of that expertise. SMEs must have relevant vocational competencies and have current industry skills directly relevant to the training and assessment being provided.'
<b>Trainer</b>	The person who facilitates learning and the acquisition of competencies in relation to the training product on the RTO's scope of registration. Kaplan trainers include: <ul style="list-style-type: none"> <li>• <b>Forum Tutors</b> who are SMEs and a type of trainer. The forum tutor provides responses to questions from students within 24 hours in an online forum.</li> <li>• <b>Live Tutors</b> who are SMEs and a type of Trainer. The live tutor facilitates live online sessions (webinars) for students where questions can be answered immediately.</li> <li>• <b>Workshop Facilitators</b> who are a type of trainer who conducts workshops in webinars or face-to-face for clients who have engaged Kaplan to provide additional support beyond the online learning environment.</li> </ul>
<b>Verification</b>	The process of Practitioner competency mapping includes checking the authenticity of the Trainer/Assessor's: <ul style="list-style-type: none"> <li>• qualifications, skill sets and units achieved</li> <li>• vocational competencies</li> <li>• current industry skills.</li> </ul>

## Policy statement

### Trainer and Assessor engagement

Kaplan may engage Trainers and Assessors, and SMEs as Practitioners, who typically work within industry on an ongoing basis and hold the relevant qualifications. These Practitioners are engaged under an independent practitioner contract, formalised by a Practitioner Agreement.

Kaplan must ensure that only appropriately qualified and experienced Trainers and Assessors are engaged. Assessment decisions must only be made by a qualified assessor.

### Qualifications and experience

All individuals who train and assess must hold as a minimum the Trainer and Assessor qualifications, as listed in Appendix 1. If a Practitioner is only assessing, they must hold one of the assessor qualifications or skill set options listed in Appendix 1; the minimum is the Assessor skill set as specified in the RTO Standards.

Irrespective of monitoring arrangements, Trainers must hold as a minimum, a credential specified listed in Appendix 1.

In addition to the above, all Trainers and Assessors will have:

- Vocational (industry) competencies at least to the level being delivered and assessed, for each unit of competency being delivered and assessed. Note that competencies in industry can be demonstrated by a range of evidence if the individual does not hold the current units of competency.

- Current industry skills relevant to the vocational area of training and assessing.
- Current knowledge and skills in vocational training and learning.

If training packages impose additional requirements on Trainers and Assessors, Kaplan will ensure that those requirements are met.

Kaplan may, at its discretion, require that Trainers and Assessors hold relevant industry qualification or units, or demonstrate additional skills and experience, in addition to the minimum mandatory requirements specified above.

### **Approved qualifications or skill sets**

Kaplan must only engage Practitioners who possess an approved Trainer or Assessor qualification or skill set that is relevant to their role as described in Appendix 1. These Practitioners must not be supervised as they already possess an approved qualification or skill set.

If Kaplan seeks to engage a Practitioner who does not possess the relevant approved Trainer or Assessor qualification or skill set, then approval of Kaplan Legal is required and if approval is given, Kaplan must follow supervision requirements under the RTO Standards 1.17-20. Evidence of supervision is required if Practitioners require monitoring towards completion of a Trainer/Assessor qualification or skill set.

### **Verifying and monitoring qualifications, skills and currency**

Before engaging a Practitioner, Kaplan must obtain and maintain on file for audit purposes the following:

- Verification of required qualification(s), skill set(s), or unit(s) to ensure the qualifications are not fraudulent. In accordance with RTO Standards 1.13 to 1.16:
  - The RTO will verify the qualification, skill set or unit(s) with the Unique Student Identifier (USI) Registry, with the permission of the Practitioner.
  - If the qualification, skill set or unit(s) are not available on the USI Portal, the RTO may verify by contacting the relevant education provider(s), or through a qualification verification platform, with the permission of the Practitioner.
  - Please note that the certification of documents is no longer sufficient.
- Sufficient evidence to demonstrate that the individual possesses vocational competencies at least to the level being delivered and assessed, for each unit of competency being delivered and assessed. This may be by the individual supplying copies of equivalent vocational qualifications or units of competency held, or through a process as determined by Kaplan, which demonstrates the individual possesses the competencies. These transcripts need to be verified.
- Sufficient evidence to demonstrate that the individual has current industry knowledge and skills. Examples may include references for recent job roles, current industry association membership, current industry licenses and/or supporting evidence for specific units of competency.
- Sufficient evidence that the individual undertakes activities, such as professional development, to maintain and improve their vocational education and training knowledge and skills.
- Sufficient evidence to demonstrate that Kaplan has taken reasonable steps to verify claimed qualifications, experience, skills and currency.
- Information about the qualifications and units of competency that the individual can train and assess, and for which they meet regulatory requirements.

Kaplan will apply the following arrangements:

- A system and processes to regularly monitor the ongoing compliance of individual Practitioners.
- Evidence of currency and competency that is updated at least annually including a current CV. Updates may include a change in job role, an upgraded qualification or specific units, an industry licence update for the next 12 months, other supporting evidence and/or a Professional Development plan.
- A completed Practitioner Competency Mapping template with accompanying evidence that demonstrates and approves currency and competency.
- A process to not engage, or not continue to engage, any individual who does not meet and maintain mandatory regulatory requirements as outlined above.
- A process to monitor RTO Standards and training package requirements to ensure that all individuals engaged in training and assessing do meet, and continue to meet, regulatory and training package requirements.
- Kaplan may, at its discretion, provide and offer Trainers, Assessors and other staff, professional development activities beyond their core role.

### **Delivering Training and Assessment Training Package qualifications**

If Kaplan should at any stage add qualifications or units of competency from the Training and Education Training Package to its scope of registration, it must ensure that Practitioners engaged to train and assess in that field meet the requirements as specified in Appendix 1 as in the RTO Standards 1.22 – 1.25.

### **Engaging non-trainer/assessor staff**

Kaplan may engage staff and Practitioners other than Trainers and Assessors who contribute to the development of training, assessment, and other learning support materials, such as instructional designers, writers and subject matter experts. When engaging such individuals, Kaplan will review the qualifications, skills and experience it deems necessary for the role, and engage individuals on that basis.

Kaplan must take all reasonable steps to verify and validate individuals' claimed qualifications, experience, and skills, and keep appropriate records on file.

### **Specialised SMEs**

SMEs may be used to impart their skills and assist qualified VET Practitioners in the delivery of Training and Assessment. However, a qualified RTO Trainer/Assessor must be present and must make all final assessment decisions.

## Guiding procedures

The guiding procedures are the responsibility of the Head of Academic Governance and Compliance (or delegate) to ensure there is an annual cycle of maintenance of the currency and competency of Vocational Education Trainers and Assessors.

### Practitioner Recruitment and Engagement

1. Kaplan will source Practitioners by advertising relevant selection criteria to meet the requirement of vocational and qualification competency and industry experience.
2. Kaplan will interview candidates to ensure suitability with position description and competency requirements, obtaining and verifying copies of qualification/s, licence/s or registration documents as required and in line with procedures.
3. Kaplan will determine suitable candidates who have:
  - the required formal qualifications for the role
  - vocational competencies at least to the level being delivered and assessed
  - current industry skills directly relevant to the training and assessment being provided; and
  - current knowledge and skills in vocational training and education that informs their training and assessment.
4. Subject to passing any required background checks, Kaplan may extend a verbal offer of appointment to suitable candidates, followed by an email confirmation and a Statement of Work.
5. Practitioner Management team to issue Practitioner Agreement and file signed copy
6. Practitioner Relationship Manager requests HR and IT set up for the Practitioner. HR set up includes Workday account, criminal background check and any relevant qualification verification checks with Fit 2 Work. Prior to commencement of duties, the Practitioner must receive:
  - i. A Statement of Work; including a description of the tasks required, Service Level Agreements (SLA's) and remuneration.
  - ii. A copy of the Training and Assessment Strategy for every course the Practitioner will train, tutor and/or assess.
  - iii. System and role training.
  - iv. Systems Access, information and training provided
  - v. Subscription to the Kaplan Ontrack platform to access and record professional development (where relevant/available)
  - vi. Subscription as a member of Kaplan's corporate VELG account for VET professional development
7. Prior to commencement of duties a practitioner will be provided with an induction Practitioners must undertake periodic review meetings with the Practitioner Relationship Manager.

### Assessing and Verifying Trainer/Assessor Qualifications and Supporting Evidence

1. Gather evidence for the Practitioner to determine that they hold the necessary training and assessment qualifications and can demonstrate relevant vocational competencies and industry currency. Evidence may include:
  - qualifications held
  - consideration of relevant past training, including consideration of superseded and pre-existing teaching qualifications,
  - industry and work experience, and
  - professional development.
2. All qualifications, skill set, and unit(s) must be verified with the USI Registry or the issuing education provider.
3. Relevant job roles listed in resumes, supporting evidence (e.g., licences, industry association memberships) and Professional Development must also be verified.
4. Implement supervision of the practitioner if required as in the RTO Standards 1.17-1.20.

## Professional Development

1. Kaplan requires all Practitioners to undertake professional development in the fields of Vocational Education Training knowledge and skills, industry currency, and trainer and assessor competence, including competency-based training and assessment. Each practitioner must be regularly exposed to industry workplaces and participate in workplace tasks. Professional development may include however is not limited to:
  - Practical work placement or experience in either a paid or volunteer capacity.
  - Working on a continuous development plan.
  - Participation in networks, communities of practice or mentoring activities.
  - Workshop, seminar and conference participation.
  - Reading of industry journals.
  - Participation in projects with industry.
  - Induction programs.
  - Reviewing of training packages and/or accredited courses.
  - Reviewing data from learners/stakeholders.
  - Studying information from regulatory bodies.
  - Shadowing or working closely with other trainers and assessors.

Note that trainers and assessors may not use training and assessing work as PD evidence. RTO Standards 1.16 requires VET PD to focus on how to deliver training and how to assess with units of competency.

2. Trainers and assessors are required to complete the following professional development (PD) annually:
  - 10 hours of industry professional development (PD).
  - 10 hours of VET PD for VET only Trainers and Assessors.

Note: For practitioners who are engaged by Kaplan for both Higher Education and VET, the requirement is 5 hours of VET PD and 5 hours of Higher Education PD.

3. To support this requirement, Kaplan provides:
  - Bi-annual reminder of their PD obligations.
  - Topical webinars which contribute to their T&L CPD as required
  - An end of year review.
  - Complimentary Kaplan OnTrack subscription.
  - Complimentary VELG corporate membership.
4. Kaplan must ensure all Practitioners working in or on behalf of Kaplan complete professional development as part of the annual review of practitioner records, which will be documented via OnTrack or an alternate PD system. Evidence of professional development will be requested as part of this review to verify adequate industry and vocational PD activities. In addition to the annual review, Kaplan reserves the right to request evidence of professional development at any time. Kaplan will assist practitioners to determine what PD is required to cover any gaps for the qualifications and courses the Practitioner will train/tutor/assess and ongoing VET knowledge.
5. Kaplan will verify the information using techniques including, but not limited to:
  - contacting the PD provider to confirm participation
  - checking the authenticity of a participation document
  - conducting referee checks
  - reviewing the PD, identifying any PD needs and making recommendations or adjustments concerning continuous improvement where necessary.

Note: Practitioners will generally be required to fund their own PD activities, however, on a case-by-case basis (where available), Kaplan may provide access to internal PD opportunities at no cost to the practitioner.

6. The PD records for each Practitioner will be recorded in their OnTrack transcript, their Competency Mapping template and their periodic review meetings with the Practitioner Relationship Manager.

## Practitioner Agreement Renewal Process

This procedure describes the renewal process for the issuance of Practitioner Agreements.

1. Review process:
  - Determine if currently or previously an adviser, scope of advice, licensees and check for banning/disciplinary notifications, failure to complete CPD.
  - Review the past year's Kaplan Ontrack CPD record.
  - Confirm qualifications continue to meet minimum requirements for Vocational Education (VE) as guided below:
    - VE Training and Assessment requirements for TAE, vocational competency, and industry currency:
      - i. TAE
      - ii. Vocational competency / Industry currency
      - iii. Trainer, Tutor and Assessor requirements
    - Check LinkedIn and their business website (if appropriate).
    - Review feedback from performance discussions, and other evaluation methods.
    - Organise updates of the USI transcript, verification of Qualifications, CV and supporting documentation.
    - Discuss any questions with Practitioner Relationship Manager.
    - Check competency mapping covers units for training and assessment.
3. Use the current approved Practitioner Agreement template.
  - Individual agreements are prepared by the Practitioner Management Team using the current and approved template and then issued with digital signatures according to procedure.
    - Username: [kppractitioner@kaplan.edu.au](mailto:kppractitioner@kaplan.edu.au)
4. Practitioner record management
  - Practitioner documents are uploaded and saved in the relevant files in SharePoint and where relevant to the practitioner record within Salesforce.
  - Each practitioner has an independent file on SharePoint for items not suitable for Salesforce.
  - Relevant documents are archived (e.g., prior year CV/resumes).
  - File path: Practitioner Agreements, matrices & files.
5. Record of returned agreements and relevant document requirements as requested\_

## When to review Practitioner Records and resulting action

The following events necessitate a review of Practitioner Records:

- Practitioner recruitment and engagement
- The Practitioner Agreement renewal process
- Notification of the transition to a new qualification, skill set or unit for which a practitioner (trainer/assessor) needs to update their records to maintain their currency and competency.
- Periodic meetings of the Practitioner with the Practitioner Relationship Manager to update their Practitioner Records. Some examples may include new qualifications completed, PD completed or new job role (to be added to the resume with a supporting reference).

The Practitioner may only train, tutor or assess if their practitioner records are approved in the Practitioner Competency Mapping by the Practitioner Relationship Manager and in a Quality Review by the Quality Regulation and Standards (QRS) team. If after a review of their practitioner records, the Practitioner Relationship Manager decides to not approve the Practitioner Competency Mapping, the following options are available:

- Performance management to bring the Practitioner Records back to compliance
- Termination of the employment of the Practitioner

It is critical that only Practitioners who are current and competent (RTO Standards 1.13-1,16) with approved Competency Mapping are used as Trainers and assessors in Kaplan's Vocational Education courses.



## Storage and Backup of Records

The RTO Standards Clause 8.1, states that the RTO must cooperate with the regulator (ASQA), by complying with requests for information and data. For Trainer/Assessor records, Kaplan must:

1. Maintain current Trainer/Assessor records for the duration of the Practitioner's employment and archive two years after employment ceases.
2. Clearly identify electronically archived Practitioner evidence including all AQF certification documentation Set up on-site and off-site daily backup systems of all current and archived electronic data.
3. Retain Kaplan financial records, as required by legislation, at its accountant's office.

## Relevant Legislation

As a registered training organisation, Kaplan operates under various laws and regulations. Policies and procedures are in place to ensure compliance with such laws. Below, please find the most relevant legislation which apply to this policy:

- Standards for Registered Training Organisations 2015 Clauses 1.13-1.20 and 1.22-1.24.
- Standards for Registered Training Organisations Amendment (VET Workforce Support) Instrument 2024

## Related Policies

This policy should be read in conjunction with the following Kaplan policies and documents:

- Assessment Policy
- Privacy Policy
- Training Product Transition Policy.

## Complaints and Appeals

Students who are dissatisfied with the application of this Policy, or who wish to appeal a decision made by Kaplan, may refer to the Grievances, Complaints and Appeals Policy (available on Kaplan Professional's website) for information regarding their options.

## Version Control and Accountable Officers

It is the joint responsibility of the Implementation Officer and Responsible Officer to ensure compliance with this policy.

<b>Policy Category</b>	Academic and Compliance			
<b>Responsible Officers</b>	Head of Academic Governance and Compliance			
<b>Implementation Officers</b>	Practitioner Relationship Manager			
<b>Review Date</b>	October 2024			
<b>Approved by</b>				
Policy Committee				
<b>Version</b>	<b>Authored by</b>	<b>Brief Description of the changes</b>	<b>Date Approved</b>	<b>Effective Date</b>
3.0	Quality Regulations and Standards team	Revision of process to reflect changes in process and job titles	10.11.2021	17.11.2021
4.0	Quality Regulations and Standards team	Revision to reflect procedure and actions following a review of Practitioner Competency Mapping	17.02.2022	28.02.2022
5.0	Quality Regulations and Standards team	Revision to include Definitions and changes to the RTO Standards 2015 on 1 Mar 24 with detail in Appendix 1.	30.9.2024	4.10.2024

## Appendix 1: Trainer assessor credentials

The trainer/assessor credentials were updated on 1 March 2024 and are listed directly from the Standards for Registered Training Organisations Amendment (VET Workforce Support) Instrument 2024. Where Kaplan uses different terminology, it is noted below.

Role	Trainer and Assessor Qualifications or Skill Sets	Trainer and Assessor workplace skills	Trainer and Assessor PD	Industry Competencies	Industry skills in the last 2 to 3 years	Industry PD
<b>Trainer and Assessor</b>	<ul style="list-style-type: none"> <li>• TAE40116/TAE40122 Certificate IV in Training and Assessment or its successor</li> </ul>	Yes	Yes	To level being delivered	Yes	Yes
	<ul style="list-style-type: none"> <li>• Or TAE40110 Certificate IV in Training and Assessment plus the following units:               <ul style="list-style-type: none"> <li>○ TAE40110 (or its successor) or TAE40110A and</li> <li>○ TAE40111 (or its successor) or TAE40111A and</li> <li>○ TAE40112 (or its successor) or TAE40112A and</li> <li>○ TAE40113 (or its successor) or TAE40113A and</li> <li>○ TAE40114 (or its successor) or TAE40114A and</li> <li>○ TAE40115 (or its successor) or TAE40115A and</li> <li>○ TAE40116 (or its successor) or TAE40116A and</li> <li>○ TAE40117 (or its successor) or TAE40117A and</li> <li>○ TAE40118 (or its successor) or TAE40118A and</li> <li>○ TAE40119 (or its successor) or TAE40119A and</li> <li>○ TAE40120 (or its successor) or TAE40120A and</li> <li>○ TAE40121 (or its successor) or TAE40121A and</li> <li>○ TAE40122 (or its successor) or TAE40122A and</li> </ul> </li> </ul>					
	<ul style="list-style-type: none"> <li>• Or diploma or higher level qualification in adult education</li> </ul>					
	<ul style="list-style-type: none"> <li>• Or a credential issued by a higher education provider (as defined by section 16-1 of the Higher Education Support Act 2003) which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory, and one of the following credentials or the successor to one of the following credentials:               <ul style="list-style-type: none"> <li>○ TAESS00011/TAESS00019 Assessor Skill Set or</li> <li>○ TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set</li> </ul> </li> </ul>					
	<ul style="list-style-type: none"> <li>• Or one of the following credentials, or the successor to one of the following credentials:               <ul style="list-style-type: none"> <li>(i) TAESS00003/TAESS00015 Enterprise Trainer and Assessor Skill Set</li> <li>(ii) TAESS00007/TAESS00014 Enterprise Trainer - Presenting Skill Set</li> <li>(iii) TAESS00008/TAESS00013 Enterprise Trainer - Mentoring Skill Set</li> <li>(iv) TAESS00021 Facilitation Skill Set</li> <li>(v) TAESS00029 Volunteer Trainer Delivery Skill Set</li> <li>(vi) TAESS00030 Volunteer Trainer Delivery and Assessment Contribution Skill Set</li> <li>(vii) TAESS00020 Workplace Trainer Skill Set</li> <li>(viii) TAESS00028 Work Skill Instructor Skill Set or</li> <li>(ix) TAESS00022 Young Learner Delivery Skill Set</li> </ul> </li> </ul>					

Role	Trainer and Assessor Qualifications or Skill Sets	Trainer and Assessor workplace skills	Trainer and Assessor PD	Industry Competencies	Industry skills in the last 2 to 3 years	Industry PD
<b>Assessor Only</b>	<ul style="list-style-type: none"> <li>• TAESS00011 Assessor Skill Set or its successor</li> </ul>	Yes	Yes	To level being delivered	Yes	Yes
	<ul style="list-style-type: none"> <li>• Or TAESS00001 Assessor Skill set plus one of the following:               <ul style="list-style-type: none"> <li>○ TAEASS502 Design and Develop Assessment Tools</li> <li>○ TAEASS502A Design and Develop Assessment Tools or</li> <li>○ TAEASS502B Design and Develop Assessment Tools</li> </ul> </li> </ul>					
	<ul style="list-style-type: none"> <li>• Or diploma or higher level qualification in adult education</li> </ul>					
	<ul style="list-style-type: none"> <li>• Or a credential issued by a higher education provider (as defined by section 16-1 of the Higher Education Support Act 2003) which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory, and one of the following credentials or the successor to one of the following credentials:               <ul style="list-style-type: none"> <li>○ TAESS00011/TAESS00019 Assessor Skill Set or</li> <li>○ TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set.</li> </ul> </li> </ul>					
<b>Under supervision (Kaplan requires all new Practitioners to hold a Trainer/Assessor qualification, so this section does not apply).</b>	<ul style="list-style-type: none"> <li>• Must hold one of the following credentials or its successor relevant to the learner cohort:               <ul style="list-style-type: none"> <li>○ TAESS00007 / TAESS00014 Enterprise Trainer - Presenting Skill Set</li> <li>○ TAESS00003 / TAESS00015 Enterprise Trainer and Assessor Skill Set</li> <li>○ TAESS00008 / TAESS00013 Enterprise Trainer - Mentoring Skill Set</li> <li>○ TAESS00021 Facilitation Skill Set</li> <li>○ TAESS00029 Volunteer Trainer Delivery Skill Set</li> <li>○ TAESS00030 Volunteer Trainer Delivery and Assessment Contribution Skill Set</li> <li>○ TAESS00020 Workplace Trainer Skill Set</li> <li>○ TAESS00028 Work Skill Instructor Skill Set</li> <li>○ TAESS00022 Young Learner Delivery Skill Set</li> </ul> </li> </ul>	Started during supervision	Started during supervision	To level being delivered	Yes	Yes
	<ul style="list-style-type: none"> <li>• Or a credential issued by a higher education provider (as defined in section 16-1of the Higher Education Support Act 2003) which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory.</li> </ul>	Started during supervision	Started during supervision	To the level being delivered	Yes	Yes

Role	Trainer and Assessor Qualifications or Skill Sets	Trainer and Assessor workplace skills	Trainer and Assessor PD	Industry Competencies	Industry skills in the last 2 to 3 years	Industry PD
	<ul style="list-style-type: none"> <li>• Or is actively working towards one of the following credentials or its successor:               <ul style="list-style-type: none"> <li>○ TAE40116 / TAE40122 Certificate IV in Training and Assessment</li> <li>○ TAE50116 / TAE50122 Diploma of Vocational Education and Training</li> <li>○ TAE50216 Diploma of Training Design and Development</li> </ul> </li> </ul>	Started during supervision	Start after completing credential	To the level being delivered	Yes	Yes
<b>Trainers and Assessors delivering TAE40122 Certificate in Training and Assessment (Kaplan does not have Trainer/Assessor units on scope).</b>	<ul style="list-style-type: none"> <li>• Hold one of the following credentials:               <ul style="list-style-type: none"> <li>○ TAE50111 / TAE50116 / TAE50122 Diploma of Vocational Education and Training (or its successor)</li> <li>○ TAE50211 / TAE50216 Diploma of Training Design and Development (or its successor)</li> <li>○ a higher level qualification in adult education.</li> </ul> </li> <li>• If a trainer does not hold one of the required qualifications (as listed above), that trainer cannot determine assessment outcomes and must work under the supervision of a trainer/assessor who meets the requirement.</li> </ul>	Yes	Yes	To the level being delivered	Yes	Yes
	<ul style="list-style-type: none"> <li>• Supervised trainers and assessors must also hold either:               <ul style="list-style-type: none"> <li>○ TAE40116 / TAE40122 Certificate IV in Training and Assessment (or its successor), or</li> <li>○ TAE40110 Certificate IV in Training and Assessment plus the following units:                   <ul style="list-style-type: none"> <li>▪ TAE LLN411 or TAE LLN401A and</li> <li>▪ TAE ASS502 or TAE ASS502A or TAE ASS502B.</li> </ul> </li> </ul> </li> </ul>	Yes	Yes	To the level being delivered	Yes	Yes
	<ul style="list-style-type: none"> <li>• Trainers and assessors delivering any qualification or skill set from the TAE Training Package other than the Certificate IV in Training and Assessment or any assessor skill set or Teacher Enhancement skill set must hold a TAE training product at least to the level being delivered.</li> </ul>	Yes	Yes	To the level being delivered	Yes	Yes