

TRAINER CREDENTIAL REQUIREMENTS POLICY

1. Purpose

- 1.1 This document applies to the **Innovative Institute of Australia**, its courses, its clients (students), and its controlled entities (collectively, "IIA", "Institute", "the Institute", "we", "us", "our"), and to students.
- 1.2 **The purpose of this policy is to** ensure that:
- i. Trainers engaged by the Institute hold the required training and assessment credentials as specified by the Credential Policy and can demonstrate their vocational competency for the units of competency being delivered.
 - ii. Trainers who are claiming vocational-equivalent competency have sufficient guidance to prepare and present sufficient and valid evidence to demonstrate their vocational competency.
 - iii. All stakeholders in the organisation are informed of their responsibilities in maintaining and demonstrating trainers' competency.
- 1.3 This policy is implemented in compliance with the requirements of the Education Services for Overseas Students Act 2000 (the ESOS Act), the Standards for Registered Training Organisations (2025), and the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code 2018).
- 1.4 In this file, words that import gender include all other genders; the singular 'they' is gender-neutral and used to avoid specifying a person's gender; words in the singular number include the plural and vice versa.
- 1.5 This policy does not affect students' rights under the Australian Consumer Law.
- 1.6 The Institute reserves the right to amend these terms and conditions at any time.
- 1.7 This policy does not affect students' rights under the *Australian Consumer Law*.

2. Definitions

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RTO No: 45549
CRICOS Provider Code: 03807C
Trainer Credential Requirements Policy
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- 2.1 Actively working towards means a person who is actively working towards a training and assessment credential and is making satisfactory progress to enable the credential to be completed within two years of commencement.
- 2.2 Competency is defined as an individual's consistent application of knowledge and skills 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.
- 2.3 Credentials - In vocational training, credentials are the qualifications, certificates, or licenses individuals earn to validate their skills and knowledge in a specific trade or profession. These credentials serve as evidence that a person has completed a formal training program, passed required assessments, and demonstrated competence in a particular field.
- 2.4 Diploma or higher-level qualification in adult education or vocational education and training means a qualification that satisfies the requirements of the Australian Qualifications Framework at level 5 or higher and has a focus on training and assessing adults, and is relevant to the delivery and assessment of VET and competency-based training and assessment. The qualification does not need to include the words 'adult education' or 'vocational education and training' in the title; units completed within the qualification must demonstrate the skills and knowledge required to train adults and teach VET. The academic transcript or record of results for the qualification will provide the evidence to demonstrate this.
- 2.5 An equivalent unit of competency means a current or superseded unit of competency that is nominated on the national training register <https://training.gov.au/> as being equivalent to the unit it replaced when the training package was updated.
- 2.6 Equivalent vocational competency means a person's current industry competence, skills and knowledge equal to that specified in a unit of competency, often demonstrated through evidence of prior learning and relevant industry experience.
- 2.7 An industry expert is an individual with relevant specialised industry or subject-matter expertise who is engaged by the RTO on the basis of that expertise. Industry

experts must have relevant vocational competencies and have current industry skills directly relevant to the training and assessment being provided.

2.8 Secondary teaching qualification means a credential issued by a higher education provider that enables the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements of at least one State or Territory.

2.9 Training package means the nationally endorsed document that records the competencies required by different occupations and industries and describes how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework.

2.10 An education agent refers to an entity (in or outside Australia) that

Engages in any of the following activities in relation to a provider:

- A. The recruitment of overseas students, or intending overseas students;
 - B. providing information, advice or assistance to overseas students, or intending overseas students, in relation to enrolment;
 - C. otherwise dealing with overseas students, or intending overseas students;
- and

is not a permanent full-time or part-time officer or employee of the Institute.

2.11 Agent Agreement refers to the agreement between the Institute and the agent, including the schedules.

2.12 CRICOS refers to the Commonwealth Register of Institutions and Courses for Overseas Students.

2.13 ESOS Act refers to the *Education Services for Overseas Students Act 2000 of the Commonwealth of Australia*.

2.14 National Code refers to the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*.

2.15 Prospective student/applicant/client refers to a person who intends to become, or

who has taken any steps towards becoming, an 'overseas student' or 'intending overseas student' as defined by the *ESOS Act*.

- 2.16 DHA refers to the Department of Home Affairs.
- 2.17 OSHC refers to the Overseas Student Health Cover.
- 2.18 eCoE refers to the electronic Confirmation of Enrolment.
- 2.19 2025 Standards for RTOs refers to the *National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025*.

3. Policy

3.1 Industry competencies, skills and knowledge (Vocational Competency)

Industry competencies, skills and knowledge are defined as broad industry knowledge and experience, usually combined with a relevant industry qualification. A person with industry knowledge and experience will be familiar with the industry and have relevant current experience. In determining requirements for Industry knowledge and experience, the Institute will have regard to Training Packages, which include industry-specific advice on the vocational competencies of trainers and assessors. The Institute will also have regard to information collected during industry engagement activities that inform the current industry skills required of trainers and assessors. This may include advice on relevant industry qualifications and experience required for training and assessing.

The Institute requires that training and assessment be delivered only by persons who have industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product being delivered and/or assessed. This means that they either hold the actual unit of competency or can demonstrate equivalent vocational competency.

3.2 Equivalent vocational competency

- i. If the nominated trainer does not hold the actual or an Equivalent Unit of Competency (see definitions), the trainer may provide other supporting evidence to demonstrate their equivalent knowledge, skills, and depth of experience at the

level being delivered and assessed (Equivalent Vocational Competency). This evidence may include certified copies of higher or related qualifications or statements of attainment, work samples, employer references, resume, referees' contact, etc. It must be very clear from the presented evidence that the trainer is competent in each and every unit of competency they are delivering. Trainers are to provide a written response in support of each unit of competency, using the Training Matrix, particularly the section, Trainer Competency Mapping for Equivalent Vocational Competency.

- ii. The trainer is to follow the instructions in this form to provide a detailed response for each unit being claimed under equivalent vocational competency. It is recognised that where the trainer is simply provided with the Training Matrix and asked to complete it, this usually results in a fairly poor response that does not demonstrate the person's equivalent vocational competency.
- iii. It is recommended that, where this evidence is required, the trainer be interviewed and asked to outline their past and current experience with regard to each unit of competency and to provide examples of how they have performed the unit's requirements in the workplace. The details in relation to these examples should be very specific, including dates, the organisation, the trainer's role at the time, and details of any supervisors who can confirm these claims. These details should be recorded by the interviewer. Supporting evidence should also be collected and retained where applicable.

3.3 Credentials: All persons employed in the role of a Trainer, delivering training and/or assessment, must either:

- i. Have one of the training and assessment credentials outlined in Section 3.4 below and extracted from the Credential Policy for RTOs, section 1C, or Be actively working towards a training and assessment credential, which must include:
Have one of the training and assessment credentials below
- ii. being enrolled in and have commenced training in one of the following training and assessment credentials:

- TAE40122 Certificate IV in Training and Assessment or its successor, or
 - TAE50122 Diploma of Vocational Education and Training or its successor,
and
 - be making satisfactory progress to enable the credential to be completed
within two years of commencement.
 - and
 - work under the direction of a trainer, providing direction
- iii. Have one of the training and assessment credentials below
- TAESS00021 Facilitation Skill Set or its successor
 - TAESS00024 VET Delivered to School Students Teacher Enhancement Skill
Set or its successor
 - TAESS00030 Volunteer Trainer Delivery and Assessment Contribution Skill
Set or its successor
 - TAESS00029 Volunteer Trainer Delivery Skill Set or its successor
 - TAESS00020 Workplace Trainer Skill Set or its successor
 - TAESS00028 Work Skill Instructor Skill Set or its successor
 - TAESS00022 Young student Delivery Skill Set or its successor
 - TAESS00015 Enterprise Trainer and Assessor Skill Set
 - TAESS00003 Enterprise Trainer and Assessor Skill Set
 - TAESS00008 Enterprise Trainer - Mentoring Skill Set
 - TAESS00013 Enterprise Trainer - Mentoring Skill Set
 - TAESS00007 Enterprise Trainer - Presenting Skill Set
 - TAESS00014 Enterprise Trainer - Presenting Skill Set
 - A secondary teaching qualification and work under the direction of a trainer,
providing direction
- iv. A person identified in section 3.4 who holds one of the skill sets listed above or a
secondary teaching qualification can deliver training and contribute to

assessment (including conducting assessment and collecting assessment evidence), provided they work under the direction of a trainer or assessor, but is not permitted to make assessment judgements.

3.4 Training and assessment credentials: Delivering training and assessment: To deliver training and assessment, including making assessment judgements, the person must hold one of the following credentials:

- i. TAE40122 Certificate IV in Training and Assessment or its successor
- ii. TAE40116 Certificate IV in Training and Assessment
- iii. TAE40110 Certificate IV in Training and Assessment
- iv. A secondary teaching qualification and one of the following credentials
 - A. TAESS00011 Assessor Skill Set
 - B. TAESS00019 Assessor Skill Set or its successor
 - C. TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor
- v. A diploma or higher-level qualification in adult education or vocational education and training.

3.5 Training and assessment credentials: Delivering training and assessment: To conduct assessment only, including making assessment judgements, the person must hold one of the following credentials:

- i. TAE40122 Certificate IV in Training and Assessment or its successor
- ii. TAE40116 Certificate IV in Training and Assessment
- iii. TAE40110 Certificate IV in Training and Assessment
- iv. TAESS00019 Assessor Skill Set or its successor
- v. TAESS00011 Assessor Skill Set
- vi. TAESS00001 Assessor Skill Set

- vii. A secondary teaching qualification and one of the following credentials
 - A. TAESS00011 Assessor Skill Set
 - B. TAESS00019 Assessor Skill Set or its successor
 - C. TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor
- viii. A diploma or higher-level qualification in adult education or vocational education and training.

3.6 Trainer actively working towards training and assessment credentials

- i. A trainer who is actively working towards a training and assessment credential and is making satisfactory progress to enable the credential to be completed within two years of commencement. A trainer who is determined to be actively working towards a training and assessment credential can deliver training and undertake assessment under the direction of a fully qualified trainer as outlined in Section 3.4.
- ii. A trainer who is determined to work toward a training and assessment credential cannot determine assessment outcomes. This means that the trainer is not authorised to conduct an assessment in their own right and must work under the direction of a fully qualified trainer. To be clear, the trainer under direction can collect assessment evidence and conduct assessment activities, such as an observation assessment or a knowledge assessment, but they are not permitted to decide the competency outcome for a training product on their own. All final competency outcomes or decisions must be made in conjunction with a fully qualified trainer. All final competency decisions must be co-signed by a fully qualified trainer.

3.7 Industry experts

- i. An industry expert is an individual with relevant specialised industry or subject-matter expertise who is engaged by the RTO on the basis of that expertise.
Industry experts must have relevant vocational competencies and have current

industry skills directly relevant to the training and assessment being provided.

- ii. Industry experts may assist in training delivery and/or the assessment judgement, working alongside the trainer and/or assessor to conduct the training and/or assessment. An industry expert cannot determine assessment outcomes. This means that the industry expert can work alongside the trainer and/or assessor and assist with assessment, but is not authorised to conduct assessment in their own right. An industry expert must not work alone. The industry expert must work alongside the trainer and/or assessor at all times. The Training Manager is responsible for ensuring that:
- iii. The expert's claims of relevant industry competencies, skills and knowledge, and specialised industry or subject-matter expertise are verified.
- iv. The expert works under the direction of a fully qualified trainer as outlined in Section 3.4, and, where the expert is involved in the assessment judgement, they work alongside the trainer or assessor to conduct the assessment; and
- v. Sufficient oversight of the expert to ensure the quality of the training and assessment they provide.

3.8 **Trainer Currency:**

- i. The Outcome Standards for RTOs require that training and assessment be delivered only by persons who have the following:
 - A. Current industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product being delivered and/or assessed; and
 - B. Can demonstrate participation in professional development in the fields of the knowledge and practice of vocational training, learning and assessment, including engaging and supporting VET students.
- ii. The requirement for current industry skills and knowledge means the trainer has maintained their skills and knowledge in their area of specialisation. This requires the trainer to have sufficient evidence to demonstrate the industry

currency through continuing professional development, ongoing industry engagement, industry work placements, etc.

3.9 Trainer Profile Review

- i. All current trainers and assessors are to review their trainer profile documentation twice per year. This activity is to be scheduled within the Governance Calendar. The Training Manager is responsible for completing the trainer profile review. The review is to be recorded using the Trainer Profile Review Checklist, and a copy is to be maintained on the trainer's record. The review is to include consideration of the following:
 - A. Completed staff induction - signed by a designated staff member or CEO
 - B. Verified copy of current trainer/assessor qualifications
 - C. Verified copy of current vocational qualifications
 - D. Evidence of equivalent competence if applicable (Matrix Mapping)
 - E. Updated Curriculum Vitae or Resume detailing professional history
 - F. Duty statement or scope of work, included in the contract/agreement
 - G. Employment contract / Agreement, signed by staff member and CEO
 - H. Relevant licence / working with children check, etc., if applicable
 - I. Evidence of recent (last 12 months) professional development in VET
 - J. Evidence of current (last 12 months) industry skills, knowledge and experience, including review of currency evidence
 - K. Professional development plan updated

- 3.10 Trainers who do not meet the ongoing requirements for trainer credentials, Industry currency and ongoing professional development are to be supported and given a reasonable time to meet these requirements. Where a trainer is not cooperating with the Institute and is putting the organisation's compliance with the Outcome Standards for RTOs at risk, the ongoing use of the trainer to deliver training and assessment is to be discontinued, and the trainer is to be performance-managed.

4. Measures

Steps	Person/s responsible
Establish and Maintain Trainer Credentials	
i. Recruit trainers who meet competency requirements The recruitment process ensures trainers employed by the company have the credentials outlined in policy section 3.4.	CEO, Training Manager
ii. Verify records of trainer competency The Training Manager will collect and verify certified copies of all trainer qualifications. The following are common methods which may be used for verification: – Directly contacting the issuing authority by either phone or email and confirming the document validity by cross matching the document number and the details of the recipient, – Obtaining a USI transcript of the trainer and comparing the outcomes identified in this transcript with the documents to be verified, or – Crossmatching the issued certificates with the details of the issuing authority on the national training register including details such as the RTO number, scope of registration end delivery approval date. Ensure trainers meet and provide evidence of any specific regulatory or statutory requirements, such as working with children checks,	Training Manager

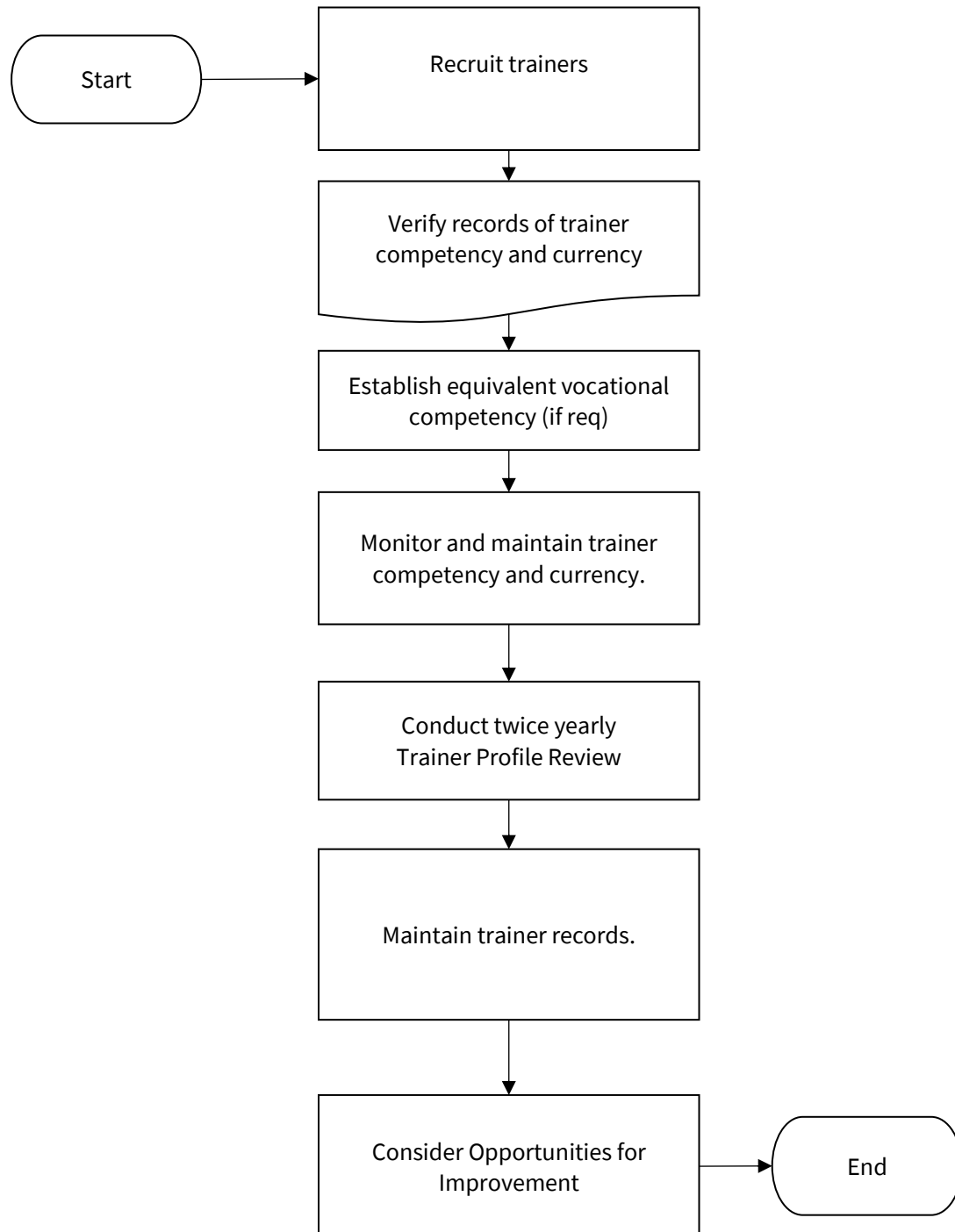
	police clearances, or first aid certifications, where applicable. Cross check the trainer holds all units of competency (or equivalent) that they will be delivering and complete the template Trainer Allocation to Training Products. This document together with the training matrix will provide the official record of the training products the trainer is approved to deliver.	
iii.	Establish equivalent vocational competency Where the nominated trainer does not hold the actual or an Equivalent Unit of Competency, the trainer may provide other supporting evidence to demonstrate their equivalent knowledge, skills and depth of experience to the level being delivered and assessed (Equivalent Vocational Competency). This evidence may include certified copies of higher or related qualification or statements of attainment, work samples, employer references, resume, referees contact, etc. It must be very clear from the presented evidence that the trainer is competent in each and every unit of competency they are delivering. Trainers are to provide a written response in support of each unit of competency using the <i>Training Matrix</i> and particularly the section Trainer Competency Mapping for Equivalent Vocational Competency. The trainer is to follow the instructions in the <i>Training Matrix</i> form to provide a detailed response for each unit being claimed under equivalent vocational competency.	Trainers, Training Manager
iv.	Ongoing monitoring and maintenance of trainer qualifications Maintaining Industry Currency - Trainers are required to maintain their industry knowledge and experience by engaging in relevant industry currency activities..	Trainers, Training Manager

	Professional Development in the fields of the knowledge and practice of vocational training, learning and assessment, including engaging and supporting VET students. Trainers are required to provide the Training Manager with any new certifications, qualifications, or evidence of professional development activities they complete upon completion.	
v.	Trainer Profile Review The Training Manager will schedule a review of trainer qualifications and industry currency records twice per year. This activity will be scheduled within the Governance Calendar. When conducting this review, the Training Manager will complete the <i>Trainer Profile Review Checklist</i> for <u>every</u> Trainer employed by the RTO (this includes trainers and assessors for all qualifications, short courses or single units of competency employed on any basis - casual, contact, part-time, full-time, third-party assessors) and maintain a copy on the trainer record. The review is to consider the following: – Completed staff induction - signed by a designated staff member or CEO – Verified copy of current trainer / assessor qualifications – Verified copy of current vocational qualifications – Evidence of equivalent competence if applicable (Matrix Mapping) – Updated Curriculum Vitae or Resume detailing professional history	Training Manager

	– Duty statement or scope of work, included in the contract / agreement – Employment contract / Agreement, signed by staff member and CEO – Relevant licence / working with children check etc if applicable – Evidence of recent (last 12 months) professional development in VET – Evidence of current (last 12 months) industry skills, knowledge and experience including review of currency evidence – Professional development plan updated The Trainer is to assist in gathering the required evidence of competency in a timely fashion and in a format that is accurate and valid and making this available to the Institute for verification and retention in support of its compliance. Trainers who do not meet the ongoing requirements for trainer credentials, Industry currency and ongoing professional development are to be supported and given a reasonable time to meet these requirements. Where a trainer is not cooperating with the Institute and is putting the organisation's compliance with the Outcome Standards for RTOs at risk, ongoing use of the trainer to deliver training and assessment is to be discontinued, and the trainer is to be performance managed.	
vi.	Management and storage of trainer records.	Office

	The Office Manager is to coordinate the collation and storage of trainer records and assist in verification of these records. Completed training profile reviews on each trainer are to be retained on the Trainer's file.	Manager
vii.	Consider any Opportunities for Improvement to this process Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting.	Trainer Training Manager Office Manager CEO

5. **Establish and maintain trainer credentials flow chart**



VERSION HISTORY

Version Number	Date	Summary of changes
1.0	September 2021	New policy
2.0	July 2025	Revised and updated to include the changes according to the Standards for Registered Training Organisations (2025).
3.0	December 2025	Revised and updated to include the changes according to the ESOS 2000 Act.