



Australian Government
Department of Employment
and Workplace Relations

Credential Policy

Standards for Registered Training Organisations

*This policy will come into effect alongside the revised Standards
for Registered Training Organisations on 1 July 2025.*

*This policy cannot be read as a standalone document and must be read in
conjunction with the Standards for RTOs Outcome Standards
and Compliance Requirements*

Contents

Purpose	3
Section 1: Credentials for the delivery of training and assessment.....	4
1A. Training and assessment credentials	4
1B. Assessment only credentials	4
1C. Actively working towards a training and assessment credential.....	5
1D. Training and assessment under direction	5
1E. Providing direction on the delivery of training and assessment.....	6
Section 2: Credential requirements for the delivery of training and assessment for training products from the TAE Training Package	7
2A. Delivery of TAE training and assessment	7
2B. Delivery of TAE training and assessment under direction	7
2C. Providing direction on the delivery of TAE training and assessment.....	8
Section 3: Credentials for Validation of Assessment	9
3A. Validation of assessment for training products excluding the TAE Training Package	9
3B. Validation of assessment for AQF qualifications or skill sets from the TAE Training Package	9
Glossary	10

Purpose

This policy outlines relevant credentials for trainers and assessors undertaking particular training and assessment activities or roles. This policy forms part of the *Standards for Registered Training Organisations 2025* (Standards for RTOs) and must be read in conjunction with the Outcome Standards and the Compliance Requirements. Additionally, guidance materials are available to support interpretation and application of this policy, the Compliance Requirements, and the Outcome Standards.

All registered training organisations (RTOs) are required to comply with this policy, in addition to the Outcome Standards and the Compliance Requirements.

The corresponding Outcome Standards have been referenced throughout this policy for ease of reference. Further to the credentialling requirements set out below, the Outcome Standards set out additional requirements relating to individuals undertaking certain training and assessment activities. Recognising there are various standards within the Outcome Standards that contain credentialling requirements, and as such this policy cannot be read as a standalone list of credentialling requirements.

Section 1: Credentials for the delivery of training and assessment

This section specifies credential requirements for individuals delivering training and assessment for all training products other than AQF qualifications or skill sets from the Training and Education (TAE) Training Package. Standard 3.2 also sets out additional requirements for individuals delivering training and assessment for training products from the TAE Training Package.

Subject to Section 2 of this policy (Credential requirements for the delivery of training and assessment for training products from the TAE Training Package), all people delivering training and/or assessment must either:

- have one of the training and assessment credentials outlined at section 1A, or
- be actively working towards one of the training and assessment credentials at section 1C, and work under the direction of a trainer or assessor with one of the relevant training and assessment credentials at section 1E, or
- have one of the training and assessment credentials outlined at section 1D, and work under the direction of a trainer or assessor with one of the relevant training and assessment credentials at section 1E.

1A. Training and assessment credentials

To deliver training **and** assessment without direction, including making assessment judgements, the person must hold one of the following credentials:

- *TAE40122 Certificate IV in Training and Assessment* or its successor,
- *TAE40116 Certificate IV in Training and Assessment*,
- *TAE40110 Certificate IV in Training and Assessment*,

‘A diploma or higher-level qualification in adult education or vocational education and training.

- A secondary teaching qualification and one of the following credentials:
 - *TAESS00011 Assessor Skill Set*, or
 - *TAESS00019 Assessor Skill Set* or its successor, or
 - *TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set* or its successor.

1B. Assessment **only** credentials

To conduct assessment **only**, including making assessment judgements, the person must hold one of the following credentials:

- *TAE40122 Certificate IV in Training and Assessment* or its successor,
- *TAE40116 Certificate IV in Training and Assessment*,
- *TAE40110 Certificate IV in Training and Assessment*,
- *TAESS00019 Assessor Skill Set* or its successor,
- *TAESS00011 Assessor Skill Set*,
- *TAESS00001 Assessor Skill Set*,
- A diploma or higher-level qualification in adult education or vocational education and training.
- A secondary teaching qualification and one of the following credentials:
 - *TAESS00011 Assessor Skill Set*, or
 - *TAESS00019 Assessor Skill Set* or its successor, or
 - *TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set* or its successor.

1C. Actively working towards a training and assessment credential

A person who is actively working towards a training and assessment credential 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. Working towards these qualifications does not qualify the person to make assessment judgements.

To be actively working towards a credential, the person must:

- be 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.

1D. Training and assessment under direction

A person who holds any of the credentials listed in this section 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.

This section applies if a person does not hold the credentials listed under 1A, which would permit them to deliver training and assessment without direction.

RTOs must ensure that the credential held by trainers and assessors in accordance with this section is relevant to their role, taking into account the nature of the VET student cohort and the delivery context.

To deliver training and conduct assessment under direction, a person must hold one of the following credentials:

- *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 Learner 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.¹

¹ A person who holds only a secondary teaching qualification must deliver training and conduct assessment under direction per section 1D. To deliver training and conduct assessment without direction, the requirements under section 1A apply.

The RTO must be able to justify the relevance of the person's credential to the VET student cohort being delivered to.

1E. Providing direction on the delivery of training and assessment

A trainer and assessor who satisfies the requirements of this section is permitted to provide direction to others delivering training and assessment in accordance with Sections 1C and 1D of this policy, or to experts engaged in accordance with Standard 3.3.

Where a trainer or assessor is providing direction, they are responsible for providing oversight, guidance and quality assurance in respect of a person who does not have the full training and assessment credential to ensure the quality of training and assessment delivered by that person.

The requirements below apply to all trainers or assessors giving direction regardless of whether the person receiving direction is an industry expert, holds a relevant skill set, or is actively working towards a credential.

A person providing direction must hold one of the following credentials:

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

Section 2: Credential requirements for the delivery of training and assessment for training products from the TAE Training Package

This section specifies credential requirements for a person delivering training and assessment for a qualification or skill set in the TAE Training Package, for the purposes of Standard 3.2. Standards 3.2 and 3.3 set out additional requirements for individuals delivering training and assessment.

To deliver training and assessment for an AQF qualification or skill set from the TAE Training Package, the person must either:

- hold one of the training and assessment credentials outlined at section 2A, or
- hold one of the training and assessment credentials outlined at section 2B and work under the direction of a trainer or assessor with one of the relevant training and assessment credentials at section 2C.

2A. Delivery of TAE training and assessment

To deliver training and assessment for any AQF qualification or skill set from the TAE Training Package or its successor, the person must hold the qualification or skill set at least to the level being delivered.

To deliver training and assessment for the *TAE40122 Certificate IV in Training and Assessment* or its successor or the *TAESS00019 Assessor Skill Set* or its successor, the person must hold one of the following credentials:

- *TAE50122 Diploma of Vocational Education and Training* or its successor,
- *TAE50116 Diploma of Vocational Education and Training*,
- *TAE50111 Diploma of Vocational Education and Training*,
- *TAE50216 Diploma of Training Design and Development*,
- *TAE50211 Diploma of Training Design and Development*, or
- A higher-level qualification in adult education or vocational education and training.

2B. Delivery of TAE training and assessment under direction

A person who holds one of the credentials listed in this section can deliver training and contribute to assessment (including conducting assessment and collecting assessment evidence) for the credentials specified below from the TAE training package, provided they work under the direction of a trainer or assessor who holds a relevant Diploma or higher-level qualification (as per section 2C), but cannot make assessment judgements.

To deliver training and assessment under direction for the *TAE40122 Certificate IV in Training and Assessment* or its successor, *TAESS00019 Assessor Skill Set* or its successor, or *TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set* or its successor, the person must hold one of the following credentials:

- *TAE40122 Certificate IV in Training and Assessment* or its successor,
- *TAE40116 Certificate IV in Training and Assessment*,
- *TAE40110 Certificate IV in Training and Assessment*,
- A secondary teaching qualification and one of the following credentials:
 - *TAESS00011 Assessor Skill Set*, or
 - *TAESS00019 Assessor Skill Set* or its successor, or
 - *TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set* or its successor.

2C. Providing direction on the delivery of TAE training and assessment

A trainer and assessor who satisfies the requirements of this section is permitted to provide direction to others delivering training and assessment for a training product from the TAE Training Package in accordance with Section 2B.

Where a trainer or assessor is providing direction, they are responsible for providing oversight, guidance and quality assurance in respect of an individual to ensure the quality of training and assessment delivered by that person.

The RTO is responsible for determining the nature and extent of direction required and any necessary restrictions, and ensuring the quality of training and assessment is consistent with the Outcome Standards.

To provide direction related to the delivery of training and assessment for an AQF qualification or skill set from the TAE Training Package, the person must hold one of the following credentials:

- *TAE50122 Diploma of Vocational Education and Training* or its successor,
- *TAE50116 Diploma of Vocational Education and Training*,
- *TAE50111 Diploma of Vocational Education and Training*,
- *TAE50216 Diploma of Training Design and Development*,
- *TAE50211 Diploma of Training Design and Development*, or
- A diploma or higher-level qualification in adult education or vocational education and training.

Section 3: Credentials for Validation of Assessment

This section specifies credential requirements for individuals conducting validation of assessment for the purposes of Standard 1.5. Standard 1.5 also sets out additional requirements for individuals participating in validation.

- To conduct validation in relation to any AQF qualification or skill set from the TAE Training Package that enables individuals to make assessment judgements (as specified in section 1A and 1B of this policy), the person(s) conducting the validation must collectively meet the requirements of **section 3B**.
- To conduct validation in relation to any other training product, the person(s) conducting the validation must collectively meet the requirements of **section 3A**.

3A. Validation of assessment for training products excluding the TAE Training Package

For all other validation activity, at least one of the people undertaking the validation must have one of the following training and assessment validation credentials:

- *TAE40122 Certificate IV in Training and Assessment* or its successor,
- *TAE40116 Certificate IV in Training and Assessment*,
- *TAE40110 Certificate IV in Training and Assessment*,
- A secondary teaching qualification and *TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set* or its successor,
- *TAESS00019 Assessor Skill Set* or its successor,
- *TAESS00011 Assessor Skill Set*,
- *TAESS00001 Assessor Skill Set*, or
- A diploma or higher-level qualification in adult education or vocational education and training.

3B. Validation of assessment for AQF qualifications or skill sets from the TAE Training Package

To validate in relation to any AQF qualification or skill set from the TAE Training Package that enables individuals to make assessment judgements, at least one of the people undertaking the validation activity must have a AQF qualification or skill set at least to the level being validated.

Glossary

Actively working towards has the meaning given by section 1C of this policy.

Assessment judgement has the same meaning as in the *Standards for RTOs*.

Australian Qualifications Framework (AQF) has the same meaning as in the *National Vocational Education and Training Regulator Act 2011*.

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 relevance to 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, however units completed within the qualification need to 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.

Direction has the same meaning as in the *Standards for RTOs*.

Secondary teaching qualification means a credential issued by a higher education provider (as defined in section 5 of the *Tertiary Education Quality and Standards Agency Act 2011*) 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.

Standards for RTOs means the standards made under subsection 185(1) of the *National Vocational Education and Training Regulator Act 2011*.

Training product has the same meaning as in the *Standards for RTOs*.

Validation has the same meaning as in the *Standards for RTOs*.