Guidelines for CPD Hours and Practice Hours under the TAEPP Framework

Under the Training and Adult Educator Professional Pathway (TAEPP), Adult Educators (AEs) must complete a minimum number of Continuing Professional Development (CPD) hours and practice hours in each two-year membership cycle to support renewal of their membership on the National Adult Educator (NAE) Registry.

This document sets out what counts as CPD hours and practice hours under the TAEPP framework. It also outlines eligible activity types and provides examples of acceptable supporting evidence.

A) CPD Hours

CPD hours refer to time spent on professional learning programmes listed on the NAE Registry that support an AE's development in adult learning and adult education practice. **Only programmes listed on the NAE Registry are counted towards an AE's CPD hours.**

Sub-category	Type of activities	Examples of supporting evidence
Courses	Training courses and workshops related to adult learning and adult education practice	Certificate/statement of attainment; attendance record; email confirmation; programme agenda
Events	Conferences, seminars, webinars	Attendance/participation record; certificate of attendance; agenda showing duration

Note: Supporting documents should state the participant's name, programme title, training provider and programme date(s). The programme title and training provider must match the CPD programme listing on the NAE Registry.

B) Practice Hours

Practice hours refer to time spent performing adult education-related work. Practice activities typically fall into three broad areas:

1. **Delivery** – facilitating learning activities
2. **Curriculum Development** – designing or developing learning programmes
3. **Assessment** – developing or conducting assessments

General requirements for supporting evidence

Supporting evidence should, as far as practicable, indicate:

- the AE's full name
- organisation or client name (where the work was performed)
- the role performed (e.g., trainer, facilitator, assessor, designer, consultant), and
- the date(s) or date range
- duration / hours (or sufficient information to derive the hours)

Evidence should be issued by, or traceable to, the relevant organisation or client (e.g., official email confirmation, system record, signed roster). Where the engagement is ongoing or recurring, a consolidated timesheet or confirmation letter covering the period may be submitted.

Delivery

Delivery refers to facilitating learning activities where AEs directly engage learners in training, workshops, coaching, or other structured learning sessions. The table below outlines common delivery-related activities and examples of acceptable supporting evidence

Sub-category	Type of activities	Examples of supporting evidence
Training	Delivery of Workforce Skill qualifications (WSQ) / Career Conversion Programmes (CCP) / Continuing Education & Training (CET) courses, Pre-employment Training (PET) courses at Institutes of Higher Learning (IHLs), in-house training, public courses	• Signed participant attendance sheets • Online attendance records (e.g. SingPass verification or LMS export) • Signed training schedule or contract • Timestamped photo(s) of session
Facilitation	Workshops, structured group facilitation, action learning sessions	• Session agenda and facilitation plan • Attendance records or participant lists • Organiser or client confirmation letter/email • Photos or screenshots of session with date evidence

Coaching	Individual or group coaching related to adult learning or workplace performance	• Coaching agreement or engagement letter/email • Coaching logs showing dates and duration • Client/organisation acknowledgement stating total hours
Mentoring	Mentor support for AEs, learners, or workplace practitioners	• Mentoring appointment or agreement • Mentoring logs or reflective summaries with dates and duration • Written confirmation from mentee or organisation stating duration
Learning consultancy	Training needs analysis, advising on learning solution design, programme review	• Consultancy engagement letter or contract • Project scope or proposal • Consultancy reports, recommendations, or deliverables
Workplace Learning	On-the-job (OJT) training facilitation, workplace coaching, guided practice sessions	• OJT plan or workplace learning schedule • Supervisor or employer confirmation • Attendance or participation records where applicable
Volunteer courses/workshops	Adult learning related courses/workshop delivered for volunteer/charity organisation	• Engagement email/letter to deliver session Session agenda • Timestamped photo(s) of session Organiser confirmation stating dates and duration

Curriculum Development

Curriculum development refers to work involved in the design, development, enhancement, and/or review of learning programmes, instructional materials, and learning pathways to support adult learning outcomes. The table below outlines common curriculum development activities and examples of acceptable supporting evidence.

Sub-category	Type of activities	Examples of supporting evidence
Learning Needs Analysis (LNA)	Training needs analysis, stakeholder interviews, competency gap studies	• LNA reports or needs analysis documentation • Project scope, engagement letter, or consultancy agreement • Interview notes or survey summaries • Client or employer confirmation stating role and duration
Instructional Design	Course frameworks, learning pathways, instructional strategies	• Instructional design document or blueprint • Curriculum framework or programme outline • Learning outcomes map (and, where applicable, assessment mapping) Client or internal review notes
Material Development	Development of training slides, facilitator guides, learner workbooks, e-learning modules, tools used for learning or assessment	• Final learning materials (e.g., slides, guides, modules) • Tools used for assessment (instruments or rubrics) • Version history or file metadata • Submission or acceptance email from client / institution
Academic Governance & Quality Management	Programme review, academic oversight, curriculum validation, review of teaching and faciitation practice	• Appointment letter or role confirmation • Programme review or evaluation report • Endorsed feedback or recommendations Meeting minutes or records showing contribution and dates.

Content Curation	Curating digital content, learning repositories, resource libraries	• Curated content list with annotations • Repository or LMS screenshots showing curator role and date • Content curation plan or framework • Client or institution approval or endorsement

Note: Supporting evidence should, as far as practicable, show the AE's name, role, work output (or a clear description of contribution), and the date range and duration (or sufficient information to derive hours). Where the evidence is an artefact (e.g., materials, blueprints, curated lists), include a corroborating record such as an email, system log, or confirmation letter indicating the AE's role and time period

Assessment

Assessment refers to activities related to the design, administration, marking and grading and quality assurance of assessments used to evaluate learner achievement and learning outcomes. The table below outlines common assessment-related activities and examples of acceptable supporting evidence.

Sub-category	Type of activities	Examples of supporting evidence
Assessment Design	Assessment blueprints and/or plans, item writing, rubric development, mapping outcomes to tasks	• Assessment design brief / blueprint • Item banks, rubrics, marking guides • Mapping of outcomes to assessment tasks • Version history (e.g.,SharePoint/Google Drive)
Assessment Administration	Scheduling, invigilation, briefing candidates, managing submissions, maintaining assessment integrity	• Assessment schedule / invigilation roster • Invigilator logs or reports • Candidate attendance/attempt records (e.g., LMS export) • Incident reports (where applicable)

Marking and grading	Marking scripts, scoring performance assessments, standard-setting, grade finalisation	• Rubrics/Marking guides used • Marking allocation lists • Anonymised samples of marked scripts or grade sheets • Moderation notes or standard-setting records
Feedback	Written feedback, oral feedback conferences, feed-forward /action plans	• LMS feedback extracts/screenshots with timestamps • Feedback conference schedules or logs • Standard feedback templates used • Programme lead or institution confirmation of feedback completion
Validation & Moderation	Pre-delivery validation, post-delivery moderation, external examining, comparability studies	• Validation/moderation meeting minutes • Sampling plans and moderation reports • External examiner/peer review reports • Correspondence confirming role, scope, dates, and hours • Revised instruments or grade adjustment records (where applicable)

Verification of Submissions

IAL may review submitted activities and supporting evidence to ensure that they meet the eligibility criteria. Where necessary, IAL may request additional clarification or supporting evidence (e.g., to confirm role, dates, or duration).

Data Protection

AEs should redact or anonymise personal data (e.g., NRIC, peronal contact details) and commercially sensitive information before submitting supporting evidence. Documents should still clearly indicate the activity, role, organisation/client, and date(s)/duration. Where anonymisation is used (e.g., learner scripts, retain sufficient context to demonstrate work performed.