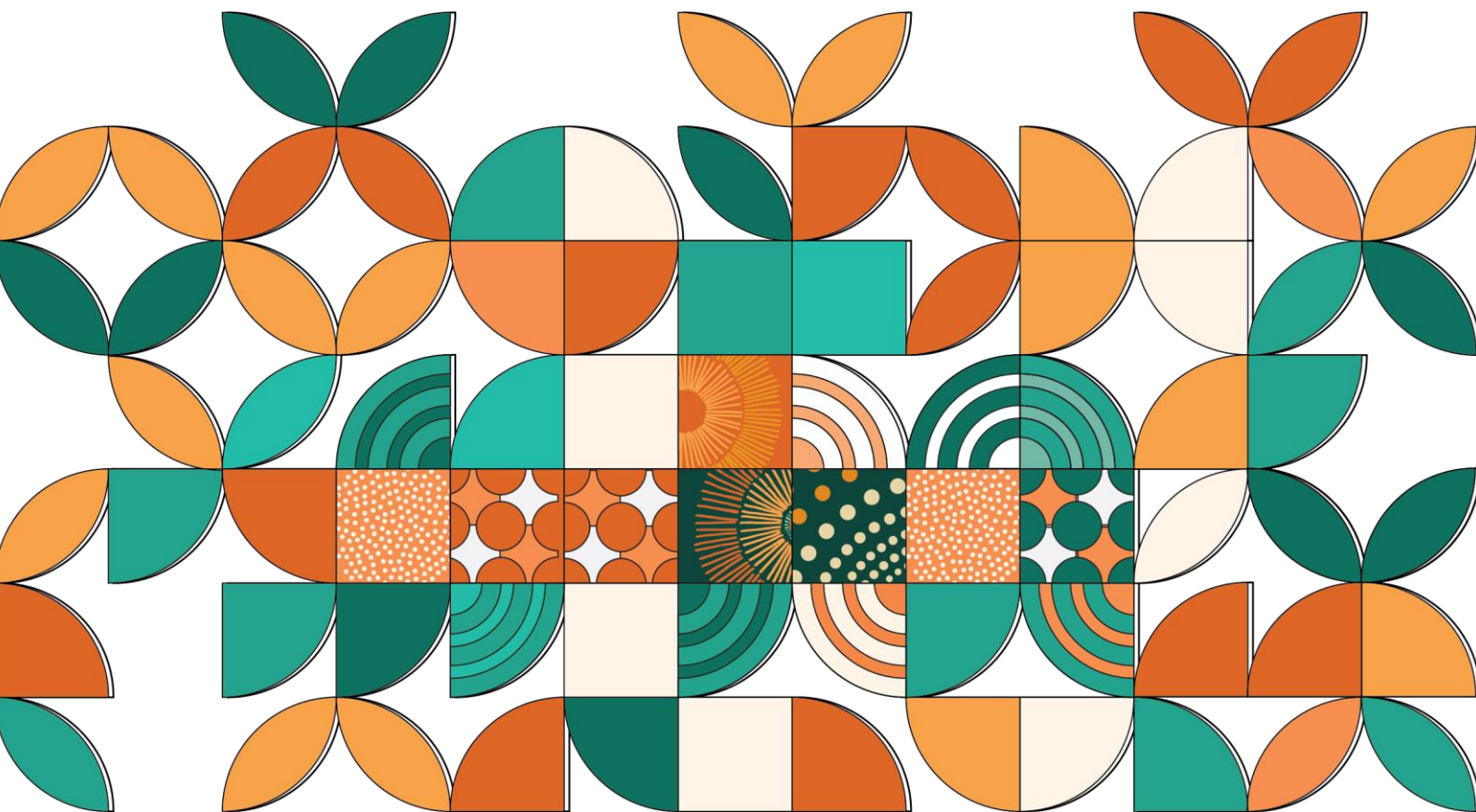


# Trainer/Assessor Policy



## SECTION 1

### 1. Purpose

- 1.1 This policy applies to all Trainer/Assessor (Educator) staff including Sessional Trainer/Assessor, employed by IHNA. This policy is also applicable to guest lecturers/ industry consultants who are invited by IHNA to promote professional learning and practice.
- 1.2 IHNA recognises that all employees (whether employees or contractors) are critical to the Institute's success in addressing customer needs and accomplishing strategic goals. IHNA shall verify that all trainers and assessors, including those employed by third-party suppliers, are qualified to execute their duties.
- 1.3 Only high-quality individuals who meet strict selection criteria will be hired, and IHNA will invest in their training and professional development to provide effective and efficient training goods and services. IHNA is dedicated to ensuring that all persons undertaking training and assessment activities on behalf of the RTO have the necessary skills and experience to deliver high-quality training and assessment.

### 2. Scope

- 2.1 IHNA will:
  - a) have effective practices in place for the selection, induction and ongoing professional development of all trainers and assessors.
  - b) ensure that all persons have the relevant vocational and VET competencies and experiences to undertake relevant training and assessment activities.
  - c) ensure it manages the performance of all trainers and assessors through performance review processes.
  - d) provide access to relevant opportunities for the professional development of its trainers and assessors.
- 2.2 This policy and procedure ensure that IHNA meets the requirements of the Standards by:
  - a) Employing only skilled trainers and assessors;
  - b) Providing supervision of trainers where needed;

- c) Employing experts to teach trainers and assessors;
  - d) Inviting industry consultants/ subject matter experts for guest sessions;
  - e) Employing enough trainers and assessors for the qualifications and courses on its scope of registration.
- 2.3 This assures compliance with ASQA's SRTO requirements Clauses 1.13–1.25 (Employ skilled Trainer/Assessor).

### 3. Definitions

- 3.1 Skill set means 'a single unit of competency or a combination of units of competency from a Training Package which link to a licensing or regulatory requirement, or a defined industry need.
- 3.2 Standards means the Standards for Registered Training Organisations (RTOs) 2015 which can be accessed from [www.asqa.gov.au](http://www.asqa.gov.au).
- 3.3 Professional development means activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment. Examples of professional development activities include:
- a) participation in courses, workshops, seminars, conferences, or formal learning programs.
  - b) participation in mentoring, professional associations, or other learning networks.
  - c) personal development through individual research or reading of publications or other relevant information.
  - d) participation in moderation or validation activities; and
  - e) Participation in industry release schemes, projects, and Industry consultations.
  - f) Reading of Training/Assessment websites and journals.
  - g) Participating in VET network
- 3.4 Trainers are persons who provide training in accordance with Clause 1.13, 1.14 and 1.16.

## SECTION 2

### 4. Recruitment

- 4.1 Standard HR procedures for recruiting will be conducted following the Staff Recruitment, Induction and Termination Policies and Procedures. Competencies will be outlined in the position description.
- 4.2 Qualifications and experience of trainers and assessors: IHNA employs skilled trainers and assessors. This means trainers and assessors have:
- Vocational competencies at least to the level being delivered and assessed;
  - Current industry skills directly relevant to the courses they deliver;
  - Current knowledge and skills in vocational training and learning that informs their training and assessment.
- 4.3 For Diploma of Nursing students only: IHNA requires all trainers and assessors for the Diploma of Nursing to hold current registration as Division 1 Nurse with AHPRA.
- 4.4 For other accredited courses: IHNA will require all trainers and assessors for accredited courses to meet the additional standards requirements as stipulated in accreditation requirements.
- 4.5 TAE Requirement

All trainers/assessors must hold:

- TAE40116/TAE40122 Certificate IV in Training and Assessment or its successor or
- TAE40110 Certificate IV in Training and Assessment plus the following units:
  - TAELLN411 (or its successor) or TAELLN401A, and
  - TAEASS502 (or its successor) or TAEASS502A or TAEASS502B in line with Schedule 1 and Clauses 1.14 and 1.15 of the ASQA Standards for the RTOs 2015.
- a diploma or higher level qualification in adult education 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:

- o TAESS00011/TAESS00019 Assessor Skill Set or
- o TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set

e) anyone who provides assessment only (i.e. does not deliver training) must hold the following:

- TAESS00011 Assessor Skill Set or its successor or
- TAESS00001 Assessor Skill set plus one of the following: or
  - o TAEASS502 Design and Develop Assessment Tools or
  - o TAEASS502A Design and Develop Assessment Tools or
  - o TAEASS502B Design and Develop Assessment Tools
- a diploma or higher level qualification in adult education 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:

- o TAESS00011/TAESS00019 Assessor Skill Set or
- o TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set.

f) Through IHNA Knowledge hub-portfolio area, all trainers/assessors are required to demonstrate their vocational competency and current industry abilities. This is required to be updated on a regularity (at least every quarter or as and when major changes take place) by the trainers/assessors.

#### 4.6 Professional development

All trainers/assessors participate in regular professional development in the areas of:

- a) The field of their delivery;
- b) Vocational Education and Training knowledge;
- c) Competency based training and assessment.

4.7 Professional development plans and records of professional development undertaken are maintained by each trainer/assessor.

4.8 Industry experts involved in assessment: Industry experts in specialist areas may be involved in an assessment process, working alongside the assessor to conduct the assessment.

4.9 Supervision of trainers:

- a) When a person is involved in training delivery but is not qualified in accordance with Clauses 1.14 and 1.15 of the Standards, that person will be supervised by a competent trainer/assessor and will not be engaged in assessment decisions. This person must possess the skill set indicated in Item 4 of Schedule 1 of the Standards.
- b) Supervisory trainers/assessors will keep an eye on the training and will be held accountable for the actions of the supervised individual.
- c) A Direct Supervision form must be submitted to the HR Department every two weeks by course coordinators.
- d) The person can contribute to the evaluation process by gathering relevant evidence, but a qualified trainer/assessor can make the assessment decision.

4.10 Trainer/Assessor Induction:

All trainers/assessors will have completed the corporate induction program. In addition, they must go through an IHNA trainer/assessor induction process. The induction process is expected to be completed within the first week of employment. This is documented on the IHNA Trainer/Assessor Induction checklist and kept on file.

4.11 Maintenance of Vocational (Industry) Currency:

- a) It is the responsibility of Trainer/Assessor staff to keep their vocational skills and knowledge of the area in which they are Trainer/Assessor up to date. Examples of ways to maintain vocation competence include, but are not limited to:
  - Professional registration renewed according to the policy of regulatory authority;
  - Membership of and participation in professional groups or associations or networks;
  - Working with apprentices or trainees in industry;

- Recent assessment or workplace training activities;
  - Clinical or practical placement visits;
  - Membership of and attendance at industry advisory forums;
  - Membership of state-wide networks and course advisory bodies;
  - Participation in moderation meetings and validation processes;
  - Industry consultant meetings;
  - Attendance at conferences;
  - Professional development activities;
  - Work in the relevant industry.
- b) Industrial experience in the relevant industry as per ANMAC criteria for Diploma of Nursing
- c) Each trainer/assessor must keep the Knowledge Hub/My Office/My Ongoing Portfolio up to date with industry currency activities. All activities should be updated on a monthly basis.
- d) The regulatory body has made maintaining industry currency a mandatory requirement. As a result, maintaining industry currency will be a requirement for continued participation in training and assessment activities.
- 4.12 Scheduled Vocational/Industry Currency Program: All trainers and assessors are required to participate in this program. Participation in a relevant industry for four hours per month is required as part of the program. All trainers and assessors must keep my ongoing portfolio section in Knowledge Hub up to date.
- 4.13 Staff non-compliance for professional registration (For trainer/assessor, delivering Nursing Qualifications)
- a) It is the responsibility of the trainer/assessor to maintain the current unrestricted nursing registration and immediately advise National Training Manager and HR should any such qualification, license or certificate be suspended or cancelled, or the

trainer/assessor charged with an offence. Continued employment of staff at IHNA is conditional upon maintaining all relevant qualifications, licences relevant to the staff position. Noncompliance for maintaining nursing registration or other professional registration will be treated according to the requirement of regulatory authority.

- b) The National Training Manager is responsible to check the attested copy of certificates online and sent to HR to update the documents.

#### 4.14 Staff Performance and Professional Development Procedure:

- a) Continuing Professional Development for nurse educators should be aligned with the NMBA Registration standard: 2016 Continuing Professional Development
- b) It is the responsibility of the Trainer/Assessor to keep their training and assessment skills and knowledge up to date. This will be part of the ongoing educator staff development program. All IHNA employees, both permanent and temporary, are required to participate in the Staff Performance Development Process. Refer to the Staff Performance and Professional Development Procedure for more information.

#### 4.15 Unsatisfactory Work Performance

- a) From student/co-trainer feedback or through performance appraisal where a staff member's work performance does not meet a satisfactory standard, an appropriate process of enquiry must be taken. The under-performing staff will be given a four weeks' time to rectify their identified work performance.
- b) The steps involved in the strategy include:
  - Meeting with National Training manager;
  - Counselling (if required);
  - Setting specific learning objectives to address the issues;
  - Undertaking training sessions on the corresponding aspects;
  - Receiving support from a mentor appointed by IHNA (colleague or external member);
  - The sessions conducted by the staff will be supervised by an allocated IHNA



Trainer/Assessor;

- The situation will be re-assessed at completion of four weeks, or the duration mentioned in the notification provided to the employee. The affected staff will be requested to provide a report on their progress regarding the set objectives;
- Unresolved demerit will be addressed with caution and the trainer's continuing employment at IHNA will be conditional.

#### 4.16 For Nursing Programs Only:

- a) It is the responsibility of the health care facility to assure that their staffs are qualified and maintain professional nursing practice. The clinical educator (health care facility staff) will be given authority to decide on the actions to be undertaken as per the health care facility policies and procedures if a clinical staff supervising any student from IHNA is noted to be underperforming (e.g., preceptor) without compromising student course requirements. IHNA National Training manager/Course coordinator will work with the Clinical educator (health care facility staff) on this regard.
- b) Professional Experience Placement (PEP) assessors (Only applicable to nursing programs).
- c) All assessors must maintain current and relevant AHPRA registration. It is the responsibility of the health care facility to ensure that their employees are qualified and up to date. The main assessment documents should be completed by the qualified Clinical Nurse Supervisor who has been delegated. IHNA is obligated to contribute to the professional development of stakeholders by providing or arranging need-based free in-service education sessions in accordance with IHNA resources, including finance.

## 5. Access and Equity

- 5.1 The Institute is committed to access and equity principles in the implementation of this policy.
- 5.2 Trainer/Assessor Skills Matrix: Each Trainer/Assessor will be required to complete a trainer/assessor skills matrix prior to commencing any training or assessment. Mapping

of vocational competencies of all trainers and assessors are managed through the Skills Matrix System in IHNA's Knowledge Hub available under My Office tab. Trainers/Assessors enter their mapped skills in the system and it is forwarded to respective Course Coordinator to check the mapping and formally approve Trainers/Assessors and allocate training.

5.3 Staff Qualifications Matrix: This document is a management record of the Trainer/Assessors against the courses being delivered. This is an overall summary outlining which Trainer/Assessor delivers each course. This will be used to ensure sufficient training/assessing staff members are available for the courses each year. This is updated annually or when a trainer/assessor leaves IHNA.

## 6. Trainer/Assessor HR files

6.1 Each Trainer/Assessor file will contain the following:

- a) Signed employment agreement
- b) Signed position description
- c) TFN declaration doc
- d) Checklist for payroll Department
- e) Superannuation
- f) Up to date resume (signed and dated)
- g) Certified copies of academic qualifications
- h) Relevant current professional body registration.
- i) National Police checks or working with children checks if applicable.
- j) Fit and Proper Person Declaration Form (For staff on level 4 and above)
- k) Certified copies of Certificate IV in Training and TAE40116/TAE40122 Certificate IV in Training and Assessment or its successor or

- l) TAE40110 Certificate IV in Training and Assessment plus the following units:
- m) TAELLN411 (or its successor) or TAELLN401A, and
- n) TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or demonstrate equivalence.
- o) Photo ID (Driving License, Passport Copy)
- p) Evidence of Work entitlement or Visa copy
- q) Emergency contact details
- r) Acknowledgement of HR Manual
- s) Induction Checklist
- t) IHNA Trainer/Assessor Induction Checklist
- u) Trainer/Assessor Skills Matrix
- v) Records of professional development
- w) Qualification Verification

## 7. Responsibility

7.1 The People and Culture Manager has the overall responsibility and other responsibilities are outlined within the policy.

## SECTION 3

### 8. Associated Information

<b>Related Internal Documents</b>	<ul style="list-style-type: none"> <li>• Trainer/Assessors Policy</li> <li>• Professional Development, Further Education and Scholarly Activities Policy</li> </ul>
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<b>Related Legislation, Standards, and Codes</b>	<ul style="list-style-type: none"> <li>• National Vocational Education and Training Regulator Act 2011</li> <li>• Standards for Registered Training Organizations 2015</li> <li>• Education Services for Overseas Students Act 2000 (ESOS Act)</li> <li>• National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code)</li> <li>• Australian Core Skills Framework</li> <li>• Equal Opportunity Act 1995</li> <li>• Disability Standards for Education 2005</li> <li>• Enrolled Nurse Accreditation Standards 2017</li> <li>• Relevant State and Territory funding contracts and eligibility documents</li> </ul>
<b>Date Approved</b>	23/11/2023
<b>Date Endorsed</b>	14/12/2023
<b>Date of Effect</b>	23/11/2023
<b>Date of Review</b>	31/12/2026
<b>Approval Authority</b>	Academic Board
<b>Document Custodian</b>	People and Culture
<b>IHNA DocID</b>	IHNA-TAP1-4.0
<b>Department</b>	People and Culture
<b>SRT02015 Stds and sub section</b>	Standards for RTOs 2015 - Clauses 1.13 to 1.16—Employ skilled trainers and assessors

## 9. Change History

<b>Version Control</b>		Version 4.0
<b>Version No.</b>	<b>Date</b>	<b>Brief description of the change, incl version number, changes, who considered, approved, etc.</b>
V.3.0	07/10/2020	Developed the procedure in accordance with the National Delivery arrangement and technology-enhanced framework
V.4.0	26/02/2024	Updated in the new template and logo, updated the trainer and assessor requirements information from March 2024