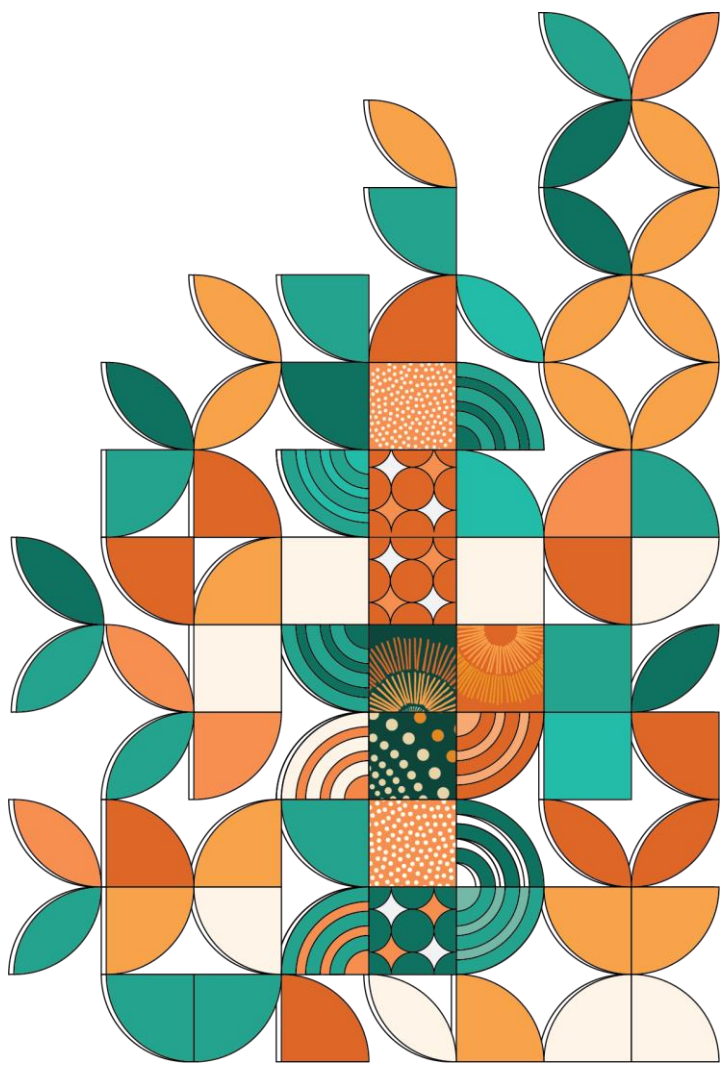


Trainer/Assessor Procedure



SECTION 1

1. Purpose

- 1.1 This policy applies to all Trainer/Assessor (Educator) staff including Sessional Trainer/Assessors, employed by IHNA. This policy also is applicable to the guest lecturers/industry consultants who are on invited by IHNA to promote interprofessional learning and practice.
- 1.2 IHNA recognises that all employees (whether employees or contractors) are critical to the company'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 experience 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 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 RTO 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 define industry need.
- 3.2 Standards means the Standards for Registered Training Organisations (RTOs) 2015 which can be accessed from <https://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. Procedure

5. Qualification of trainers/assessors

Procedure	Responsibility
<p>5.1 Vocational competency and industry currency</p> <p>a) Trainers and assessors' vocational competency and industry currency should be demonstrated through a combination of:</p> <ul style="list-style-type: none"> ▪ Copies of qualifications ▪ A completed Trainer/Assessor Skills Matrix ▪ CV <ul style="list-style-type: none"> • In the skills matrix, the trainer/assessor must discuss their recent, relevant experience in relation to each unit they are delivering. • They should refer to the contents of each unit and ensure they discuss their working experience as relevant to the unit to demonstrate they are suitable for delivery. • The skills matrix should be reviewed by the Course coordinator to ensure its suitability. The trainer/assessor may be asked to provide additional information where it is not suitable. Approved Skills Matrix will be verified by the Compliance delegate. • CVs should be checked to ensure suitability of experience and confirm vocational competency and industry currency. 	<p>Trainer/Assessor/Nurse Educators/Course Coordinators/Compliance Delegate</p>

<p>5.2 Copies of qualifications</p> <ul style="list-style-type: none"> a) Collect copies of qualifications and statements of attainment from the trainer/assessor, relevant to the area they are delivering. They are to be certified or verified. b) Ensure the trainer/assessor either holds the Certificate IV in Training and Assessment or other equivalent qualification as required by 1.14 and 1.15 of the Standards. c) Store all records in the staff file. 	<p>People and Culture</p>
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6. Professional development

Procedure	Responsibility
<p>6.1 Professional development plan</p> <ul style="list-style-type: none"> a) All trainers/assessors are to develop a Professional Development Plan at the start of each year and update every quarter. b) It should include a plan for professional development in relation to: <ul style="list-style-type: none"> a. Their industry area <ul style="list-style-type: none"> ➤ Vocational Education and Training (VET) sector knowledge ➤ Competency based training and assessment • As a minimum the following need to be included in the PD plan <ul style="list-style-type: none"> ➤ One article read per month ➤ Attend at least 6 inhouse professional developments ➤ Attend at least 3 outside / online professional developments. ➤ Attend work in the industry in paid shifts or unpaid through IHNA partnering 	<p>Trainers/Assessors/Nurse Educators/Course Coordinators/National Training Managers</p>

<p>organisations at least 4 hours a month and provide evidence to HR department.</p> <ul style="list-style-type: none"> • This should be kept in the staff file. • Plans should be monitored to ensure staffs are continually attending professional development throughout the year. 	
<p>6.2 Professional development logs</p> <ol style="list-style-type: none"> All trainers/assessors are required to keep records of Professional Development they attend throughout the year by recording it on my past training professional development section in Knowledge Hub and attaching copies of certificates (where relevant). The trainer/assessor is required to ensure they are developing in all three areas as outlined above. This will be monitored for each trainer by the office. Campus Manager is required to monitor and ensure that it is done. Human Resources will conduct an audit and ensure that this information is captured on the system. 	<p>Trainers/assessors/Nurse Educators/Course Coordinators/National Training Managers/Academic Director/Campus Manager</p>

7. Supervision of trainers

Procedure	Responsibility
<p>7.1 Planning supervision</p> <p>For an individual who is to be involved in the delivery of training but is not a qualified trainer holding the:</p> <ol style="list-style-type: none"> a) TAE40116/TAE40122 Certificate IV in Training and Assessment or its successor or b) TAE40110 Certificate IV in Training and Assessment plus the following units: <ul style="list-style-type: none"> • TAELLN411 (or its successor) or TAELLN401A, and TAEASS502 (or its successor) or TAEASS502A or TAEASS502B, they must: c) Be vocationally competent at least to the level being delivered/assessed d) Have current industry skills relating to the training/assessment being provided e) Hold the skill set identified at Item 4 of Schedule 1 of the ASQA standards for RTO's. <ul style="list-style-type: none"> • Identify the qualified trainer who will supervise the individual. • Develop a supervision plan using the Trainer Supervision Plan. • The plan should consider the level of supervision required based on the individuals' experience and qualifications, their level of involvement in training and so on. • The plan should show how the training will be supervised – e.g. Observing training sessions, monitoring feedback from students, planning training together, provision of feedback to the individual from the qualified trainer, review meetings etc. 	<p>Campus Manager/ Course Coordinator</p>

<ul style="list-style-type: none"> • Course coordinators are required to submit Record of direct supervision form to HR Department every two weeks. 	
<p>7.2 Implementing supervision</p> <ol style="list-style-type: none"> Supervision should be carried out according to the plan. Supervision activities should be documented on the plan. The plan should be kept in the individual's file and updated regularly. The individual is not to be involved in assessment decisions. They may contribute to the evidence collection process only but not be involved in assessment outcomes or decisions. 	<p>Qualified trainer/course coordinator and individual being supervised</p>
<p>7.3 Inviting Guest Speakers</p> <ol style="list-style-type: none"> Invite to guest speakers/ Subject Matter experts requesting them to engage in IHNA course delivery Request for and save an updated signed copy of their resume to Human Resource department. Ensure that the topic selected for presentation by guest speakers are relevant to the selected unit of competency or a cluster of units; Topics could include, but are not limited to, clinical nursing, nursing education, cultural safety at workplace, bullying, simulation, nursing equipment, related technological advances and inspirational topics. 	<p>Campus Managers/Course Coordinators/Director of studies</p>

<p>7.4 Maintaining the record of attendance:</p> <ul style="list-style-type: none"> Keep a record of attendance of the participants, e.g. trainers, assessors, students, administration staff or all; Ensure that the Industry Currency section and my past training professional development section in Knowledge Hub is updated by IHNA trainers and assessors in relation to the attended session; Send a copy of the attendance record to HR for filling. 	<p>Campus Managers/Course Coordinators</p>
<p>7.5 Using the presentation materials or resources from guest speakers:</p> <ul style="list-style-type: none"> Upload the resources with consent from the guest speaker on to IHNA Resource Hub for related units. 	<p>Campus Managers/Course Coordinators/National Training Manager</p>

8. Responsibility

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

SECTION 3

9. Associated Information

<p>Related Internal Documents</p>	<ul style="list-style-type: none"> Trainer and Assessors Policy Professional Experience Placement Procedure Access and Equity Procedure
<p>Related Legislation, Standards, and Codes</p>	<ul style="list-style-type: none"> National Vocational Education and Training Regulator Act 2011 Standards for Registered Training Organisations 2015 Education Services for Overseas Students Act 2000 (ESOS Act) National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) Australian Core Skills Framework

	<ul style="list-style-type: none"> • Equal Opportunity Act 1995 • Disability Standards for Education 2005 • Enrolled Nurse Accreditation Standards 2017 • Relevant State and Territory funding contracts and eligibility documents
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SRTO2015 Stds and sub section	Standards for RTOs 2015 - Clauses 1.13 – 1.16

10. Change History

Version Control		Version 4.0
Version No.	Date	Brief description of the change, incl version number, changes, who considered, approved, etc.
V.3.0	07/10/2021	Developed the procedure in accordance with the National
V.4.0	23/02/2024	Updated in the new template and logo, updated the trainer and assessor requirements information from March 2024