

TRAINER/ASSESSOR MANAGEMENT POLICY

1 PURPOSE AND SCOPE

- 1.1 The purpose of this Policy is to guarantee that all training and assessment are conducted by personnel/contractors who meet or surpass the competency standards as outlined in [The Standards for RTOs \(2015\)](#).
- 1.2 This Policy outlines the guiding principles aimed at ensuring that all procedures related to the recruitment, professional growth, and performance evaluation of Instructors/Assessors in all nationally-recognised AQF qualifications and units provided by AHETI are constructed to offer high-quality educational experiences for students.
- 1.3 This Policy is relevant to all employees or contractors who deliver training and assessment in VET programs and endorse the granting of Nationally Recognised VET AQF certifications.

2 DEFINITIONS

- 2.1 Within the framework of this Policy and its associated Procedures, the following explanations apply:
 - i. AHETI - Australian Health Education and Training Institute
 - ii. AQF - the Australian Qualifications Framework.
 - iii. ASQA - Australian Skills Quality Authority, the national VET regulator for AHETI.
 - iv. Services - training, assessment, associated educational and support services, and/or any activities associated with the promotion or recruitment of potential students.



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- v. VET - Vocational Education and Training.

3 POLICY STATEMENT

- 3.1 AHETI ensures the recruitment, selection, professional development, and performance management of adequately qualified and experienced educators to deliver high-quality learning experiences for students and valuable outcomes for clients. Trainers/Assessors are actively involved in industry-related, reflective training and assessment practices.
- 3.2 Training and Assessment at AHETI is exclusively conducted by individuals who possess qualifications in training and assessment, relevant vocational expertise, up-to-date industry skills related to the provided training and assessment, and contemporary knowledge and skills in vocational education and learning that guide their training and assessment practices.

4 PRINCIPLES

- 4.1 AHETI ensures that training and assessment are conducted by instructors and evaluators who possess the qualifications described in Clauses 1.14 and 1.15 of [The Standards for RTOs \(2015\)](#). This includes having vocational competencies relevant to the level of training and assessment, current industry expertise directly related to the provided training and assessment, and up-to-date knowledge and skills in vocational education and training that inform their teaching and assessment practices.
- 4.2 AHETI offers all its Trainers/Assessors opportunities to update and enhance their competencies in delivering training and assessment services. The professional development of Trainers/Assessors supports the continuous growth of their knowledge and skills in their respective industry areas. The AHETI professional development plan outlines strategies for trainers and assessors to acquire and maintain their VET expertise, vocational relevance, and maps these capabilities in alignment with the AHETI Professional Development Plan.



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- 4.3 All Trainers/Assessors receive structured onboarding and professional development covering AHETI policies and procedures, which encompass administrative systems, teaching and learning practices, workplace safety, the structure of AHETI, and their associated roles and responsibilities.
- 4.4 AHETI ensures that highly qualified Trainers/Assessors who meet or exceed qualification requirements are primarily responsible for delivering training and assessment services. In cases where this is not feasible, Trainers/Assessors with limited qualifications and/or experience may work under supervised arrangements in compliance with [The Standards for RTOs \(2015\)](#).
- 4.5 All pertinent Human Resources documents and processes, including job descriptions, employment agreements/contracts, and performance management, explicitly define, detail, and fulfil the requirements for Trainers/Assessors.
- 4.6 AHETI offers Trainers/Assessors opportunities to demonstrate and document their competencies as part of their Professional Development Plan.

5 ROLES AND RESPONSIBILITIES

- 5.1 The AHETI Committee has the following responsibilities:
 - i. Approving all staffing decisions, including the provision of opportunities for professional development.
 - ii. The AHETI Director is responsible for implementing this Policy and has the authority to delegate some or all of their responsibilities to an AHETI staff member.
- 5.2 The AHETI Director or their designee is responsible for:



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- i. Ensuring that qualified Trainers/Assessors meet the necessary competencies, or putting measures in place for individuals lacking trainer competencies to receive direct supervision from qualified personnel.
- ii. Ensuring that Trainers/Assessors actively participate in professional development, with all professional development activities being recorded and evaluated.





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For more information

	Website	www.aheti.com.au
	Email	support@aheti.com.au