

**AHETI**Transforming Aspirations into  
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# INDUSTRY ENGAGEMENT PROCEDURE

## 1 PURPOSE

- 1.1 National training packages and VET recognised courses that have been designed in cooperation with industry express the expertise and understanding required to successfully operate within industry. Industry participation is critical in ensuring that AHETI's training and assessment generate graduates who are suitably skilled to operate within the workplace to the needed industry level. AHETI guarantees that its graduates are prepared for work, advancement, and further study by delivering training and assessment that is:
  - i. current in terms of techniques, products, technologies, and performance standards; and
  - ii. taught and assessed by trainers and evaluators with current industry knowledge and skills
- 1.2 AHETI is dedicated to making sure that training and assessment are supported by a systematic and strategic approach to industry engagement that is consistent with the organisation's Quality Framework.

## 2 COMPLIANCE WITH THE 2015 STANDARDS FOR REGISTERED TRAINING ORGANISATIONS (RTOs)

- 2.1 Clauses 1.5 and 1.6 of the Standards for Registered Training Organisations explain AHETI's responsibility to ensure industry consultation informs training and assessment methods.
  - i. Clause 1.5
    - a. The RTO's training and evaluation procedures are industry-relevant and guided by industry involvement.



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- ii. Clause 1.6
  - a. The RTO employs a variety of mechanisms for industry involvement and uses the results of that engagement to assure the industry applicability of:
    - 1. its approaches, procedures, and materials for training and assessment
    - 2. the trainers' and assessors' current industry knowledge.

### 3 DEFINITIONS

- 3.1 Industry engagement refers to any activity that allows communication between AHETI and representatives from industry in order to obtain feedback on:
  - i. present developments in the industry, goods, processes, technologies, and performance requirements
  - ii. the abilities, expertise, and perspectives required to operate successfully within industry to current workplace norms
  - iii. the abilities and knowledge expected of trainers and assessors who carry out training and evaluation activities
  - iv. training and assessment techniques, such as the mix of training items, delivery modes, and timeframes, and evaluation techniques
  - v. the structure of training and assessment resources, which includes training content and materials, assessment evidence, training and evaluation environments, including those that mirror working contexts



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3.2 Vocational currency refers to activities undertaken by educators to maintain their knowledge, skills, and experience of current industry practices in order to guarantee they are representative of industry norms. AHETI educators are multifunctional professionals who must stay current and proficient in both educational and industry sectors while adhering to all VET regulatory standards. Vocational currency equips educators to:

- i. build and adjust learning programs that conform to current industry requirements; and
- ii. supply appropriate learning and evaluation activities that ensure students have current industry abilities and expertise.

3.3 Systematic activity is defined as

- i. Strategic
  - a. AHETI determines and organises timely deliberate industry engagement activities that allow industry interaction to inform essential educational activities.
- ii. Planned
  - a. AHETI performs industry interaction activities that have been specified and scheduled in accordance with the industry sector's context.
- iii. Reproducible
  - a. AHETI maintains that industry participation is documented and validated.
- iv. Consistent
  - a. AHETI maintains a consistent degree of industry engagement as part of a cyclical operation.



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- v. Controlled
  - a. AHETI has systems in place for tracking the completion of industry engagement activities.

## **4 DIFFERENT TYPES OF INDUSTRY ENGAGEMENT**

- 4.1 Each Educational Workgroup will engage with industry in a different way, depending on the following factors:
- i. the competencies, expertise, and independent units of competence they provide
  - ii. licencing, authorisation, and legislative requirements from significant regulatory agencies
  - iii. the structure and size of the industry (large organisations, medium enterprises, small businesses/sole traders)
  - iv. the size of the Educational Workgroup
  - v. the intricacy of the competencies, expertise, or independent units of competency



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| Engagement Type                                                                                          | Example                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Collaboration with local employers, regional/national firms, industry associations, and/or business RTOs | <p>Fee-for-Service contracts</p> <p>Relationships and arrangements in kind</p> <p>Relationships in the industry that result in 'preferred provider' status</p> <p>Memorandums of Understanding for:</p> <ul style="list-style-type: none"> <li>• external verification</li> <li>• training and evaluation material exchange</li> </ul> <p>Qualifications that are 'dual-badged' in collaboration with other providers</p> <p>Memorandums of Understanding for Student Placement</p> |
| Employer nominees participating on industry advisory panels and/or reference groups                      | <p>Establishing course advisory groups or industry advisory committees to review and advise on:</p> <ul style="list-style-type: none"> <li>• demands from the industry</li> <li>• upcoming trends and technology</li> <li>• training goods</li> <li>• learning and evaluation methodologies</li> <li>• training settings</li> </ul>                                                                                                                                                 |
| Integrating employees within businesses                                                                  | <p>Permanent placement of educators within industry to provide training and evaluation services</p> <p>On-site training and evaluation services are available.</p> <p>Conducting site visits as part of continuing student training and assessment:</p> <ul style="list-style-type: none"> <li>• internships</li> <li>• apprenticeship</li> <li>• training</li> <li>• workplace evaluation</li> </ul>                                                                               |

|                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Continuous networking with industry networks, apex bodies, and/or employers                                                      | Engaging industry representatives in formal and informal talks about: <ul style="list-style-type: none"> <li>• industry expectations</li> <li>• upcoming trends and technology</li> <li>• training materials</li> <li>• learning and evaluation methodologies</li> <li>• training settings</li> </ul>                                                                                                                                                                                                                                                                                                                                            |
| Creating networks of employers and industry representatives that can engage in assessment verification or moderating activities. | Involving hourly paid teachers or other relevant employer and industry representatives in: <ul style="list-style-type: none"> <li>• assessment tool peer evaluation processes</li> <li>• Panel Quality Check procedures</li> <li>• verification of assessment judgement processes</li> </ul>                                                                                                                                                                                                                                                                                                                                                     |
| Sharing knowledge, personnel, and/or other assets with employers, networks, and industry organisations                           | <p>Participating at trade exhibitions, conferences, or expos</p> <p>Visiting employers and suppliers in the business</p> <p>Communicating actively with networks via social media platforms such as LinkedIn</p> <p>Participation of subject matter experts in training and assessment processes (e.g., guest speakers, co-assessment arrangements)</p> <p>Creating formal mentoring relationships between academics and industry leaders</p> <p>Speaking with current students working in industry to learn about current work practices and job positions</p> <p>Observing a current industry practitioner performing their typical duties</p> |

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## 5 INDUSTRY ENGAGEMENT CYCLE

- 5.1 Industry engagement must be an ongoing process, with the data gathered being used to inform
- i. the establishment of the Training and Assessment Strategy when new instructional materials are included to scope or when training materials become obsolete
  - ii. a yearly assessment of the Training and Assessment Strategy where developing industry needs are taken into account and documented

## 6 MAKING USE OF INDUSTRY ENGAGEMENT TO INFORM DECISIONS

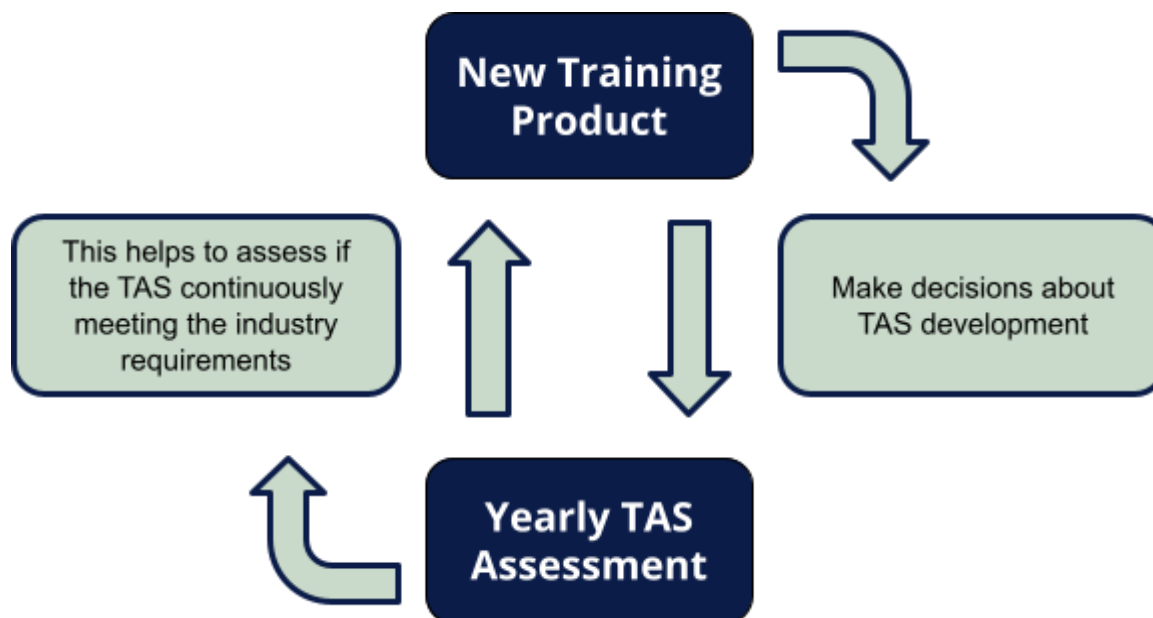
- 6.1 Industry engagement must be used in making decisions about:
- i. the qualification packaging
  - ii. the vocational abilities and expertise of the trainers and assessors providing the training material
  - iii. delivery and assessment methods utilised for delivering the training materials
  - iv. the appropriateness of simulation training environments
- 6.2 Throughout the yearly TAS review procedure, industry engagement must be utilised to guide decisions about:
- i. adjustments needed to the training material packaging to make sure it remains to comply with industry needs



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- ii. any new abilities or expertise necessary by trainers and assessors
- iii. any new technology, materials, and procedures required to fulfil evolving industrial needs



## 7 ROLES AND RESPONSIBILITIES

- 7.1 The Educational Workgroup is in charge of organising and executing industry engagement initiatives, as well as acting on any related industry intelligence received from engagement activities.
- 7.2 Educational managers, principals and senior lecturers, and instructors are all responsible for engaging with industry. The level of responsibility will differ depending on the individual's job within the Educational Workgroup and the Workgroup's structure.
- 7.3 The roles of educators, Principal Lecturers, and Senior Lecturers stated in the table represent competencies compared to the Educator Capability Framework's Industry and Community Domain.





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## 7.4 Educational Manager

- i. Select and plan industry engagement initiatives strategically to ensure that industry intelligence is collected and linked with training product development and review cycles.
- ii. Oversee engagement activities to make sure that goals are met and results have been documented.
- iii. Observe and encourage the Educational Workgroup's methodical implementation of industry engagement initiatives.
- iv. Make professional development activities more accessible in order to sustain vocational currency.
- v. Develop industry engagement strategies and ensure ongoing industry involvement in developing as well as implementation of training and assessment
- vi. Develop team-wide industry engagement techniques and make certain industry validation of training and assessment strategies
- vii. Work with industry to ensure that training and assessment programs comply with or surpass expectations, and that teaching and assessment procedures reflect current industry needs.
- viii. Some examples are:
  - a. Engaging industry representatives in official and informal conversations
  - b. Setting up Course Advisory Groups or Industry Advisory Committees
  - c. Establishing industry cooperation agreements;
  - d. Recruiting hourly paid teachers or other relevant employer and industry representatives; and



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- e. Recruiting subject matter experts to engage in training and evaluation procedures (e.g., guest lecturers, co-assessment arrangements).

## 7.5 Principal/Senior Lecturer

- i. Help implement industry engagement strategies and guarantee ongoing industry involvement in the development and delivery of training and evaluation strategies; and
- ii. Create team-wide industry engagement strategies and ensure the development and delivery of training and evaluation techniques are supported by industry verification.
- iii. Work with industry to make sure that training and evaluation programs comply with or surpass expectations, and that teaching and evaluation procedures are consistent with current industry standards.
- iv. Participate in professional groups and offer advice and information on industry developments and changes that should be incorporated into delivery and assessment programs.
- v. Develop networks between employees and the industry
- vi. Some examples are:
  - a. Including industry representatives in both formal and informal discussions
  - b. Forming course advisory groups or industry advisory committees
  - c. Dealing with industry partnership arrangements



- d. Involving hourly paid instructors or other relevant employer and industry representatives in training and evaluation procedures (e.g., guest lecturers, co-assessment arrangements)

## 7.6 Instructors

- i. Take part in enterprise/industry networks to improve own skills and expertise;
- ii. Engage with industry on a regular basis to maintain currency and relevance of skills and knowledge, and to inform practice;
- iii. Participate in industry networks to enhance learning program development;
- iv. Participate in networks to facilitate the sharing of vocational, learning and evaluation, knowledge, and skills.
- v. Establish and maintain solid connections with industry and business partners (internal/external) and offer information about potential partnership initiatives.
- vi. Share current industry engagement with the workgroup;
- vii. Liaise with industry enterprises and stakeholders; and
- viii. Actively engage with industry to provide guidance on the development and delivery of training and evaluation strategies, as well as identify business development opportunities.
- ix. Some examples are:
  - a. Signing up to relevant industry organisations and accreditation agencies
  - b. Reviewing industry newsletters and other helpful sources



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- c. Going to trade shows, conferences, or expos
- d. Taking part in assessment validation and moderation activities in collaboration with industry representatives
- e. Going to industry employers and suppliers
- d. Conducting site visits as part of continuous student training and evaluation
- e. Formal mentoring relationships between educators and industry representatives;
- f. Speaking with current students employed in industry to gather information about current work practices and job roles; and
- g. Following a current industry practitioner in the execution of their normal duties.

## 8 INTRODUCTION OF THE INDUSTRY ENGAGEMENT PROCEDURE

8.1 AHETI must ensure a systematic approach to industry engagement in compliance with the Standards for Registered Training Organisations 2015. The implementation of the Industry Engagement Procedure will make sure that AHETI has taken a methodical approach to industry engagement. The Industry Engagement Procedure requires educational workgroups to participate in three types of activities:

- i. Strategic - engagement activity that is designed to:
  - a. improve AHETI market dominance
  - b. create a sustainable company



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- c. verify the applicability of training and assessment methodologies, their context, methods, and resources
  - d. affirm the vocational skills and knowledge necessary among educators
- ii. Programmed - formal activities that take place on a regular and scheduled basis
- iii. Employee Engagement - day-to-day engagement with industry representatives

## 9 INDUSTRY ENGAGEMENT TOOLS

9.1 The Industry Engagement Procedure is accompanied by a set of tools designed to help Educational Workgroups plan, gather, and document industry engagement intelligence:

- i. Core Tools
  - a. These resources assist Educational Workgroups in developing, planning, and documenting an organised and deliberate approach to industry engagement.
- ii. Supporting Tools
  - a. This package of tools allows Educational Workgroups to undertake industry engagement activities that are best suited to their industrial context, as well as gather evidence of that engagement.

## Core Tools

| Template                            | Purpose                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methodology for Industry Engagement | <p>The Educational Workgroup's approach to industry participation is represented in this template. The industry engagement strategy must identify several industry engagement initiatives. Several factors will influence the sorts of industry engagement:</p> <ul style="list-style-type: none"> <li>• important regulators for licensing, accreditation, and legislative requirements</li> <li>• the form and scope of the industry (large organisations, medium enterprises, small businesses/sole traders)</li> <li>• the scope of the educational workgroup</li> <li>• the intricacy of the competencies, expertise, or independent unit/s of competency</li> </ul> <p>The Industry Engagement Methodology must include the following information:</p> <ul style="list-style-type: none"> <li>• strategic activity</li> <li>• planned activity</li> <li>• employee involvement</li> </ul> |
| Industry Engagement Plan            | <p>This form records Industry Engagement Activity for an academic year.</p> <p>The template provided should be evaluated and modified annually in accordance with the yearly TAS assessment process.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Industry Engagement Log             | <p>This format is a continuous document that is used for recording evidence of industry involvement and its effect or impact on educational delivery.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Supporting Tools

| Template                                  | Purpose                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Templates for Meeting Agendas and Minutes | <p>The Meeting Agenda and Minutes template can be used for a variety of purposes:</p> <ul style="list-style-type: none"> <li>• management team meetings</li> <li>• instructional workgroup meetings</li> <li>• framework and other industry representative gatherings can all benefit from the Meeting Agenda and Minutes template.</li> </ul> <p>It is intended to be adaptable to the specific environment of the meeting.</p> <p>It is proposed that Industry Engagement be a standing item at leadership team meetings and Educational Workgroup sessions.</p> |
| Form for Training Needs and Consultation  | <p>The Educational Partnership team and members of the Educational Workgroup will use the Training Needs and Consultation Form template.</p> <p>The form should be used to record an organisation's specific training needs so that Educational Workgroups can provide focused and contextualised training.</p>                                                                                                                                                                                                                                                    |
| Record of Industry Consultation           | <p>Members of the Educational Workgroup can use the Industry Consultation Record to record the outcomes of consultations with industry representatives. This template is especially appropriate for one-on-one or more informal interactions where a meeting agenda and minutes are not required. There is a Microsoft Forms version available for use.</p>                                                                                                                                                                                                        |
| Checklist for Skills Verification         | <p>The Skills Verification Checklist template is intended to record evidence of industry involvement regarding the currency of vocational skills expected of AHETI educators.</p> <p>It is meant to be used alongside other engagement activities, such as a meeting, which allows for discussion and clarification.</p>                                                                                                                                                                                                                                           |

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Checklist for a Simulated Environment | <p>The Simulated Environment Checklist form is intended to record evidence of industry participation about the acceptability of AHETI training in simulated environments.</p> <p>It is intended to be used alongside with other engagement activities, such as a meeting, which allows for discussion and clarification.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Graduate Skills Assessment            | <p>The Graduate Skills Assessment form is intended for use in gathering responses from AHETI graduates in order to validate that the skills and knowledge gained during study align with the skills and knowledge necessary in the workplace.</p> <p>Educational Workgroups can engage AHETI graduates as essential industry partners.</p> <p>There is a Microsoft Forms version available for use.</p>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Terms and Conditions                  | <p>A Course Advisory Group's or Industry Advisory Committee's Terms of Reference define the scope, objective, expectations, and parameters of the group.</p> <p>Course Advisory Groups or Industry Advisory Committees are made up of appropriately qualified and experienced representatives from industry who collaborate with AHETI Educational Workgroup members to discuss and advise on:</p> <ul style="list-style-type: none"> <li>• demands from the industry</li> <li>• current developments and technologies</li> <li>• training material</li> <li>• assessment and training strategies</li> <li>• learning environments</li> </ul> <p>The Terms and Condition Template gives Educational Workgroups a structure for documenting the Terms of Reference for a Course Advisory Group or Industry Advisory Committee.</p> |



|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Course Advisory Group Matrix</p> | <p>The Course Advisory Group Matrix template enables Educational Workgroups to document information regarding a Course Advisory Group's membership, as well as the member's occupational and educational experience related to the training items covered by the Course Advisory Group. Please keep in mind that Course Advisory Groups constituted for the purpose of producing certified courses have their own Member Matrix form.</p> |
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## 10 TIMING AND PLANNING

- 10.1 Educational Workgroups are urged to consider upcoming workgroup activities that should be informed by knowledge gathered from industry engagement when drafting the Industry Engagement Plan and, in a broader sense, when considering industry engagement activities.
- 10.2 TAS development, TAS evaluation, strategic planning, and performance management are all tasks where industry involvement can provide significant information to aid in decision making.

## 11 USER GUIDES

- 11.1 Each template includes its own User Guide and associated training film. The User Guide includes examples of how to utilise the User Guide to assist in selecting acceptable industry engagement activities and templates tailored to the industry environment.

| For more information                                                              |         |                                                                |
|-----------------------------------------------------------------------------------|---------|----------------------------------------------------------------|
|  | Website | <a href="http://www.aheti.com.au">www.aheti.com.au</a>         |
|  | Email   | <a href="mailto:support@aheti.com.au">support@aheti.com.au</a> |