

Recognising trainer and assessor contributions



An identification tool for managers in automotive and mining Vocational Education and Training (VET) contexts.

Part of the AUSMASA Trainer and Assessor VET Career Framework

About this tool

This tool is not about fixing recognition. It is about seeing it clearly.

Advanced and expert trainers and assessors often carry significant responsibilities that are not formally recognised in their titles, workloads, or pay. They mentor new entrants, lead validation, represent the registered training organisation (RTO) at industry forums and develop curriculum resources. Much of this work remains invisible in any formal sense.

When contributions go unrecognised over time, it can contribute to disengagement and burnout. Trainers and assessors with a strong professional identity and high standards are often the most affected. They hold themselves to a high standard. They put in the extra hours to ensure their delivery and assessment are right. They go all out because that is who they are, not just because they are asked to. Over time, without recognition, that commitment can become a source of resentment rather than pride. This tool helps you identify where that gap might exist in your team.

What you do with that information will depend on what is within your control. Some gaps you can address directly. Others will need to be escalated. Both are legitimate outcomes of working through this tool.

Manager name:

**Team/delivery
area:**

Date:

What does contribution beyond the formal role look like?

The first step is to make visible the work your experienced trainers and assessors are doing beyond their formal role description. This work is often taken for granted. It is absorbed into the day without being named, planned for or acknowledged.

- Contribution beyond the formal role includes:
- mentoring new entrants and providing informal guidance and support to colleagues
- acting as an informal quality reference point for colleagues on assessment or compliance questions
- being the go-to person for questions and enquiries from colleagues, students and sometimes employers, beyond what their role requires
- leading or facilitating validation activities and moderation processes

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- developing or updating training and assessment resources that others draw on
- quality assuring training and assessment materials developed by others and supporting improvement
- representing the RTO at Training Advisory Groups, Industry Advisory Groups or industry events
- maintaining and leveraging industry relationships that benefit the whole team
- supporting the induction of new staff, formally or informally
- coaching or supporting colleagues through capability gaps
- taking on curriculum design or learning design responsibilities beyond delivery

contributing to training package improvement consultation, including providing feedback on draft units of competency or participating in industry reference groups.

This list is not exhaustive. The questions to ask are:

1. What is this person doing that the team depends on?
2. Is it reflected in their role, their workload or their recognition?

Identifying contributions in your team

Work through the table below for each trainer or assessor you consider to be at an advanced or expert career stage. Record what they contribute beyond their formal role, how long they have been doing it, how frequently, and whether that contribution is formally recognised.

Trainer	Contributions beyond their formal role	How long / how often	Formally recognised in any way?

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What does formal recognition look like?

Recognition takes many forms, and not all of them involve money. Use the prompts below to assess the recognition currently in place for the contributions you have identified and identify the gaps.

Title and role

Does their title reflect the scope of what they do? Are there role-descriptors or titles within your organisation that better reflect their contribution? For example, a senior trainer, lead assessor, mentor or curriculum developer. If so, have these been explored?

Workload and time

Is the additional contribution reflected in their workload allocation, or are they absorbing it on top of a full delivery and assessment load? A trainer and assessor mentoring new entrants and leading validation alongside full delivery commitments is carrying a load that may not be visible in any plan. That is a sustainability risk.

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Pay and progression

Is the contribution reflected in pay or pay progression? This is often outside a manager's direct control. It is still worth being clear about whether your organisation's pay structures allow for recognition of expanded contribution. Higher classification, overtime, allowances or incremental progression are worth exploring. If the structures do not allow for this, that is worth naming.

Acknowledgement and visibility

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What can you do about it?

Some recognition gaps are within your direct control as a manager. Others sit at an organisational or system level and require escalation. Being clear about which is which matters. Acting where you can and naming clearly what needs to go further are both useful outcomes.

Things that may be within your control:

- adjusting workload allocation to reflect what a trainer or assessor is carrying
- naming and acknowledging contribution explicitly and publicly within the team
- including experienced trainers and assessors in planning conversations where their expertise is relevant
- advocating for role title changes or reclassification through your organisation's human resources (HR) processes
- making the case to leadership that the workload is unsustainable and that an additional position, resource, or restructuring may be needed
- ensuring contribution is documented and visible when performance conversations or pay reviews occur
- nominating trainers and assessors for internal recognition programs or sector awards
- having a direct conversation about what recognition would be most meaningful to them.

Things that typically need escalation:

- pay structures that do not allow for recognition of expanded contribution
- enterprise agreement or award conditions that limit flexibility in role design or remuneration
- organisational cultures or leadership expectations that do not value trainers and assessor recognition
- systemic workload models that make absorbing additional contributions the norm rather than the exception
- resourcing decisions that would address unsustainable workload, including the creation of new positions or reallocation of duties across the team.

Learn more about the Trainer and Assessor VET Career Framework

Explore more practical tools, guides and resources supporting VET capability, wellbeing, industry engagement and career development