

Attracting industry professionals to a career in VET

A checklist for RTO managers and leaders working in automotive and mining Vocational Education and Training (VET) contexts

Part of the AUSMASA Trainer and Assessor VET Career Framework



About this checklist

This checklist is a reflective tool for registered training organisation (RTO) managers and leaders to review how their organisation currently attracts trainers and assessors from industry.

It is not a compliance checklist. The prompts are designed to support honest thinking about current practice and to identify where improvement may be possible. Use the notes column to record observations, gaps or actions as you work through each section.

There are no right answers. Organisations differ in their context, capacity and constraints. The value is in the reflection, not the result.

How to use this checklist

Work through each section independently or with your leadership team. For each prompt, honestly consider what your current practice looks like. If you are unsure, note that. Use the notes column to capture what is working well, what is unclear, and any actions you want to take.

You do not need to complete the checklist in one sitting. Some components may prompt conversations with colleagues or a review of existing materials before you can answer them with confidence.

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How the role is advertised

Reflective prompt	Notes/actions
Does your recruitment language speak directly to experienced tradespeople, technicians, and operational specialists, rather than defaulting to education-sector terminology?	
Do your job advertisements communicate what makes this organisation a good place to work, beyond the role description itself?	
Do your attraction materials and language signal that vocational education and training is a deliberate professional destination with a future, rather than a late-career or fallback option?	

What is communicated during the recruitment process

Reflective prompt	Notes/actions
Do candidates receive a clear and honest account of the administrative and compliance dimensions of the role before they accept, rather than discovering them after they start?	
Are career pathways, including lateral options and leadership opportunities, described during the recruitment process so candidates can make an informed decision?	
Are conditions described clearly during recruitment, including salary, contract type, leave entitlements and professional development access?	
Is delivery location discussed before a candidate accepts, including whether the role involves travel to employer sites and how that is managed?	
Can candidates speak with a current trainer or assessor before accepting a role?	

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What is communicated during the recruitment process

Reflective prompt	Notes/actions
Can candidates visit the workplace or observe a training session before committing?	
Do you explain the Certificate IV in Training and Assessment requirement clearly during recruitment, including what support the organisation provides and when it is expected to be completed?	
Do you discuss digital system expectations with candidates before they start, so they know which platforms they will use and what support is available??	
When someone expresses interest but does not proceed, do you have any way of understanding why, and does that information feed back into how you approach attraction?	
Is your recruitment process accessible and straightforward for experienced tradespeople and operational specialists who may not be familiar with formal application processes? Or does it inadvertently signal a workplace culture that may not feel accessible or suited to them?	

Industry connections and reaching potential entrants

Reflective prompt	Notes/actions
Does your organisation have active relationships with industry employers that could identify potential trainer candidates?	
Can current trainers and assessors refer people they know from industry who might be suitable?	
Are you reaching potential candidates through the channels they use, rather than relying on standard job boards that may not be well known in trade and operational contexts?	

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Industry connections and reaching potential entrants

Have you considered whether your organisation's profile in industry is strong enough that potential entrants would think of you as a place they would want to work?	
Do you engage with apprentices or trainees nearing the end of their trade training as a potential future pipeline, even informally?	
Does your organisation take a proactive approach to building a pipeline of potential trainers and assessors, or does recruitment occur only reactively when a vacancy arises?	
Would your current trainers and assessors recommend working here to someone in industry they know?	
Do you have a sense of what your organisation's reputation is among potential candidates?	

Entry conditions and flexibility

Reflective prompt	Notes/actions
Does your organisation offer flexible entry arrangements, such as casual or part-time delivery alongside ongoing industry work, that allow people to try the role before committing fully?	
Are contract lengths and employment security clearly communicated during recruitment?	
Are contract lengths and employment security competitive enough to attract consideration from people with stable industry employment?	
Do you offer any financial support for TAE completion, such as fee assistance, paid study time or workload reduction?	

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Entry conditions and flexibility

Does your recruitment approach acknowledge the salary difference honestly and emphasise the genuine advantages the role offers, such as work-life balance, job security, regular hours and professional development, rather than avoiding the comparison?

Do you offer any form of 'trial' arrangement, such as a structured shadowing period or casual engagement before a permanent offer?

Diversity and breadth of the candidate pool

Reflective prompt

Notes/actions

Does your attraction approach actively reach women working in automotive and mining, and does your organisation have the support structures in place to retain them once they join?

Does your attraction approach actively include First Nations candidates, and does your organisation have appropriate cultural supports in place?

Does your attraction approach actively reach people at different career stages, including mid-career professionals who may not have considered training yet?

Does your organisation consider candidates with disabilities, and are your recruitment processes and workplace arrangements accessible enough to support them?

Do your attraction materials, language, and processes signal that your organisation is genuinely inclusive, rather than assuming the candidate pool will reflect the existing workforce profile?

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Organisational readiness to receive new entrants

Reflective prompt	Notes/actions
If someone accepted a role with you tomorrow, is your induction process ready to support them well from day one?	
Do you have a mentor identified and available for a new entrant, or would that need to be arranged after they arrive?	
Is there a realistic, manageable workload awaiting a new entrant, or would they be stepping into an existing gap that creates pressure from the start?	
Would you be confident describing your organisation's culture and support environment to a prospective candidate, knowing they would verify it with your current staff?	

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