



Australian Institute of
Technology Transfer



AITT Company Procedure **Professional Development v1.1**

AITT RTO [50834](#)

May 2026

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1. Professional Development

Effective Date: May 2026

Next Review: May 2027

Version: 1.1

Applies to: All AITT Staff

a) Purpose

This procedure outlines how AITT manages and implements professional development (PD) to ensure staff possess the skills, knowledge, and capability required to support South Australian students and comply with Skills SA requirements. It supports Skills SA Support Standard 5, promotes continuous improvement, inclusive education practices, and ensures staff maintain capability in implementing Upfront Assessment of Need (UAN) requirements and student support processes.

b) Scope

This procedure applies to all AITT trainers, assessors, student support officers, and operational staff involved in delivering or supporting government-subsidised training in South Australia.

c) Roles and Responsibilities

The following roles and responsibilities apply to AITT's procedure.

Role	Responsibility
CEO and Directors	Approve PD plans, allocate resources, and monitor completion of required professional development activities
All Staff	Participate in PD activities and apply learning to practice
Administrative Staff	Maintain training records, competency matrices, and PD evidence
Senior Trainers and Assessors	Maintain current knowledge of student support practices and identify individual development needs
Compliance Officer	Monitor compliance with Skills SA requirements and maintain evidence of mandated training

d) Procedure

Annual PD Planning

- All staff develop or update a Professional Development Plan annually in consultation with their line manager.
- Plans incorporate organisational priorities, identified student barriers, anticipated needs, and mandated PD requirements.

Aligning PD to SA Student Needs and UAN Requirements

- Professional development activities are selected based on:

- student demographic trends
 - learner barriers and support needs
 - UAN findings
 - regulatory changes
 - organisational priorities
- Professional development may include:
 - neurodiversity awareness
 - disability inclusion
 - trauma-informed practices
 - wellbeing and mental health support
 - assistive technologies
 - inclusive teaching strategies
 - digital literacy support
 - literacy and numeracy support practices
 - cultural awareness
 - learner engagement strategies

Tracking and Recording PD

- PD completion is logged in the staff PD register and linked to each staff member's Professional Development Plan.
- The trainer and assessor matrix are updated after every relevant PD activity to reflect core and elective competency areas.
- Industry currency is tracked via engagement logs, webinars, site visits, and reflective journals.
- Records may include:
 - o training certificates
 - o attendance records
 - o reflective activities
 - o industry engagement evidence
 - o webinar participation
 - o internal training activities
- Professional development records are retained as evidence of compliance and capability maintenance.

Evaluating Impact of PD

- Team meetings and reviews are used to reflect on how PD has changed or improved delivery, support, and assessment.
- Adjustments to TAS, training materials, and support procedures may be made following PD.
- Feedback is gathered from students to assess whether PD outcomes are visible in teaching practice.

Meeting Mandated PD Requirements

- AITT ensures that at least one relevant staff member has completed any PD mandated by Skills SA but encourages all staff members to do so (e.g., mental health first aid, first aid, universal design for learning, support students with dyslexia).

- Additional staff may also complete mandated PD depending on role and relevance.
- Suggestions for additional PD opportunities are communicated to Skills SA during regular reporting and engagement forums.
- AITT ensures relevant staff complete professional development activities relating to:
 - o Skills SA UAN requirements
 - o identifying learner barriers and support indicators
 - o English language capability indicators
 - o literacy and numeracy assessment requirements
 - o disability and reasonable adjustment practices
 - o foundation skills pathways
 - o student wellbeing and support services
 - o regulatory and legislative updates
- Professional development requirements may be reviewed and updated based on Skills SA guidance, audit outcomes, student feedback, and organisational needs.

Evaluation of Professional Development Effectiveness

AITT reviews the effectiveness of professional development activities through:

- student feedback
- trainer reflection
- support outcomes
- learner completion rates
- quality review activities
- continuous improvement activities

Findings may result in revisions to:

- training delivery approaches
- support procedures
- learning resources
- future professional development plans

e) Next Review Date

This policy requires reviewing annually by the CEO.

Next review date: May 2027

Document Approval

Policy Title	Professional Development
Policy Owner	CEO – Hanif Kuthubutheen
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Approved By	CEO – Australian Institute of Technology Transfer (AITT)
Signature	
	Hanif Kuthubutheen
	Chief Executive Officer
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