STAFFING POLICY AND ASSOCIATED PROCEDURES

PURPOSE OF THE POLICY

This policy and associated procedures outline AICC's approach to recruitment, selection, induction and ongoing professional development in order to ensure that that there are qualified and sufficient staff in place.

This Policy and Associated Procedures meet the requirements of Standard 3.1, 3.2, 3.3, 4.1 and 4.2 of the Outcome Standards for RTOs, as well as the Credential Policy and Standard 11 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

POLICY STATEMENTS

PRINCIPLES

AICC is committed to providing quality training, assessment and support services. We recognise the importance of our human resources in meeting this commitment.

AICC is committed to equal opportunity in employment and to providing a work environment that is free from harassment and discrimination.

All decisions about recruitment will be based on merit and according to the position description requirements.

AICC will ensure that the best possible staff are attracted by advertising widely all vacant positions.

All governing persons are suitable to oversee the operation of the AICC, including satisfying fit and proper person requirements.

All roles and responsibilities are clearly identified and documented.

AICC will identify the number of trainers and assessors and other staff required to deliver services and recruit accordingly.

AICC will facilitate access to professional development for all staff. Trainers and assessors will participate in continuing professional development to maintain current skills and knowledge in training and assessment, including engaging and supporting the students.

AICC will recruit training and assessment staff that meet the requirements of Standards 3.2 and 3.3 and the Credential Policy.

AICC will ensure that arrangements are in place to ensure the requirements of the Credential Policy are met regarding individuals working towards a training and assessment credential or training and assessing under direction. Note that where the person is actively working towards a training and assessment credential or working under the direction of a trainer or assessor, they can deliver training and contribute to assessment (including conducting assessment and collecting assessment evidence), provided they work under the direction of a trainer or assessor. For those working towards a training and assessment credential, they can make assessment judgements if they meet the requirements set out in 1B of the Credential Policy. For those working under direction, assessment judgements cannot be made.

AICC will recruit qualified industry experts to work alongside trainers and/or assessors to conduct the training and/or assessment as required.

PROCEDURES

1. RECRUIT AND SELECT STAFF

1.1 Identify staffing needs. Staffing needs will be identified through:

- regular workforce planning reviews to assess staffing needs based on student enrolment numbers, course demand, and delivery modes (for example, online, face-to-face, blended).
- identifying enrolment projections and intake schedules and then using this information to determine trainer/assessor requirements in advance.
- setting and monitoring trainer and assessor to student ratio benchmarks for different course types and delivery methods. These are included in each Training and Assessment Strategy and will be updated as relevant.

collecting and analysing data on student outcomes and feedback, trainer and assessor performance and feedback, student support services usage and using this data to identify areas where more staff may be needed or where roles need adjustment

1.2 Develop a position description or access an existing position description. Ensure all information in the position description is accurate and identifies the key responsibilities, key selection criteria and desirable skills and attributes. For trainers and assessors, the requirements of the Standard 3.2 and 3.3 of the Outcome Standards for RTOs and Credential Policy must be clearly included. The trainers and assessors must:

- hold the training and assessment credential as documented in 1X of the Credential Policy
- have industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product being delivered and/or assessed
- maintain an understanding of current industry practices
- undertake continuing professional development to maintain current skills and knowledge in training and assessment, including engaging and supporting VET students.

1.3 Develop an advertisement for the position and advertise the position using the preferred recruitment channels. The advertisement will include the purpose of the role, key selection criteria, mandatory qualifications as relevant and a contact name and number.

1.4 Develop a short list of suitable candidates.

1.5 Interview shortlisted candidates using Staff Interview Form.

1.6 Select the most suitable candidate and check referees. Verify the qualifications of all staff and keep on file. Verification is to occur through contacting the issuer of the qualification and having them verify as per their own procedures that the qualification is authentic. For trainers and assessors, verification can also be through the USI.

1.7 Send out a letter of engagement and contract to successful candidate/s and rejection letters to unsuccessful candidates.

1.8 Provide the Fit and Proper Person Requirements form for completion to governing persons including executive officers, high managerial agents and any persons who exercise a degree of control or influence over the management or direction of the AICC.

1.9 Check the information in the form and action any areas of concern accordingly. This may include but is not limited to:

- inquiring with the individual about any information of concern in the form
- following up that information with others if permitted to do so by the individual and privacy laws
- making file notes on the outcomes of the inquiry.

2. RECRUIT AND SELECT INDUSTRY EXPERTS

2.1 Identify the need for an industry expert to work alongside a trainer and assessor. Note this must be based on a specific need for expertise related to the training product or the student cohort and this need must be documented.

2.2 Source a suitable industry expert. This may be from existing networks or by using networks such as LinkedIn or asking contacts about suitable contacts.

2.3 Interview the industry expert to confirm they have relevant industry competencies, skills and knowledge and specialised industry or subject matter expertise as required for the training product being delivered and assessed.

2.4 Agree on the services to be provided by the industry expert which may include but is not limited to:

- guest speaking during training delivery
- observing students performing specialist industry tasks

confirming students' understanding of specialist industry processes as part of an assessment.

2.5 Document the agreed services in a contract, including that the industry expert must be working under the direction of a person with the credentials specified in the Credential Policy and, where the expert is involved in the assessment judgement, they work alongside the trainer or assessor to conduct the assessment.

2.6 Prepare a file to demonstrate that the industry expert has the relevant vocational competencies and current industry skills directly relevant to the training being provided. The documentation could include but is not limited to:

- resume
- any relevant licences
- qualifications and/or statements of attainment
- references
- membership of associations

descriptions of industry competencies, skills and knowledge and specialised industry or subject matter expertise specific to the training product.

2.7 Assign the relevant trainer and assessor to work with the industry expert so that it can be ensured that the industry expert is working under the direction of a person with the credentials specified in 1E of the Credential Policy and, where the expert is involved in the assessment judgement, they work alongside the trainer or assessor to conduct the assessment.

3. INDUCT STAFF

3.1 Create a staff file for the new staff member. For trainers and assessors, the Trainer Assessor Profile Evidence, Professional Development Plan and Industry Currency must also be completed and maintained.

3.2 File all relevant documentation including qualifications and experience. Trainer and assessor files must include all documentation as per the requirements of must include all documentation as per the requirements of Standards 3.1, 3.2 and 3.3 of the Outcome Standards for RTOs must be clearly included.

3.3 Provide an induction for staff using Induction Checklist. The Induction Checklist includes specific sections that must be used for trainers and assessors and staff. Note that the induction will ensure that all executive officers, high managerial agents and any persons who exercise a degree of control or influence over the management or direction of the RTO will be informed that they will be required to declare where there has been any specific change to the information in their Fit and Proper Person Requirements information within 5 working days of that change occurring.

3.4 File the Induction Checklist.

4. TRAINERS AND ASSESSORS WORKING TOWARDS A TRAINING AND ASSESSMENT CREDIT OR TRAINING AND ASSESSING UNDER DIRECTION

4.1 AICC maintains a commitment to delivering high-quality education and training. In alignment with this commitment, the AICC will not engage or employ any individual as a Trainer and Assessor unless they hold the required qualifications as TAE40122 Certificate IV in Training and Assessment or its successor, or TAE50122 Diploma of Vocational Education and Training or its successor.

Individuals who do not yet meet the qualification requirements and are required to work under supervision will not be considered for employment in a training or assessing capacity at the AICC.

5. ORGANISE AND MONITOR PROFESSIONAL DEVELOPMENT

5.1 Identify how access to professional development can best be facilitated. This may include:

- scheduling time during work hours for staff to participate in professional development.
- allowing flexible work arrangements to accommodate professional development.
- offering in house training.

- paying or part paying for external professional development.
- providing access to learning resources
- creating a professional development calendar.

promoting collaborative learning and mentoring.

5.2 Organise professional development to AICC's needs as outlined below.

Trainers and Assessors

- Trainers and Assessors are provided with and must complete a Professional Development Plan and Log of at least 20 hours a year.
- The Professional Development Plan and Log is to be updated each time a trainer and assessor completes a professional development activity or schedules in a professional development activity.
- Trainers and assessors must ensure that all three areas of professional development as follows are covered in each 12-month period: VET industry knowledge; training and assessment practices; Industry currency, skills and knowledge practices.
- Trainers are informed of all the above requirements.

All other staff:

- All staff are provided with and must complete a Professional Development Plan and Log.
- The Professional Development Plan and Log will identify and document professional development which will enable staff to effectively perform their roles. Staff are required to participate in professional development at least 20 hours a year and AICC will facilitate access for staff to professional development.
- The Professional Development Plan and Log is to be updated each time the staff member completes a professional development activity or schedules in a professional development activity.

5.3 Professional development will be reviewed as part of the trainers' and assessors' and staff annual performance review.

5.4 File all professional development documentation.

6. CONDUCT PERFORMANCE REVIEWS

6.1 Conduct annual performance reviews which will broadly address the following areas:

- Job performance including quality of work, productivity, problem-solving.
- Skills and competencies, including technical/industry skills, communication skills, adaptability.
- Teamwork and collaboration, including cooperation, reliability and conflict resolution.
- Initiative and innovation, including proactivity, creativity, continuous improvement.
- Work ethics and professionalism, including integrity, professionalism and punctuality.

- Goal achievement, including goal setting, performance against goals and contribution against goals.
- Feedback and development, including receptiveness to feedback, self-assessment and professional development.

6.2 Document results of the performance review.

6.3 Monitor actions arising out of the performance review.

7. CONDUCT REGULAR MONTHLY MEETINGS

7.1 Schedule trainer and assessor and staff meetings to discuss compliance and operational matters on a monthly basis.

7.2 Schedule specific academic staff meetings to discuss academic *issues including:*

- *Course progress and attendance*
- *Facilities, resources and equipment*
- *Timetables*
- *Student Code of Conduct*
- Course improvements.

7.3 Monitor actions arising out of the monthly review.

RESPONSIBILITIES

The Director and CEO/PEO or Compliance Manager are collectively responsible for all aspects of trainers and assessors, staff recruitment, induction and professional development outlined in this policy and associated procedures.

Document Control

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