STAFFING POLICY AND ASSOCIATED PROCEDURES

PURPOSE OF THE POLICY

This policy and associated procedures outline Sage College Australia's approach to recruitment, selection, induction and 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 Clauses 1.13–1.18 of the Standards for RTOs, Standard 11 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018 and the P6 of the ELICOS Standards 2018.

POLICY STATEMENTS

PRINCIPLES

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

Sage College Australia will recruit training and assessment staff that meet the requirements of Clauses 1.13 – 1.16.

Sage College Australia will ensure that arrangements are in place to ensure the requirements of Clause 1.17 – 1.19 are met regarding individuals working under supervision.

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

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

Sage College Australia 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.

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 must be determined to meet the Fit and Proper Person Requirements.

PROCEDURES

1. RECRUIT AND SELECT STAFF

1.1   Identify staffing needs. Note that as an ELICOS provider, it is a requirement to employ or contract a person with formal qualification in counselling and/or relevant experience and who is able to provide culturally appropriate counselling to students about academic and

welfare issues. This can be part of a person's role e.g., the Academic Manager, a specific position or contracted out. Duties are included in the Position Description – Counsellor.

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 the academic leadership, the requirements of ELICOS Standard P6.2 must be clearly included.

- For trainers and assessors, the requirements of Clauses 1.13–1.1.8 of the SRTOs 2015 must be clearly included.

- For ELICOS teachers, the requirements of ELICOS Standard P6.4 must be clearly included.

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.

1.7 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.

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

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

1.10 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.

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 specialised industry or subject matter expertise as required for the training and assessment.

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.

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 vocational competency specific to the unit.

3. INDUCT STAFF

3.1   Create a staff file for the new staff member. For trainers and assessors, the Trainer Assessor Evidence File and Professional Development Plan and Log must also be completed and maintained. For ELICOS Teachers a Professional Development Plan and Log 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 Clauses 1.13–1.18 of the SRTOs 2015 must be clearly included.

- The Academic Manger file must include all documentation as per the requirements of ELICOS Standard P6.2.

- ELICOS teacher must include all documentation as per the requirements of P6.4.

3.3   Provide an induction for staff using the Induction Checklist. The Induction Checklist includes specific sections that must be used for trainers and assessors and ELICOS teachers. 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 UNDER SUPERVISION

4.1   Ensure the trainer and assessor under supervision has completed a trainer and assessor matrix to demonstrate that they:

- hold the training and assessment credential specified in Item 6 of Schedule 1, that is relevant to the learner cohort which the individual is involved in training and assessing, or is actively working towards a training and assessment credential specified in Item 8 of Schedule 1. Refer to: https://www.legislation.gov.au/F2024L00252/latest/text

- have vocational competencies at least to the level being delivered and assessed; and

- have current industry skills directly relevant to the training and assessment being provided.

4.2   Allocate a supervising trainer and assessor to each trainer and assessor that is not yet qualified. The supervising trainer and assessor must be a fully qualified trainer and assessor.

4.3   Set up a schedule of pre-delivery meetings where the supervising trainer and assessor will meet with the trainer and assessor under supervision before each session to review content and delivery approach, discuss learning activities and address any issues.

4.4   Schedule full or partial sessions for the trainer and assessor under supervision to provide. These will also be observed by the supervising trainer and assessor. The number of sessions will be dependent on the skills, knowledge and experience of the supervised staff member and their progress with their TAE qualification or skill set.

4.5   Set up a schedule of post-delivery meetings where the supervising trainer and assessor will meet with the trainer and assessor under supervision after each session to review and reflect on performance and address any issues.

4.6   The above details are documented in a Supervision Plan. The Supervision Plan also allows for the monitoring of the arrangement and then to sign off that the trainer and assessor is fully qualification.

5. ORGANISE AND MONITOR PROFESSIONAL DEVELOPMENT

5.1   Organise professional development to meet Sage College Australia's needs as outlined below.

VET Trainers and Assessors

- Trainers and Assessors are provided with and must complete a Professional Development Plan and Log.

- 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.

ELICOS Teachers

- A program of professional development for VET and ELICOS teachers must be organised annually.
- Use the Professional Development Plan and Log – ELICOS Teachers template to include planned ELICOS activities.
- the requirements of P6.8 of the ELICOS Standards must be met

5.2 Professional development will be reviewed as part of the trainers and assessors and ELICOS teachers annual performance review.

5.3 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 STAFF MEETINGS

7.1 Schedule staff meetings to discuss operational matters.

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

- course content and developments in English language, as well as VET teaching

- course improvements.

7.3   Monitor actions arising out of the performance review.

The CEO and Academic Manager are collectively responsible for all aspects of staff recruitment, induction and professional development outlined in this policy and associated procedures.

Supervising trainers and assessors are responsible for working with trainers and assessors under supervision.