Academic Staff Recruitment and Professional Development Policy

<table>
<thead>
<tr>
<th>Name of Policy</th>
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<tbody>
<tr>
<td>Version</td>
<td>9.0</td>
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<tr>
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<td>Standards for RTOs: Standard 1, clauses 1.11-1.21</td>
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<tr>
<td>Responsible person</td>
<td>Human Resources Officer, Chief Operating Officer</td>
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Contact address
28-32 Elizabeth Street
Melbourne, VIC 3000
GPO BOX 5466

Contact: +61 3 8639 9000

http://www.rgit.edu.au
Academic Staff Recruitment and Professional Development Policy

Table of Contents

1. Policy Objective 3
2. Scope 3
3. Responsibility 3
4. Policy Statement 3
4.1 Recruitment 3
4.2 Induction 4
4.3 Professional Development 6
4.4 Staff Monitoring 6
4.5 Assessors 6
4.6 Supervision of Unqualified Trainers 6
5. Revision History 7
1. Policy Objective
The policy is designed to ensure that:

   a. New academic staff are qualified and experienced to perform their duties.
   b. Relevant information about the provider and its obligations under the Standards for RTOs 2015, ESOS Act 2000 and other legislation are communicated and understood by new and existing staff.
   c. Existing staff are provided with professional development opportunities appropriate to their role.
   d. Academic staff performance is monitored, appraised and communicated to each employee.

2. Scope
This policy will apply to the recruitment and ongoing performance management of all RGIT full-time, part-time and casual academic staff members.

3. Responsibility
   - The Human Resources Officer will be responsible for overseeing the recruitment of new academic staff and organising their inductions.
   - The Chief Operating Officer and departmental academic heads are responsible for implementing the professional development and performance management requirements for all staff. Coordinators will work closely with the academic heads to monitor trainer performance and to implement trainer professional development.

4. Policy Statement

4.1 Recruitment
   - New academic staff are recruited through advertising in the press or through other sources available to the provider.
   - The job advertisement will display key essential criteria such as qualification requirements and position responsibilities.
   - Trainers and Assessors must meet the qualification requirements of Standard 1.13 in Standards for RTOs 2015 which includes the requirement to either hold a Certificate IV in Training and Assessment or a qualification in adult education at a diploma or higher level.
   - All applicants must supply a resume/CV and original copies of relevant qualifications.
   - The Human Resources Officer and the relevant Departmental Coordinator will review candidate applications for suitability and appropriateness.
   - Selected candidates will be requested to attend a job interview with a panel consisting of the Human Resources Officer, the relevant Departmental Coordinator and/or the relevant Academic Head. During the interview, candidates will be assessed on performance,
behavioural and compliance competencies as well as being questioned about previous experience and required knowledge for the position.

- Candidates who are successful in the job interview will have at least two of their references checked by the Human Resources Officer for verification of details provided and to attain a better insight into the applicant’s suitability.

- Training staff must have their competencies assessed, mapped and signed-off as satisfactory by the relevant Departmental Coordinator against the relevant staff matrix. In order to validate the evidences provided, the Departmental Coordinator will complete a Staff Qualification and Experience Verification Form. The following are required to be satisfied:
  
  a) Industry verification
    
    ➢ Training staff must provide evidence of industry competency equivalent to the level of the course that the Trainer will be teaching and evidence of industry experience that is no older than two years.

    • Supporting documentation to verify industry evidence can be in the form of a reference letter from an employer, on the company letterhead, specifying the candidate’s position, period of employment and duties, along with the employer’s signature.

    • If training staff are unable to provide supporting documentation, then they will be required to provide details of previous employers, and the relevant Departmental Coordinator will contact them to verify the respective details.

  b) Qualification verification

    Training staff must provide original copies of their relevant qualifications. The provider named on the person’s qualification will be contacted to confirm that the document is genuine. The Human Resources Officer, in consultation with the relevant Departmental Coordinator, will verify and sign-off on the Staff Qualification and Experience Verification Form.

    • Successful candidates will also be required to provide their original evidence of proof of work clearance (i.e. proof of residency) and personal identification, which will be verified and maintained by the Human Resources Officer.

4.2 Induction

A three-part induction (general, IT and academic) will occur by the first day of employment.

a) The Human Resources Officer provides a general induction on:

- RGIT’s goals and objectives and the multicultural environment
- building access, security, provision of assets needed for the performance of their duties and attendance recording procedures
- tour of the building, indication of facilities (i.e. kitchen and toilets)
- introduction to colleagues
- Occupational Health and Safety policies and procedures
• quality assurance and confidentiality responsibilities
• probationary and annual performance review processes
• employee handbook
• employee behavioural expectations
• leave policy and procedures
• staff ID card
• workstation
• dress code
• lunch arrangements

b) The IT Support induction includes:

• printer and photocopy facilities training
• computer account access and usage training
• network drives access and usage training
• attendance recording training (i.e. fingerprint scanning)
• email training (i.e. internal MS Outlook set-up, external Webmail access and signature set-up)
• internal phone training
• access to RGIT website policies and procedures
• access to RGIT staff intranet (i.e. accessing forms and PD submissions)

c) The relevant Departmental Head provides an academic induction focusing on:

• RGIT policies, procedures, information, plans and other documents
• information on relevant legislation (i.e. Standards for RTOs 2015, ESOS Act 2000)
• overview of department structure and operations
• position description (i.e. roles and responsibilities)
• training packages and competency-based training and assessment
• delivery processes (i.e. timetabling and learning resources)
• assessment processes (i.e. grading, submission of results, use of assessment tools and marking guides, assessment validation processes)
• record keeping processes (i.e. attendance registers and records of assessments)
• course/competency review process
• monitoring student academic progress
• identifying students at risk and interventions
• attendance and assessment policies
• information provided to students
• language, numeracy and literacy support
• student services
• RPL
• withdrawal
• complaints and feedback
• privacy
• student discipline
4.3 Professional Development

Training staff are expected to engage in at least two professional development activities annually. For VET trainers, one activity is to focus on educational pedagogy and the other on developing and enhancing the Trainer’s industry skills and currency.

RGIT conducts inhouse professional development opportunities at least fortnightly for all staff.

All RGIT staff are strongly encouraged to engage in both internal and external professional development activities.

Evidence of Trainer participation in professional development activities are to be placed in the staff members’ file.

Trainers are required to update their resumes and staff matrix at least annually to reflect their participation in industry and educational professional development activities.

4.4 Staff Monitoring

The Academic Heads of the English and VET faculties work closely with departmental coordinators to conduct reviews of academic staff. Academic staff reviews focus on a range of topics including:

- Trainer duties, concerns, development activities and professional goals
- Trainer adherence to RGIT policies and procedures relating to course delivery
- Exploring ways in which RGIT can support the Trainer to improve and enhance their opportunities to become more effective teachers.

A formal staff appraisal is conducted annually, during which time staff employed for more than three months by RGIT meet with their respective supervisor(s) to discuss actions to improve the staff members’ contribution.

The staff appraisal meeting outcomes are documented and placed on the staff member’s file.

Staff performance is monitored continuously with support and feedback provided where appropriate.

4.5 Assessors

Where a person conducts assessments only, they must satisfy the following conditions:

- hold a TAE40110 Certificate IV in Training and Assessment or a diploma or higher level qualification in adult education or the skill set in TAESS00001 Assessor Skills set or its successor
- have vocational competencies at least to the level being delivered
- have current industry skills directly related to the content delivered.

4.6 Supervision of Unqualified Trainers

Unqualified trainers must be supervised and, at a minimum, satisfy the following conditions:

- hold a skill set in TAESS00007 or TAESS00008 or TAESS00003
- have vocational competencies at least to the level being delivered
- have current industry skills directly related to the training and assessment being provided.

The Supervising Trainer must have demonstrated relevant vocational competencies to the level being assessed, have current industry skills and hold either a TAE40110 Certificate IV in Training and Assessment, or a diploma or higher level qualification in adult education. The supervising Trainer is
accountable for all training provided by the unqualified Trainer and for the collection of assessment evidence.

5. Revision History

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<tr>
<th>Revision</th>
<th>Date</th>
<th>Description of modifications</th>
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<td>1</td>
<td>June 2008</td>
<td>Original</td>
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<tr>
<td>2</td>
<td>Feb 2009</td>
<td>Updated Responsibilities.</td>
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<tr>
<td>3</td>
<td>January 2010</td>
<td>Minor formatting</td>
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<td>4</td>
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<td>Annual Review</td>
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<td>4.1</td>
<td>May 2012</td>
<td>Domain change</td>
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<td>5</td>
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<td>7</td>
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<td>Lay out change, formatting and update</td>
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<td>8</td>
<td>May 2015</td>
<td>Updated to RTO Standards 2015</td>
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<tr>
<td>9</td>
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