

Staff Policy

1. Purpose

Pal Education is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SRTOs 2015). As such, Pal Education is required to have appropriately qualified and experienced personnel along with processes for managing the competence of RTO personnel.

Pal Education recognises the invaluable contribution of personnel to maintaining efficient and effective business operations. As such, it is vitally important that appropriate selection procedures are applied to ensure that those personnel engaged possess the required qualifications, experience and personal attributes.

This policy will define the requirements for the selection, induction, engagement and professional development of trainers and assessors.

2. Policy Statement

Pal Education acknowledges that all personnel (staff or contractors) are a crucial element to the success of the business, in meeting customer needs and achieving strategic objectives. Pal Education will ensure that all trainers and assessors, including those with third party providers, are competent for the functions they perform.

Pal Education will select only high calibre personnel meeting the specific selection criteria and will invest in their training and professional development for the provision of effective and efficient training products and services. Pal Education is committed to ensuring all personnel performing training and assessment functions on behalf of the RTO, possess the relevant competencies and experience to provide quality training and assessment services.

Pal Education will:

- have effective practices in place for the selection, induction and ongoing professional development of all trainers and assessors;
- ensure that all persons have the relevant vocational and VET competencies and experiences to undertake relevant training and assessment activities;
- ensure it manages the performance of all trainers and assessors through performance review processes;
- provide access to relevant opportunities for professional development of its trainers and assessors.

3. Definitions

The following words and expressions have the following specific meaning, as in the Standards for Registered Training Organisations (SRTOs) 2015.

Current industry skills are the knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry.

Current industry skills may be informed by consultations with industry and may include, but is not limited to:

- a) having knowledge of and/or experience using the latest techniques and processes;
- b) possessing a high level of product knowledge and skills (both business and aviation);
- c) understanding and knowledge of legislation relevant to the industry and to employment and workplaces;
- d) being customer/client-oriented;
- e) possessing formal industry and training qualifications; and
- f) training content that reflects current industry practice.

Professional development means activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment. Examples of professional development activities include:

- a) participation in courses, workshops, seminars, conferences, or formal learning programs;
- b) participation in mentoring, professional associations or other learning networks;
- c) personal development through individual research or reading of publications or other relevant information;
- d) participation in moderation or validation activities; and
- e) participation in industry release schemes.

Scope of registration means the training products for which an RTO is registered to issue AQF certification documentation. It allows the RTO to:

- a) both provide training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO; or
- b) provide assessment resulting in the issuance of AQF certification documentation by the RTO.

4. Policy Principles

4.1 Staff Recruitment and Selection

- a) Pal Education ensures it has sufficient qualified trainers and assessors to deliver training and assessment for all of its scope of registration at all times, in accordance with training and assessment strategies.
- b) Recruitment of Pal Education staff will at all times be ethical and consistent with Training and Assessment services being provided.
- c) Selection decisions will comply with Equal Opportunity Legislation and this policy.
- d) Pal Education ensures that, through the recruitment and selection process, all trainers and assessors are competent and suitably qualified to undertake their specified role.
- e) Pal Education will site and take copy of original certification documents from successful applicants of their VET and vocational competencies. These will be maintained on an individual staff file.
 - i. Where certification documentation cannot be supplied by trainers and assessors verification of current competencies will be undertaken via a mapping process.
- f) Pal Education requires all trainers and assessors to obtain and provide a copy of their current National Police Clearance issued within 6 months.

4.2 Trainers Competency

- a) Pal Education will ensure that all trainers will be selected based on the requirements of the Standards RTOs 2015 for Clauses 1.13 to 1.16—Employ skilled trainers and assessors.
- b) Training will only be delivered by persons who have:
 - i. Vocational competencies at least to the level being delivered and assessed; and
 - ii. Current industry skills directly relevant to the training and assessment being provided; and
 - iii. Current knowledge and skills in vocational training and learning that informs their training and assessment; and
 - iv. Prior to 1 January 2016, the:
 - TAE40110 Certificate IV in Training and Assessment or its successor; or
 - A Diploma of higher-level qualification in adult education; or
 - Demonstrated equivalence of competencies; and
 - v. From 1 July 2019, the:
 - TAE40122 Certificate IV in Training and Assessment or its successor; or
 - TAE40116 Certificate IV in Training and Assessment or its successor; or
 - TAE40110 Certificate IV in Training and Assessment and TAELLN411 (or its successor) or TAELLN401A and TAEASS502 (or its successor) or TAEASS502A or TAEASS502B, or
 - A Diploma of higher-level qualification in adult education.

* A Diploma of higher-level qualification in adult education

An adult education qualification has a focus on training and assessing adults. The qualification does not need to include the words 'adult education' in the title; however, units or subjects completed within the qualification need to demonstrate the skills and knowledge required to train adults. The academic transcript or record of results for the qualification will provide the evidence to demonstrate this.

Examples of adult education qualifications include:

- ✓ Associate Degree of Vocational Education and Training
- ✓ Bachelor of Adult and Vocational Education
- ✓ Graduate Diploma in Adult and Vocational Education and Training
- ✓ Graduate Diploma of Adult Language, Literacy and Numeracy
- ✓ Master of Education degree with an adult education focus
- ✓ CASR Part 61 Flight or Simulator Instructor
- ✓ Army Recruit Instructor.

4.3 Assessor Competency

- a) Pal Education will ensure that all assessors will be selected based on the requirements of the Standards for RTOs 2015.
- b) Assessment will only be delivered by persons who have:
 - i. Vocational competencies at least to the level being delivered and assessed; and
 - ii. Current industry skills directly relevant to the training and assessment being provided; and
 - iii. Current knowledge and skills in vocational training and learning that informs their training and assessment; and
 - iv. Where a person conducts assessment only:

- Prior to 1 January 2016:
 - TAE40110 Certificate IV in Training and Assessment or its successor; or
 - A Diploma of higher-level qualification in adult education; or
 - TAEASS00001 Assessor Skill set or its successor; or
 - Demonstrated equivalence of competencies.
 - From 1 January 2016:
 - TAE40110 Certificate IV in Training and Assessment or its successor; or
 - A Diploma of higher-level qualification in adult education; or
 - TAEASS00001 Assessor Skill set or its successor.
 - From 1 July 2019, the:
 - TAE40110 Certificate IV in Training and Assessment and Assessment plus the following units
TAELLN411 (or its successor) Address adult language, literacy and numeracy skills or TAELLN401A
TAEASS502 (or its successor) Design and develop assessment tools or TAEASS502A or TAEASS502B; **or**
 - TAE40116 Certificate IV in Training and Assessment includes following units
TAEASS00011 Assessor Skill set or its successor; or
TAEASS00001 Assessor Skill Set, plus one of the following
TAEASS502 Design and Develop Assessment Tools, or
TAEASS502A Design and Develop Assessment Tools, or
TAEASS502B Design and Develop Assessment Tools
 - TAE40122 Certificate IV in Training and Assessment
 - A Diploma of higher-level qualification in adult education.
- c) In the case where industry experts are involved in assessment judgements, they must work alongside a qualified assessor to conduct the assessment.

4.4 Trainer / Assessors – Delivering Training and Assessment Qualifications

- a) Pal Education will ensure that all trainers will be selected based on the requirements of the Standards for RTOs 2015.
- b) Training and assessment for AQF Qualification or Skill Set from the Training and Education Training package (or its successor) will only be delivered by persons who:
 - i. Prior to 1 January 2016:
 - Hold the training and assessment qualification at least to the level being delivered; or
 - Have demonstrated equivalence of competencies.
 - ii. From 1 January 2016, hold the training and assessment qualification at least to the level being delivered.
 - iii. From 1 January 2017, if delivering the TAE40110 Certificate IV in Training and Assessment or its successor, or any skill set from the Training and Education Training package (or its successor):
 - holds the:
 - TAE50116 Diploma of Vocational Education and Training or its successor; or
 - TAE50216 Diploma of Training Design and Development or its successor; or

- A higher-level qualification in Adult Education; or
- Work under the supervision of a trainer who holds:
 - TAE50116 Diploma of Vocational Education and Training or its successor; or
 - TAE50216 Diploma of Training Design and Development or its successor; or
 - A higher-level qualification in Adult Education.
- iv. From 1 January 2017, if delivering any AQF qualification or any skill set from the Training and Education Training package (or its successor) other than the TAE40110 Certificate IV in Training and Assessment or its successor, the trainer /assessor must hold the qualification at least to the level being delivered.

4.5 Trainers under “Direct Supervision”

- a. Whilst it is the policy position of Pal Education to only engage trainers / assessors with relevant trainer/assessor qualifications above, from time to time Pal Education may engage an individual who does not hold these competencies. These person/s will be under “Direct Supervision”.
- b. Where Pal Education, engages an individual who does not hold the relevant trainer/assessor qualifications above, Pal Education will ensure the individual works under the supervision of a qualified trainer and that the “Supervised trainer” does not determine assessment outcomes.
- c. Trainers working under “Direct Supervision” must:
 - i. Hold one of the following skill sets:
 - TAESS00007 Enterprise Trainer – Presenting Skill Set or its successor; or
 - TAESS00008 Enterprise Trainer – Mentoring Skill Set or its successor; or
 - TAESS00003 Enterprise Trainer and Assessor Skill Set or its successor; or
 - Prior to 1 January 2016, is able to demonstrate equivalence of competencies; and
 - ii. Has vocational competencies at least to the level being delivered and assessed; and
 - iii. Has current industry skills directly relevant to the training and assessment being provided.
- d. Pal Education ensures that any training conducted under Direct Supervision complies with Standard 1 of SRTOs 2015.
- e. Pal Education will ensure:
 - i. It determines and puts in place:
 - The relevant level of supervision required to ensure a quality outcome; and
 - Any requirements, conditions or restrictions necessary on the individual’s involvement in the provision of training and collection of assessment evidence; and
 - ii. Trainers providing supervision monitor, and are accountable for, all training provision and collection of assessment evidence by the individual under their supervision.

4.6 Trainer / Assessor Induction

- a. Upon employment with Pal Education trainers and assessors will undertake a Staff Induction.
- b. Pal Education ensures that all trainers/assessors receive a comprehensive induction, which includes the provision of:
 - i. a Trainer / Assessor Induction Manual; and
 - ii. Job Description/ Duty Statement.
- c. The CEO of Pal Education shall meet with all new trainers and assessors to confirm the level of understanding of their role and all information contained in the induction manual.
- d. Trainer / Assessor Induction is recorded on a Trainer / Assessor Induction Checklist, which is signed by the CEO of Pal Education and kept on an Individual personnel file.

4.7 Trainer / Assessor - Performance Review

- a. Performance of Trainers / Assessors is monitored through the Performance Review and feedback processes, which incorporates:
 - i. Client feedback during and after a training and assessment program, as outlined in Evaluation Feedback Policy;
 - ii. Trainers / Assessors Observations; and
 - iii. Professional development records.
- b. All Trainers and Assessors participate in a formal Performance Review process at least annually.
- c. The Performance Review process reviews past performance positively and making plans for ongoing professional development to assist the individual achieve personal career goals and enhance workplace performance.

4.8 Trainer / Assessor – Professional Development

- a. Pal Education Trainers and Assessors are actively encouraged to continue developing their professional knowledge and skills relating to vocational education and training, Training Packages, learning and assessment practices (including competency based training and assessment) through attending networks, forums, seminars and other competency based or modularised courses.
- b. All trainers and assessors will be provided with ongoing professional development opportunities in line with their job role to complement their existing skills and develop new ones.
- c. Trainers and Assessors are expected to complete minimum 20 hours of Professional development each year.
- d. Professional development opportunities will be discussed and planned primarily during the Performance Review processes, however may also be agreed and organised as they arise.

4.9 Trainer / Assessor – Currency of Industry Competence

- a. Pal Education Trainers and Assessors are actively encouraged to maintain currency of their industry vocational skills.

- b. Trainers and Assessors must maintain currency of their skills and knowledge in their industry area, through exposure to industry workplaces and / or participation in workplace tasks.
- c. Pal Education requires Trainers and Assessors to justify the currency of their industry skills to units of competency/ modules being delivered.
- d. Pal Education requires Trainers and Assessors to justify the currency of their industry skills to units of competency/ modules being delivered.

5. Pal Education Responsibilities

The RTO Manager of Pal Education is responsible for ensuring compliance with this policy.

The CEO of Pal Education must approve all new positions, vacancies and successful applicants.

Trainers and assessors take responsibility for their own professional development, maintaining vocational industry currency, and providing evidence of this each year.

6. Access & Equity

The Pal Education Access & Equity Policy applies. (See Access & Equity Policy)

7. Records Management

All documentation from Staff processes shall be maintained in accordance with Records Management Policy. (See Records Management Policy)

8. Monitoring and Improvement

All staffing practices are monitored by the RTO Manager of Pal Education and areas for improvement identified and the RTO Manager must get approval from the CEO before any changes are acted upon. (See Continuous Improvement Policy).

Note: CEO of Pal Education provides full authority to RTO Manager to deal with all matters relevant with compliance and RTO management.