



# **STAFF & CONTRACTOR HANDBOOK**

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# Staff Handbook

## Welcome to Australian Technology and Agricultural College (ATAC)

Congratulations on your appointment to the ATAC team.

At ATAC, we pride ourselves on professional, flexible learning and providing learners with the best experience possible to attain their learning goals.

Commencing work with a new employer can be exciting and challenging at the same time. Meeting new people, learning all there is to know about the company and the role, endeavouring to "fit in" with the culture and other staff members, understanding the operations of the business is just the beginning.

This handbook serves as an induction, and endeavours to assist you throughout this time in:

- feeling welcome;
- understanding the ATAC business;
- understanding our products and services;
- understanding our policies and procedures;
- understanding working conditions and employment benefits;
- performing your role most effectively; and
- providing high quality training and assessment services to clients.

You are required to:

1. read this handbook carefully;
2. ask questions or seek clarification for any area that is unclear;
3. Complete and sign the **Staff Induction Session form**;
4. return the signed **Staff Induction Session form** to the DIRECTOR ATAC within four (4) weeks of commencement.

It is intended that this information will be used as an on-going reference.

Welcome to the team. We look forward to working with you and the professional services, that together, we will provide to our clients.

I look forward to hearing of your achievements and providing support where I can. I trust you will enjoy your time and professional growth and wish you every success at ATAC.

### **Dr. Narendra Nand (PhD)**

Ph.D., M.Sc. (Hons), B.Sc. + Grad. Cert. Ed.,

Training & Assessment - TAE 40116, Diploma of Business, and Business Administration, and Diploma of Leadership and Management

### **CEO/FOUNDER & DIRECTOR (ATAC)**



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## SECTION 1- INTRODUCTION

The purpose of this handbook is to provide you with a quick reference about ATAC, our business operations, policies and processes, your role and responsibilities, employment and working conditions to support you during your employment with ATAC. It has been developed to welcome and familiarise you with the RTO business, giving you an understanding of the VET Sector and quality compliance.

### INTRODUCTION

ATAC is a Registered Training Organisation (RTO#45556) registered with VET Regulator (ASQA) in Australia.

ATAC commenced operations as a RTO in 2019 by Dr Narendra Nand, Founder/CEO and Director.

As a Registered Training Organisation (RTO), ATAC is bound by compliance with the Standards for Registered Training Organisation (SRTOS 2015). ATAC has signed an agreement affirming the commitment to operate in accordance with these standards, which we are audited against on a regular basis.

The SRTOS 2015 is the nationally agreed quality framework for RTOs in the Australian VET system. A presentation of the SRTOS 2015 forms part of your induction process. The SRTOS 2015 includes a set of eight (8) standards and six (6) Schedules for the provision of quality training and assessment services. These standards and schedules are the basis of our policies and procedures which outline the responsibilities and performance expectation of our staff in ensuring compliance to the SRTOS 2015.

All ATAC policies and procedures, outlined in this handbook, are the responsibility of all staff and contractors. All staff/contractors are expected to comply with ATAC policies, processes, and details in this document. If you are unclear about any information, please contact the DIRECTOR.

### STAFF INDUCTION PROCESS

ATAC welcomes new employees through Staff Induction process. Induction at ATAC consists of three parts:

#### **Part One: Welcome and Orientation**

New staff and contractors are welcomed by the DIRECTOR and introduced to other staff members. A meeting with the DIRECTOR will finalise the paperwork for your employment, confirm your job role and responsibilities, and commences your induction.

#### **Part Two: Completion of Induction**

All new staff and contractors will undertake the Staff Induction Session and are provided with this handbook. This is to be read and completed within the first four weeks of your employment with ATAC. (Available online).

The **“Staff Induction Checklist”** is completed and signed, endorsing the completion of the Induction, Training and confirming the new staff / contractors understanding of ATAC policies and procedures.

This checklist is kept by ATAC on the staff/contractor personnel file. Staff/contractors can access their own personnel file through request of the DIRECTOR.

#### **Part Three: Socialisation and Ongoing development and coaching**

Staff/contractors receive ongoing training and coaching specific to their job role, and ongoing professional development.

### EVALUATION OF THE INDUCTION PROCESS

ATAC is committed to ensuring that this induction process is timely and effective for all new staff/contractors. Please provide the DIRECTOR with feedback regarding your commencement and induction with DIRECTOR of ATAC.

## SECTION 2 – YOUR EMPLOYMENT

### EMPLOYMENT RECORDS

#### Staff/Contractor file

Every staff/contractor has a confidential personnel file which is kept in a locked cabinet. All staff/contractors may have access to their own personnel file which is not to be removed from the office. Please contact the DIRECTOR.

#### Staff Records - Personal details

If you are employed by ATAC on a fulltime, part-time, or casual basis you will receive an employment contract and need to complete and sign a **Letter of Offer**, a '**Staff Personal Details form**' as well as other employment forms, such as Tax declaration. These are to be returned to the DIRECTOR as soon as possible to avoid delays in payment.

For Trainers / Assessors, along with the above, you are required to provide details of the following:

- TAE40116 Certificate IV Training and Assessment;
- Any relevant VET or higher education qualifications;
- Your trainer/assessor matrix to show what you have delivered in the past compared to your qualifications and units achieved personally;
- Any licence and other certificates (eg working with children, high risk licences etc,);
- Your industry currency as relevant over the past 12 months;
- Your VET Professional Development in the past 6 – 12 months.

It is important that ATAC has the most up-to-date personal details of all staff. If there are any changes in your circumstances and personal details, please advise <Administrator> and complete a new '**Staff Personal Details form**'.

#### Contract Trainers / Assessors Records - Personal details.

If you are a contractor, a Trainer-Assessor Agreement needs to be signed, confirming the terms of your engagement and your commitment to compliance with ATAC policies and procedures.

Contractors are also required to provide a copy of their:

- Business name registration;
- ABN;
- GST registration;
- Professional indemnity (\$2Million) and public liability (\$5Million) insurances "Certificate of currency" demonstrating your insurance as a "trainer/assessor". (If you do not have your own PI & PL insurance your terms of engagement must be that of a "casual" employee).

## CONDITIONS OF EMPLOYMENT

### Accidents and Injuries

Staff must report all work-related accidents and injuries immediately to the Director. A **Near Miss Report Form** or **Incident Report Form** must be completed as soon as possible.

ATAC keeps a record of all events, tracking and taking appropriate immediate and ongoing action to rectify the situation and prevent similar incidents occurring in the future. ATAC notifies insurance and medical authorities as necessary.

In the event of a workplace injury causing health issues, ATAC will implement a workplace rehabilitation program aimed at returning the injured staff to gainful and meaningful employment as soon as medically practicable.

### Attendance & Punctuality

All Staff are required to arrive on time at the commencement of their day, to all meetings and returning from all breaks.

It is understandable that from time-to-time staff may be late or absent from work. If you are going to be late you must contact your direct supervisor/manager and advise.

Absence from work for three (3) or more consecutive days without any notification being given to management will be considered as a voluntary resignation.

Your **Letter of Offer** will stipulate your workdays and hours.

### Availability

If you are a trainer/assessor and are unavailable to provide the contracted training and assessment services, you are required to notify the DIRECTOR as soon as known.

### Behaviour / Conduct

All staff are expected to always behave with the upmost professionalism and demonstrating the core values of integrity and respect.

### Breaks

Meal and break periods are in accordance with Fair Work requirements. All Staff are entitled to a 15-minute morning and afternoon tea break, and a minimum 30-minute lunch break. Breaks are expected to be taken in collaboration with your team to ensure ATAC can always provide the best possible customer service.

Please see your **Letter of Offer** for specific details on your break times and discuss with your manager/team with scheduling breaks throughout the day.

### Complaints or grievances

All staff are encouraged to discuss any complaints, grievances or concerns they have regarding their job role, other staff or any other work-related issues with the relevant individual or direct supervisor /manager in the first instance. If the matter cannot be resolved staff are encouraged to raise the issue with the DIRECTOR ATAC.

All matters are kept in the strictest confidence and following the principles of procedural fairness and natural justice.

### Conditions of engagement

Conditions of engagement will be set out in your contract. The DIRECTOR will discuss these with you.

### Confidential Information - Commercial

All staff, as part of their employment contract with ATAC, agree to not disclose or use commercially sensitive or business confidential information either during or after their employment.

### Confidential Information - Personal

ATAC abides by the principles of the Privacy Act.

As such, all staff are obliged to protect the privacy of clients and other staff by ensuring they follow the ATAC Privacy Policy and not disclose any personal information to others without the written permission of the individual concerned.

This includes mobile and home phone numbers and addresses or your fellow staff.

## **Discipline & Warnings**

Warning and disciplinary processes typically follow a three (3) part process, depending on the severity of staff performance/ breach.

- 1) A verbal warning constitutes a 'first warning';
- 2) A written warning constitutes a 'second warning', or 'final warning' for more serious breaches.
- 3) Termination of employment. This is always the last resort, however, may be instant for very serious breaches, including infringements of law.

A warning is not a form of 'punishment', but rather a process whereby a staff's performance is examined in the light of the workplace standards expected by ATAC. Warnings can be issued for staff breaches of conduct, job productivity and performance, punctuality, attendance, and failure to follow directions.

A formal letter (written or second warning) will detail issues and will normally follow verbal counselling. However, this is dependent on the severity of behavior/breach. A formal letter may be a 'first and final' notice. The period of warning is dependent upon the nature of the issue and the circumstances surrounding it.

Termination is the last resort.

Staff should be aware of this disciplinary process, which is followed in all instances when breaches of policies, procedures or conduct occur, or when a satisfactory work performance cannot be improved and maintained.

## **Dress Standards**

ATAC expect all staff to follow a smart business dress standard. Staff are expected to present a neat, clean, professional appearance at all times.

## **Documentation**

RTO compliance is demonstrated/supported by documentation. In the provision of training and assessment services you are required to complete and submit all paperwork fully and as noted in the policies and procedures, or as instructed from time to time.

## **Duty of Care**

ATAC Duty of Care as an employer includes:

- Providing a safe workplace and safe systems of work;
- Identifying potential hazards in your workplace;
- Providing mechanisms to address safety and health hazards;
- Providing ongoing safety and health training, information, instruction and supervision;
- Providing personal protective clothing and equipment, where necessary;
- Consulting and cooperating with safety and health representatives and other employees regarding workplace health and safety.

As an employee you must:

- Take reasonable care for your own safety and health at work;
- Avoid adversely affecting the safety or health of any other person at work;
- Report any potential hazards to your employer;
- Follow safe work practices;
- Participate in safety training;

- Wear safety clothing and use safety equipment as instructed;
- Comply with safety and health instructions given by your employer.

## **Equal Employment Opportunity**

ATAC is an equal employment opportunity employer. All employment decisions follow natural justice and procedural fairness and are based on merit and business needs. COMPANY NAME does not factor in race, colour, sex, sexuality, citizenship status, social origin, ethnicity, religious or national origin, disability, age, marital status, family responsibility, religious belief, political belief, or any other factor protected by law.

## **Exit Interviews**

The <Administrator> will conduct an exit interview with all staff/contractors leaving ATAC. Exit interviews are a means of finalising your employment on a positive note, identifying the reasons why staff/contractors are leaving the organisation (and, if appropriate, address any issues) and an opportunity to finalise administrative matters.

## **Expenses**

Approved work-related expenses will be reimbursed to staff. Prior approval for the expense is required. When applying for reimbursement of work-related expenses, staff are required to complete a **Staff Reimbursement form**, and provide all original receipts.

All travel and accommodation expenses for approved travel will be paid for by ATAC.

## **Fit for Work**

All staff are required to:

- Present themselves fit for work.
- Participate in drug and alcohol screening programs.
- Advise their manager or site supervisor on each occasion that they have concerns regarding their fitness for work – whatever the reason.
- Remove themselves from any workplace in the event of failing any fitness for work screening, until able to provide proof of fitness for work.

ATAC is committed to providing a workplace in which its staff and clients are not exposed to the hazards arising from fatigue or the abuse of drugs or alcohol.

## **House Keeping**

ATAC aims to present a high quality and efficient image to our clients and visitors. All staff/contractors are expected to observe general 'good housekeeping' standards by keeping their work areas tidy (including kitchen and bathroom facilities) and treating equipment and resources with care and respect.

## **Internet and Email**

Use of the Internet and the email facilities are for business purposes only. Approval must be sought from the Director ATAC for any personal use.

Access to any social media (except ATAC site), pornographic, betting, sporting, shopping or other sites not related to ATAC business is unacceptable and any access by any person is strictly prohibited at all times. Any person accessing these sites will be liable for all associated costs (including time spent) and any pursuant legal ramifications, and their employment will be suspended, pending investigation with a possible outcome of termination.

Distribution of any inappropriate emails, including jokes or pornographic material in any form, either internally or externally, is strictly always forbidden. Any person found to have breached this requirement will be liable for all associated costs (including time spent) and any pursuant legal ramifications, and their employment will be suspended, pending investigation with a possible outcome of termination.

ATAC uses an Internet/Email Management System which monitors individual and group usage of the Internet and all email correspondence. Director ATAC is supplied with usage reports which monitors and identifies access to all sites and details by user.

## **Meetings**

ATAC conducts staff meetings on a weekly/fortnightly basis to ensure all staff are kept informed of business operations and matters and maintain currency with changes that may impact upon the organisation. All staff are expected to attend all staff meetings, be on time and participate effectively.

## **Pay / Remuneration**

All staff are required to submit a timesheet every Friday fortnightly to the DIRECTOR. Payment due is confirmed by the DIRECTOR. Your pay will be placed into your nominated bank account the following Thursday.

Trainers and Assessors are also required to submit a signed training schedule and /or Assessment claim form.

Contractors are required to submit a tax invoice every Friday fortnightly to the DIRECTOR. Payment due is confirmed by the DIRECTOR. Payments will be made (within 14 days) upon submission of a compliant tax invoice and **all** relevant supporting documentation (i.e. completed assessments, class attendance rolls etc). Invoices must be submitted as a minimum once per month, as a maximum – once per fortnight.

## **Performance Expectations**

The DIRECTOR will explain the expectations of your role. You will also receive of a copy the Job Description as relative to your role which may be changed as the need arises in the interest of ATAC.

## **Probation**

All new staff are employed on the condition that they successfully complete their six (6) month probation period. Induction training and reviews will be completed throughout this period to ensure communication between management and the new staff is maintained. If during this period either party is not satisfied with working arrangements and/or performance, one week's notice in writing may be given by either party to terminate the employment. At the conclusion of the probation period a formal review of the employment, based on performance and achievement will be undertaken.

## **Resignations**

It is a legal obligation of all staff to provide adequate notice of resignation. Staff submitting their resignation are required to provide notice in writing to the <Administrator> detailing the date of resignation, amount of notice, final date of employment and reason for the resignation.

Notice periods are typically two (2) weeks for administrative staff and four (4) weeks for leaders and managers. Please see your **Letter of Offer** for specific details.

Any property issued to staff, such as mobile phones, laptops, keys, company credit card or other, must be returned to the Director at the time of termination. Staff are responsible for any items that are lost or damaged and will be expected to reimburse ATAC replacement costs.

## **Safety and Health risks**

Any Staff who identify or become aware of health and safety hazards and issues in the workplace must report these to the Director as soon as possible.

## **Superannuation**

ATAC pays superannuation for all Staff in accordance with the Superannuation Guarantee Levy into your nominated Superannuation Fund on a quarterly basis.

## **Termination of Employment**

ATAC retains the right to terminate the services of a staff providing that the termination is warranted. Termination can happen in several ways. Normally it occurs:

- after the appropriate verbal and written counselling (Warnings) or,
- in extreme cases, summarily (instantly) without a period of notice. <http://www.fairwork.gov.au/ending-employment/notice-and-final-pay/dismissal-how-much-notice>

Fair Work defines the conduct for which a staff can be summarily dismissed. These include:

- Conduct that cause's imminent and serious risk to the health and safety of a person;
- Conduct that cause's imminent and serious risk to the reputation, viability, or profitability of ATAC;
- Theft, fraud or assault;
- Being intoxicated and or under the influence of drugs while at work.

## Visitors

All visitors to any ATAC premises must be registered at reception. For safety, insurance, and other business purposes, please ensure that your visitors are registered and have the appropriate PPE.

## Workers Compensation

ATAC maintains workers compensation insurance for all staff. Workers' compensation cover is immediate and protects staff from any work-related injury or illnesses. If a staff member is unable to work due to any work-related injury or illness, related medical expenses and staff pay may be covered until the individual can return to work.

If you suffer an injury at work or while travelling to or from work, you should report the accident and injury to the <Administrator> as soon as possible.

## YOUR SKILLS and PERFORMANCE

### Assessors Code of Practice

All Assessors are required to abide by the International Code of Practice for Assessors, as follows:

- a) The different needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- b) Potential forms of conflict of interest in the assessment process and/or outcomes are identified and, if necessary, appropriate referrals are made
- c) All forms of harassment are avoided throughout the planning, conduct, reviewing and reporting of outcomes
- d) The rights of the candidate are protected during and after the assessment
- e) Personal or interpersonal factors that are not related to the assessment of competency must not influence the assessment outcomes
- f) The candidate is made aware of the rights and processes of appeal
- g) Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- h) Assessment decisions are based on available evidence that can be produced and verified by another assessor
- i) Assessments are conducted within the boundaries of the assessment system policies and procedures
- j) Formal agreement is obtained both from the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- k) Assessment tools, systems and procedures are consistent with equal opportunity legislation.
- l) The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- m) The candidate is informed of all assessment reporting processes prior to the assessment
- n) Confidentiality is maintained in respect of the assessment results
- o) Assessment results are released only with the written permission of the candidates
- p) The assessment results are consistent with the purposes explained to the candidate
- q) Self-assessments are periodically conducted to ensure competencies are current against the Training and Assessment Competency Standards
- r) Professional development opportunities are identified and sought

- s) Opportunities for networking amongst assessors are created and maintained
- t) Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes

## **Competency Mapping**

All trainers and assessors who are not able to supply vocational certification for units of competency they deliver and assess are required to complete a '**Trainer competency mapping form**' demonstrating their equivalent skills and experience.

## **Direct Supervision**

All trainers who are not able to supply Certificate IV Training and Assessment qualification are required to undertake Direct Supervision processes. **See Staff Policy**

## **Industry Currency**

All trainers and assessors are required to maintain currency with vocational skills and industry contacts. **See Staff Policy**

## **Performance Review**

The Performance Review process occurs annually and is a means by which all staff/contractors can participate in setting individual work objectives and competencies.

The Performance Review enables staff and management to:

- Reflect on the previous year's performance;
- Identify and recognise the previous year's achievements;
- Review and update position descriptions, clarifying any challenges and changes to the role;
- Identify personal and company goals and plan for the coming year;
- Identify opportunities for career advancement and professional development; and
- Identify immediate and future challenges of their position and equip staff for success.

This process also improves staff's understanding of work responsibilities and standards, and ultimately improves teamwork and cohesion.

Staff are informed at least one (1) week prior to their Performance Review with details of the meeting, along with the Performance Review form, so that they can prepare. This time gives staff the opportunity to reflect on their work activities, experiences, challenges, and achievements over the previous 12 months, along with their goals and ambitions for the next 12 months, 2 years, 5 years.

The Performance Review process and requirements are outlined prior to the meeting with staff having the opportunity to ask questions before the review.

Staff must confirm their availability to complete the preparation and attend the meeting or negotiate an alternative date and time that is suitable to all parties.

## **Professional Development**

The maintenance of a high level of staff skills is essential to ATAC operations. To assist our staffs to achieve their respective goals, maximise their potential and to create an attractive and rewarding working environment, ATAC provides training and development programs for all staff in accordance with Staff Policy.

Professional development activities and opportunities may include:

- Formal external training;
- In-house meetings, skill briefs, compliance updates;
- Industry seminars, forums and webinars;
- On-the-job training, coaching and mentoring;
- Networking events;

- Placements/secondments in Industry;
- Industry journals, magazines, newsletters and other publications; and
- Working closely, or shadowing, with other trainers and assessors.

Staff are encouraged to identify and suggest appropriate professional development opportunities.

All training and time expenses relating to training programs must be captured to enable us to keep track of our investment in professional development.

### **Your qualifications**

All staff are required to provide original copy of certification for job skills that they have attained relative to their role.

Trainers / Assessors are required to provide the following:

- Certificate IV Training and Assessment qualification;
- Any relevant vocational qualifications; and
- Any licence and other certificates (eg working with children, high risk licences etc, )

## **LEGISLATION & POLICY COMPLIANCE**

All Staff are expected to abide by all ATAC policies and procedures and legal requirements.

(Further detail on ATAC legislative requirements can be found in Section 4 of this handbook.)

(Further detail on ATAC policies and procedures can be found in Section 5 of this handbook.)

### **Anti-Discrimination – Manager Responsibility**

The <Position 1> must ensure that they do not engage in harassing behaviour themselves either of their staffs, other contractors, or clients. When managers observe harassment occurring, they should take steps to stop it and advise the person involved of the consequences, if the offending behaviour continues.

The <Position 1> is also responsible for ensuring that all staff are aware that harassment will not be tolerated and that complaints will be dealt with in accordance with the terms of ATAC's Complaints Policy.

If you tell the <Position 1> about harassment they are obliged to maintain the confidentiality of your discussions. If the <Position 1> feels that they are not the appropriate person to deal with the complaint, they will refer the matter to the relevant manager of the stakeholder involved in the contract, who will be able to assist you.

### **Anti-Discrimination – All Staff and Contractors**

Staffs are legally obliged to ensure that they do not harass other staffs, managers, supervisors, or clients of ATAC. Staffs must also ensure that they do not encourage harassment.

If you become aware that someone you work with is being harassed, you can assist them in several ways. Tell them that you are willing to act as a witness if they decide to make a complaint. Back them or support them in saying 'no' to the person harassing them. However, it is not your responsibility to say anything to the alleged harasser or speak with others about the alleged harassment. Remember, if you are deemed to spreading rumours about anyone, you may be the subject of defamation action.

### **Confidentiality / Privacy**

In the course of your official duties with ATAC you will be privy and have access to confidential information regarding ATAC, other staff and clients. You are not to disclose any such information (including home numbers and addresses) nor use such information in an improper manner. Please see the Privacy policy.

## SECTION 3 - ATAC

### ATAC

ATAC was established in 2015

#### ATAC Vision

Our vision is to provide high standard nationally recognise credentials in Technical, Agricultural and Trade sectors with an alternative pathway to QCE and higher Education for young people.

#### ATAC Mission

Our mission is to provide life skills in personal and career development through workplace opportunities, senior education, VET and trades training and potential research and development in Agricultural and Horticultural sectors with emphasis on vegetables, bushfoods, medicinal plants, and food industries.

#### Our Values

We provide training content in line with the values of Professionalism, Encouragement, Respect, Fairness, Trust, Consistency, Honesty, and Cooperation.

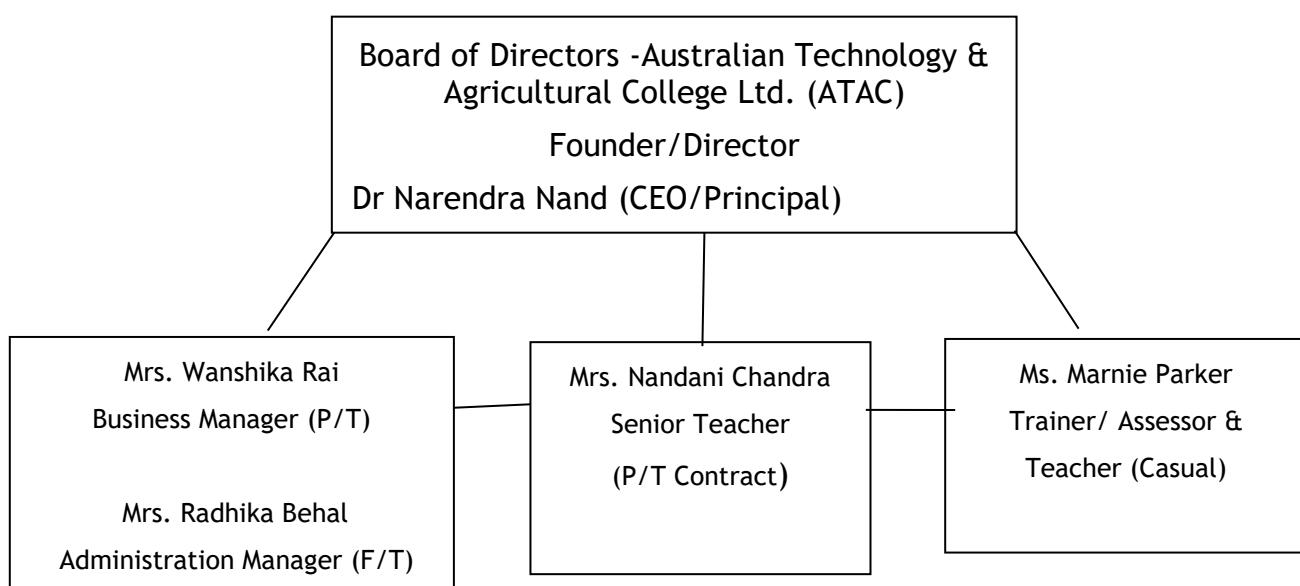
#### Our Business Philosophy

The objective of ATAC is to provide quality training in selected subjects to meet the needs and expectations of our clients. Our goal is to provide high quality vocational education and training to our clients. We will achieve this by constantly striving to surpass our clients' needs in terms of quality and value and by doing so create mutually beneficial relationships.

#### Operating hours

ATAC hours of operation are 8.30 am and 5.00 pm Monday to Friday.

#### Organisation Structure



### QUALITY

ATAC abides by the stringent quality requirements of the Vocational Education Training (VET) Quality Framework, including the Standards for Registered Training Organisations 2015 (SRTOS 2015), which we are audited against by the

VET Regulator on a regular basis. (Further information on the VET Quality Framework and Environment can be found in Section 6.)

To meet these objectives, we have implemented and maintain a quality management system, in accordance with the Standards for Registered Training Organisations 2015 (SRTOS 2015), throughout our operations. The quality management system ensures that all company activities are carried out in a planned and systematic manner and that our training and support activities satisfy our clients' needs.

Our aim is to constantly strive towards continuous improvement in all our activities in order to maintain our competitive advantage. Quality is the concern and responsibility of all staff of ATAC in every aspect of our business. To assist us to meet our quality responsibilities, ATAC will ensure that all personnel are clearly briefed and that suitably qualified personnel are provided with adequate resources and training to maintain the quality system.

Our commitment to quality will enhance our reputation, competitiveness, and long-term success in the marketplace; maintain our viability and provide our staffs with an even higher degree of satisfaction and continuing employment opportunities.

## OUR STAFF

### RTO Personnel

Personnel of ATAC include:

- Chief Executive Officer / Director
- RTO/ Compliance Manager
- Administration Manager
- Training Coordinator
- Administration Officers
- Trainers & Assessors

### Qualifications for Trainers and Assessors

Lines of responsibility are in accordance with the organisational chart.

A comprehensive duty statement is maintained for each role by the DIRECTOR and is given to personnel during the recruitment and induction processes.

### Qualifications for Trainers and Assessors

All Trainers and Assessors are required to hold the TAE40110 Certificate IV in Training and Assessment. Trainers and assessors are also required to hold and maintain competence in the units of competence they deliver, at least to the level they are delivering or assessing.

ATAC affirms that staff members hold the relevant qualifications in accordance with the Staff Policy.

## PRODUCTS AND SERVICES

### Training Programs

As a RTO, ATAC provides nationally recognised training and certification in compliance with training packages and accredited courses.

ATAC provides training and assessment services for the following all industry sectors while the qualifications we offer are considered cross-industry, and appropriate with contextualization.

Training offered falls into two main categories:

- nationally recognised (NRT), or
- or non-nationally recognised (Non-NRT)

**Nationally recognised training (NRT)** programs are those courses, which, upon successful completion, clients can receive a qualification or Statement of Attainment, which will be recognised across Australia. They address competency standards from national Training Packages or Accredited courses.

**Non-nationally recognised** courses are those programs offered by a training provider, which do not provide national recognition, and are not aligned to competency standards from Training Packages or Accredited Courses.

### **Nationally Recognised Courses Offered**

ATAC is registered to deliver, assess and provide certification against a defined scope of delivery.

Clients successfully completing a course/program, which forms part of a qualification, will receive a Statement of Attainment for those units of competency included in the assessment process.

### **Competency Based Training and Assessment**

Qualifications are comprised of Units of Competency, which have been determined by the Industry Skills Councils (ISCs) in consultation with industry, categorised into National Competency Standards and produced in Training Packages for a specific industry sector.

Training Packages provide a framework for training and assessment and specify what competencies staff at a particular level within a particular industry should be reasonably expected to achieve.

Successful completion of training and assessment leads to the issue of a Qualification or Statement of Attainment for all clients who achieve a 'COMPETENT' outcome.

## **TRAINING RESOURCES**

ATAC ensures that it has the training resources available, when delivering and assessing training, to meet the requirements of the nationally endorsed Training Packages and Units of Competency within.

ATAC has developed manuals /resources required for each training program. These manuals use a consistent format and include;

- Trainer Resources (Session Plans, Visual Presentations);
- Assessment Resources and tools (including RPL);
- Participant Resources; and
- Training Journals.

The use of these Training Resources will provide ATAC with a consistent approach in delivering quality of training and assessment services.

## **ASSESSMENT**

Assessment is defined (in the SRTOS 2015) as:

*"the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course."*

To achieve a 'COMPETENT' outcome clients must satisfactorily complete all the requirements of the relevant Unit of Competency.

### **Principles of Assessment**

Assessments will be conducted in accordance with the following principles of assessment.

<b>Valid</b>	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> <li>• Assessment against the unit/s of competency and the associated assessment requirement covers the broad range of skills and knowledge that are essential to competent performance;</li> <li>• Assessment of knowledge and skills is integrated with their practical application;</li> <li>• Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and</li> <li>• Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessments requirements.</li> </ul>
<b>Reliable</b>	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>
<b>Flexible</b>	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> <li>• Reflecting the learner's needs;</li> <li>• Assessing competencies held by the Learner no matter how or where they have been acquired; and</li> <li>• Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.</li> </ul>
<b>Fair</b>	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate reasonable adjustments are applied by the RTO to consider the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary</p>

### Rules of Evidence

ATAC Assessors are required to ensure that all evidence provided by clients, as proof of their competency, meets the following “rules of evidence”.

<b>Valid</b>	The assessor is assured that the learner has the skills, knowledge, and attributes as described in the module or unit of competency and associated assessment requirements.
<b>Sufficient</b>	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
<b>Authentic</b>	The assessor is assured that the evidence presented for assessment is the learner's own work.
<b>Current</b>	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

## **Conducting Assessment**

All assessment is conducted in accordance with the **Assessment Policy**.

Assessment processes within ATAC follows the methodology outlined below:

- a. Assessment procedures are fully explained to all clients.
- b. Clients are reminded of the ongoing availability of assessment, throughout training.
- c. Opportunities for RPL and flexible methods of assessment are discussed with clients.
- d. The appeals and reassessment process is outlined.
- e. The assessment requirements of the Unit(s) of Competency are outlined.
- f. Any particular arrangements for the training environment are outlined.
- g. Assessment follows the Principles of Assessment - validity, reliability, flexibility and fairness.
- h. All evidence is measured against the Rules of Evidence – validity, currency, sufficiency, authenticity.
- i. As assessments are undertaken, ATAC trainers/assessors record individual client assessment results.
- j. Post-assessment guidance is always available to clients.
- k. A fair and impartial appeals process is available to clients.
- l. Evaluation of assessment processes and procedures is gathered on an ongoing basis, contributing to continuous improvement.

## **Assessment Methods**

Assessment methods that may be used include, but are not limited to :

- Demonstration of skills;
- Work samples;
- Workbook activities;
- Case Studies;
- Oral presentations;
- Role-plays;
- Simulation;
- Projects;
- Written questionnaire / tests;
- Portfolio of Evidence (RPL).

## SECTION 4 – LEGISLATION

### Legislation, Acts and Regulations

ATAC complies with the following Commonwealth and State/Territory legislation in respect to its operations as a RTO:

#### Commonwealth

- Privacy Act 1988;
- Copyright Act 1968;
- Skilling Australia Workforce Act 2005
- Workplace Relations Act 1996.
- Work Health and Safety Act 2011
- National Vocational Education and Training Regulator Act 2011 (NVR Act)
- Age Discrimination Act 2004 (Commonwealth)
- Disability Discrimination Act 2009 (Commonwealth)
- Racial Discrimination Act 1975 (Commonwealth)
- Sex Discrimination Act 1984 (Commonwealth)
- Corporation law – Corporations Act 2001 and Regulations
- Competition and Consumer Act 2010 and Regulations
- Fair Work Act 2009 and Regulations
- A New Tax System Act 1999 and Regulations
- Copyright Act 1968 and Regulations
- Fair Trading Legislation and Regulations
- Trade Practices Legislation and Regulations
- Spam Act 2003 and Regulations
- Student Identifiers Act 2014
- Standards for Registered Training Organisations (RTOs) 2015
- Education Services for Overseas Students Act 20010 – ELICOS Standards
- Data Provisions Requirements 2012
- Financial Viability Risk Assessment Requirements 2011

#### State /Territory

- Vocational Education and Training Accreditation Act 1990 (New South Wales)
- New South Wales - Vocational Education and Training (Commonwealth Powers) Act 2010
- Vocational Education and Training Act 1990 (Victoria)
- Education and the Education and Training Reform Act 2006 (Victoria)
- Vocational Education and Training (Commonwealth Powers) Act 2012 (Queensland)
- Vocational Education, Training and Employment Act 2000 (Queensland)
- Vocational Education and Training (Commonwealth Powers) Act 2012 (South Australia)
- Training and Skills Development Act 2008 (South Australia)
- ACT – Training and Tertiary Education Act 2003
- Vocational Education and Training (Commonwealth Powers) Act 2011 (Tasmania)
- Training and Workforce Development Act 2013 (Tasmania)
- Vocational Education and Training Act 1996 (Western Australia)
- Discrimination Act 1991 (Australian Capital Territory)

- Disability Services Act 1991 (Australian Capital Territory)
- Anti-Discrimination Act 1977 (New South Wales)
- Anti-Discrimination Act (Northern Territory)
- Anti-Discrimination Act 1991 (Queensland)
- Equal Opportunity Act 1994 (South Australia)
- Sex Discrimination Act 1994 (Tasmania)
- Anti-Discrimination Act 1998 (Tasmania)
- Equal Opportunity Act 2010 (Victoria)
- Disability Act 2006 (Victoria)
- Equal Opportunity Act 1984 (Western Australia)

There may be various other Commonwealth and State Acts and regulations that relate specifically to Training programs offered. These relevant Acts and regulations will be identified in training resources.

### **Access to Legislation, Acts and Regulations**

ATAC has and maintains memberships to the following legislation publishers so as to receive updates and notifications of changes in legislation and regulatory requirements.

- Australian Government, COMLaw; at <http://www.comlaw.gov.au/>
- Australasian Legal Information Institute, website: <http://www.austlii.edu.au>
- New South Wales – <http://www.legislation.nsw.gov.au/>
- Victoria – <http://www.legislation.vic.gov.au/>
- Queensland – <https://www.legislation.qld.gov.au/OQPChome.htm>
- Western Australia - State Law Publisher, at [www.slp.wa.gov.au](http://www.slp.wa.gov.au).
- South Australia – <http://www.legislation.sa.gov.au/index.aspx>
- Northern Territory –  
[http://dcm.nt.gov.au/strong\\_service\\_delivery/supporting\\_government/current\\_northern\\_territory\\_legislation\\_database](http://dcm.nt.gov.au/strong_service_delivery/supporting_government/current_northern_territory_legislation_database)
- ACT – <http://www.legislation.act.gov.au/>
- Tasmania - <http://www.thelaw.tas.gov.au/index.w3p>

Updates to legislation are maintained on the ATAC Legislation Log.

For further information see **Legislation Compliance Policy**.

## Equal Opportunity

At ATAC we are committed to providing a work environment in which staffs feel that they are a valued member of the organisation, treated fairly and given recognition for their contribution to the company's success. We also aim to provide an environment that fosters good working relationships in accordance with the **Access and Equity Policy**.

ATAC does not tolerate any form of discrimination, harassment, violence, victimisation or vilification and disciplinary action will be taken against any staff or client involved in such behavior. From a staff perspective, this may include termination of employment and, from a client perspective, removal from a training course.

### Discrimination

Discrimination means treating a person less favourably than another because of a personal attribute that they may have. Under State and Federal equal opportunity laws, discrimination based on attributes is unlawful. The attributes that can initiate a discrimination claim include:

- Gender
- Age
- Race
- Religion
- Marital status
- Disability
- Colour
- Nationality
- Ethnicity
- National origin

It is ATAC policy to ensure that these attributes are discounted when employment or training decisions are made.

### Harassment

Harassment is any behavior which is unwelcome, offends, humiliates or intimidates the person being harassed. The most common form of harassment is sexual harassment. Examples of sexual harassment include, but are not limited to:

- Unwanted touching
- Sexual innuendo
- Sexual propositions
- Nude pin-ups and posters
- Obscene telephone calls
- Wolf whistles

### Workplace Harassment:

- Will usually be repeated behaviour but can also consist of a single act.
- Has the effect of offending, humiliating, or intimidating the person at whom it is directed. It makes the work environment unpleasant and sometimes even hostile. If a person is being harassed, then their ability to do their work is affected. They often become stressed and suffer health problems as a result.
- Can often be the result of behaviour, which is not intended to offend or harm, such as jokes or unwanted attention. The fact that harassment is not intended does not mean that it is not unlawful. The differences between people should be acknowledged and respected, never ridiculed.
- Can involve an abuse of power, for example: a manager may harass a person whom they are supervising. Abuse of power can also happen when certain groups are in a minority in the workplace and are, therefore, in a vulnerable position, for example: women or people from non-English speaking backgrounds.

## Types of Harassment

There are many types of harassment. These can range from direct forms such as abuse, threats, name calling and sexual advances; to less direct forms such as the creation of a hostile work environment, but where no direct attacks are made on an individual.

<b>Verbal Harassment</b>	<ul style="list-style-type: none"><li>• Sexual comments, advances or propositions</li><li>• Lewd jokes or innuendos</li><li>• Racist comments or jokes</li><li>• Spreading rumours</li><li>• Comments or jokes about a person's disability, pregnancy, sexuality, age or religion etc</li><li>• Repeated questions about one's personal life</li><li>• Belittling someone's work or contribution in a meeting</li><li>• Threats, insults or abuse</li><li>• Repeated unwelcome invitations</li><li>• Offensive obscene language</li><li>• Obscene telephone calls, unsolicited letters, faxes, emails</li></ul>
<b>non-verbal harassment</b>	<ul style="list-style-type: none"><li>• Leering, e.g. staring at a woman's breasts</li><li>• Putting offensive material on notice boards, computer screen savers, emails etc</li><li>• Wolf whistling</li><li>• Nude or pornographic posters</li><li>• Displaying sexist or racist cartoons or literature</li><li>• Demoting, failing to promote, or transferring someone because they refuse requests for sexual favours</li><li>• Following someone home from work</li><li>• Standing very close to someone or unnecessarily leaning over them</li><li>• Mimicking someone with a disability</li><li>• Practical jokes that are unwelcome</li><li>• Ignoring someone, or being cold and distant with them</li><li>• Crude hand or body gestures</li></ul>
<b>Physical harassment</b>	<ul style="list-style-type: none"><li>• Unwelcome physical contact such as kissing, hugging, pinching, patting, touching, and brushing up against a person</li><li>• Indecent or sexual assault or attempted assault</li><li>• Hitting, pushing, shoving, spitting, and throwing objects at a person</li><li>• Unzipping a person's attire</li></ul>

## What to do - If you feel you are being Harassed

If you feel that you are being harassed, tell the person to stop, that their behaviour is unacceptable and that they must not do it again. It is important to say these things to the person harassing as they may interpret silence as some form of acceptance or consent. If, however, you are too frightened or embarrassed to say anything, this does not mean that your complaint will be treated any less seriously.

If the behaviour does not stop, or even if it does but you still wish to report it, tell your manager. It is a good idea to make a written note of any harassment, including details of dates, times, witnesses, what happened and what you said or felt. Be frank and honest with whoever is appointed to investigate your complaint, as this will enable the appropriate action to be taken.

## What ATAC will do

It is ATAC's legal responsibility to ensure that harassment does not happen in the workplace. If it does occur, the company will take complaints of harassment very seriously. The complaint will be investigated in a sympathetic, fair and confidential manner. Action will be taken to ensure that the harassment stops. Appropriate warning or disciplinary action will be taken where harassment is found to have occurred.

You will not be victimised or treated unfairly for making a harassment complaint.

## WORKPLACE HEALTH AND SAFETY

### Workplace Health and Safety

ATAC is committed to implementing, maintaining, and continuously improving Workplace Health and Safety (WHS) in all of its facilities. The management of ATAC recognises that it has a responsibility to provide and maintain a safe environment for staff, clients, and visitors alike. This responsibility, obligation and involvement is transmitted to all staff to ensure a safe and healthy workplace or training environment is maintained.

WHS is also integral to ATAC's objective of maximising productivity and growth. In particular, ATAC is committed to:

- a. **Compliance** – Ensuring that the organisation has management systems and operating procedures that strive for best practice, but at the very least, secure compliance with the legislative and regulatory requirements relating to the identification, control, and monitoring of WHS risks associated with ATAC operations.
- b. **Systems and procedures** – Assessing and surveying practices and risks to facilitate the development, maintenance and continuous improvement of systems and procedures to prevent accidents and ill health, and to cater for the rehabilitation of injured workers.
- c. **Communications** – Fostering open and constructive communication between all levels of management, staffs and clients to maximise involvement in the development of systems and procedures.
- d. **Education and training** – Provide appropriate education and training to all management and staffs WHS issues and requirements.

Resources commensurate with this commitment will continue to be made available to minimise WHS risks and losses.

### Workplace Rehabilitation

ATAC is committed to the provision of rehabilitation facilities for all staffs who have suffered illness or injury that might affect their ability to effectively perform their usual work tasks without risk to themselves or others.

The aim of such rehabilitation is to restore maximum function to and effect appropriate job placement for staffs through the advice and recommendations of Workplace Health and Rehabilitation specialists and other professionals involved in the staff's rehabilitation.

ATAC is committed to ensuring that the Workplace Rehabilitation process commences as soon as possible after injury/illness first occurs, ensuring that a return to work by an injured/ill staff is a normal expectation, and ensuring that participation in a rehabilitation program will not, of itself, prejudice an injured/ill worker.

## PRIVACY

ATAC abides by the Australian Privacy Principles (APPs), which are set out in the Privacy Act 1988.

ATAC collects personal information when you commence employment with us. We will tell you why we are collecting it and how we plan to use it or the facts will become obvious when we collect the information. The information collected will normally comprise:

- Name
- Date of Birth
- Address
- Telephone numbers (landline and mobile)
- Email address
- Next of Kin details
- Bank Details
- Superannuation details

We may also collect personal information from publicly available sources. As a rule, we will not collect sensitive information. However, if we do, it will usually be for the purposes of entering into employment contracts with you and, where the law requires, we will seek your consent to collect it.

We use a variety of physical and electronic security measures, including restricting physical access to our offices and secure databases to keep personal information secure from misuse, loss or unauthorised access and disclosure.

Generally, you have a right to access your personal information in accordance with the Records Management Policy, but if we deny access, we will tell you why. Please contact the <Administrator> for access to your records or if you have a concern about the security of your personal information.

## SECTION 5 – POLICIES AND PROCEDURES

### ATAC POLICIES & PROCEDURES

All ATAC policies and procedures are available on our Intranet / Server.

ATAC is committed to the provision of quality delivery and assessment activities in accordance with the requirements of the SRTOS 2015. ATAC policies and procedures have been developed to be relative to the training and assessment provided and to ensure compliance with the SRTOS 2015, key legislation and regulations with a focus on “best practice”.

All staff and contractors are required to read and become familiar with these policies as part of your induction. (These are included on your **Staff Induction Session checklist**). You are required to read all ATAC policies and procedures and sign a confirmation that you have read and understood them.

Policies and procedures include:

- Access and Equity
- Appeals
- Assessment
- Audit
- Client Information
- Complaints
- Continuous Improvement
- Enrolments
- Evaluation
- Financial Management
- Issuing Certification
- Legislation Compliance
- Management of RTO
- Marketing
- Partnering
- Privacy
- Recognition
- Records Management
- Refunds
- Staff
- Training and Assessment Strategies and Resources
- Training Delivery
- Transition of Training Packages
- Validation
- Workplace Health and Safety

*For full information on all Policies and procedures please see Policy documents.*

# SECTION 6 – VOCATIONAL EDUCATION & TRAINING

## INTRODUCTION

This Section provides you with an explanation of the VET sector and environment, the VET Quality Framework and key regulatory components and requirements. Included is a brief description of competency-based training and assessment along with other issues relevant to Training in vocational education and training in Australia.

## VOCATIONAL EDUCATION AND TRAINING (VET)

**Vocational education and training (VET)** is ‘education and training for work’. It exists to develop and recognise the competencies or skills of learners for a workplace environment.

**Competency Based Training Assessment (CBTA)** – VET includes a competency-based approach to training and assessment and recognition of skills and knowledge required to work effectively. CBTA teaches and assessors individuals against industry benchmarks (units of competency or modules) collecting evidence and making judgements on whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to these standards expected in the workplace.

In many cases CBTA forms part of a pathway to employment, to a structured learning program or to further training. It is important that it happens within a context of work performance and learning and that skill gaps identified during the process is seen as opportunities for further development, not failure. It is also important that evidence collected is viewed as a process negotiated with the candidate, not a one-off test of knowledge that has been imposed on the candidate.

**Providers of learning and assessment** services in VET are registered and regularly audited for service quality – training providers are known as **Registered Training Organisations “RTOs”**. RTOs issue nationally recognised qualifications.

**Training packages** provide the central system or ‘architecture’ of VET. Training Packages are a set of nationally endorsed standard and qualifications for recognising and assessing people’s skills. A training package describes the skills and knowledge needed to perform effectively in the workplace. It does not describe how an individual should be trained.

In industry areas where Training Packages do not exist, or where corporations have specific needs, **Accredited Courses** are used. Accredited courses are similar in nature to Training Packages however use modules instead of units of competency.

**Industry-led system** – Vocational Education and Training in Australia is an industry-led system, administered by Government policy through Department of Education and Training <https://education.gov.au/> and the development of industry-recognised training packages by representative bodies – known as Industry Skills Councils.

**Commonwealth, State and Territory governments** – a national Agreement brings together Commonwealth, State and Territory governments to provide the policy and regulatory frameworks for VET system. State/Territory Governments implement the VET Quality Framework (which includes Training Packages, the Australian Qualifications framework (AQF) and the Standards for Registered Training Organisations 2015 (SRTOs 2015) through one (1) National and two (2) State Regulatory Authorities, to ensure consistency, quality and national recognition of provider services.

## VET REGULATORS

There are three (3) VET Regulators in Australia; ASQA, TAC and VRQA.

### Department of Education & Training (DET)

The Department of Education and Training (DET) is a Commonwealth statutory authority which administers and provides a national focus for vocational education and training (VET) in Australia.

Newly formed in December 2014, its mission is to ensure that the skills of the Australian labour force are sufficient to support internationally competitive commerce and industry and to provide individuals with opportunities to optimise their potential.

## Australian Skills Quality Authority (ASQA)

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

As the national regulator for the vocational education and training (VET) sector, the Australian Skills Quality Authority (ASQA) seeks to make sure that the sector's quality is maintained through the effective regulation of providers and accredited courses.

ASQA regulates according to a risk assessment model—meaning that the Authority applies proportionate regulatory intervention based on risk assessment. 'Proportionate' intervention means that regulatory focus is concentrated on providers of concern (those that are not delivering quality training outcomes). Similarly, regulatory interventions are minimised for providers that consistently deliver high-quality training outcomes.

This model:

- ensures risks to quality vocational education are well managed
- employs a strong compliance auditing and monitoring regime and a range of escalating sanctions, and
- recognises the need for innovation and flexibility in VET.

ASQA's approach to regulating the sector:

- is risk-based, and
- ensures training meets the needs of industry.

The ASQA Website is: <http://www.asqa.gov.au/>

## REGISTERED TRAINING ORGANISATIONS (RTO)

An RTO is any training organisation registered by the relevant VET Regulator to provide nationally recognised vocational education and training (VET) and assessment services, within a defined "scope of registration", and in accordance with the VET Quality Framework.

The significance of being recognised as a RTO means that ATAC must operate in accordance with the national principles, standards and protocols that make up the VET Quality Framework and specifically the Standards for Registered Training Organisations (SRTOS 2015).

As a Registered Training Organisation (RTO), ATAC provides quality Training and Assessment services in accordance with industry Training Packages and Accredited courses. RTO certifications are recognised by all other RTO's; giving clients greater mobility and confidence that their skills will be recognised and valued.

## VET QUALITY FRAMEWORK

The VET Quality Framework is a set of standards and conditions that the VET Regulators use to assess whether an RTO meets the requirements for registration.

The VET Quality Framework comprises –

- the Standards for Registered Training Organisations 2015
- the Australian Qualifications Framework (AQF)
- the Financial Viability Risk Assessment Requirements 2011
- the Data Provision Requirements 2012
- Training Packages

Under the SRTOS 2015, training organisations must be registered in order to deliver, assess and issue Australian Qualifications Framework (AQF) qualifications or Statements of Attainment for endorsed Training Packages and accredited courses.

## Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training within Australia. Introduced Australia-wide on 1st January 1995, it identifies twelve national qualifications across schools, the vocational education and training sector (TAFE's and private providers) and the higher education sector (mainly universities). These are ;

Schools Sector	Vocational Education and Training Sector	Higher Education Sector
Senior School Certificate of Education	Voc Grad Diploma Voc Grad Certificate  Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Master's degree Graduate Diploma Graduate Certificate Bachelor's degree Advanced Diploma Diploma

The AQF helps all learners, employers and education and training providers to participate and navigate the qualifications system. The framework assists learners to plan their career progression; at whatever stage they are within their lives and when they are moving interstate and overseas.

The AQF Website is: [www.aqf.edu.au](http://www.aqf.edu.au)

## Standards for Registered Training Organisations 2015 (SRTOS 2015)

New regulatory standards for training providers and regulators came into effect on the 1 January 2015 which mark an important step towards improving the quality of Australia's training system.

These standards are designed to:

- set out the requirements that an organisation must meet in order to be an RTO
- ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study
- ensure RTOs operate ethically with due consideration of learners' and enterprises' needs..

These standards are designed to ensure:

- the integrity of nationally recognised training by regulating RTOs and VET accredited courses using a risk-based approach that is consistent, effective, proportional, responsive and transparent
- consistency in the VET regulator's implementation and interpretation of the RTO Standards and Standards for VET Accredited Courses
- the accountability and transparency of the VET regulator in undertaking its regulatory functions.

Training organisations must be registered as an RTO in order to issue nationally recognised AQF qualifications or Statements of Attainment in the vocational education and training sector and deliver the associated training and assessment. RTOs must meet all the standards of the SRTOS 2015 to maintain registration as a RTO.

## Components of SRTOS 2015

The SRTOS 2015 quality standards contain four (4) 'Parts' and six (6) Schedules, all of which form part of the legislative instrument and are therefore auditible.

A brief outline of these follows. All staff/contractors must read and understand the full SRTOS 2015 Standards.

## **Part 1 – Preliminary**

The Preliminary contains the purpose, structure and glossary. The glossary forms part of the legislative instrument and are therefore auditible.

## **Part 2 – Training & Assessment**

Part 2 contains three (3) three standards, each with sub-clauses, and identify quality practice with regard to Training and Assessment. These include:

1. The RTOs training and assessment strategies and practices are responsible to industry ad learner needs and meet the requirements of training packages and VET Accredited courses.
2. The operations of the RTO are quality assured.
3. The RTO issues, maintains and accepts AQF certification documentation in accordance with theses Standards and provides access to learner records.

## **Part 3 – Obligations to Learners**

Part 3 contains three (3) three standards, each with sub-clauses, and identify quality practice with regard to obligations to learners. These include:

4. Accurate and accessible information about an RTO. Its services and performance is available to inform prospective and current learners and clients.
5. Each learner is properly informed and protected.
6. Complaints and appeals are recorded, acknowledged, and dealt with fairly, efficiently and effectively.

## **Part 4 – RTO governance and administration**

Part 4 contains two (2) three standards, each with sub-clauses, and identify quality practice with regard to RTO governance and administration. These include:

7. The RTO has effective governance and administration arrangements in place.
8. The RTO cooperates with the VET Regulator and is always legally compliant.

For further information regarding the Standards for Registered Training Organisations 2015, see  
<http://www.comlaw.gov.au/Details/F2014L01377>

## **Training Packages & Accredited Courses**

Training Packages are a key feature of vocational education and training in Australia. They are part of the National Training Framework that aims to make training and regulatory arrangements simple, flexible and relevant to the needs of industry.

Training Packages:

- Are developed by industry for industry
- Encourage training in the workplace
- Provide for multiple pathways to competency.

Training Packages are an integrated set of nationally endorsed standards, guidelines, and qualifications for training, assessing and recognising people's skills.

Training Packages are developed by industry through national Industry Skills Councils (ISC's), Recognised Bodies or by enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement, developers must provide evidence of extensive consultation and support within the industry area of enterprise.

Training Packages complete a quality assurance process and are then endorsed and placed on the National Register ([www.training.gov.au](http://www.training.gov.au)).

[Training.gov.au](https://www.training.gov.au) is the official National Register on VET in Australia and is the authoritative source of information on training packages, qualifications, accredited courses, units of competency, skill sets and Registered Training Organisations.

The structure of Training Packages is consistent. There are five (5) components of Training Packages:

### **Units of Competency**

Units of Competency provide an industry benchmark for training and assessment. They specify the scope of knowledge, skills and level of performance required for particular activities within the workplace. Units of Competency form the largest component of a training package and are constructed in a consistent manner.

A unit of competency comprises the following:

- **Unit Code and Title.** This is a national code and title of the unit.
- **Application.** Provides information and summary regarding the unit, briefly describing how the unit is practically applied in the industry and in what contexts the unit may be applied.
- **Pre-Requisite Units.** A list of any unit(s) in which the candidate must be deemed competent prior to the determination of competency in this unit.
- **Elements.** Describes key tasks or activities of work covered in the unit.
- **Performance Criteria.** Specifies the required level of performance in terms of a set of outcomes expected against each element for a person to be deemed competent.
- **Foundation Skills.** Describes those language, literacy, numeracy and employment skills that are essential to performance.
- **Range of Conditions.** Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.
- **Unit Mapping.** Specifies code and title of any equivalent unit of competency.
- **Links.** Link to Companion Volume Implementation Guide.

### **Qualifications**

Qualifications provide a structure (or grouping of Units of competency) against which RTO's can award nationally recognised certification. The qualifications are aligned directly with the Australian Qualification Framework (AQF).

A **Statement of Attainment** may be issued to individuals who have been assessed as competent against a Unit/s of competency which do not make up a full qualification.

Information includes:

- **Qualification Code & Title.**
- **Qualification Description.** A description of the qualification outcomes, including licensing outcomes.
- **Entry Requirements.** Specifies any mandatory entry requirements.
- **Packaging Rules.** Specifies the total number of units of competency required to achieve the qualification, including core and electives.
- **Qualification mapping information.** Specifies code and title of any equivalent qualification.
- **Links.** Link to Companion Volume Implementation Guide.

### **Assessment Requirements**

Assessment requirements underpin the assessment process for a unit of competency. It provides critical information for an RTO regarding evidence requirements. Information includes:

- **Unit Code and Title.** Assessment Requirements for Unit of Competency Code.
- **Performance Evidence.** Specifies skill evidence to be provided.
- **Knowledge Evidence.** Specifies knowledge evidence that must be met.
- **Assessment Conditions.** Stipulates mandatory conditions for assessment.
- **Links.** Link to Companion Volume Implementation Guide.

### **Credit Arrangements**

Specifies existing credit arrangements between Training Package qualifications and Higher Education qualifications in accordance with the AQF.

# **POLICY AND PROCEDURES FOR TRAINERS AND ASSESSORS - RECRUITMENT PROCESS**

To have a systematic approach for engaging Trainers and Assessors who possess the required skills and experience as set out under these Standards. ATAC will do this by requesting that all trainers engaged by ATAC meet the Essential Requirements, which will be assessed against the Selection Criteria within the position description. All Trainers and Assessors will undergo a Performance Review on a yearly basis, to monitor professional development, currency within industry and performance of duties as outlined in their Position Description.

All Trainers are required to hold TAE40116 or a Diploma or higher-level qualification in adult education.

## **1.0 Trainers' Qualifications and Experience**

### **1.1 Minimum qualification**

Training and assessment are delivered by trainers and assessors who meet the minimum qualification and professional development requirements as set out below.

TAE40116 Certificate IV in Training and Assessment or a diploma or higher-level qualification in adult education and have the relevant vocational competencies at least to the level being delivered and assessed.

Diploma or Higher Education in Adult Education approved for VET Sector.

Have the necessary training and assessment competencies as determined by the National Quality Council or its successors.

### **1.2 Currency in qualifications in training and assessment:**

Hold a current vocational qualification at least to the level being delivered and assessed.

Demonstrate current knowledge and skills in assessing against the Training Product in a range of contexts. This may be demonstrated through at least two of the following as preferred:

Familiarity with the units of competency in the Training Product to be used by the learner as a basis of assessment.

Recent planning, conduct and review of assessment and/or workplace training activities in a workplace context.

Participation in moderation or validation processes

Attendance at professional development activities focused on assessment and/or workplace training.

Demonstrate that they have maintained current industry skills directly relevant to the training/assessment being provided.

### **1.3 Current Industry Skills**

Demonstrate current knowledge, experience and qualifications of the industry, industry practices, and the job or role against which performance is being assessed, this may be demonstrated through the following:

Have current workplace experience, within the last two years in Vocational Education & Training,

Demonstrate the necessary knowledge and skills required to conduct training and assessment, in line with the rules of evidence and principles of assessment. This may be demonstrated through evidence of one or more of the following:

Attendance in professional development and/or training activities focused on effective communication in assessment and/or workplace training contexts.

Knowledge of language, literacy, and numeracy issues in the context of assessment and workplace training

1. Attending seminars/webinars in the VET sector
2. Recent assessment and/or workplace training activities
3. Participation in VET Professional Networks
4. Observe others deliver training and assessment
5. Delivered Courses with a head assessor.

#### **1.4 Professional Development**

Continue to develop their vocational education and training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

Attendance at professional development or training and education activities focusing on good practice in the relevant industry competencies.

1. Participation in professional or industry networks.
2. Vocational competencies at least to the level being delivered
3. Current relevant industry skills
4. Current vocational training and learning knowledge and skills
5. Maintaining Industry currency

#### **2.0 Trainer and Assessor Responsibilities**

The Trainer and Assessor is responsible for ensuring that they comply with the VET Quality Framework, with a particular focus on the following:

##### **2.1 Assessment including Recognition of Prior Learning (RPL):**

- a) meets the requirements of the relevant Training Product or VET accredited course.
- b) is conducted in accordance with the principles of assessment and the rules of evidence.
- c) meets workplace and, where relevant, regulatory requirements; and
- d) is systematically validated.

##### **2.2 Assessors Conducting Assessment Only**

Where an assessor conducts assessment only, the assessor must meet at least one of the following requirements:

1. TAE40110 Certificate IV in Training and Assessment or its successor
2. Diploma or higher qualification in adult education
3. TAESS00001 Assessor skill set or its successor
4. Each assessor (who conducts assessment only) must meet all of the following requirements.

### **2.3 The Trainer**

In line with the requirements stated below, the trainer is responsible for ensuring that they establish the needs of their clients on behalf of ATAC during the delivery of training and assessment to allow for reasonable adjustment.

Employers and other parties who contribute to each learner's training and assessment are engaged in the development, delivery and monitoring of training and assessment.

The Trainer is responsible for reporting to ATAC, as required, on the delivery of training and/or assessment services

- a. ATAC monitors training and/or assessment quality.
- b. The trainer/assessor must comply with relevant Commonwealth, State or Territory legislation and regulatory requirements relevant to ATAC and its scope of registration.

### **3.0 Recruitment Process**

The purpose of this process is to recruit and engage trainers that have the necessary training and assessment competencies and relevant vocational competencies to the level of the qualification being delivered and/or assessed. The potential Trainer/Assessor should demonstrate current industry skills directly related to the training/assessment being undertaken and be continually developing their VET knowledge and skills as well as maintaining industry currency and trainer/assessor competence.

#### **3.1 Trainers and Assessors**

Trainers and assessors are required to supply evidence of their suitability by providing certified copies of certificates for any formalised training or professional development they have achieved as well as provide referees from previous/current employers or organisations that have engaged their services, Resumes/ CV's, evidence of attendance to seminars or conferences or subscriptions to relevant industry newsletters, forums, or webinars. Trainers/Assessors need to be able to satisfy the following:

1. Vocational competencies at least to the level being delivered and assessed.
2. Current industry skills directly relevant to the training and assessment being provided.
3. Current knowledge and skills in vocational training and learning that informs their training and assessment.
4. Certificate IV TAE TAE40110 or its successor or Diploma or higher qualifications in Adult Education.

#### **3.2 Evidence and Documentation**

The next step is to obtain certified copies (signed by a Justice of the Peace), of the trainer's certificates, to support their Staff Matrix and a copy of their Resume or CV. Certificates can be verified by contacting the issuing RTO and asking them to confirm the issuance. As extra assurance, it would be recommended that you look up the issuing RTO on training.gov.au and

check that they have the qualification on their scope of registration. Certificates must be current and match the details listed on TGA and formatted in line with the AQF Qualifications Issuance Policy and Schedule 5 of the Standards. (A fact sheet on Sample forms of AQF certification documentation, can be accessed through the ASQA website). If trainers do not hold the current qualification, they will need to provide evidence of vocational and training currency against each unit of competency they will be delivering.

### **3.3 Further Evidence of Currency**

This could be reference letters from employers, of which you could easily contact to verify their role responsibilities. Role responsibilities should be relevant to their vocational and training experience, and evidence of current professional development i.e subscriptions to relevant industry bodies, attendance to seminars or conferences, recognised or non-recognised training, current licenses, police clearances, working with children checks or memberships.

The more evidence you obtain, the more confident you will be that you are able to deliver high standards of training and ensure quality outcomes for students.

### **3.4 Selection Process**

Following is the process to be followed for engaging new trainers: (relevant documents are in bold below)

#### **3.4.1 Position Description**

Identify the need to recruit a trainer and allocate appropriate Position Description (Please see Trainer and Assessor Position Description)

Place an advertisement, on “Seek” or through the newspaper, that includes the key performance criteria from the position description allocated.

Advertisement Request Form

Receive applications and address suitability against key performance criteria for each applicant and shortlist.

Applicant Suitability Checklist

Contact shortlisted applicants, advise they have progressed in the selection process and would like to organise a time for them to attend an interview.

Email successful candidates an application form to be completed and returned to ATAC

Trainer Application Form

Carry out interview using the trainer and assessor interview questions. This may be a one-on-one interviewer or a panel of interviewers.

Interview Questions - Trainer

Review the interviewed applicants and select those who are most suitable to progress to the next stage of selection process.

Phone applicant to advise that they have progressed to the next stage of the selection process and that they are to complete a staff matrix for each qualification they will be engaged to deliver and assess and supply certified copies of their certificates.

Staff Matrix and certificates

Complete a Working with Children Check

Review each completed staff matrix, verify credentials, and select the most suitable applicant.

Carry out two (2) reference checks on the applicant and complete the Recruitment Checklist.

If satisfied with reference checks, contact the applicant to advise that they have been successful in the recruitment process and that you would like to offer them the position.

If the applicant accepts the position, send via email, a Letter of Offer and Contract of Employment.

Offer of Employment Letter

Contract of Employment Template

On receipt of the signed contract, schedule an induction with the successful applicant

Notify all staff of new employee commencing, their position and commencement date.

On the day of the induction have an induction schedule prepared that will outline what will be covered and the applicants partially completed recruitment checklist

Conduct induction using the Staff Induction PowerPoint and complete induction checklist.

Staff Induction Presentation

Complete Induction Checklist

Take the successful applicant on a tour of the premises (if applicable) and introduce to other staff members.

Complete employment administration including Tax File Number declaration (if applicable), Staff Details Form, Superannuation Choice Form. At this point provide the applicant with a copy of the signed Employment Contract and Position Description for their records.

Begin a detailed review of the Trainers Handbook, relevant Forms, and training/assessment tools.

Issue the applicant with the required resources and equipment to undertake their duties.

Review the Position Description and discuss the expectations of the position.

Develop a Professional Development Plan and Schedule for the trainer, identifying PD that the trainer could undertake in the next 12 months.

Complete the Employment Checklist on the Recruitment Checklist

Create a trainer file – refer to the Records Management Process for setting up Staff Files (Refers to Records Management- Staff Files Policy on page 37

### **3.4.2 Advertisement Request Form**

The purpose of the form is to assist in preparing to place an advertisement on Seek or in a newspaper for a position vacant, it captures relevant information to target the most suitable applicants. A copy of the draft advertisement should be attached to the form for approval by the CEO.

### **3.4.3 Applicant Suitability Checklist**

This form is utilised when reviewing an application for a position vacant. The form allows ATAC to record if the applicant has met/addressed the selection criteria of the position and allows ATAC to make an informed decision on the applicant's suitability based on their application and interview.

### **3.4.4 Interview Questions – Trainer**

There are two interview question forms, one for Trainers and the other for Administration staff, each has questions specifically for the recruitment of staff for training and administration. This form is used to assist with the interview process it provides questions suitable to the position to capture information about the applicant and to assist in making an informed decision in the recruitment process.

### **3.4.5 Trainer Induction Process**

Once you have engaged your trainer, you will need to conduct an induction utilizing the Staff Induction Power point presentation and issue each trainer with a Trainers Handbook. The Trainers handbook outlines the trainer's role and responsibilities in relation to the delivery of training, organisational compliance and adherence to legislative and regulatory requirements whilst engaged by your organisation. Trainers working with person under the age of 18 need to adhere to Child Protection Regulations 2020, including obtaining a Working with Children check clearance.

### **4.0 Records Management – Staff Files**

In order to ensure that the employee files are maintained in a systematic and orderly manner, all files are to be set up as follows:

4.1 All qualifications are to have the originals sighted, and a copy signed as "Original Sighted" or "Certified as true and correct copy" including date sighted and signed by an RTO employee. The copies are to be placed into the Trainer/Assessor's staff file.

4.2 Ensure the Staff Matrix is completed by the Trainer and verified for authenticity, then placed onto file. Verification includes checking that qualifications are valid by either calling ATAC to verify completion or checking <http://www.usi.gov.au>. Verify employment by calling referees and previous employers to confirm that the trainer was employed by the employer and that the trainer has the experience outlined in the resume.

4.3 Senior Management is to confirm and validate the authenticity of all qualifications and stated industry experience and professional associations prior to engaging a trainer and assessor, through undertaking a reference check for each candidate and completing the Applicant suitability checklist.

4.4 A Professional Development plan is to be completed for the trainer and ATAC to encourage professional growth in relation to their position and to maintain currency of skills to industry standards.

4.5 Senior Management conducts annual Performance Reviews by reviewing professional development schedules for all Administration, Training and Assessing staff.

4.6 All newly engaged trainers and assessors will complete an induction program

and be provided with a Trainers Handbook to ensure that Australian  
Technology & Agricultural College's Policies and Procedures are understood.

4.7 The following Induction forms are to be completed at induction and placed

onto the Staff member's file:

Recruitment Checklist (which includes a checklist of documents that should be included on the staff file)

Contract of Employment

Position Description (signed)

Staff File Form

Current and up to date Resume

## Staff Matrix

Training and VET qualifications (certified copies of Certificates on file)

Professional Development (certified copies of certificates of attendance to workshops and conferences attended)

Working with Children Check (if delivering training and assessment services to students under the age of 18)

Police Record Check (if applicable to industry requirements)

Superannuation Form (Permanent staff only)

Tax File Number Declaration (Permanent staff only)

## 5.0 Performance Review

The Performance Review is a tool to identify how staff are achieving the key performance criteria, as outlined in their Position Description. The Performance Review objectives will be agreed to and signed by the staff member, appraiser, and Senior Management to be reviewed at the next Performance Review meeting.

The procedure for Performance Reviews is as follows:

To be undertaken two weeks prior to the end of a new employees' probationary period

After successful completion of the probationary period a second performance review interview may be held within six months.

Annual performance reviews will be held subject to satisfactory performance.

Performance reviews can be held more frequently if there are concerns related to performance.

Reviews will be undertaken by senior management (in a more senior position to the person being reviewed).

Staff will be given two weeks' notice that their performance will be reviewed. Senior Management will provide a Performance Review form to the staff member, so that they are given an opportunity to comment on performance, two weeks prior to the review, these need to be returned to the reviewer within one week. The Reviewer will use this form during the Performance Review meeting.

Objectives that the staff monitor intends to get done for the next period will be set and agreed to by both Senior Management and the staff member. These will be signed by both parties. Objectives will be signed by Senior Management for final approval.

If the employee being appraised does not agree with the outcomes of the

1. Review he or she may enter the Complaints Procedure to submit a complaint.

## 6.0 Professional Development

It is the goal of ATAC to have all training staff qualified in Training and Assessment. To achieve this goal all training staff must endeavour to complete the required training and assessment qualification. It is a requirement of all Trainers and Assessors to undertake Professional Development that relates to both the area of training/assessment and industry currency. It is the trainers' responsibility to ensure that their skills and knowledge are current.

### 6.1 All Training and Assessing staff are required to:

Attain the full trainers and assessors' qualification, TAE40116 Certificate IV in Training and Assessment.

Attend induction training with ATAC

Attend at least two professional development activities each year, either with ATAC or through other VET and Industry bodies

Attend an assessment validation meeting at least once per year

Trainers/assessors are required to document and submit a record of their currency and professional development activities at least annually, this can be provided through an updated Staff Matrix and by providing certified copies of certificates and or letters of support.

Every 12 months Trainers/assessors are required to submit an updated Staff Matrix, this should include details and supporting documentation of all activities to demonstrate that relevant industry skills and knowledge and professional development completed. Failure to submit or comply with currency requirements will result in cancellation of their employment contract.

## **6.2 Professional Development Plan**

A Professional Development Plan is completed for each Trainer/Assessor upon commencement of their employment as well as conducted annually at the Trainer/Assessors Performance Review. The plan is to include proposed Professional Development activities that should be undertaken by the staff member to maintain industry and VET currency. The Professional Development Plan should include networking opportunities, workshops, conferences, accredited and non-accredited training that will provide evidence of the Trainer/Assessor's currency within the industry.

## **6.3 Professional Development Schedule**

The Professional Development Schedule is used for recording Professional Development that has been undertaken by a staff member, this should include any training and/or workshops that the staff member has attended in both the VET and vocational sector. The Professional Development Schedule should be updated at least annually, but preferably is updated following the staff member submitting evidence of attending the Professional Development.

To verify that the staff member has completed the professional development, the staff member and CEO are required to sign the Professional Development Schedule following each PD activity being completed.

The original copy of the Professional Development Schedule is to be placed onto the staff member's file.

2. Position Descriptions
3. Recruitment Checklist
4. Applicant Suitability checklist
5. Professional Development Plan
6. Professional Development Schedule
7. Trainer/Assessor File
8. Trainer contract
9. Staff Matrix
10. Performance Review Form
11. Trainers Handbook

## **7.0 Continuous Improvement**

This standard is reviewed, according to the Continuous Improvement Cycle, during the month of April on an annual basis.

### Companion Volumes

A guide for the implementation of the qualification.

### Review of Training Packages

Training Packages are subject to continuous improvement processes and as such a complete review is conducted on each Training Package approximately every three years. This involves representatives from the industry across each State/Territory providing input.

### Helpful Websites

DET <https://education.gov.au/>

National Register [www.training.gov.au](http://www.training.gov.au)

Australian Qualifications Framework (AQF) [www.aqf.edu.au](http://www.aqf.edu.au)

ASQA [www.asqa.gov.au](http://www.asqa.gov.au)

Unique Student Identifier  
<http://www.usi.gov.au/Pages/default.aspx>

## **SECTION 7: EQUAL OPPORTUNITIES RECRUITMENT POLICY**

### **Statement of policy**

We recognise that discrimination is unacceptable and, although equality of opportunity has been a long-standing feature of our practices and procedure, we have made the decision to adopt a formal equal opportunities policy.

Breaches of the policy will lead to disciplinary proceedings and, if appropriate, disciplinary action.

The aim of the policy is to ensure that no job applicant or employee is discriminated against either directly or indirectly on the grounds of age, disability, gender identity, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation.

The policy will be communicated to all private contractors reminding them of their responsibilities in respect of equality of opportunity.

We will maintain a neutral workplace in which no employee or other worker feels under threat or intimidated.

### **Recruitment and selection**

The recruitment and selection process is crucially important to any equal opportunities policy. We will endeavour through appropriate training to ensure that employees making selection and recruitment decisions will not discriminate, whether consciously or subconsciously, in making these decisions.

Promotion and advancement will be made on merit and all decisions relating to this will be made within the overall framework and principles of this policy.

We will adopt a consistent, non-discriminatory approach to the advertising of vacancies. We will not confine our recruitment to areas or media sources which provide only, or mainly, applicants of a particular group. All applicants who apply for jobs with us will receive fair treatment and will be considered solely on their ability to do the job.

All employees involved in the recruitment process will periodically review their selection criteria to ensure that they are related to the job requirements and do not unlawfully discriminate.

Short listing and interviewing will be carried out by more than one person where possible.

Interview questions will be related to the requirements of the job and will not be of a discriminatory nature.

Selection decisions will not be influenced by any perceived prejudices of other staff. All promotions will be in line with this policy.

### **Recruitment Commitment**

The Employer is committed to recruiting candidates with the necessary training and assessment competencies and relevant vocational competencies. Potential candidates should demonstrate current industry skills directly related to the training/assessment being undertaken and be continually developing their VET knowledge and skills as well as maintaining industry currency and trainer/assessor competence.

## **Gender Equality in the Workplace**

The Employer is committed to proactively promoting and improving gender equality through equal employment, remuneration and promotion opportunities between women and men. We are committed to remove barriers to ensure the full and equal participation of woman in the workplace.

The Employer takes woman in the workplace and their health and wellbeing seriously and as such emphasises the importance on reporting any incidents or uncomfortable situations if they should ever arise. This is also applicable to technicians and specifically woman technicians whose place of work is not on the business premises but are still subject to receiving the same standards of behaviour as all employees have a right to feel safe and at ease whilst at work.

Employees who do experience any form of adverse behaviour or actions in the workplace are strongly encouraged to adhere to the grievance policy procedure or bullying and harassment complaint procedure outlined in the employee handbook accordingly.

Chief Executive Officer

Senior Management

Trainers and Assessors