



<b>Institution</b>	Mercury Institute of Victoria
<b>Policy Name</b>	Staff Capability, Educational Resources and Premises Policy
<b>Policy Governance</b>	Compliance Manager
<b>Reference to Standards</b>	Standards for RTO 2015 - Standard 1 Clause 1.13 - 1.16, 1.22 - 1.24
<b>Date of Approval</b>	April 2022
<b>Review Date</b>	April 2023

## PURPOSE

The purpose of this policy is to ensure that Mercury Institute of Victoria employ suitable staff, educational resources and premises to educate students. The provision of staff and services are to accord with existing quality assurance framework.

Mercury Institute of Victoria establishes this policy and procedure to:

- Comply with the requirements of Standards for RTO 2015 - Standard 1 Clause 1.13 - 1.16, 1.22- 1.24

## SCOPE

This policy applies to all staff employed at Mercury Institute of Victoria.

### 1. POLICY

This policy ensures that Mercury Institute of Victoria employs staff using a consistent approach and ensuring any employment/staffing needs within Mercury Institute of Victoria are identified and appropriate persons are employed.

#### **Trainer and Assessor qualifications requirement**

The quality of Vocational Education and Training (VET) programs is directly impacted on by the qualifications and competence of the staff delivering and assessing the programs. These



Guidelines ensure only appropriately qualified and competent teaching staff deliver and assess programs.

These guidelines apply to all teaching staff employed by Mercury Institute of Victoria on an ongoing, fixed term or casual basis. In situations where persons other than Mercury Institute of Victoria staff teach and/or assess on behalf of Mercury Institute of Victoria, appropriate arrangements must be established to ensure appropriately qualified staff, in accordance with these guidelines, deliver the programs.

### **National VET Regulator**

The minimum level of qualifications and competence for Trainers/Assessors required at Mercury Institute of Victoria are detailed in Standards for Registered Training Organisations (SRTOs). SRTO clauses 1.13-1.16 require training and assessment to be conducted by Trainers and Assessors who:

- Have the training and assessment competencies determined by the SRTOs;
- Have relevant vocational competencies at least to the level being delivered or assessed;
- Can demonstrate current industry skills directly relevant to the training/assessment being undertaken;
- Can demonstrate the ESOS understanding; and
- Continue to develop their vocational and training and assessment competencies to support continuous improvement in the delivery of National Training Services.

**From 1 July 2019, Trainers/Assessors must meet each of the following requirements:**

**a) TRAINERS AND ASSESSORS**

Trainers and Assessors must hold:

- TAE40116 Certificate IV in Training and Assessment or its successor or
- TAE40110 Certificate IV in Training and Assessment plus the following units:
- TAELLN411 (or its successor) or TAELLN401A, and
- TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or
- a diploma or higher-level qualification in adult education.



b) ASSESSORS

Anyone who provides assessment only (i.e. does not deliver training) must hold:

- TAESS00011 Assessor Skill Set or its successor or
- TAESS00001 Assessor Skill Set, plus one of the following:
  - TAEASS502 Design and Develop Assessment Tools, or
  - TAEASS502A Design and Develop Assessment Tools, or
  - TAEASS502B Design and Develop Assessment Tools. or
- TAE40116 Certificate IV in Training and Assessment or its successor or
- TAE40110 Certificate IV in Training and Assessment plus the following units:
  - TAELLN411 (or its successor) or TAELLN401A
  - TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or
- a diploma or higher-level qualification in adult education.

(Excerpt taken from Standards for RTO 2015 - Standard 1 Clause 1.13 – 1.16)

**Vocational competency**

Vocational competency is defined as broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competency must be considered on an industry-by-industry basis and with reference to any guidance provided in the relevant Training Package or Accredited Course.

Training Packages or Accredited Courses include advice specific to the industry related to the vocational competencies of Trainers and Assessors. This may include advice on relevant industry qualifications and experience required for training and assessing against the Training Package or Accredited Course. The Training Package or Accredited Course may also provide specific industry advice outlining what it sees as acceptable forms of evidence to demonstrate the maintenance of currency of vocational competency.

## **Attainment of Minimum Qualifications and Competence at Mercury Institute of Victoria for VET education under ASQA**

All Trainers/Assessors must have a Certificate IV in Training and Assessment qualification to be able to teach at Mercury Institute of Victoria.

### **Vocational Qualifications and Competence**

At a minimum and in accordance with the requirements of the SRTOs, Trainer/Assessor must hold the vocational qualification to at least the level they are teaching at.

Trainers/Assessors seeking to complete vocationally specific studies may be supported at the discretion of the Training Coordinator for the relevant qualification after consideration of Mercury Institute of Victoria's professional development plan. According to the SRTO's Clauses 1.13-1.16, Trainers and Assessors must continue to develop and/or maintain their vocational competencies.

### **Additional Competencies**

In addition to the training and assessment competencies required by the VET standards and the vocational competencies, trainers must meet any additional competency requirements detailed in the Training Package or determined by regulatory or licensing bodies. For example, some Training Packages require trainers to hold or demonstrate vocational competence above the level being delivered, and some licensing bodies have rules on the provision of direct supervision. Refer to the relevant Training Package and licensing body for details for specific industries.

### **Key Requirements of this Policy for Trainer's and Assessors are:**

- The staff at Mercury Institute of Victoria are suitably qualified or experienced in relation to the functions they perform for students.
- The educational resources of the Institute support the appropriate delivery of courses to students.
- The suitability of staffing, educational resources and provider premises will be determined in accordance with applicable quality assurance frameworks.

*“Vocational Education and Training (VET) - VET quality arrangements are known as the National Training Framework, which comprise the SRTOs and endorsed national industry Training Packages”*

- If no quality framework applies to staffing resources, providers must have, and use, documented policies and processes for recruitment, induction, performance assessment and ongoing development of staff that recruit or work with overseas students.
- If no quality framework applies to education resources, providers must have adequate resources to deliver the registered course to the students enrolled.

### **Education Resources**

Mercury Institute of Victoria ensures that students get access to educational resources that:

- Are sufficient to provide for each student at every stage of their course, as appropriate.
- Are appropriate for the type and level of course offered.
- Are developed for classroom and individual use, and address specific student needs and course outcomes.
- Include facilities with sufficient equipment and ensure that support resources are available for each enrolled student.

### **Premises**

Mercury Institute of Victoria provides sufficiently sized designated areas to support quality delivery of its VET courses, including:

- Rooms of a size appropriate for that of classes
- Trainer staffrooms
- Student recreation areas
- Library and Computer labs

Mercury Institute of Victoria will notify ASQA and enrolled students of any intention to relocate premises at least 20 working days before the relocation.

### **Staff Recruitment and Selection**

- Mercury Institute of Victoria applies consistent recruitment and selection practices and procedures to ensure all applicants for positions receive fair and equitable consideration. The knowledge, skills and experience required for each position is necessary to ensure that the quality of Mercury Institute of Victoria's operations and services is maintained and continually improved.
- It is essential that Mercury Institute of Victoria's recruitment and selection policy and procedure is consistent with the principles of equal employment opportunity, and takes into account the Mercury Institute of Victoria *Access and Equity Policy*.
- This policy provides a guideline to the requirements when employing any staff member within Mercury Institute of Victoria, ensuring that staff meet the needs of the organisation and are able to perform their job role competently.
- All staffing requirements are to be authorised by the CEO for VET Trainer/Assessor.
- The Organisational chart shall be the responsibility of the CEO or Administration Manager, who will ensure it is always updated and indicating the correct personnel within Mercury Institute of Victoria.
- These staffing requirements will be addressed through the Internal Staffing Review process conducted every month.

### ***Internal Staffing Process:***

- Every Month the Administration Manager uses the PRISMS report and the Student Information System for projected number of students two months from the internal staffing review process date.
- Mercury Institute of Victoria maintains a ratio of 25 students to 1 trainer. 1 full-time trainer is allocated to 2 groups at any given time.
- Student Support ratio of 40 students to 1 staff member is maintained at all times. The student support roles would include Compliance Manager, Administration Manager, Student Support Officers and Trainers.
- If it is observed that the trainer: student ration in coming 2 months is not



according to the desired ratio, recruitment process for additional staff is initiated.

- If it is observed that the student support ratio is not desirable, recruitment process is initiated to recruit a Student Support Officer and/or Administration Manager.

### **Position Descriptions**

As new positions are identified via Internal Staffing Review Process, a position description is developed in order to capture the following information:

- Job title
- Key result areas and responsibilities

Consideration is also given to whether the position is full-time, part-time, for a fixed period, or if it can be filled using a contracted specialist or consultant.

### **Advertising**

All recruitment shall be authorized and finalised by the CEO or Administration Manager. Advertising for any position within Mercury Institute of Victoria must occur both internally and externally. Job advertisements should include:

- Mercury Institute of Victoria logo
- Position title
- Job status (e.g. full- or part-time)
- Office location
- Job specifications
- Personal specifications
- Essential qualifications or experience needed
- Closing date for applications
- Contact number for further information or to request a job description\*

\* A job description should be made available to potential candidates on request.



## **Interview & Recruiting**

The selection process may consist of a combination of the methods below:

- Initial resume screening
- Proof of essential qualifications
- Interview
- Reference checking (*Telephone Reference Check Form*)
- Trainer and Assessor Profile (for Trainer and Assessors only)
- Pre-employment medical (where appropriate)
- Other methods appropriate to the position
- Approval from the CEO

All candidates must undertake the full selection process. Job fit and cultural fits are both important considerations in the selection process. Reference checks are to be conducted.

Once a suitable candidate has been selected and approved, the following steps are to occur:

- Employment file is to be created
- Employment details such as wages, hours, and positions are to be given to the accounts department.
- Contract of Employment must be signed.
- Staff Handbook is given to staff.
- Training and Assessment Strategies are given to trainers.
- Assessment Policy is given to the Trainers and Assessors.

## **STAFF INDUCTION PROCESS**

Mercury Institute of Victoria welcomes new employees through Staff Induction process. Induction at Mercury Institute of Victoria consists of three parts:

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

New staff and contractors are welcomed by the CEO/Administration Manager and introduced to





other staff members. A meeting with the CEO 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 Staff handbook.

The “Staff Induction Checklist Form” and “Staff Induction Session Checklist” is completed and signed, endorsing the completion of the Induction Training and confirming the new staff / contractors understanding of Mercury Institute of Victoria policies and procedures.

This checklist is kept by Mercury Institute of Victoria on the staff/contractor personnel file. Staff/contractors can access their own personnel file through request of the CEO.

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

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

### **Staff Performance Review**

The objective of conducting a Staff Performance Review is:

- Assess the acquisition and use of skills, experience and knowledge over the previous 12 months
- Identify the individual goals that are most important in achieving the department’s and Mercury Institute of Victoria’s strategic goals for the next 12 months
- Establish and ensure a sustainable workload plan for the next 12 months
- Set professional development plan goals that meet the employee’s job and career goals, and which help to provide the institute with a highly skilled and flexible workforce
- Provide the basis for assessing eligibility for movement in other roles within Mercury Institute of Victoria
- Address individual training needs related to job requirements and work performance
- Share feedback about achievement and problems so that the employee and their supervisor can identify and address issues that impede progress



- Celebrate and, where appropriate, reward achievements
- Identify and discuss learning and development needs
- Plan for future individual and organisational growth and development.

Staff performance is reviewed on an annual basis, and may occur more frequently in the following situations:

- Where a staff member has received recommendations from a previous appraisal
- If a student has initiated a complaint about a Mercury Institute of Victoria staff member that the Administration Manager has deemed to be reasonable. In this case, the staff member is given access to the details of the student complaint and, if in the opinion of the Administration Manager a performance review is deemed necessary, the staff member will be notified that a review is to take place
- RTO s Manager on an annual basis conducts a performance review of every staff member. The Performance Review is recorded in the *'Staff Performance Review Form'*. The Performance review is approved by the Administration Manager/ Training Coordinator.