



Staff and Resources Policy

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1. PURPOSE

1.1 This document specifies Laneway Education's (the College) staff and resources policy. It sets out the policy in which the College ensures:

- 1.1.1 Staff are suitably qualified and experienced in relation to the functions they perform for learners;
- 1.1.2 Education resources are available to support the delivery of courses to learners; and
- 1.1.3 The premises, including the floor space available for each learner, support learners to achieve their course outcomes.

2. SCOPE

2.1 This document applies to all staff in the College.

3. POLICY STATEMENT

Staffing Levels

3.1 The College shall maintain sufficient staffing levels to ensure it can always:

- 3.1.1 Provide delivery and assessment of its courses;
- 3.1.2 Provide effective and efficient administrative support for staff and learners; and
- 3.1.3 Meet the needs of learners in the area of academic support and welfare.

Trainers and Assessors

3.2 Prior to commencing any training and/or assessment for the College, all trainers and assessors must be able to demonstrate that they have:

- 3.2.1 Vocational competencies at least to the level being delivered and assessed;
- 3.2.2 Current industry skills directly relevant to the training and assessment being provided;
- 3.2.3 Current knowledge and skills in vocational training and learning that informs their training and assessment.

3.3 Additionally, all trainers and assessors must be able to demonstrate that they have either:

- 3.3.1 A TAE40110 Certificate IV in Training and Assessment, or
- 3.3.2 A TAE40116 Certificate IV in Training and Assessment or its successor, or
- 3.3.3 A TAE40110 Certificate IV in Training and Assessment, and one of the following:
 - a) *TAELLN411 Address adult language, literacy and numeracy skills* or its successor, or
 - b) *TAELLN401A Address adult language, literacy and numeracy skills* and one of the following:
 - c) *TAEASS502 Design and develop assessment tools* or its successor, or
 - d) *TAEASS502A Design and develop assessment tools*, or
 - e) *TAEASS502B Design and develop assessment tools*, or
- 3.3.4 A diploma or higher-level qualification in adult education.

3.4 Where a person conducts assessment only, the College will ensure that the person has either:

- 3.4.1 A TAE40110 Certificate IV in Training and Assessment, or
- 3.4.2 A TAE40116 Certificate IV in Training and Assessment or its successor, or
- 3.4.3 A TAE40110 Certificate IV in Training and Assessment, and one of the following:
 - a) *TAELLN411 Address adult language, literacy and numeracy skills* or its successor, or

- b) *TAE LLN401A Address adult language, literacy and numeracy skills* and one of the following:
 - c) *TAEASS502 Design and develop assessment tools* or its successor, or
 - d) *TAEASS502A Design and develop assessment tools*, or
 - e) *TAEASS502B Design and develop assessment tools*, or
- 3.4.4 A diploma or higher-level qualification in adult education, or
- 3.4.5 *TAESS00001 Assessor Skill Set*, or
- 3.4.6 One of the following credentials:
 - a) *TAESS00011 Assessor Skill Set* or its successor, or
 - b) *TAESS00001 Assessor Skill Set*, and one of the following:
 - i. *TAEASS502 Design and develop assessment tools* or its successor or
 - ii. *TAEASS502A Design and develop assessment tools* or
 - iii. *TAEASS502B Design and develop assessment tools*.
- 3.5 The College requires all trainers and assessors to demonstrate they meet the requirements stated above *prior* to undertaking any training and/or assessment activities for the College. An attempt will be made to validate the authenticity of all documents supplied to the College.
- 3.6 All trainers and/or assessors will be required to complete a 'Staff Vocational Credentials and Work Experience Mapping Tool' to demonstrate how their experience or qualifications qualify them to deliver and/or assess a particular qualification or part there of.
- 3.7 All trainers and assessors undertaking training and/or assessment for the College must complete a comprehensive orientation program, and undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency-based training and assessment as part of their employment.
- 3.8 The College shall maintain sufficient trainer and assessor staffing levels to ensure it can always provide delivery and assessment of its courses.

Induction Program for New Staff

- 3.9 All new staff, including administrative and training and assessment staff, must participate in an induction program at the beginning of their employment. Staff are also required to become familiar with the College policies and procedures.
- 3.10 New trainers and assessors are to be assigned a more senior trainer and assessor to mentor and assist them during the early stages of their employment. Trainers and assessors may also be required to undergo regular classroom observation by a more senior trainer and assessor, or by the Head of Product, as part of the normal performance review process, or as a result of concern over performance.

Staff Development Program:

- 3.11 The College takes a proactive stance in providing opportunities for its staff to complete professional development, particularly in the area of maintaining currency with vocational training.
- 3.12 As well as providing all staff with a Velg membership, which allows for a variety of professional development activities to be completed, the College publishes an organisational professional development plan each year. This plan contains a range of activities that will be made available to staff, at no cost, to ensure compliance with ongoing currency and professional development requirements.

- 3.13 The College will also periodically conduct in-house staff training sessions on a variety of topics to ensure staff remain aware of the College's legislative and regulatory obligations, and developments within the vocational education market. This typically occurs outside of normal College training hours and may occur during the College study breaks.
- 3.14 The CEO informs college staff of the training sessions, and staff are strongly encouraged to attend. Staff that is not otherwise paid for the time involved may claim a meeting pay rate to attend.
- 3.15 The College keeps an attendance roll of training session participants.

Resources

- 3.16 The College shall maintain sufficient education resources, including facilities, equipment, learning and library resources and premises to ensure it can always:
 - 3.16.1 Provide delivery and assessment of its courses;
 - 3.16.2 Provide effective and efficient administrative support for staff and learners; and
 - 3.16.3 Meet the needs of learners in the area of academic support and welfare.
- 3.17 Training and assessment resources are managed by the trainers and assessors and the Head of Product and made freely available to learners. The Head of Product manages supply levels and orders resources as required.
- 3.18 Learners also have access to study rooms, break out areas and a common room containing a microwave oven, refrigerator and chairs and tables for eating, relaxation and study in an informal environment.

4. RESPONSIBILITIES

- 4.1 Laneway Education implements a RASCI Responsibility Matrix to assign and display responsibilities of individuals to carry out a process within the organisation.

	CEO	Head of Growth	Head of Product	Administration and Enrolment Coordinator	Administration and Enrolment Team	Trainers and Assessors	Student Experience Team	Growth Team Members	Head of Compliance
R			X						
A	X								
S						X			
C									X
I		X		X	X		X	X	

'R' Responsible – the person who is responsible for carrying out the entrusted task, monitoring compliance and maintaining records.

'A' Accountable (also Approver) – the person who is responsible for the whole task and who is responsible for what has been done.

'S' Support – the person who provides support during the implementation of the process.

'C' Consulted – the person who can provide valuable advice or consultation for the process.

'I' Informed – the person who should be informed about the process.

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