

3.2.2 Teaching and Administrative Staffing Policy and Procedure

Purpose

This policy and procedure ensures Acknowledge Education and ICHM (The Colleges) maintain sufficient and appropriately qualified teaching and administrative staff to deliver high-quality education across both Higher Education and Vocational Education and Training (VET) programs. It sets out expectations for staff qualifications, academic and industry expertise, and student access, while supporting academic oversight and a positive working environment.

Scope

This policy and procedure applies to all Acknowledge Education (AE) and ICHM managers and staff responsible for the recruitment, selection, engagement, and oversight of teaching and administrative personnel across Higher Education and Vocational Education and Training (VET) programs. It governs staffing decisions for academic, training, administrative, and supervisory roles, including course coordinators, line managers, and others involved in employment or workforce planning processes.

Policy statement

The Colleges are committed to maintaining a qualified, capable, and appropriately supported workforce to deliver high-quality education across its Higher Education and Vocational Education and Training (VET) programs. The Colleges ensure that all staffing decisions align with regulatory standards and institutional values by applying fair, transparent, and consistent recruitment and engagement practices. The institution prioritises academic oversight, appropriate qualifications and industry expertise, and student access to knowledgeable and professional staff. The Colleges also support staff wellbeing through induction, ongoing development, and consideration of work-life integration.

Regulatory Context

- **Higher Education Standards Framework (Threshold Standards) 2021**
- **National Code of Practice for Providers of Education and Training to Overseas Students 2018**
- **Standards for Registered Training Organisations (RTOs) 2025**
- **Work Health and Safety Act 2011**
- **Fair Work Act 2000**
- **Community Work Australia (CWA) Accreditation Guidelines**

Policy

Staff Selection and Recruitment

The recruitment and selection of academic, teaching, and administrative staff is critical to maintaining high-quality education and student support. The Colleges follow a structured and transparent process to attract, assess, and appoint qualified staff who reflect the institution's

values and commitment to educational excellence.

Recruitment practices are further guided by the UP Education Group Recruitment Policy, which outlines due diligence requirements for appointing Australia-based staff.

Guiding Principles

- **Fair and Equal Opportunity**

The Colleges are committed to fair, transparent and merit-based employment practices that provide equitable access to employment opportunities. Recruitment and selection decisions will be based on the requirements of the role and the qualifications, skills, experience and demonstrated capabilities of candidates, without unlawful discrimination or bias.

- **Respectful, Inclusive and Discrimination-Free Workplace**

The Colleges are committed to fostering a diverse, respectful and inclusive workplace in which all individuals are treated with dignity and are free from discrimination, harassment, vilification and racism. This includes recognising and addressing racial and religious discrimination and hatred, including antisemitism and Islamophobia. Please refer to the *UP Education (AUS) Anti-Bullying, Harassment and Discrimination Policy* for further details.

- **Reconciliation and Indigenous Employment**

The Colleges recognise the importance of reconciliation and are committed to supporting employment opportunities and participation for Aboriginal and Torres Strait Islander peoples. The Colleges will seek to strengthen Indigenous representation across the institution and promote culturally safe and inclusive employment practices.

- **Qualifications and Expertise**

The Colleges will appoint appropriately qualified and experienced staff who have the knowledge, skills and expertise required for their roles. Academic appointments will have particular regard to relevant academic and professional qualifications, industry or professional experience, and demonstrated commitment to ongoing professional development and currency in the relevant discipline or field.

- **Regulatory Compliance**

Recruitment and appointment practices will comply with applicable legislative, regulatory, professional and accreditation requirements. This includes requirements relating to staff qualifications and professional equivalence, suitability and screening, professional registration or accreditation where applicable, and the maintenance of appropriate evidence and records to demonstrate compliance.

Work–Life Integration

This policy aims to support employees in integrating their work responsibilities with personal commitments and priorities, fostering a healthier and more fulfilling work–life balance.

Confidentiality

All individuals involved in handling staffing processes must familiarise themselves with the provisions of the Privacy Act 1988.

Work, Health and Safety

Employees must comply with and abide by their obligations under the Work Health and Safety Act 2011, its amendments, and any substituting legislation.

Prioritising Student Access to Staff

The Colleges are firmly committed to ensuring students have access to the resources, support and assistance required to achieve during their studies.

Staff Qualifications and Currency – Teaching Staff

The Colleges are committed to ensuring that all teaching staff possess appropriate qualifications, current knowledge, and relevant experience to support high-quality education and training across both Higher Education and Vocational Education and Training (VET) courses. Staffing decisions are guided by regulatory requirements and sector standards to ensure teaching is delivered by capable and contemporary practitioners.

Vocational Education and Training (VET) Trainers and Assessors

All trainers and assessors delivering nationally recognised training must:

- (a) Hold a training and assessment credential as specified in Section 1A of the RTO Credential Policy 2025; and
- (b) Hold current industry competencies, skills, and knowledge that are directly relevant to - and at least to the AQF level of - the training product being delivered or assessed; and
- (c) Provide evidence of relevant and recent professional experience, typically comprising at least two years of industry experience within the past four years in the vocational area aligned to the training product; and
- (d) Maintain current knowledge and skills in vocational training and learning that inform their training and assessment practices.

These requirements ensure training and assessment delivered by the Colleges is delivered by industry-relevant and pedagogically capable practitioners, consistent with Outcome 2 of the Standards for RTOs 2025.

Higher Education Academic Staff

Academic staff teaching in Higher Education programs must:

- (a) Hold a qualification at least one AQF level higher than the course of study being delivered; or
- (b) Demonstrate equivalent academic, professional, or practice-based experience, assessed and documented by AE in accordance with the Higher Education Standards Framework (Threshold Standards) 2021;
- (c) Possess current discipline knowledge informed by ongoing scholarship, research, or professional practice; and
- (d) Engage in continuous professional development and scholarly activity relevant to their teaching and academic responsibilities.

Where a staff member does not meet the qualification requirement, appointment must be supported by a documented equivalence assessment, ensuring alignment with Standards 3.2.3 and 3.2.4 of the Higher Education Standards Framework (Threshold Standards) 2021.

Equivalence Requirements

The [table in the procedures section below](#) summarises the qualification expectations and equivalence pathways applicable to teaching staff across the Colleges' Higher Education and VET programs.

Note:

- Relevant experience includes teaching, research, curriculum development, or professional practice in the relevant field.
- Currency requires active engagement in scholarship or industry practice.
- All equivalence decisions must be formally assessed and documented by the Provost or delegate.

Approval of Appointment of Staff

- All teaching and academic staff appointments are to be approved by the respective Dean or Provost prior to offer and issuing of contract by UP HR.
- All other position appointments are approved by the relevant Senior Leadership Team position prior to offer and issuing of contract by UP HR.
- Senior Leadership Team appointments are approved by the CEO prior to offer and issuing of contract by UP HR.

Induction and Orientation

The Colleges ensure that all newly appointed staff members receive a structured and timely induction and orientation appropriate to their role. This process supports staff integration into the organisation, promotes understanding of College values, policies, systems and expectations, and enables staff to contribute effectively to teaching, learning and operational outcomes.

The Colleges require that all new staff:

- Receive a role-specific induction aligned to their responsibilities and work area;
- Are provided with access to the Colleges' relevant policies, procedures, and support services;
- Are introduced to the Colleges' learning and teaching systems, academic integrity expectations, and student support frameworks (where applicable); and
- Are supported through a formal onboarding program coordinated by their line manager and relevant corporate services teams.

Induction for academic and teaching staff includes an introduction to the Colleges' curriculum design, quality assurance processes, and relevant regulatory frameworks to ensure staff are well-prepared to deliver education in line with institutional and sector standards.

Professional Development and Supervision

The Colleges recognise that ongoing professional development and supervision are essential for maintaining a skilled, current, and high-performing workforce. All academic, training, and administrative staff are expected to participate in regular development activities aligned with their role, career goals, and sector expectations.

- Academic staff in Higher Education are expected to engage in scholarly activity relevant to their teaching and discipline area.
- VET trainers and assessors must demonstrate current industry experience and maintain vocational and pedagogical currency in line with the Standards for RTOs.
- Line managers are responsible for supporting staff through induction, feedback, and opportunities for performance development and supervision.

AE encourages all staff to reflect on their professional practice, seek learning opportunities, and contribute to a culture of continuous improvement and educational quality.

Please refer to [3.2.6 Academic Staff Professional Development Policy](#), which establishes the requirement for academic staff to plan, undertake, record and apply continuing professional development (CPD) that maintains discipline, industry and teaching currency.

Monitoring and Review of Staff Qualifications and Currency

The Colleges are committed to ensuring all academic and teaching staff maintain the qualifications, expertise, and currency required to deliver high-quality education and training. The Colleges implement a structured approach to monitoring and reviewing staff credentials and currency in alignment with relevant regulatory frameworks.

Industry currency of staff teaching core units or supervising fieldwork placements in the Bachelor of Community Services will be monitored in accordance with the [Bachelor of Community Services \(BCS\): Staffing Standard Operating Procedure \(SOP\)](#).

Unit-Level Trainer Mapping (AE Only)

AE maintains a unit-by-unit trainer mapping matrix, identifying:

- Each unit of competency
- Assigned trainer(s)
- Qualification, vocational competency, and currency alignment
- Evidence of professional development related to both VET pedagogy and industry practice

Trainer mapping will be updated annually by the academic team and reviewed by the Compliance Team and VET Quality and Compliance Committee.

Initial Verification

Prior to commencement, all teaching staff must provide verified evidence of their qualifications, training and assessment credentials (for VET staff), and relevant industry or academic experience. Verified evidence includes providing certified copies of the original qualification, verification of qualifications through Checkmate, and verification of experience through reference check. Where equivalence to formal qualifications is claimed, this must be assessed and documented in accordance with internal procedures.

Ongoing Currency Monitoring

The Colleges require all academic and VET staff to maintain current knowledge and professional practice relevant to their field of teaching. This includes:

- For Higher Education staff: engagement in ongoing scholarly activity, professional development, or industry practice relevant to the discipline and course being delivered.
- For VET trainers and assessors: demonstration of vocational currency and training/assessment competence in accordance with the Standards for RTOs 2025, including maintaining evidence of recent industry currency and professional development.

Annual Performance Appraisal and Review

The performance and currency of all academic and teaching staff are reviewed through the Colleges' Annual Performance Appraisal process, outlined in the 3.2.7 Performance Appraisal Policy. This review includes:

- Confirmation of ongoing professional and scholarly engagement (for Higher Education staff).
- Annual industry currency declaration and review.
- Review of vocational competency and industry currency (for VET trainers/assessors).
- Identification of development needs and appropriate support or training plans.

Recordkeeping and Audit Readiness

Human Resources, in collaboration with relevant academic and compliance teams, maintains accurate and up-to-date records of staff qualifications, currency evidence, equivalence assessments, and professional development. These records are reviewed annually to ensure readiness for internal and external audits.

Work–Life Integration and Student Access

The Colleges recognise that maintaining a sustainable workload and supporting work-life integration for staff contributes to the quality of education and student outcomes. The Colleges support the implementation of fair and reasonable work practices that ensure staff wellbeing while upholding academic and operational standards.

The Colleges are committed to:

- Supporting flexible work arrangements where appropriate and operationally feasible;
- Ensuring all teaching staff are accessible to students for academic support and consultation;
- Promoting fair workload distribution in alignment with role expectations and staffing capacity;
- Providing access to employee assistance programs and wellbeing initiatives for eligible staff.

These commitments are operationalised through workforce planning processes, relevant procedures, and the annual performance and workload review cycle.

Procedure

Staff Selection

Vacancy Identification

- When a vacancy arises for academic, teaching, or administrative staff, the line manager or department head initiates recruitment through Bamboo HR (BHR) by submitting a 'request to recruit' form.
- A clear and comprehensive job description, including the role's responsibilities, required qualifications, experience, and essential competencies, is prepared and approved by the executive team before recruitment is progressed.

Recruitment Channels

- The Colleges use diverse recruitment channels to attract a wide pool of qualified candidates. These channels may include job portals such as SEEK, advertisements, educational institutions, professional associations, networking events, referrals, and talent search agencies.

Shortlisting

- The Talent Acquisition team, in coordination with the line manager, conducts an initial review of received applications and shortlists candidates who meet the essential criteria outlined in the job description.
- Shortlisted candidates are then invited for an interview.
- The curriculum vitae and application documents of all applicants are only to be shared with those who are part of the official selection process.

Minimum Qualifications and Credentials

The Colleges apply the following standards to ensure all teaching staff possess appropriate qualifications, professional experience, and current knowledge:

Sector	Course Level Being Taught	Minimum Required Qualification	Equivalence Pathway (if qualification not held)
VET	Certificate I–IV, Diploma/Advanced Diploma	I. TAE credential per RTO Standards (2025) II. Relevant vocational qualification at or above level delivered III. ≥2 years industry experience (last 4 years) IV. Ongoing PD to maintain competency	<i>Not applicable</i> – all requirements must be met as per RTO Standards.
Higher Education	Level 5 – Diploma	Level 7 – Bachelor's Degree	No equivalence recognised. The minimum requirement to teach at the Colleges is a Bachelor's Degree.



Higher Education	Level 6 – Associate Degree, Advanced Diploma	Level 7 – Bachelor's Degree	No equivalence recognised. The minimum requirement to teach at the Colleges is a Bachelor's Degree.
Higher Education	Level 7 – Bachelor's Degree	Level 8 – Bachelor Honours Degree, Graduate Certificate or Graduate Diploma	Level 7 – Bachelor's Degree and current registration to practise within the relevant professional body (if relevant). Plus either: 5 years of relevant teaching and/or professional experience in the past 10 years. Or Completion of at least two-thirds of a Master's Degree plus relevant teaching, research or professional experience totalling 3 years.
Higher Education	Level 8 – Bachelor Honours Degree, Graduate Certificate or Graduate Diploma	Level 9 – Master's Degree (Coursework) Master's Degree (Extended) Master's Degree (Research)	Level 8 – Bachelor Honours Degree, Graduate Certificate or Graduate Diploma Plus either: 5 years of relevant teaching and/or professional experience in the past 10 years Or Completion of at least two-thirds of a PhD plus relevant teaching, research or professional experience totalling 3 years.
Higher Education	Level 9 – Master's Degree (Coursework) Master's Degree (Extended) Master's Degree (Research)	Level 10 Doctoral Degree	Level 9 – Master's Degree (Coursework) Master's Degree (Extended) Master's Degree (Research) Plus either: 5 years of relevant teaching and/or professional experience in the past 10 years



Or

Completion of at least two-thirds of a PhD plus relevant teaching, research or professional experience totalling 3 years.

Note:

- The table above aligns with the 3.2.1 Higher Education Professional Equivalence Policy
- Relevant experience may include teaching, research, curriculum development, or professional practice.
- Currency is maintained through active scholarship or industry practice.
- All equivalence decisions must be formally assessed and documented by the Provost or delegate.

Qualifications and experience of prospective teaching staff, course coordinators, fieldwork placement coordinators and fieldwork placement supervisors involved in the delivery of AE's Bachelor of Community Services will be assessed in accordance with the Bachelor of Community Services (BCS): Staffing Standard Operating Procedure.

Interviews and Assessments

- Interviews may be conducted in person, via video conferencing, or other suitable means.
- Candidates' competencies, qualifications, experience, and cultural fit with College values and environment are assessed during the interview.
- Depending on the position, candidates may undergo additional assessments, such as presentations, or practical exercises or additional interviews, to evaluate their suitability for the role.
- When candidates are interviewed for senior teaching or leadership roles, a member of the Senior Leadership Team must participate in the interview process.

Pre-employment Checks

- Two referee checks with recent direct managers (current manager if appropriate) are conducted to confirm candidates' qualifications, experience, and professional conduct.
- The Talent Acquisition team at UP Education will trigger reference checks via Checkmate.
- Reference checks must be obtained for feedback on the candidates' work performance, teamwork, and interpersonal skills.
- The preferred applicant will be informed that their listed referees will be contacted as part of the reference check process.
- No other individuals, whether formally or informally, will be contacted regarding the applicant without the applicant's knowledge and agreement.
- Qualification verification of the preferred applicant/s may also be undertaken at this time through Checkmate.

- Further checks (police and Working with Children checks) may also be completed at this time.
- All pre-employment checks are to be considered private and confidential. The information obtained from checks must not be disclosed to anyone without the explicit consent of the candidate.

Role Appointment and Onboarding

Role Appointment

- After completion of the selection process, the successful candidate is extended an offer of employment subject to satisfactory completion of any additional required background checks and documentation.
- UP Education extends an electronic offer via BHR.

Onboarding

- Once the candidate accepts the offer, the onboarding process commences, including:
 - requesting personal information for payroll purposes,
 - orientation,
 - induction into College policies and procedures, and
 - integration into the team.
- Recruitment and induction must follow the Recruitment and Induction Checklist (see Appendix A).
- Once the candidate accepts the offer, a notification is triggered via Bamboo HR to the IT teams to set up systems access, create an email address and order any required technology (i.e., laptop or mobile phone).

For more detailed procedures on staff selection and recruitment for academic and other teaching staff, please refer to the [Academic Staff Engagement Procedure](#) and the [UP Education Group Recruitment Policy](#).

Staff Induction and Orientation

- The direct line manager or their delegate ensures that all employees undergo a formal induction and orientation program.
- All employees will be provided with the relevant staff induction kit and, where available, the accompanying specific induction guidelines related to their position.

Probation Periods

Probation periods will commence from the first day of the employment contract and extend for 6 months. The details of probation periods are set out in the employee contract.

Work–Life Integration



This procedure aims to support employees at the Colleges in integrating their work responsibilities with personal commitments and priorities, fostering a healthier and more fulfilling work–life balance.

- The Colleges are committed to safeguarding the health and welfare of staff members in the performance of their job responsibilities.
- The Colleges are committed to supporting work–life integration for its staff members while ensuring minimal inconvenience to students. To achieve this, the Colleges can offer flexible work arrangements, including remote working, flexible scheduling, and compressed workweeks, where feasible and appropriate, and when doing so does not compromise the quality of education provided to students. Please refer to the Staffing Procedures for details.
- The Colleges provide leave and time-off benefits, including annual, personal, parental, and other paid and unpaid leave, as mandated by applicable laws and regulations. Employees are encouraged to utilise these benefits to maintain healthy work–life integration.
- The Colleges foster a supportive organisational culture that values work–life integration and encourages open communication between employees and line managers regarding workload management, flexible arrangements, and personal commitments.
- The Colleges offer permanent and sessional staff members access to employee assistance programmes to support and guide work–life integration, stress management, and overall wellbeing.
- The Colleges may offer Casual staff members access to employee assistance programmes on a case-by-case basis
- The Colleges expect line managers to allocate workloads fairly, equitably and in alignment with employee position descriptions in Schedule 1 of employment contracts.
- Course coordinators and Placement Coordinators are required to calculate the number of hours of work assigned to permanent teaching staff to ensure that allocations do not exceed the FTE of the employee.
- When there is a staff shortage, the Colleges may offer casual teaching staff the opportunity to undertake additional hours. Where there is a marking overload, the Colleges will allocate the influx of marking work to Independent Contractors. However, the Colleges prioritise the wellbeing and welfare of its staff members in the performance of their job responsibilities. Therefore, temporary additional hours will be allocated judiciously, in consultation with the affected staff, and with the ultimate goal of resolving staffing shortages through appropriate recruitment and training processes.
- Workload allocations will consider a staff member's plans regarding entitled leave.
- When developing and implementing new initiatives, the Colleges will consider their potential effect on workloads.
- Staff members are encouraged to raise concerns about their workload with their line managers if they feel it is excessive or problematic.
- A manager informed of an excessive workload must address the matter.
- Staff are provided access to an EAP program. All employees and their family members have access to confidential support that is completely external and free to use. All services are independently provided by Assure and are designed to help improve health and wellbeing and resolve any personal or workplace challenges.

Working from Home Arrangements

The Colleges recognise that there may be circumstances where it would be beneficial or convenient for an employee to work from home. The Colleges may, therefore, at their sole discretion and on a case-by-case basis, allow employees to work from home, temporarily or otherwise.

The Colleges and their employees recognise their respective obligations under the Fair Work Act 2000 and any other relevant provisions in policies and/or employment agreements regarding working-from-home requests and arrangements.

Working from home arrangements are discretionary and do not constitute a contractual entitlement or create an expectation of permanency, unless such arrangement has been expressly contractually agreed between the Colleges and the employee, and are contingent on the following factors:

- The Colleges may, at their sole discretion, determine whether or not an employee's duties are suitable to be conducted temporarily from the employee's home (or some other location away from one of UP's premises).
- The Colleges reserve the right to vary, modify or end any working from home arrangement at any time for any reason (in consultation with the employee).
- Working from home in situations where an employee or someone dependent upon an employee for care is sick or injured is to be mutually agreed between manager and employee on a case-by-case basis.
- Employees working from home are required to comply with all College policies and instructions, including but not limited to its health and safety policies, procedures and instructions, and the Colleges may take disciplinary action, up to and including termination of employment, for breaches of this procedure and/or obligations related to this procedure.
- Working from home arrangements are formally requested and agreed upon, and should not be considered options for situations such as public transport strikes, car failures, or childcare issues, which should be addressed through appropriate leave entitlements.

Health & Safety

Employees requesting to work from home must ensure that their home office work environment meets appropriate Workplace Health and Safety ergonomic standards.

Employees will ensure that they comply with and abide by their obligations under all policies, procedures, directions, and instructions from the Colleges regarding health and safety and will take all reasonably practicable steps to ensure that, in the performance of their duties, they do not undermine their own health and safety or the health and safety of any other person.

In particular, to meet their responsibilities under the Work Health & Safety Act 2011, employees who work from home are required to ensure that:

- They have or make available a suitable workspace to enable and ensure the effective and safe performance of their duties, and their work activities are kept separate from domestic/family activities.
- They take all reasonably practicable steps to ensure their safety while working from home. This includes identifying, managing, eliminating, isolating and/or minimising potential hazards and immediately reporting such actual/potential hazards to the Colleges through the appropriate incident and hazard reporting process.



- All work equipment is properly installed and used in accordance with the manufacturer's and/or College instructions (for example, ensuring that electrical sockets/plugs are not overloaded, and wires and cables are tidy and controlled).
- They take all reasonable steps to keep College technology and equipment safe and in working order.
- The seating and lighting available to them is appropriate and sufficient for the safe and effective performance of their duties, and any potential health and safety risks in this respect are immediately notified to the Colleges.
- Any work-related hazards or materials are stored securely and are not accessible to family members or others who might be in, or have access to, the home workspace.
- They manage their working time effectively, including taking appropriate rest and meal breaks.
- They are aware of the risks associated with working alone and take steps to manage them, including bringing any concerns to the immediate attention of the Colleges.
- Any sickness or injury or work-related health issues are immediately reported to the Colleges via the appropriate process as if the employee was working on campus.
- They have reasonable access to an appropriate first aid kit; and
- They immediately communicate any concerns or problems in relation to the above, or in relation to working from home in general, to their manager and/or another representative of the Colleges.

Work Location

Access to the employee's working from home location may be necessary for monitoring and reviewing work arrangements.

The workspace/workstation the employee intends using may need to be initially approved by the Colleges and may be inspected from time to time to ensure it is suitable for the effective and safe performance of the employee's duties. Employees are expected to consent to such reasonable inspections. Inspections may be undertaken by the Colleges and/or an occupational therapist or other appropriate person to be nominated by the Colleges.

The Employee must immediately notify the Colleges of any change to the home office setup that may adversely affect the employee's ability to effectively and safely perform their duties, and of any changes to their home office address and contact details.

Teaching staff delivering units via video conferencing must ensure that students accessing the classes electronically are afforded every aspect of confidentiality and privacy expected in an on-campus classroom environment.

The property and equipment required for working from home will be determined by the employee and their respective line manager and documented in the Working from Home Checklist.

Unless otherwise expressly agreed, the Colleges will not be responsible for meeting or contributing to any costs associated with the setting up, maintenance and operation of the home office (for example, furniture and utilities), except for the provision of necessary equipment (e.g. IT, stationery) to enable the employee to perform their duties. If the Colleges provide any such equipment, the employee must take all reasonable steps to keep the provided equipment safe and in working order.

All College property and equipment must be returned promptly on request or following the termination of employment.

Communication and accessibility are key considerations for staff working from home.

- All staff members must coordinate work arrangements with their line managers, ensuring their whereabouts are known.
- The employee and the employee's manager will agree to the hours that the employee can/will work from home and will document this.
- A balance between on-campus and off-campus presence should be maintained, along with establishing means of communication and access to stakeholders while working off-campus.
- Line managers are expected to monitor performance and independence during off-campus work arrangements and make necessary adjustments if performance is unsatisfactory.
- Set working from home days are restricted to Tuesdays, Wednesdays, and Thursdays. Mondays and Fridays will not be permitted as continued, set working from home arrangements, except in circumstances where teaching staff deliver online classes from home.
- Academic staff members must be aware that absence from campus affects the work of others, and are therefore required to ensure that all support staff, line managers, and students know how to contact them.

Prioritising Student Access to Staff

The Colleges are firmly committed to ensuring students have access to the resources, support and assistance required to achieve during their studies. This commitment is particularly relevant for:

- Staff involved with requests for off-campus working arrangements made by student-facing services such as student services, facilities management, academic support staff, and work placement administrative staffing.
- Teaching staff responsible for first term/trimester units, students of which will likely need additional support.

Further, all teaching staff:

- Shall be accessible to students seeking individual assistance with their studies.
- Shall assist students to develop and advance English Academic Literacy skills relevant to their pursuit of the professional direction of study, and
- Where teaching staff are unable to assist students, must refer students to alternative sources of support, including but not limited to:
 - Student Services
 - Student Academic Support Services
 - Counselling Support Services
 - Senior Academic Staff.

Performance Appraisal Process

The Colleges are committed to fostering a culture of continuous improvement and professional development for its staff members. The Annual Performance Appraisal Procedure ensures that performance assessments are conducted systematically and transparently, allowing staff members to receive feedback, set goals, and plan their personal and professional growth. For more information, please refer to the [3.2.7 Performance Appraisal Policy](#).

Remedial Action Planning

Where a trainer is found non-compliant with credential, vocational competency, professional development or industry currency requirements, a Remedial Action Plan (RAP) must be developed by the Head of Department within 10 business days.

The RAP must:

- Identify the gap(s)
- Define required activities or documentation
- Set timelines for completion (not to exceed 3 months)
- Be monitored monthly and escalated to the Dean if unresolved
- Reassignment of duties may occur if compliance is not achieved within the RAP timeframe.

Staff Engagement Categories

Permanent Employment Engagements

- All permanent employees are appropriately classified under the Educational Services (Post-Secondary Education) Award 2020.
- All employees are provided employment contracts that meet all legal minimum entitlements under the *Fair Work Act 2009* and the relevant industrial instruments.
- Ordinary hours of work for a full time equivalent (FTE) permanent academic teaching employees are 38 hours per week for ICHM and 37.5 hours per week for AE, and can be annualised (averaged over 12 months).
- All permanent academic employees are required to engage in professional development and scholarly activity.
- There is an expectation that permanent staff will assist with fieldwork placement support 0.5 FTE (pro-rata) unless otherwise directed by Course Coordinators.
- Permanent positions can include, but are not limited to:
 - Course Coordinator
 - Senior Lecturer
 - Lecturer
 - Senior Trainer
 - Trainers
 - Liaison Officers
 - Fieldwork Placement Coordinators
- Unit Coordination (Higher Education only):



- Unit coordination is an additional 0.12 FTE role per unit that is assigned to permanent academic teaching staff in higher education programs.
- These duties will be worked into their ordinary hours of work. Where additional hours need to be completed, the manager and employee will agree this in writing.
- Unit coordinators are line managed by Course Coordinators in their respective campuses.
- The role of a unit coordinator is to provide leadership, supervision, and support to members of the relevant teaching team as directed by the Course Coordinator, including lecturers and tutors in all campuses relevant to the unit assigned to the unit coordinator.

Sessional Employment Engagements

- Sessional Employment Agreements are issued for a fixed period to cover a term (or terms).
- Sessional Agreements are issued for no less than 4 weeks and no longer than 40 weeks.
- Ordinary hours of work are 38 hours per week for ICHM and 37.5 hours per week for AE, and can be annualised (averaged over 12 months), or, where the contract of employment is for less than a calendar year, for the period of employment.
- There is an expectation that permanent staff will assist with fieldwork placement support 0.5 FTE (pro-rata) unless otherwise directed by Course Coordinators.
- A sessional employee receives, pro rata, pay and conditions equivalent to those of a full-time or part-time teacher with the same qualifications, experience, and teaching load.
- All sessional academic employees are required to engage in professional development and scholarly activity.
- Sessional employees are not required to complete a weekly timesheet.
- On termination of a sessional Agreement, an employee may elect to be paid out accrued annual leave entitlements or have the College preserve them where they are offered subsequent sessional engagement. The employee is responsible for notifying payroll@up.education of their intention, in writing, at the end of each engagement.
- Where an employee is not offered a subsequent sessional engagement, their accrued annual leave entitlements will be paid out with their final pay.
- Sessional employees can include, but are not limited to:
 - Senior Lecturer
 - Lecturer
 - Senior Trainer
 - Trainers
 - Liaison Officers.

Casual Employment Engagement

- A casual employee is employed to cover an influx of work (such as increased student demand).



- An individual who is employed for an agreed pattern of work longer than 4 weeks will be offered a sessional agreement.
- A casual employment offer does not include a firm advance commitment that the work will continue. For avoidance of doubt, there is no guarantee of regular or ongoing work, or of any number of shifts and there may be periods when there is no suitable work available, in which case the Company is under no obligation to offer the employee any work.
- Casual employees will be paid as per minimum award entitlements in alignment with the Educational Services (Post-Secondary) Award 2020.
- For teachers and trainers, the minimum engagement will be for 2 hours.
- Online timesheets must be accurately completed and submitted in the payroll system by Thursday of the week before the pay day (Tuesday) to be paid on that pay day.
- Course Coordinators are responsible for reviewing and checking the accuracy of timesheets prior to approval in accordance with the timesheet approval procedure.
- All rates paid are paid in alignment with the Educational Services (Post-Secondary) Award 2020:
 - Lecture rate: a lecture will count as 3 hours' work for each hour of delivery and will include associated preparation and student consultation.
 - Tutorial rate: a tutorial, being a presentation to students in a unit or subject in which lectures are offered, will count as 3 hours' work for each hour of delivery, and will include associated preparation and student consultation.
 - Repetition of a lecture or tutorial, carried out within 28 days of the first delivery, will count as 2 hours' work for each hour of delivery.
 - In addition to the consultation provided within the rates above, lecturers and tutors in Higher Education programs will be entitled to claim one hour for consultation at the marking rate per unit undertaken.
 - Training: each contact hour of teaching delivery by a teacher will count as 1.5 hours of work, including administration, assessment, and consultation.
- Casual employees are not to complete the below tasks:
 - Liaison Support
 - Delivery/teaching of asynchronous units
 - Overflow marking

Independent Contractor Agreements

- Where there is an influx of work due to fluctuating operational requirements and student numbers, certain roles may be engaged as independent contractors. The contractor will be engaged to provide a fee for service.
- The agreement will outline the terms and conditions under which the individual will provide specific services to the Colleges as an independent contractor.
- An Independent Contractor can complete the below tasks:
 - Marking overflow
 - Content writing or unit development.

Please refer to the Independent Contractor Guidelines for further details.

Marking of Assessments

Marking of assessments is the responsibility of permanent, sessional, and casual employees.

The marking process at the Colleges follows specific expectations for all teaching staff.

- All teaching staff are expected to familiarise themselves with the assessment criteria, including any rubric (for higher education) or marking guides and units of competency assessment requirements (for VET) before assessing student submissions.
- Higher education teaching staff must attend unit induction sessions conducted by the unit coordinator to ensure consistency in marking, validation, moderation, and quality assurance.
- Teaching staff are required to complete the marking process and provide feedback and marks to students within two weeks of the submission date.
- Assessments containing formative feedback, which students require for subsequent assessments, must be provided with adequate time for students to incorporate the feedback into future submissions.
- Teaching staff are expected to evaluate assessment submissions objectively, focusing on the quality of work submitted and assessing students' understanding of the subject matter. The Colleges are committed to ensuring fair and equitable marking processes.
- Teaching staff are expected to provide meaningful and constructive feedback to students, highlighting the strengths of the work submitted and identifying areas for improvement or further development.
- Teaching staff are responsible for keeping accurate records regarding assessment processes and grading, ensuring transparency and accountability.
- Teaching staff must maintain the privacy and confidentiality of students' work, ensuring secure storage of assessments and safeguarding student information.
- If any uncertainties or challenges arise during the marking process, teaching staff should consult unit coordinators or Course Coordinators or other senior teaching staff for guidance and clarification.

Higher Education Programs:

- Marking rubrics will be embedded into Turnitin for written assessments that are worth at least 20% weight of the unit mark.
- Lecturers must mark according to the rubric to provide students with clear feedback and the breakdown of their results.
- Marks should be recorded on Moodle according to the weight awarded to that assessment. For instance, an assessment that carries 20% weight of the total unit mark should be recorded as a mark out of 20.
- Final assessment grades must be in whole numbers; no decimal grades should be entered.
- Any penalties applied for late submissions must be calculated by the marker and clearly communicated to students in the feedback section of the assessment.

Vocational Education and Training Programs

Marking must be completed by a trainer or assessor with the relevant qualifications to assess or, alternatively, the assessment process must be overseen by a fully qualified employee with the necessary qualifications to assess.

Marking Rates and Categories

The following categories are used by course coordinators to assign marking time for workload allocation (for permanent and sessional staff):

Category 1: Short Assessments: Involves uploading previously marked class observations/presentations and participation grades into Moodle/RTO Manager. Assessments may include but are not limited to short quizzes, short written tests, observation logs, participation grades, online discussion board checking, peer assessments. The expectation is that it takes approximately 10 minutes to complete one assessment, and marking must be completed in accordance with the minimum engagement requirements.

Category 2: Medium Assessments: Involves marking assignments up to 2,500 words in length or can involve but is not limited to marking completed tests with written short answers, essays, case studies, reflective works, research proposals and literature reviews. The marking process may require more time than short assessments due to the length and complexity of the responses. The expectation is that it takes approximately 20 minutes to complete one assessment, and marking must be completed in accordance with the minimum engagement requirements.

Category 3: Complex Assessments: Involves marking complex essays of 2,500 words or more, or marking lengthy video submissions that require review and evaluation. The grading for these assessments is across 5 or more criteria using a rubric. Additionally, category 3 assessments may be considered for novice lecturers in a permanent or sessional employment engagement when assigning workload thresholds. The expectation is that it takes approximately 40 minutes to complete one assessment, and marking must be completed in accordance with the minimum engagement requirements.

Academic Teaching staff are referred to the Guidelines for Marking for further information regarding marking processes.

Approval of Paid Hours

Course Coordinators and Fieldwork Placement Coordinators (regarding liaison support) are responsible for ensuring that timesheets submitted by casual teaching staff are accurately reviewed, comply with the relevant guidelines, and align with scheduled teaching hours and contracted schedules. The following points make transparent the pay approval process.

Submission of Timesheets

- Casual teaching staff are responsible for submitting their timesheets through the payroll system by the designated deadline.
- Timesheets should accurately reflect the hours worked during the relevant pay period.

Review by Line Manager



- The relevant line manager (Course Coordinator or Fieldwork Placement Coordinator) is responsible for reviewing and checking the accuracy of the submitted timesheets. This includes verifying that the hours claimed:
 - align with the minimum engagement requirements.
 - align with the contracted tasks.
 - were completed.
- In verifying the completed work, line managers are expected to:
 - Cross-check timetables to ensure that the hours claimed correspond with the scheduled teaching hours.
 - Check that the work completed by the casual teaching staff aligns with the designated tasks and responsibilities outlined in their employment agreement. This includes confirming that the staff member has not performed tasks that are restricted for casual employees, such as liaison support or delivery of asynchronous units.
 - Check to ensure that the hours worked do not exceed the ordinary hours of work as detailed in the Award:
 - Hours do not exceed 10 consecutive hours per day.
 - Academic staff are not claiming for tasks that are included in their existing rates (e.g., preparation for lecture in addition to the lecture rate).
 - Consultation rates are paid at 1 hour per unit regardless of the number of tutorials or students.
 - Academic staff are not claiming for assessment or evaluations of students work that occurs during class times.
 - After reviewing and verifying the timesheets, the line manager should approve them and submit them for payment.
 - The line manager must approve the timesheet in the Elmo payroll system prior to 3 pm on Thursday the week prior to pay day (Tuesday) to receive payment on that pay day. This indicates that the timesheets have been checked for accuracy and compliance and are ready for further processing by the payroll department.
 - Where the line manager has made any adjustments to the timesheets, they must communicate the information to the employee and the payroll department detailing the adjustments and explaining the rationale for making the adjustment.

All payroll information must be kept private and confidential by the line manager.

Related Documents

- Learning and Teaching Plan
- Scholarship and Research Plan
- 3.2.6 Academic Staff Professional Development Policy
- 3.2.7 Performance Appraisal Policy
- 3.2.1 Higher Education Professional Equivalence Policy
- Bachelor of Community Services (BCS): Staffing Standard Operating Procedure (SOP)

- UP Education Group Recruitment Policy
- Academic Staff Engagement Procedure
- UP Education (AUS) Anti-Bullying, Harassment and Discrimination Policy

Policy Information

Policy Name	Teaching and Administrative Staffing Policy and Procedure
Document Number	3.2.2
Audience	☒ Staff ☐ Students ☒ Public
Approval Date	21/07/2025
Effective Date	21/07/2025
Last date of Approval	24/09/2026 (Further updates required by Jan 2027 to comply with GBV NC and HESF Amendments – Schedule 1 Racism)
Next Review Date	24/09/2028
Responsible officer:	HR Director
Implementation officer(s):	Director of Teaching and Learning, Heads of Department
Approving Authority	Board of Directors

Change Log

Date	Version	By	Notes
3/8/2023	1.0	Dean	Creation of policy and procedure
17/07/2025	2.0	Head of Quality	Addition of staff qualifications and professional currency requirements aligned with HESF and RTO standards. Removal of procedural information as already outlined in separate document.
08/09/2026	3.0	Head of Quality and Risk	• Updated various sections • Consolidated for AE and ICHM - ICHM Recruitment & Selection Policy to be retired • Guiding Principles revised and expanded to strengthen commitments to fair and equitable employment practices, diversity and inclusion, reconciliation and Indigenous employment, appropriate staff qualifications and expertise, non-discrimination (including antisemitism and Islamophobia), and regulatory compliance. • Incorporated references to relevant staffing SOP for BCS as well as references to PD Policy and industry currency requirements

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- Merged with 3.2.3 Teaching and Administrative Staff Procedure.
 - Change to Approving Authority from AB to BoD
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