QAF065 STAFF APPOINTMENT, DEVELOPMENT AND APPRAISAL POLICY & PROCEDURE

1.   Overview

Higher Education Leadership Institute ("the Institute") will ensure each staff member involved in the delivery of and support for the Institute's courses is competent for the functions they perform through the following recruitment, induction, and ongoing professional development process. This policy and procedure will also cover the staff appraisal process.

This policy and procedure covers permanent, casual and contract (sessional) staff.

The Institute is an equal opportunity employer and makes employment decisions without regard to race, colour, religion, sex, sexual orientation, national origin, citizenship, age, disability or socio-economic background. Opportunity for employment depends solely on qualifications, experience and competency to undertake the position.

2.   Recruitment and induction

2.1   Authority to recruit

A decision to **create a new** position within the Institute's organisation structure must be approved by the appropriate governance body as follows:

a) Executive staff: Board of Directors.

b) Senior academic position: Academic Board.

c) Operational position: Executive Management Committee.

Evidence of approval to recruit for a new position will be recorded in the minutes of the relevant governance body. The minute will also record the specific criteria for the role, line of authority and position in the organisation structure, remuneration, and how the position meets the necessary budget and resource requirements of the Institute.

When a vacancy arises in an existing position within the Institute the relevant governance body will use the opportunity to evaluate the effectiveness of the position and make appropriate changes to the role (including remuneration) and/or organisation structure, if appropriate.

Opportunities for appointment to new, existing or revised positions will be made available to internal staff where appropriate.

2.2   Advertising and interview

Once a position has been approved for recruitment the following merit selection process is utilised:

a) The CEO authorises that recruitment for the identified position commence;

b) The *Role Description* is reviewed and where necessary revised, or in the case of a new position, a new *Role Description* is developed;

c) The position may be advertised (either externally, internally or both as determined by the approving body) advising the necessary skills, experience and qualifications required;

d) After the closing date all applications are considered and selected applicants are contacted for interview;

e) Interview panels will consist of at least 2 staff members from the Institute. Additional staff members or external persons may be invited to be part of the interview panel as required;

f) Where the interview is for an academic staff position, a senior academic staff member will be included in the interview panel;

g) Where the interview is for a senior academic staff member, a member of the Academic Board will be included in the interview panel;

h) Interview questions will relate to the position as advertised;

i) Interviews will be carried out mindful of the Institute's responsibilities under its *Diversity and Equity Policy (QAF33)*.

j) After all interviews are completed, panel members will confer and list the applicants in order of preference based on the criteria for the position;

k) The preferred applicants' qualifications are verified by the relevant manager or delegate (as described below in section 2.4);

l) Where necessary, reference checks of preferred applicants are conducted by the relevant manager or delegate (as described below in section 2.5);

m) The preferred applicants' right to work in Australia is verified (as described below in section 2.6);

n) Based on the results of the verification of qualifications, reference checks and confirming the individual's right to work in Australia the panel will select the successful applicant;

o) The successful applicant's appointment will be approved by the relevant authority (refer section 2.7);

p) The successful applicant is notified and the formal engagement/induction process commences (refer sections 2.8 & 2.9);

q) Unsuccessful applicants are notified within 7 days of acceptance of the position by the successful applicant;

r) Post interview feedback/counselling is offered to all unsuccessful applicants.

2.3 Qualifications and experience of academic staff

To be eligible for appointment to a teaching position with the Institute, academic staff must normally have:

a) Qualifications in a related discipline at least one qualification level above the level that they are teaching (or enrolment in an appropriate qualification);

b) Skills in contemporary teaching, learning and assessment principles relevant to the discipline, modes of delivery and needs of students;

c) For senior academic staff, higher education leadership experience;

d) Active engagement with the professional community in their area of expertise;

e) Knowledge of contemporary developments in their discipline or field, which is informed by continuing scholarship or advances in practice;

f) An understanding of, and commitment to, scholarship in learning and teaching in higher education.

In acknowledgment of the Higher Education Standards Framework Standard 3.2, it is the Institute's policy that all academic staff normally have a qualification at least one AQF level higher than the level of the course being taught. However, in the case where staff do not hold a qualification one AQF level higher than the level of the course being taught, then the Institute will require documentary evidence that they have equivalent and relevant academic or professional or practice-based experience, expertise or professional qualifications, or a combination of these (e.g., Principal or Senior Fellowship of the Higher Education Academy, Professional Teaching Certificate, Graduate Certificate or Diploma in Higher Education, more than five-years' experience of postgraduate teaching, more than five-years' experience of higher education learning design).

2.4 Verification of qualifications

The qualifications claimed by an applicant must be verified for authenticity to determine whether they have been issued by a genuine institution and whether they were issued to the applicant. The qualifications must be presented either as original issued testamurs and transcripts or certified copies.

Where originals of qualifications are sighted a copy of the document will be made and notated as follows:

"Original sighted" < Date> <Signed>

The certified copy of each qualification claimed will be maintained on the staff member's personnel file.

Where there is any doubt about the bona fides of a claimed qualification the issuing institution will be contacted for verification.

Overseas qualifications are verified with NOOSR for authenticity.

2.5 Verification of experience

Reference checks will normally be conducted prior to the appointment of staff.

Applicants must list their higher education teaching and/or professional experience on a current résumé as well as details of at least three referees who can verify that experience. At least one must have worked with the applicant in a supervisory capacity within the past five years and be able to comment on the applicant's professional expertise. References from relatives or friends are not acceptable.

Information gathered during reference checks is confidential and can only be used for the purpose for which it was collected. The privacy of the applicant must be maintained at all times.

Information gathered must be specific and avoid generalisations about the applicant's attendance, honesty or subjective information about the applicant's suitability for the job.

Reference checks can be written verification from the referee or may be conducted verbally. If a verbal verification, notes will be taken and signed off by the interviewer who will record the time and date of the interview. Written testimonials and/or notes will be kept with the applicant's/staff member's personnel file.

Where the checking of references for teaching staff is impractical or inconclusive, the Dean Academic may observe classes conducted by the applicant during the probationary period should the appointment proceed.

2.6   Evidence of the right to work in Australia

In order for the Institute to make an offer of employment the prospective employee must have the right to work in Australia. Australian and New Zealand citizens automatically have the right to work in Australia, as well as Australian Permanent Residents. Everyone else is required to hold a current visa with work rights in order to gain employment in Australia.

It is illegal for the Institute to employ or pay a staff member who does not have the right to work in Australia.

2.6.1   Documentary evidence to prove the right to work in Australia

The following examples are accepted as proof of right to work in Australia:

   a) Australian birth certificate
   b) certificate of Australian citizenship
   c) Australian or New Zealand passport
   d) evidence of permanent resident status
   e) temporary visa with entitlement to work.

Where the document does not contain photo ID the prospective employee will also be required to provide documentation containing a photo ID in order to verify their identity.

2.7   Approval for appointment of staff member

2.7.1   Academic staff

The Dean Academic will approve the appointment of all teaching staff prior to their engagement and provide regular reports to the Academic Board including abbreviated CVs for any teaching staff that have been engaged since the last report.

Any academic staff member involved in a leadership role (e.g. Dean Academic, Course Coordinator) will be approved by the Academic Board prior to that staff member being engaged.

2.7.2   Managerial, administrative and support staff

The Board of Directors will appoint the CEO.

The CEO will approve the appointment of senior managers who hold non-academic roles as part of the Executive Management Committee.

Executive Management Committee members will approve the appointment of staff in their area of responsibility. Each member of the Executive Management Committee will include as part of their report at each meeting of the Executive Management Committee abbreviated CVs for any staff that have been engaged since the last report.

2.8 Engagement

Once an appointment has been approved by the appropriate authority engagement is confirmed by issuing a *Letter of Engagement*. It is usual that any engagement will include a period of probation of at least three months for general staff, and normally at least 6 months for academic staff during which employment can be terminated at will by either party. All employment arrangements will be in accordance with the *Higher Education Industry Academic Staff Award 2010* for academic staff and the *Higher Education Industry General Staff Award 2010* for all other staff.

2.9 Staff Induction

Refer to Staff Induction Policy.

2.10 Record keeping

All records including the application (with interview notes), verified qualifications, CV/résumé, reference checks, evidence of the right to work and *Staff Commencement Checklist* are maintained on the staff member's personnel file.

3. Professional development

The Institute aims to develop its staff to adapt to the significant changes that continue to occur in the higher education sector. Professional development will be a catalyst for ongoing self-improvement throughout a staff member's career.

All staff will be asked to discuss their professional development needs regularly with their manager to help them maximise their performance and enhance job satisfaction in their role. During the annual staff appraisal each staff member's professional development needs are formally reviewed and updated.

The Institute will make every effort to support staff to undertake appropriate professional development activities which have been identified.

Opportunities for staff professional development may include:

a) Obtaining or upgrading qualifications;
b) Further studies in the staff member's field of expertise;
c) Short courses;
d) Attendance at professionally recognised conferences and workshops;
e) Developing teaching and learning strategies;
f) Moderating and validating assessment;
g) Developing mentoring skills;
h) Developing management skills;
i) Equity and access awareness;
j) Developing flexible learning strategies.

Each staff member's planned professional development and details of professional development completed will be maintained on the staff member's personnel file.

3.1 Relationship between professional development and scholarly activity

It is acknowledged that certain categories of professional development and scholarly activity may exhibit a level of commonality. Therefore, this section should be read in conjunction with the *Scholarly Activity Policy and Procedure [QAF060]*.

3.2 Allocation of a budget to support professional development

The Institute will allocate an amount in the annual budget, approved by the Board of Directors, to support professional development The CEO will ensure equity of access for all staff when allocating resources for professional development.

3.3 Monitoring of professional development activity

The Executive Management Committee will monitor the professional development of all staff to ensure that opportunities for professional development are being utilised effectively. An annual report detailing professional development undertaken by staff during the calendar year will be considered by the Executive Management Committee at its first meeting of the year. The report will include data on the types of professional development undertaken, individuals who have undertaken professional development and the Institute's contribution financially and in-kind measured against the allocated budget.

The Executive Management Committee will in turn include a summary of professional development as part of its next report to the Board of Directors.

4. Staff performance appraisal

All full-time and part-time ongoing employees and employees on fixed term contracts of 12 months or more will undergo a formal performance appraisal at the end of their probation period and at least annually thereafter as part of their continuous professional development.

Staff performance appraisal is a process that allows a staff member and their manager to review past performance, and to make joint plans that will enhance and support future performance. An effective staff performance appraisal is predominantly future focused.

The performance appraisal provides an opportunity to review the staff member's *Role Description* and where necessary make any necessary adjustments to align the *Role Description* to the actual tasks that the staff member performs.

Staff appraisal is also an opportunity to identify any barriers that may have prevented the staff member from realising their potential. Strategies can be put in place to ameliorate these barriers and thereby enhance the staff member's ability to achieve their full potential.

The outcome of the staff appraisal process is a shared understanding of how the staff member will focus their performance in the following 12 months and what professional development opportunities might be appropriate in this context.

Staff appraisals must not substitute for regular ongoing communication between staff members and their managers. The staff appraisal should not be the first time that a staff member tells a manager that things are going really badly, or really well, or vice versa.

During the staff appraisal the effectiveness of professional development plans from the previous appraisal will be reviewed and, based on that review and the staff member's individual needs, a

professional development plan for the upcoming year will be set.

Staff appraisals are not to be used as part of a disciplinary process. If a staff member is underperforming, the specific issues need to be addressed in a timely manner as part of an ongoing process of mentoring, counselling and training.

If a staff member has engaged in inappropriate behaviour, the specific behaviour should be addressed at the time it occurs and appropriate disciplinary action taken. The inappropriate behaviour should not be ignored then raised at staff appraisal time.

Records of staff appraisals will be maintained on the staff member's personnel file.

5. Related documents

- QAF033 Diversity and Equity Policy
- QAF060 Scholarly Activity Policy and Procedure
- QAF009 Conferral of Professorial Titles Policy and Procedure
- HR050 /HR051 Letter of Engagement
- HR040 Staff Handbook
- HELI103 Staff Induction program (in Canvas LMS)
- HR060 Staff Commencement Checklist
- Higher Educational Industry – Academic Staff Award 2010
- Higher Educational Industry – General Staff Award 2010
- *Staff Induction Policy*

6. Version history

Version	Approved by	Approval Date	Details
1.0	Board of Directors	21 January 2016	Document creation and initial approval
1.1	Board of Directors	2 November 2016	Minor changes to better reflect new HE Standards Framework and to amend incorrect nomenclature
2.0	Board of Directors	12 September 2018	Scheduled review
2.1	Board of Directors	24 June 2020	Revised section 2.3 covering equivalent experience and qualifications to AQF+1 requirement for academic staff.
2.2	CEO	7 July 2023	CEO reviewed the policy and extended review date to 7 July 2024.
2.3	CEO	16 Nov 2023	Referenced to Staff Induction Policy Included.
2.4	CEO	30 January 2025	CEO reviewed the policy, minor job title changes and extended the review date to 7 December 2025

Document owner: CEO