

Staff
Policy, Procedures, Forms and Registers

POLICY	
Purpose	<p>ATAR Design is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (2015). As such, ATAR Design is required to have appropriately qualified and experienced personnel along with processes for managing the competence of RTO personnel.</p> <p>ATAR Design recognises the invaluable contribution of personnel to maintaining efficient and effective business operations. As such, it is vitally important that appropriate selection procedures are applied to ensure that those personnel engaged possess the required qualifications, experience and personal attributes.</p> <p>This policy will define the requirements for the selection, induction, engagement and professional development of trainers and assessors.</p>
Standard reference	1.3, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.22, 1.23, 1.24, 2.1, 2.2
Who is responsible	<p>The CEO is responsible for ensuring compliance with this policy.</p> <p>The CEO must approve all new positions, vacancies and successful applicants. Trainers and assessors take responsibility for their own professional development, maintaining vocational industry currency, and providing evidence of this each year</p>
Review date	Every 12 months

POLICY

Definitions

The following words and expressions have the following specific meaning, as in the Standards for Registered Training Organisations (RTOs) 2015.

Current industry skills are the knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry.

Current industry skills may be informed by consultations with industry and may include, but is not limited to:

- Having knowledge of and/or experience using the latest techniques and processes;
- Possessing a high level of product knowledge;
- Understanding and knowledge of legislation relevant to the industry and to employment and workplaces;
- Being customer/client-oriented;
- Possessing formal industry and training qualifications; and
- Training content that reflects current industry practice.

Professional development means activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor.

This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment.

Examples of professional development activities include:

- Participation in courses, workshops, seminars, conferences, or formal learning programs;
- Participation in mentoring, professional associations or other learning networks;
- Personal development through individual research or reading of publications or other relevant information;
- Participation in moderation or validation activities; and
- Participation in industry release schemes.

Scope of registration means the training products for which an RTO is registered to issue AQF certification documentation.

It allows the RTO to:

- Both provide training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO; or
- Provide assessment resulting in the issuance of AQF certification documentation by the RTO

POLICY

Policy

ATAR Design acknowledges that all personnel (staff or contractors) are a crucial element to the success of the business, in meeting customer needs and achieving strategic objectives. ATAR Design will ensure that all trainers and assessors, including those with third party providers, are competent for the functions they perform.

ATAR Design will select only high calibre personnel meeting the specific selection criteria and will invest in their training and professional development for the provision of effective and efficient training products and services. ATAR Design is committed to ensuring all personnel performing training and assessment functions on behalf of the RTO, possess the relevant competencies and experience to provide quality training and assessment services.

ATAR Design will:

- Have effective practices in place for the selection, induction and ongoing professional development of all trainers and assessors;
- Ensure that all persons have the relevant vocational and VET competencies and experiences to undertake relevant training and assessment activities;
- Ensure it manages the performance of all trainers and assessors through performance review processes;
- Provide access to relevant opportunities for professional development of its trainers and assessors.

Policy principles

Staff Recruitment and Selection

- ATAR Design ensures it has sufficient qualified trainers and assessors to deliver training and assessment for all of its scope of registration at all times, in accordance with training and assessment strategies.
- Recruitment of ATAR Design staff will at all times be ethical and consistent with Training and Assessment services being provided.
- Selection decisions will comply with Equal Opportunity Legislation and this policy.
- ATAR Design ensures that, through the recruitment and selection process, all trainers and assessors are competent and suitably qualified to undertake their specified role.
- ATAR Design will sight and take copy of original certification documents from successful applicants of their VET and vocational competencies. These will be maintained on an individual staff file.
- Where certification documentation cannot be supplied by trainers and assessors, verification of current competencies will be undertaken via a mapping process.
- ATAR Design requires all trainers and assessors to obtain and provide a copy of their current National Police Clearance and Working with Children Check (as appropriate).

POLICY

Staffing Growth

Growth in student numbers will be accommodated by:

- Employing additional trainers;
- Appointing a person to the role of Student Administration
- Appointing student support staff
- Creating training coordinator positions subject matter expertise

These additional appointments will be made based on the work volume of the existing staff so that the ATAR Design's Code of Practice and compliance requirements can always be met.

To ensure quality training and assessment services are provided ratios of one to 40 students are kept and monitored against budget projections for the Key revenue assumptions.

Trainers Competency

ATAR Design will ensure that all trainers will be selected based on the requirements of the Standards for RTOs 2015.

Training will only be delivered by persons who have:

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

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

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**
- Diploma or higher level qualification in adult education.

POLICY

Assessor Competency

ATAR Design will ensure that all Assessors will be selected based on the requirements of the Standards for RTOs 2015.

Assessment will only be conducted by persons who have:

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

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

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:
 - TAEELN411 (or its successor) or TAEELN401A
 - TAEASS502 (or its successor) or TAEASS502A or TAEASS502B **or**
- Diploma or higher level qualification in adult education.

Trainer / Assessors – Delivering Training and Assessment Qualifications

ATAR Design will ensure that all trainers will be selected based on the requirements of the Standards for RTOs 2015.

Additional requirements apply to trainers and assessors delivering training products from the TAE Training and Education Training Package.

Trainers and assessors delivering the TAE40116 Certificate IV in Training and Assessment or any assessor skill set from the TAE Training and Education Training Package are required to hold **one** of the following qualifications:

- TAE50111/TAE50116 Diploma of Vocational Education and Training
- TAE50211/TAE50216 Diploma of Training Design and Development
- Higher level qualification in adult education.

Trainers and assessors delivering any qualification or skill set from the TAE Training Package other than the Certificate IV in Training and Assessment or any assessor skill set must hold a TAE training product at least to the level being delivered.

POLICY

Trainers under 'Direct Supervision'

Whilst it is the policy position of ATAR Design to only engage trainers / assessors with relevant trainer/assessor qualifications above, from time to time ATAR Design may engage an individual who does not hold these competencies. These person/s will be under 'Direct Supervision'.

Where, ATAR Design engages an individual who does not hold the relevant trainer/assessor qualifications above, ATAR Design will ensure the individual works under the supervision of a qualified trainer and that the 'Supervised trainer' does not determine assessment outcomes.

Trainers working under 'Direct Supervision' must:

- Hold one of the following credentials:
 - TAESS00007 Enterprise Trainer – Presenting Skill Set **or**
 - TAESS00014 Enterprise Trainer – Presenting Skill Set or its successor **or**
 - TAESS00008 Enterprise Trainer – Mentoring Skill Set **or**
 - TAESS00013 – Enterprise Trainer – Mentoring Skill Set or its successor **or**
 - TAESS00003 Enterprise Trainer and Assessor Skill Set **or**
 - TAESS00015 – Enterprise Trainer and Assessor Skill Set or its successor
- Have vocational competencies at least to the level being delivered and assessed; and
- Have current industry skills directly relevant to the training and assessment being provided.

ATAR Design ensures that any training conducted under Direct Supervision complies with Standard 1 of the Standards for RTOs 2015.

ATAR Design will ensure it determines and puts in place:

- The relevant level of supervision required to ensure a quality outcome; and
- Any requirements, conditions or restrictions necessary on the individuals' involvement in the provision of training and collection of assessment evidence; and
- Trainers providing supervision monitor, and are accountable for, all training provision and collection of assessment evidence by the individual under their supervision.

POLICY

Trainer / Assessor Induction

Upon employment with ATAR Design, trainers and assessors will undertake a Staff Induction.

ATAR Design ensures that all trainers/assessors receive a comprehensive induction, which includes the provision of:

- Trainer / Assessor Induction Manual; and
- Job Description/ Duty Statement.

CEO meets with all new trainers and assessors to confirm the level of understanding of their role and all information contained in the induction manual.

Trainer / Assessor Induction is recorded on a Trainer / Assessor Induction Checklist, which is signed by the CEO and kept on an Individual personnel file.

Trainer / Assessor – Performance Review

Performance of Trainers / Assessors is monitored through the Performance Review and feedback processes, which incorporates:

- Client feedback during and after a training and assessment program, as outlined in Evaluation Feedback Policy;
- Trainers / Assessors Observations; and
- Professional development records.

All Trainers and Assessors participate in a formal Performance Review process at least annually.

The Performance Review process reviews past performance positively and makes plans for ongoing professional development to assist the individual achieve personal career goals and enhance workplace performance.

Trainer / Assessor – Professional Development

- Trainers and Assessors are actively encouraged to continue developing their professional knowledge and skills relating to vocational education and training, Training Packages, learning and assessment practices (including competency-based training and assessment) through attending networks, forums, seminars and other competency based or modularised courses.
- All trainers and assessors will be provided with ongoing professional development opportunities in line with their job role to complement their existing skills and develop new ones.
- Trainers and Assessors are expected to complete 20 hours of Professional development each year.
- Professional development opportunities will be discussed and planned primarily during the Performance Review processes, however may also be agreed and organised as they arise.

POLICY	
	<p>Trainer / Assessor – Currency of Industry Competence</p> <ul style="list-style-type: none"> • Trainers and Assessors are actively encouraged to maintain currency of their industry vocational skills. • Trainers and Assessors must maintain currency of their skills and knowledge in their industry area, through exposure to industry workplaces and / or participation in workplace tasks. • ATAR Design requires Trainers and Assessors to justify the currency of their industry skills to units of competency/ modules being delivered.
Records management	<p>Access and Equity The Access and Equity Policy applies. (See Access & Equity Policy)</p> <p>Records Management All documentation from Staff processes are maintained in accordance with the Records Management Policy. (See Records Management Policy)</p> <p>Monitoring and Improvement All staffing practices are monitored by the CEO and areas for improvement identified and acted upon. (See Continuous Improvement Policy)</p>

Professional Development Plan

Section 1 – Trainer and Assessor Details

Trainer / Assessor Given Name:		Trainer / Assessor Surname:		Date:	
Date plan created:		Date plan to be reviewed:			
Tick the current year:	<input type="checkbox"/> 2016 <input type="checkbox"/> 2017 <input type="checkbox"/> 2018 <input type="checkbox"/> 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021 <input type="checkbox"/> 2022				

Section 2 – Goals

Timeframe	Personal Goals e.g. This should be what you would like to aspire to personally not necessarily such as hobbies, losing weight etc.	Professional goals e.g. This should be related to your trainer and assessor role and industry currency.
Within 12 months		
Within 5 years		

Section 3 – Strengths and Weaknesses Analysis

Required skills and knowledge Examples include: Accreditation, qualifications, mandatory training and assessment	Strengths Examples include: Personal assessment of your own strengths, recent achievements, how other people see you. Completed 2 units of Cert IV training and assessment as part of work professional development	Weakness Examples include: Recent failures or critiques, skills or abilities you lack, problems you need to overcome to progress. Too nervous to give you a recent presentation need to improve public speaking skills, no business skills for starting an RTO

Section 4 – Immediate Priorities

Gap in abilities Example include: Very weak on public speaking	Plan to overcome gap in abilities Example include: Volunteer to do department presentation at all company meetings for next 12 months Perform on stage at karaoke every week for 3 months	Due date Minimum 12 months Monthly Weekly etc'

Section 5 – Long term priorities

Gap in abilities Example include: Lacking key business skills, marketing, sales and accounts	Plan to overcome gap in abilities Example include: Take 6-week night course in bookkeeping Volunteer to do telemarketing work	Due date By 2015 4 hours week, ongoing Start June 2014, for 12 months

Section 6 – Training plan

Course program Examples include: Certificate IV in Training and Assessment	Details Examples include: Blended delivery 1 week face-to-face 6 months to complete and submit workbook	Goals of training Examples include: Earn required training qualifications	Cost Examples include: \$1195	Date Examples include: Start 28/11/2016

Section 7 – Declaration

We have discussed and agree on the above action plan for Professional development. This plan will be reviewed every 12 months, however additional items may be added during the year, under agreement, as they arise. Completed Professional development activities will be recorded on the 'Trainer Professional Development Register'.

Trainer / Assessor Name:		Trainer / Assessor Signature:		Date:	
Training Manager Name:		Training Manager Signature:		Date:	

Professional Development Register

Section 1 – Trainer and Assessor Details

Trainer / Assessor Name:		Mobile:		Email:	
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Section 2 – What is professional development?

Professional development means activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency based training and assessment. Examples of professional development activities include:

- Participation in courses, workshops, seminars, conferences, or formal learning programs;
- Participation in mentoring, professional associations or other learning networks;
- Personal development through individual research or reading of publications or other relevant information;
- Participation in moderation or validation activities; and
- Participation in industry release schemes.

Trainers and Assessors are expected to complete 20 hours or 20 points of Professional development each year for the VET sector and industry based PD. Professional development opportunities will be discussed and planned primarily during the Performance Review processes, however may also be agreed and organised as they arise.

Points are broken down as follows

- 1 point is equivalent to 1 hour. See legend in the next section
- 10 points per year for PD relevant to the VET sector
- 10 points per year for PD relevant to industry based PD

See legend in the next section.

Section 3 – CPD Point System

The following CPD point system is applied as follows:

Industry Professional Development		VET Professional Development	
CPD Points	PD Activity	CPD Points	PD Activity
1	Subscription, industry journals, magazines, newsletters and other publications	1	Newsletter subscription i.e. ASQA newsletter, subscription, industry journals, magazines, newsletters and other publications
1	Membership subscription	1	Membership subscription i.e. ACPET, VELG
2	Non-accredited short courses	2	ASQA fact sheet
5	SOA per unit of competency / module from the relevant industry Training Package	2	Validation participation
2	Workshop	2	Seminars, forums and webinars
1	Conference, networking events	5	SOA per unit of competency/module from the relevant training package relating to VET, i.e. Quality auditing, TAE Package etc
2	Industry seminars, forums and webinars	1	Expo i.e. VELG expo
1	Festivals	2	Non-accredited short courses
1	Formal external training	1	In-house meetings, skill briefs, compliance updates
2	On-the-job training, coaching and mentoring	1	Formal external training
2	Placements / secondments in industry	2	On-the-job training, coaching and mentoring, working closely, or shadowing, with other trainers and assessors

Section 4 – Professional Development (You must complete a register for each year)

Please Tick: ☐ 2016 ☐ 2017 ☐ 2018 ☐ 2019 ☐ 2020 ☐ 2021 ☐ 2022

Date	Professional development activity description	PD Activity title	PD Provider	Evidence description (to be kept on the trainer file)	CPD Points VET	CPD Points Industry
Total CPD Points						

Verified by:		Position:		Signature of verifier:		Date:	
I agree to and understand the information provided in this Professional Development Register I agree with the Findings							
Print name:		Position:		Signature:		Date:	

Trainer/Assessor Qualification Register

Section 1 – Trainer and Assessor Details

Trainer / Assessor Given Name:		Surname:	
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Trainer/Assessor qualification held from the TAE training package	
<ul style="list-style-type: none"> Vocational qualification (must be to the level of qualification delivering and assessing from the current training package or equivalent). Note: a higher qualification can be used to demonstrate vocational competence, however equivalency must be established. 	

Section 2 – Trainer and Assessor Qualification

Trainer competency

ATAR Design will ensure that all trainers will be selected based on the requirements of the Standards for RTOs 2015.

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Trainers and assessors must hold:

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- TAE40110 Certificate IV in Training and Assessment plus the following units:
 - TAEELN411 (or its successor) or TAEELN401A, and
 - TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or
- Diploma or higher level qualification in adult education.

Assessor Competency

ATAR Design will ensure that all Assessors will be selected based on the requirements of the Standards for RTOs 2015.

Assessment will only be conducted by persons who have:

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 - 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:
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Trainer / Assessors – Delivering Training and Assessment Qualifications

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Additional requirements apply to trainers and assessors delivering training products from the TAE Training and Education Training Package.

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- TAE50111/TAE50116 Diploma of Vocational Education and Training
- TAE50211/TAE50216 Diploma of Training Design and Development
- Higher level qualification in adult education.

Trainers and assessors delivering any qualification or skill set from the TAE Training Package other than the Certificate IV in Training and Assessment or any assessor skill set must hold a TAE training product at least to the level being delivered.

Section 3 – Qualification Register

☐ 2016 ☐ 2017 ☐ 2018 ☐ 2019 ☐ 2020 ☐ 2021 ☐ 2022

Date of issue	Qualification – Code and Title	Verified qualification with: Please detail the full name, date and phone number, and position of the person verifying the trainer qualification		Comments
		Full name of verifier		
		Date		
		Contact number		
		Position		
		Full name of verifier		
		Date		
		Contact number		
		Position		
		Full name of verifier		
		Date		
		Contact number		
		Position		

Verifier of Trainer / Assessor qualification from ATAR Design staff representative

Verified by:		Position:		Signature of verifier:		Date:	
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Section 4 – Scope Management

Item	Qualification - Code and Title of proposed training and assessment activity to be performed	Capability			Currency evidence	Vocational competency qualification
		Deliver	Assess	Approved		
1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Comments						
Item	Detail follow up action					
1						

Verifier of Trainer / Assessor qualification from ATAR Design staff representative

Verified by:		Position:		Signature of verifier:		Date:	
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Direct Supervision Record Register

Section 1 – Trainer, Program and Unit Details

Trainer / Assessor Given Name / Surname:		Supervisor Name:	
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Section 2 – Supervision Activity Record

Date of Supervision: Timeframe: <input type="checkbox"/> Pre-Delivery <input type="checkbox"/> During Delivery <input type="checkbox"/> Post-Delivery	Comments:	Supervisor Signature:
	Recommendations:	
Date of Supervision: Timeframe: <input type="checkbox"/> Pre-Delivery <input type="checkbox"/> During Delivery <input type="checkbox"/> Post-Delivery	Comments:	Supervisor Signature:
	Recommendations:	

Section 3 – Verification

Trainer Signature:		Supervisor Signature:		Date:	
CEO Name:		CEO Signature:		Date:	

Trainer / Assessor Competency Mapping

Section 1 – Trainer and Assessor details

Trainer/assessor Given name		Trainer/assessor surname		Date	
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Section 2 – Trainer and Assessor competency mapping

Unit of competency Code delivered and assessed	Unit of competency link to www.training.gov.au	Please comment on your relevant industry experience with this unit IN DETAIL. Ensure you use examples and cover all the PCs (performance criteria) for the UOC.	List the Qualification code and title and equivalent UOC to verify vocational competency i.e. BSB51615 hold unit BSBAUD402B which is an equivalent unit

Unit of competency Code delivered and assessed	Unit of competency link to www.training.gov.au	Please comment on your relevant industry experience with this unit IN DETAIL. Ensure you use examples and cover all the PCs (performance criteria) for the UOC.	List the Qualification code and title and equivalent UOC to verify vocational competency i.e. BSB51615 hold unit BSBAUD402B which is an equivalent unit

Section 3 – Trainer / Assessor Declaration

I hereby declare that all statements are true and correct.

Trainer / Assessor Name:		Trainer / Assessor Signature:		Date:	
RTO Representative approved by, Name:		RTO Representative approved by, Signature:		Date:	

STAFF FILE NOTE FORM

SECTION 1 – STAFF & MEETING DETAILS

Staff Name:		Date:	
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SECTION 2 – DISCUSSION NOTES

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SECTION 3 – FOLLOW-UP ACTIONS AGREED

ATAR Design

Staff Member

SECTION 4 – DECLARATION

Staff Signature:		Date:	
RTO Signature:		Date:	

Staff Induction Checklist – End to End Process

Section 1 – Staff Details

Staff Name:	
Position Title:	
Start Date:	
Employment type:	<input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Casual <input type="checkbox"/> Contractor

Section 2 – Staff Interview (Prior to Employment Engagement)

Qualifying Trainer / Assessor – The Trainer File (Prior to employment)

Tick	Process			Initial
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Interviewed Conducted			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Resume / CV Received and Verified			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Reference Checks completed			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Qualification certified and verification of trainer/assessor competency			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	TAE40110 Certificate IV in Training and Assessment or current package and certified			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Photo ID			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Working with children's check			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	National Police Clearance			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Vocational licences / tickets/ cards			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Trainer Competency Mapping Form completed			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Professional development plan			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Professional development register			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Professional development evidence in the current year related to industry and VET			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Evidence of currency for the current year on file			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Resume up to the current year on file			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Qualification verification with the registered RTO completed and trainer/assessor approved			

Disclaimer for the Trainer and Assessor:

I declare that the information provided on this Trainer / Assessor profile is true and correct. I have provided certified copies of all qualifications, statements of attainment, transcripts and records of results that have been listed on this profile.

Signature:

Section 3 – Employment/Engagement documentation completed and received

Tick	Process	Date	Comments	Initial
Full-time/ Part-time or sessional casual staff ONLY – Please tick: <input type="checkbox"/> Yes <input type="checkbox"/> NA				
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Terms of Engagement			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	Letter of Offer – Signed all parties			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Employment Contract – Explained and Signed			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Staff Personal Details Form			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	Tax Declaration Form			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Pay – Bank Details			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Superannuation Details			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Hours of Duty / Timesheets – discussed			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Staff Reimbursements – discussed			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Employee forms and processes – provided and discussed (e.g. Leave request, Sick leave protocol, annual leave protocol etc, changing personal details)			
Contractors ONLY – (note companies only are accepted on a subcontracting arrangement). Sole Traders are not applicable Please tick: <input type="checkbox"/> Yes <input type="checkbox"/> NA				
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Terms of Engagement			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Contractors' Company Name – confirmation received			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	GST registration – confirmation received			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	ABN - confirmation received			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Insurances (PI, PL) – Certificate of Currency received			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Letter of Offer – Signed all parties			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Contract of conditions – Explained and Signed			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Hours of Duty / Timesheets – Invoicing			

Tick	Process	Date	Comments	Initial
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Reimbursements - discussed			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Employee forms and processes – provided and discussed (e.g. for contractors Leave request, Sick leave protocol, protocol etc, changing personal details)			

Section 4 – Pre-induction

Set Up Resources				
Tick	Process	Date	Comments	Initial
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	Office / Workstation allocated and prepared			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	Computer/Software/ Desk Phone – setup and prepared			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	Computer Username – Created			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	Email Account – created			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	Email Signature – created			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	Mobile phone & No. – organised			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	Business Cards – Ordered / Received			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	Payroll - Setup completed (in Finance System)			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	Parking bay – Allocated			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	Office Keys – Allocated / Provided			
SMS (Student management system) Log in				
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	SMS Profile – Details entered SMS			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	Other Logins (including LMS, trainer portal) – Created:			

Section 5 – Induction and Training Sessions

Day 1 Meeting with the CEO or Training Manager				
Tick	Process	Date	Comments	Initial
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Staff handbook provided and discussed			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Expectations and responsibilities of the position discussed – meeting the standards and the elaboration of a competent trainer and assessor			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Position Description – Provided, discussed and signed			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Policies and Procedures - Provided and discussed Note Staff are expected to read all RTO Policies and procedures		Please tick to ensure you have been provided or have access to the RTO policy and procedure manual as follows: <input type="checkbox"/> Academic Mis Conduct Policy <input type="checkbox"/> Access & Equity Policy <input type="checkbox"/> Assessment Policy <input type="checkbox"/> Audit Policy <input type="checkbox"/> Certification Issuance Policy <input type="checkbox"/> Complaints and Appeals Policy <input type="checkbox"/> Continuous Improvement Policy <input type="checkbox"/> Enrolments Rights & Client Information Policy <input type="checkbox"/> Evaluation Policy <input type="checkbox"/> Financial Management Policy <input type="checkbox"/> Legislation Compliance Policy <input type="checkbox"/> Management of RTO Policy <input type="checkbox"/> Marketing Policy <input type="checkbox"/> Partnering Policy <input type="checkbox"/> Privacy Policy <input type="checkbox"/> Recognition Policy <input type="checkbox"/> Records Management Policy <input type="checkbox"/> Refund Policy <input type="checkbox"/> Staff Policy <input type="checkbox"/> Training & Assessment Strategies and Resources Policy <input type="checkbox"/> Training Delivery Policy <input type="checkbox"/> Transition of Training Packages Policy <input type="checkbox"/> Validation – Moderation Policy <input type="checkbox"/> Work Health & Safety Policy	

Tick	Process	Date	Comments	Initial
<input type="checkbox"/> Yes <input type="checkbox"/> NA	TAS – Training and assessment strategy discussed and verified			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Tour of Office – conducted			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Tour of Amenities – conducted (including Kitchen, toilets)			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Office Security – Alarms and Guards, Entry codes/ Swipe cards			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Office Opening procedures (including disarming Alarms)			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Office Closing and lock-up procedures (including arming Alarms)			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Secure Records and Filing Cabinets/Compactus			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Introductions to other Staff – Conducted			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Professional Development requirements reiterated			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Performance management requirements discussed			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Direct Supervision requirements discussed			
Training sessions				
<input type="checkbox"/> Yes <input type="checkbox"/> NA	RTO Induction Session attended and Signed			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Safety Induction Session attended			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Trainer mentoring session attended			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	Diversity Induction Session attended			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	SMS System Training attended			
<input type="checkbox"/> Yes <input type="checkbox"/> NA	LMS System Training attended			

Section 6 – Declaration (Only to be completed once the Induction Checklist is complete)

Disclaimer

- I declare that the information provided on this Trainer / Assessor profile is true and correct. I have provided certified copies of all qualifications, statements of attainment, transcripts and records of results that have been listed on this profile.
- I verify that I have completed all aspects of this Staff Induction.
- I have read and understand the RTO policies and procedures.
- I have read and understand the Training and Assessment Strategy
- I agree to and understand my job requirements and understand at least yearly I will receive a performance review and at least quarterly I will be observed by a representative of ATAR Design conducting training sessions.

Print Name:		Position:	
Signature:		Date:	
Print Name:		Position:	
Signature:		Date:	

New Employee – Personal Details Document

First Name: _____ Last Name: _____

Address: _____

Suburb: _____ State: _____ Postcode: _____

Home Phone: _____ Mobile: _____

Email Address: _____

Gender: (circle one) Male / Female Date of Birth: ____/____/____

Emergency Contact Details:

Next of Kin: _____

Relationship: _____

Address: _____

Suburb: _____ State: _____ Postcode: _____

Home Phone: _____ Mobile: _____ Work: _____

Position Title: _____

Position Location: _____

Pay Rate:

Pay Frequency: (circle one) Weekly Fortnightly Monthly

Start Date: ____/____/____

Superannuation Details

Super Fund Name: _____ Super Fund USI/Spin: _____

Super Fund Number: _____ Member No: _____

Tax File Declaration (filed electronically)

Employee Tax

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File:

Are you an Australian citizen? ☐ Y ☐ N If no, are you a permanent resident? ☐ Y ☐ N

If not, please attach a copy of your Working Visa. Visa Expiry date: ____/____/____

Tax-free Threshold Claimed ☐ Y ☐ N

HELP Debt ☐ Y ☐ N

Has SFSS Debt ☐ Y ☐ N

Bank Details

Bank Name: _____ Branch: _____

Account Name: _____

[illegible]

Employee Signature: _____ Date: ____/____/____

Manager's Signature: _____ Date: ____/____/____

DIRECT SUPERVISION PLAN

This document serves as an agreement between the parties in the Direct Supervision for a Trainer who does not hold the:

- TAE40116 Certificate IV in Training and Assessment or its successor or
- TAE40110 Certificate IV in Training and Assessment plus the following units:
 - TAE40116 (or its successor) or TAE40110A, and
 - TAE40110 (or its successor) or TAE40110A or TAE40110B or
- Diploma or higher level qualification in adult education.

SECTION 1 – PERSONNEL DETAILS

Title		Date:	
Contact Tel:		Mobile:	
Email			
Supervisor Name:		Date:	
Contact Tel:		Mobile:	
Email			

SECTION 2 – SCOPE OF THE AGREEMENT

The Trainer will work under the supervision of the 'Supervisor' under the following terms:

Period / Timeframe:	Inclusive for the period from: / / to: / /	
Units of competency / Modules	Unit code	Unit title

DIRECT SUPERVISION PLAN

SECTION 3 – SKILLS / COMPETENCIES OF THE PARTIES

Supervisor:	<p>The Supervisor holds:</p> <ul style="list-style-type: none"> <input type="checkbox"/> TAE40116 Certificate IV in Training and Assessment or its successor or <input type="checkbox"/> TAE40110 Certificate IV in Training and Assessment plus the following units: <ul style="list-style-type: none"> – TAELLN411 (or its successor) or TAELLN401A, and – TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or <input type="checkbox"/> Diploma or higher level qualification in adult education.
Trainer:	<p>The Trainer holds one of the following credentials:</p> <ul style="list-style-type: none"> <input type="checkbox"/> TAESS00007 Enterprise Trainer – Presenting Skill Set or <input type="checkbox"/> TAESS00014 Enterprise Trainer – Presenting Skill Set or its successor or <input type="checkbox"/> TAESS00008 Enterprise Trainer – Mentoring Skill Set or <input type="checkbox"/> TAESS00013 – Enterprise Trainer – Mentoring Skill Set or its successor or <input type="checkbox"/> TAESS00003 Enterprise Trainer and Assessor Skill Set or <input type="checkbox"/> TAESS00015 – Enterprise Trainer and Assessor Skill Set or its successor <p>The Trainer has the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocational competency at least to the level being delivered. <input type="checkbox"/> Current industry skills and experience directly relevant to the training being delivered. <p>The Trainer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> is commencing the TAE40116 Certificate IV in Training and Assessment <p>Date:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has commenced the TAE40116 Certificate IV in Training and Assessment <p>Date:</p>

SECTION 4 – ROLES AND RESPONSIBILITIES

Supervisor:	<p>The Supervisor is accountable for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The provision of training by the Trainer <input type="checkbox"/> The collection of assessment evidence by the Trainer
Trainer:	<p>The following conditions/ restrictions apply to the Trainer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The trainer may deliver training without the Supervisor being present. <input type="checkbox"/> The trainer may only gather assessment evidence within the presence of the Supervisor. <input type="checkbox"/> The trainer will not determine assessment outcomes. <input type="checkbox"/> Meetings between the Supervisor and the Trainer will occur Pre-, During and Post-Delivery. <input type="checkbox"/> A record of all meetings must be kept on the 'Direct Supervision Meeting Record Form'. <input type="checkbox"/> These are stored on the Trainers Staff File.

DIRECT SUPERVISION PLAN

Supervisory Activities / Strategies may include, but are not limited to:

- ☐ Providing input into the preparation for training, including planning of sessions
- ☐ Discussing strategies to support specific learners
- ☐ Discussing strategies to support specific learning pathways
- ☐ Discussions regarding delivery mode and methods most suited to the content
- ☐ Assisting the trainer to locate appropriate resources, last information
- ☐ Observing training sessions and providing feedback
- ☐ Debriefing the trainer after training sessions
- ☐ Regular meetings to provide support, guidance and mentoring
- ☐ Joint validation and moderation activities
- ☐ Assisting with Industry consultation and networks
- ☐ Delivery demonstration (providing a role model)
- ☐ Shadowing

SECTION 5 – REVIEW OF AGREEMENT

This supervision plan will be reviewed on a quarterly basis.

The Trainer is to make a commitment to achieve their TAE40116 Certificate IV in Training and Assessment as soon as possible or at least by 31st December XX

3 month Review

Date:			
Comments:			
Trainer Signature:		Supervisor Signature:	

6 month Review

Date:			
Comments:			
Trainer Signature:		Supervisor Signature:	

9 month Review

Date:			
Comments:			
Trainer Signature:		Supervisor Signature:	

DIRECT SUPERVISION PLAN

SECTION 6 – AGREEMENT AND AUTHORISATION

The above agreement has been developed and discussed between the parties. All Parties sign in acceptance of this Supervision Plan.

Trainer Name:		Trainer Signature:		Date:	
Supervisor Name:		Supervisor Signature:		Date:	
CEO Name:		CEO Signature:		Date:	