

PRIVACY POLICY

1. Purpose

1.1 This document applies to the **Innovative Institute of Australia**, its courses, its clients (students), and its controlled entities (collectively, "IIA", "Institute", "the Institute", "we", "us", "our").

1.2 The purpose of this policy is to

- i. establishes the framework for professional development for all Institute staff. Professional development is a deliberate and proactive approach to enhancing both personal and professional capabilities for practical application in the workplace. It is designed to engage staff in a dynamic and enriching educational environment that delivers value to students, employees, and broader stakeholders.
- 1.3 This policy is implemented in compliance with the requirements of the Education Services for Overseas Students Act 2000 (the ESOS Act), the Standards for Registered Training Organisations (2025), and the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code 2018).
- 1.4 In this file, words that import gender include all other genders; the singular 'they' is gender-neutral and used to avoid specifying a person's gender; words in the singular number include the plural and vice versa.
- 1.5 This policy does not affect students' rights under the Australian Consumer Law.
- 1.6 The Institute reserves the right to amend these terms and conditions at any time.
- 1.7 This policy does not affect students' rights under the *Australian Consumer Law*.

2. Definitions

2.1 An education agent refers to an entity (in or outside Australia) that

- i. Engages in any of the following activities in relation to a provider:

- A. The recruitment of overseas students, or intending overseas students;
 - B. providing information, advice or assistance to overseas students, or intending overseas students, in relation to enrolment;
 - C. otherwise dealing with overseas students, or intending overseas students;and
 - ii. is not a permanent full-time or part-time officer or employee of the Institute.
- 2.2 Agent Agreement refers to the agreement between the Institute and the agent, including the schedules.
- 2.3 CRICOS refers to the Commonwealth Register of Institutions and Courses for Overseas Students.
- 2.4 ESOS Act refers to the *Education Services for Overseas Students Act 2000 of the Commonwealth of Australia*.
- 2.5 National Code refers to the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*.
- 2.6 Prospective student/applicant/client refers to a person who intends to become, or who has taken any steps towards becoming, an 'overseas student' or 'intending overseas student' as defined by the *ESOS Act*.
- 2.7 DHA refers to the Department of Home Affairs.
- 2.8 OSHC refers to the Overseas Student Health Cover.
- 2.9 eCoE refers to the electronic Confirmation of Enrolment.
- 2.10 2025 Standards for RTOs refers to the *National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025*.

3. Policy

- 3.1. Professional development is embedded within the broader framework of the Institute's strategic plan. It is designed to align with the current and future needs of the organisation, its departments, and individual staff members.
- 3.2. Professional development empowers staff to support the Institute's strategic objectives, advance their careers, and effectively respond to evolving responsibilities and challenges.
- 3.3. All staff: The continuous learning and improvement among all staff to enhance individual performance, job satisfaction, staff retention and organisational effectiveness. The professional competence of all staff, to enable them to effectively perform their roles and duties. This includes ongoing professional development in the Institute's policies, procedures, and compliance requirements, legislative obligations, and the skills required to perform assigned duties.
- 3.4. The continuing professional development of trainers usually includes industry competencies, skills, and knowledge, as well as vocational training, learning, and assessment, including engaging and supporting VET students.
- 3.5. Professional development strategies: The Institute will implement professional development in two strategies
 - i. Individual professional development: An Individual Professional Development Plan will be prepared with each staff member in January each year, outlining their professional development goals and activities for the year. The plan forms the basis for the Institute's distribution of financial support for individual professional development activities. The plan and staff members' progress towards their professional development goals will be reviewed in June each year. Individual professional development is to align with the following expectations:
 - A. Must include a minimum of three professional development activities each calendar year that relate specifically to the role performed by the staff member;
 - B. May be a combination of non-accredited and/or nationally recognised training;

- C. Must include professional development activities that do not exceed a day in duration; and
- D. Must include professional development activities that link to professional development goals.
- E. Each staff member's Individual Professional Development Plan must be approved by the CEO or delegate before it can be implemented, or financial support will be provided.
- ii. Collective professional development: Collective professional development includes all professional development activities organised and facilitated by the Institute, with mandatory participation for all staff members. The purpose of collective professional development is to introduce and/or reinforce staff knowledge and skills in:
 - A. Outcome Standards for RTOs
 - B. Compliance Standards for RTOs
 - C. Credential Policy for RTOs
 - D. Work health and safety
 - E. Discrimination
 - F. Equity and inclusion
 - G. The safety of children and young people
 - H. Privacy protection, including information security
 - I.
- iii. Collective professional development will usually be conducted over a half-day and will be held twice per year in accordance with the Governance Calendar. Professional development activities are to reinforce the themes of integrity, transparency, accountability and fairness to support the ongoing development of a positive organisational culture.
- iv. Extra in-class professional development will be provided on an "as needed" basis in response to circumstances that may arise, including:
 - A. A change to compliance requirements or legislation
 - B. Identified an opportunity for improvement
 - C. Introduction of new equipment or capabilities

- D. To address a breach of the Institute's policies and procedures
- 3.6. A formal professional development framework and process will be provided to both managers and staff. Participation in learning and development initiatives will align with the structured training plans established for each department.
- 3.7. Where possible, professional development activities should draw on the Institute's staff's internal expertise. Peer-to-peer knowledge sharing is a core component of the Institute's collaborative and collegial culture, and all staff are encouraged to contribute their skills in support of one another.
- 3.8. The Institute's initiatives to support and develop staff skills and effectiveness include
- i. A structured orientation program for new employees.
 - ii. Role-specific training plans tailored to meet the needs.
 - iii. Internal professional development workshops and webinars are coordinated by the Institute.
 - iv. Participation in curriculum reviews, unit and course evaluations, and assessment moderation activities conducted each term, as well as engagement in professional development programs.
 - v. Financial and administrative support to attend external professional development initiatives, such as conferences, trade missions, and seminars offered by industry bodies.
 - vi. Support for staff to attend and present at external conferences and workshops.
 - vii. Assistance in undertaking research and publishing scholarly work.
 - viii. Encouragement and support for staff to actively engage in professional associations relevant to their disciplines, including participation in policy reviews, standards development, and committee memberships through professional and governmental bodies.
 - ix. Opportunities for further education and involvement in scholarly activities.
- 3.9. The Institute's CEO may require staff to participate in training where a skills gap has been identified or where specific training is deemed essential for fulfilling the responsibilities of their role.
- 3.10. The Institute applies the following principles when implementing this policy

- i. Ensuring all staff have access to learning in a culturally safe and respectful environment that supports professional growth and career progression.
- ii. Applying the principle of merit—taking into account factors such as career interruptions—to ensure fair access to professional development programs, resources, and support.
- iii. Adopting an intersectional approach to promote progressive inclusivity across the Institute, with a focus on increasing participation and leadership opportunities for women, individuals of marginalised genders, First Nations peoples, staff with disabilities, individuals from non-Western backgrounds, and those identifying as LGBTIQ+. This includes ensuring that physical and digital environments are accessible, inclusive, and safe.
- iv. Maintaining clear documentation of staff development progress and providing opportunities to build capabilities that support individual, team, departmental, and organisational objectives.
- v. Committing to the ongoing evaluation and enhancement of learning and development offerings to ensure they meet the evolving requirements of staff roles, organisational goals, and relevant statutory and policy obligations.

3.11. Evidence of professional development: Non-training staff

- i. This policy applies to all administrative staff, managers, student support staff, and all other staff not employed as trainers.
- ii. All staff members are required to submit evidence of their professional development to the CEO. This may include:
 - A. Providing copies of any certificates awarded for completing accredited or non-accredited training
 - B. Providing copies of any learning reflections or opportunities for improvement
 - C. Providing receipts for professional development

3.12. Evidence of professional development: Trainer

- i. Trainers must submit a minimum of six (6) pieces of evidence to the CEO each calendar year to cover their industry competencies, skills and knowledge, and

vocational training, learning and assessment skills and knowledge, including engaging and supporting VET students.

4. Measures

4.1 Continuing Professional Development (CPD)

- i. Continuing Professional Development (CPD) involves the systematic tracking and documentation of skills, knowledge, and experience acquired beyond initial qualifications. It promotes lifelong learning by capturing what individuals experience, learn, and apply in their professional roles.
- ii. CPD points earned by staff will contribute to performance evaluations, serving as a measure of their commitment to continuous personal and professional growth.
- iii. All staff are required to obtain CPD points, maintain competency, and advance their skills. This may be achieved through completing courses, participating in internal training sessions or webinars, and engaging in approved external development programs.

4.2 Legislative Framework Awareness Training

- i. The Institute is committed to ensuring that all staff who engage directly with overseas students are well-informed about the Institute's responsibilities under the ESOS framework. This includes an understanding of the implications these obligations may have for international students, with a focus on maintaining high standards of compliance to support their academic experience and overall well-being.
- ii. To support this commitment, the Institute delivers mandatory training on relevant Australian acts and regulations for all relevant staff. This training ensures staff are equipped with the knowledge and skills required to understand the Institute's obligations, uphold compliance, and effectively support the educational and welfare needs of overseas students.

4.3 Further Education

- i. The Institute offers support and financial assistance to eligible employees undertaking further education opportunities that go beyond the Institute's internal and external training or professional development programs.

- ii. Each full-time employee is entitled to eight hours of paid external professional development annually.
- iii. Part-time employees will accumulate professional development hours on a pro-rata basis, relative to their contracted hours."
- iv. A financial assistance approval is granted at the Institute's sole discretion, and approval in one case does not constitute a precedent or imply approval in future cases.
- v. Staff pursuing tertiary studies are expected to schedule their classes to minimise disruption to their responsibilities and work commitments.

4.4 Study leave

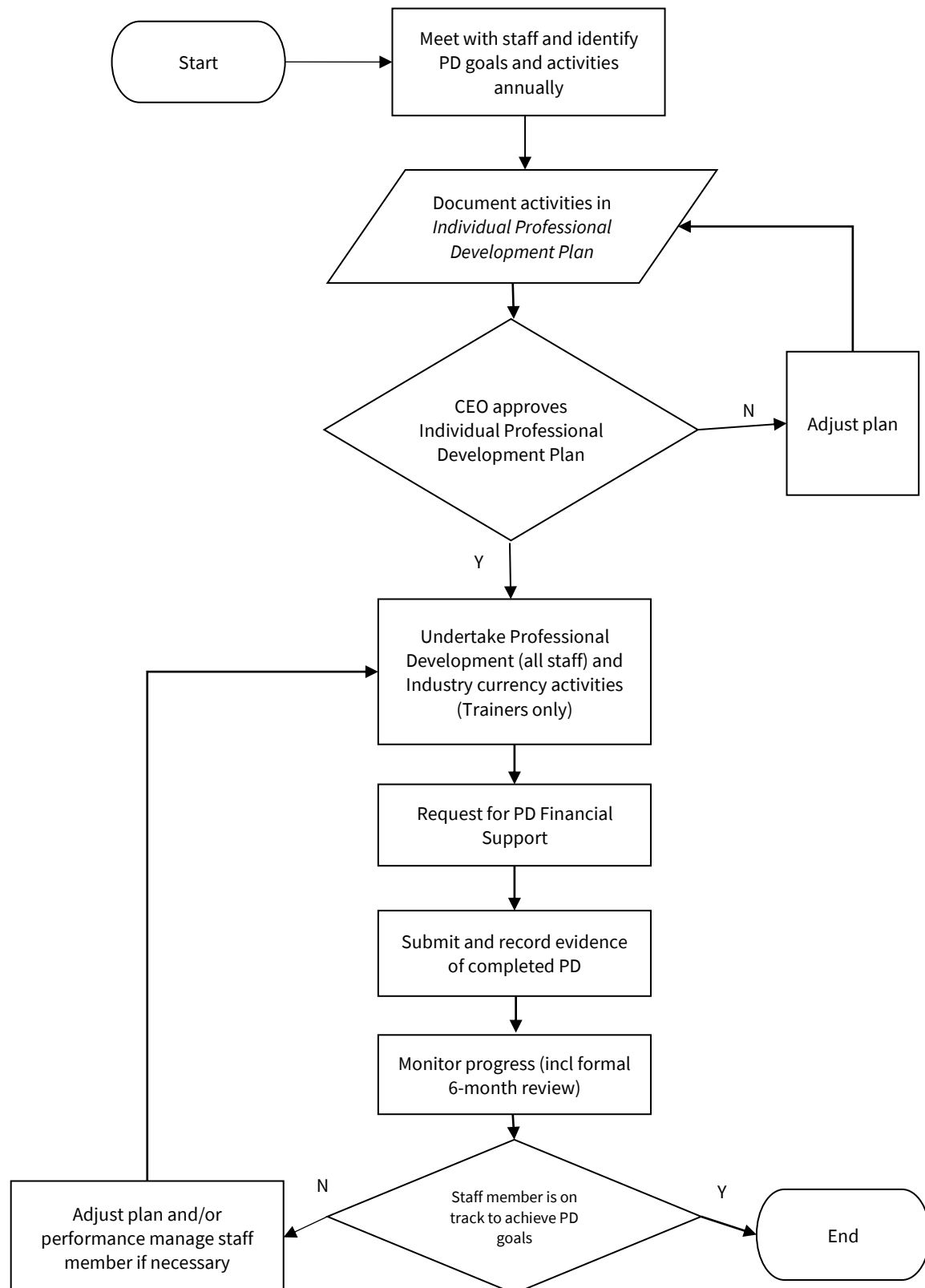
- i. Employees are eligible for study leave to pursue further education courses that are relevant to the Institute's operations and have received formal approval from the Institute.
- ii. A maximum of 10 full days of study leave per year may be approved for employees undertaking remote study programs that require attendance at residential courses.
- iii. Applications for study leave must be submitted at least four (4) weeks in advance.
- iv. Employees are entitled to paid leave to sit examinations. Any additional leave beyond this entitlement is at the manager's discretion. Approved study leave will be recognised as part of continuous service.

4.5 Financial support

- i. Financial support will be provided only for professional development activities approved by the CEO.
- ii. Individual financial support will be provided only at 50% of the activity cost, up to the annual entitlement (\$500).
- iii. Financial support will only be provided for registration costs or tuition fees. It will not cover incidental costs such as transport, meals or accommodation.
- iv. Financial support that is not utilised within the calendar year expires and cannot be carried over.

- v. Financial support will be paid directly into the staff member's bank account within 7 days of production of proof of payment for the planned professional development activity and a completed Request for PD Financial Support. Request for PD Financial Support must be submitted to the Office Manager.
- vi. Individuals will be considered "on duty" when attending professional development activities and will be remunerated at their standard rate of pay.
- vii. Within two weeks of completing the professional development activity, staff members are required to submit a Continuous Improvement Report on at least one opportunity for improvement they identified through their participation. If no opportunity for improvement were identified, this should be notified to the Office Manager via email instead. Professional development activities that offer no opportunities for the Institute to improve are unlikely to receive financial support in the future.

5. Professional development policy flow chart



VERSION HISTORY

Version Number	Date	Summary of changes
1.0	September 2021	New policy
2.0	July 2025	Revised and updated to include the changes according to the Standards for Registered Training Organisations (2025).
3.0	December 2025	Revised and updated to include the changes according to the ESOS 2000 Act.