

STAFF RECRUITMENT AND INDUCTION 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** outline the processes for the recruitment, induction, ongoing professional development, and performance monitoring of Institute staff.
- 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 Document verification is the process of determining whether a document is authentic and whether the information it contains is true, accurate, or in compliance with a specific standard. Verification often involves an examination or investigation to verify the document and its contents. Verification is usually conducted internally by the Institute's staff.
- 2.2 Document certification is the process of officially attesting that a copy of a document is a true and accurate reproduction of the original. A document can be certified by

observation by a prescribed person as defined by the Statutory Declarations Act 1959.

This usually includes any of the following:

- i. A Justice of the Peace (with a registration number in the State in which they are registered);
- ii. A police officer;
- iii. A judge of a court;
- iv. A Sheriff's officer;
- v. A barrister;
- vi. A solicitor; or
- vii. A health professional registered with the Australian Health Practitioner Regulation Agency (e.g. doctor, pharmacist, optometrist, nurse).

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

- viii. 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
- ix. is not a permanent full-time or part-time officer or employee of the Institute.

2.4 Agent Agreement refers to the agreement between the Institute and the agent, including the schedules.

2.5 CRICOS refers to the Commonwealth Register of Institutions and Courses for Overseas Students.

2.6 ESOS Act refers to the *Education Services for Overseas Students Act 2000 of the Commonwealth of Australia*.

- 2.7 National Code refers to the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*.
- 2.8 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*.
- 2.9 DHA refers to the Department of Home Affairs.
- 2.10 OSHC refers to the Overseas Student Health Cover.
- 2.11 eCoE refers to the electronic Confirmation of Enrolment.
- 2.12 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 Workforce planning

- i. Organisation Chart. An organisation chart will be maintained with key positions within our organisation. The organisation chart will clearly show lines of responsibility for reporting and accountability. When people or positions change, the organisation chart is to be updated. The organisation chart must show the position title of each position, the name of the person occupying that position and their employment status (part-time, full-time, contractor, etc.).
- ii. Duty Statements. All positions will be supported by a duty statement which clearly defines the duties and responsibilities for all staff and to whom each person is accountable. When duties and responsibilities change, the Duty Statement must be updated. The duties that comprise the duty statement should include both organisational generic duties, such as those supporting workplace safety, equity, privacy protection, and ethical conduct. They must also include the specific duties relevant to each role.
- iii. Annual Delivery Planning Meeting. In the second half of each calendar year, we

will hold an annual Delivery Planning Meeting to assess the training programs and courses offered by The Institute, and forecast demand for the next 12 months, including estimating the number of trainers, student support staff, and administrative personnel required to meet student demand.

- iv. The Annual Delivery Planning Meeting will examine:
 - A. Current and forecast student numbers for the next 12 months.
 - B. Note: When reviewing current student numbers, it is important to look at 'active' students who are engaging in the course and completing assessments. Students who are not actively engaged should be contacted, and if they do not plan to continue their studies, they should be withdrawn.
 - C. Current and forecast characteristics of the student cohort for the next 12 months.
 - D. Current and forecast training products within our scope and that we plan to deliver for the next 12 months.
 - E. Current and forecast training sites/locations and modes of delivery for the next 12 months.
 - F. Student-to-trainer ratios for the planned course in the next 12 months.
 - G. Current support staff (administration, student support staff, IT) to student ratios.
 - H. Any third-party arrangements that require monitoring.
 - I. Feedback from staff on workloads and capacity.
 - J. Feedback from students on access to trainers and response times.
 - K. Expected training package transition and the possible work implications.
 - L. Expected compliance workload driven by continuous improvement and any internal reviews.
- v. Staffing and skills gaps will be identified, and action plans will be developed to ensure we have adequate staff and the appropriate mix of skills needed to enable The Institute to operate effectively. The primary influence on staffing numbers is

the number and frequency of courses that the Institute offers to the market. If we offer a course, all resources, including delivery and support staff, must be in place and ready to accept students.

- 3.2 Determining if a course can proceed. The allocation of staffing numbers must always be balanced against staffing costs and the Institute's capacity to meet staffing demand. This may mean that some desired courses need to be scaled back or discontinued in areas with soft demand, so that resources can be focused on courses with strong demand. Break-even analysis is to be used for every course to determine the break-even point and whether the course can proceed. This should include fixed and variable costs, tuition fees, and other fixed charges related to each enrolment.
- 3.3 This information will be used to identify how many student enrolments are required to cover the cost of delivering a course. Market analysis will identify the strength of demand, taking into account historical demand, competition, and subsidies relevant to each course. By comparing market demand and the break-even point for each course, we can determine whether a course is viable or would be better off focusing on cash-positive, in-demand courses. A market and break-even analysis should be undertaken in the lead-up to the Annual Delivery Planning Meeting to inform the course planning and staffing requirements for the following 12 months. The following two key points of guidance must be followed when undertaking this analysis:
- i. Market analysis and forecast student numbers should be conservative and realistic.
 - ii. Where break-even analysis does not confirm that the course is cash positive (based on the forecast student numbers), the course should not proceed unless there is an overriding benefit to the organisation.
- 3.4 Management Meetings. As part of our normal operations, we will hold a regular management meeting to discuss operational issues and identify and progress continuous improvement initiatives. If training products are added to our scope, new classes are set up, new cohorts are enrolled, new modes of delivery are introduced, or we receive feedback indicating the need for additional staff or skills, these will be

discussed at management meetings and actions taken to address our workforce operational needs.

- 3.5 **Recruitment policy:** The Institute is committed to attracting, selecting, and retaining the best talent. Recruitment will be conducted on the basis of merit, competency, and suitability for the role, free from bias or discrimination. Applications from First Nations people and people from diverse backgrounds are encouraged. The Institute will comply with all applicable labour laws and regulations.

3.6 Recruitment principles

- i. Merit-Based Selection: All hiring decisions will be made based on merit, qualifications, skills, experience, and potential of applicants as they relate to the requirements of the role.
- ii. Non-Discrimination: No applicant will be discriminated against based on race, gender, age, religion, culture, sexual orientation, disability, marital status, pregnancy, or other characteristics protected by law.
- iii. Transparency: Recruitment processes will be open, transparent, and accessible to all potential candidates, with clear communication on job requirements, assessment criteria, and outcomes.
- iv. Accessibility and Inclusion: We strive to make recruitment processes accessible to individuals with disabilities and First Nations people and will make reasonable adjustments where required.
- v. Fit and Proper Requirements. Any person convicted of a sex offence will not be permitted to either work or seek work in a position with The Institute.

- 3.7 **Documents that must be maintained:** As part of the recruitment and induction process, we will collect and retain records in both hard-copy and electronic formats. The following list defines which documents must be maintained in electronic format for all staff as a minimum:

- i. Completed staff induction record - signed by staff member and CEO.

- ii. Updated Curriculum Vitae or Resume detailing professional history.
- iii. Duty statement, signed by staff member.
- iv. Employment contract / Service Agreement, signed by staff member and CEO.
- v. Individual professional development plan, signed by staff member and CEO.
- vi. Child Safety Code of Conduct, signed by staff member (for all staff working with students under the age of 18).
- vii. Working with Children Check (for all staff working with students under 18).
- viii. Conflict of Interest Declaration.
- ix. Fit and Proper Person Declaration, signed by a staff member (for an Executive Officer, High Managerial Agent, or a position that will exercise a degree of control or influence over the management or direction of the RTO).

3.8 The following documents must also be maintained in electronic format for trainers:

- i. Verified copy of trainer/assessor qualifications.
- ii. Verified copy of vocational/industry qualifications.
- iii. Evidence of equivalent competence, if applicable.
- iv. National Police Check if applicable.
- v. Relevant licence documentation / working with children check.
- vi. Evidence of recent professional development (last 12-18 months).
- vii. Evidence of industry currency (over the last 12-18 months).

3.9 **The storage and organisation of staff records:** The Institute is committed to maintaining accurate and current records of staff members and keeping them safe and secure, ensuring they are accessible only to authorised persons. The following guidelines are provided to guide the storage and organisation of staff records:

- i. Staff files must be stored in a secure location accessible only to authorised personnel. In general, these records will be stored using a cloud file management

service such as SharePoint, OneDrive or Google Drive. These file management services can be used to manage access to authorised personnel only and to provide secure backup and recovery capabilities.

- ii. The Institute prefers digital file storage over physical files. If physical records are received from a staff member or prospective staff member, these records should be digitally scanned, retained after verification, and the originals returned to the staff member. If the staff member declines to collect or receive the records, then the records may be destroyed through shredding with the authorisation of the Office Manager.
- iii. Each file should contain only one document. For example, multiple qualifications should not be saved in a single PDF file. Each qualification should be saved individually. The admin team must also ensure that any qualification provided by a trainer is accompanied by a record of results or a transcript that shows the units of competency achieved as part of that qualification.
- iv. Staff records are to be organised and saved into one folder, and the creation of additional subfolders is to be avoided (except for an archive folder, see below). The organisation of these records within a single folder should be achieved using file naming conventions so that the files can be easily navigated by purpose. Having multiple folders often leads to documents being put into the wrong folder and makes them harder to find.
- v. Within each staff record folder, there should be one additional folder named after the staff member, with the word "archive" appended, such as "John-Smith-Archive". This folder is for dropping any records that are no longer current. Examples of records that are no longer current include evidence of professional development completed more than 18 months ago. As a general rule, these digital files should not be deleted but instead archived to keep the main staff folder clean with only current records.
- vi. To assist in the organisation of staff records, file naming conventions are important to ensure that specific files can be easily located and recognised within

a folder on the file management system. The following guidelines are provided to guide the use of file naming conventions:

- A. General Format. The general format for a staff records file naming is the following:
- B. LastName-FirstName-Document-Description-YYYY-MM-DD. As an example:
- C. Smith-John-EmploymentContract-2024-02-15
- D. Character Length. As a general rule, the number of characters used in a file name should not exceed 50 characters. There is some flexibility with this; however, short file names are preferred to make the file more portable, particularly when saving it to a zip folder. Long file names combined with long directory paths can often cause complications when saving and moving files.
- E. Avoid spaces: Use hyphens - instead of spaces to prevent issues with file systems.
- F. Use standardised abbreviations: If using shorter names, ensure consistency (e.g., Qual instead of Qualification).
- G. Use only numerals for dates: This ensures you can sort by date and search (e.g., 2024-02 instead of 2024-Feb).
- H. Confidentiality: When handling sensitive information, ensure appropriate access controls rather than embedding security measures in file names.

3.10 Induction program: The induction program will vary according to the new staff member's background and circumstances. As a general guide, induction will occur over two days. The first day is generic to all new staff members and includes orientation, meetings with key personnel, and a review of The Institute's policies and procedures. After this initial period, the staff member is orientated to their respective work area, be that training and assessment, administration or support services.

4. Measures

Steps		Person/s responsible
5.1 Workforce Planning		
i.	Plan service delivery Undertaker review of the existing course delivery and forecast the planned courses for the following calendar year. This should include a market to determine the market opportunities and the market areas that support viable enrolment numbers. Following market analysis a break-even analysis should also be undertaken to inform course selection and workforce allocation.	CEO, Training Manager
ii.	Hold Annual Delivery Planning Meeting Schedule and hold an Annual Delivery Planning Meeting at the end of each calendar year. Identify staffing and skills needs for the next 12 months. Amend the Schedule of Courses for the following calendar year and calculate the staffing levels for the planned operation.	CEO, Training Manager
iii.	Revise the Organisational Chart The Organisation Chart should be revised to identify all positions required to support the following calendar year. Allocate existing staff to positions and take note of new positions which will require recruitment.	CEO, Training Manager
iv.	Identify the need to hire a staff member Identify a vacancy due to outcomes of the annual Delivery Planning Meeting, resignation, growth in demand for a training product, additional training products being added to the scope, or feedback	CEO, Training Manager

	from staff or students.	
v.	The chief executive officer approves the position and salary range Before hiring, determine: • whether they will be full-time, part-time or casual, contractor • the minimum wage for the role	CEO

Steps		Person/s responsible
5.2 Recruitment		
i.		CEO or Training Manager
ii.	Advertise job Advertise the job with an appropriate application deadline. Use the platform that best aligns with the vocational skills. Include keywords that will be indexed when people search for the position. Set a budget for the advertising and do not exceed it Set all filtering settings to avoid inappropriate applications such as location, industry, skill level, etc	CEO or Training Manager
iii.	Review applications and identify shortlisted applicants. Conduct an initial review of applications, shortlisting candidates	CEO or Training

	who meet the essential qualifications and experience criteria. Applications for a Trainer position will also be reviewed to ensure they meet the attributes outlined in <i>PP3.2 - Trainer Credential Requirements</i>. Shortlist candidates who meet the competency requirements and most closely match the job requirements.	Manager
iv.	Prepare for interviews Determine who will conduct the interviews, schedule interview times and dates with the candidates and the interview panel members, and prepare interview questions using the <i>Support Staff Interview Questions Template</i> or the <i>Trainer Interview Questions Template</i>, depending on the position.	CEO or Training Manager
v.	Interview Start the interview by introducing yourself and your position. Describe the role being advertised. Ask the applicant the questions from the appropriate <i>Interview Questions Template</i>. Record the applicants' responses in the appropriate <i>Interview Questions Template</i>.	CEO or Training Manager
vi.	Referee checks, Working with Children Checks (WWCC), Fit and Proper Person check Determine the preferred candidate (s) and contact the previous employers or professional contacts provided by the preferred candidate (s). – Verify employment history, roles, and responsibilities. – Ask previous employers about the candidate's work ethic, performance, strengths, and areas of improvement. – Gain insights into how well they collaborate with others and	CEO or Training Manager

	handle challenges. – Record the referee's name, their position, contact details and a summary of the discussion. Conduct a Working with Children Check (if the applicant will be in contact with students who are aged under 18) and record the WWCC certificate in the staff member's file. Request the candidate to complete a Fit and Proper Person Declaration and to check for any past legal issues or offences (only for an Executive Officer, High Managerial Agent, or a position that will exercise a degree of control or influence over the management or direction of the RTO). Record the signed Fit and Proper person declaration with the staff member's file.	
vii.	Collect evidence of trainer competency (trainers only) The selected applicant will be required to provide evidence of: – trainer vocational competency, and – competency in training and assessment.	CEO or Training Manager
viii.	Verify records of trainer competency (trainers only) Verify the following: • Trainer qualifications. • Industry experience and currency (including any vocational qualifications). • Professional certifications (e.g., Certificate IV in Training and Assessment). • Working with children checks (if applicable). • Copies of licenses or registrations (if required by regulatory bodies).	CEO or Training Manager

	Complete the <i>Hiring a New Trainer Checklist</i> .	
ix.	Final selection and offer Make final selection based on merit, qualifications, and overall fit for the role and organisation. Compare: – Who meets the essential qualifications? – Who brings the best mix of experience, skills, and soft skills? – Does the candidate align with the company's values and future growth plans? Contact the preferred candidate and offer them the position. Negotiate salary and conditions.	CEO or Training Manager
x.	Notify unsuccessful candidates Once the preferred candidate accepts the offer, notify the unsuccessful candidates. Make arrangements for new staff induction and commencement.	Training Manager

Steps		Person/s responsible
5.3 Pre-Induction		
i.	Offer and Contract. Ensure that all employment or contractual agreements are signed and documented before the induction process begins. Fit and Proper Person declaration - If the appointment is for an Executive Officer, High Managerial Agent, or a position that will exercise a degree of control or influence over the management or direction of The Institute, they must also complete a Fit and Proper	Training Manager or CEO

	Person Declaration.	
ii.	Equipment and Workspace Setup Arrange all necessary materials and resources for the staff member, including: • IT equipment (e.g. laptop, mobile phone) and login credentials. • Access to student/learning management systems. • Required learning and assessment resources, policies, procedures, and course guides (as applicable).	Training Manager or CEO
iii.	Notify existing staff. Issue a memo to all the Institute staff members advising them of the new staff member's name, the position filled, the location, and the starting date.	Training Manager or CEO
Induction		
iv.	Day One – Introduction to organisation. Supervisor to meet with new staff member, communicate the RTO's expectations and allow them to ask questions, complete the <i>Induction Checklist</i>, and provide the new staff member with an introduction to the organisation: – Overview of the organisation's history, mission, vision, and values. – Introduction to key personnel (management, administrative, and teaching teams). – Explanation of organisational structure, reporting lines and responsibilities of different people within the organisation. – Explanation of escalation pathways, particularly where there is a risk to students or a risk of non-compliance with the Standards.	Training Manager or CEO

	- Allocation of workspace, briefing on tearoom arrangements. - Tour of the premises (morning tea if possible). - Briefed on leave arrangements, hours of work, sick leave requirements, social media expectations, making personal calls, working from home, and running late requirements. - Review and confirm the duty statement to understand the expectations of the duties, and sign to accept. - Informed of dress code and expectations. - Brief the new staff member on arrival and departure times and security arrangements. Training on company policies Show the new staff member where to access the organisation's policies and procedures and forms, and go through the relevant policies and procedures, including: - Health, safety, and workplace policies. - Diversity and inclusion, disability and wellbeing policies. - Anti-discrimination, equal opportunity, and workplace harassment policies. - Child Protection Policy - behaviour expectations, recognising signs of abuse, and reporting procedures. - Continuous Improvement Policy. - Professional behaviour expectations. - Conflict of interest – situations where disclosure is required. Completion of Documentation - Complete employment administration, including tax file number declaration, pay account details, payslip arrangements,	
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	superannuation choice, emergency POC, given award, and employment contract confirmation. – Complete Child Safety Code of Conduct. – Ensure WWCC is on file (for all staff working with children under the age of 18) – Ensure Fit and Proper Person declaration is signed and on file (for an Executive Officer, High Managerial Agent, or a position that will exercise a degree of control or influence over the management or direction of The Institute) – Prepare staff matrix (trainers only). Explain the requirements of the training matrix, provide the staff member with the Training Matrix Template, and confirm a 2-week deadline for the trainer to complete the Trainer Matrix. – Complete Professional Development Plan.	
v.	Day Two. Equipment and resources. The supervisor will; – Issue any resources required by the new staff member to commence their duties. – Finalise credentialling documentation and employment administration. – Provide an introduction to the student management system. – Provide induction on any specialist equipment to ensure safe and effective operation.n – Provide equipment and resources required to undertake duties. – Provide information on login details for access to internal information systems, key pass, ID, etc.	Training Manager or CEO

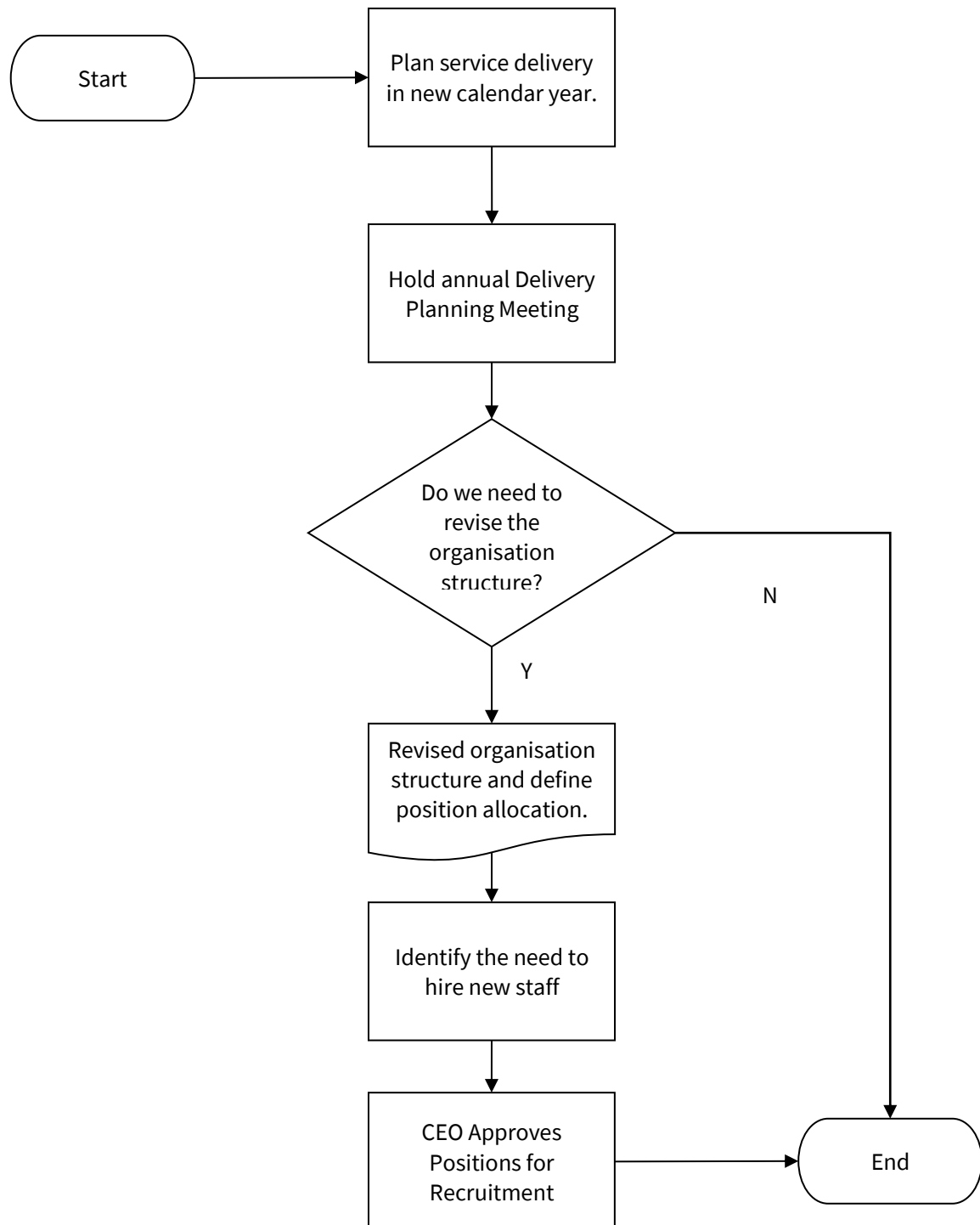
	Training Delivery Standards (trainers only) – Overview of the training programs offered, including course structures and delivery modes (e.g., online, face-to-face, blended). – Familiarisation with the organisation’s training and assessment strategies. – Review of learning resources, instructional materials, and assessment tools. Assessment Procedures (trainers only) – Introduction to assessment methodologies, including competency-based assessment. – Guidelines for creating and marking assessments. – Procedures for maintaining assessment integrity and complying with validation/moderation requirements. – Feedback and reporting processes for students. Quality Assurance and Continuous Improvement (trainers only) – Explanation of the importance of maintaining training and assessment quality. – Role in continuous improvement, including participation in professional development and industry engagement. – Reporting and evaluation mechanisms for training effectiveness.	
vi.	Complete and Sign Induction Checklist. Upon completion of the induction, the staff member and their supervisor will sign the Induction Checklist to confirm that induction has been completed in accordance with the required standard.	Training Manager or CEO, Trainer
vii.	File Induction Checklist. The Induction Checklist is securely stored	Training

	in the trainer's HR file.	Manager or CEO
viii.	Commence Work. The new staff member will commence work in the allocated area, fully oriented, with a full workload.	New staff member

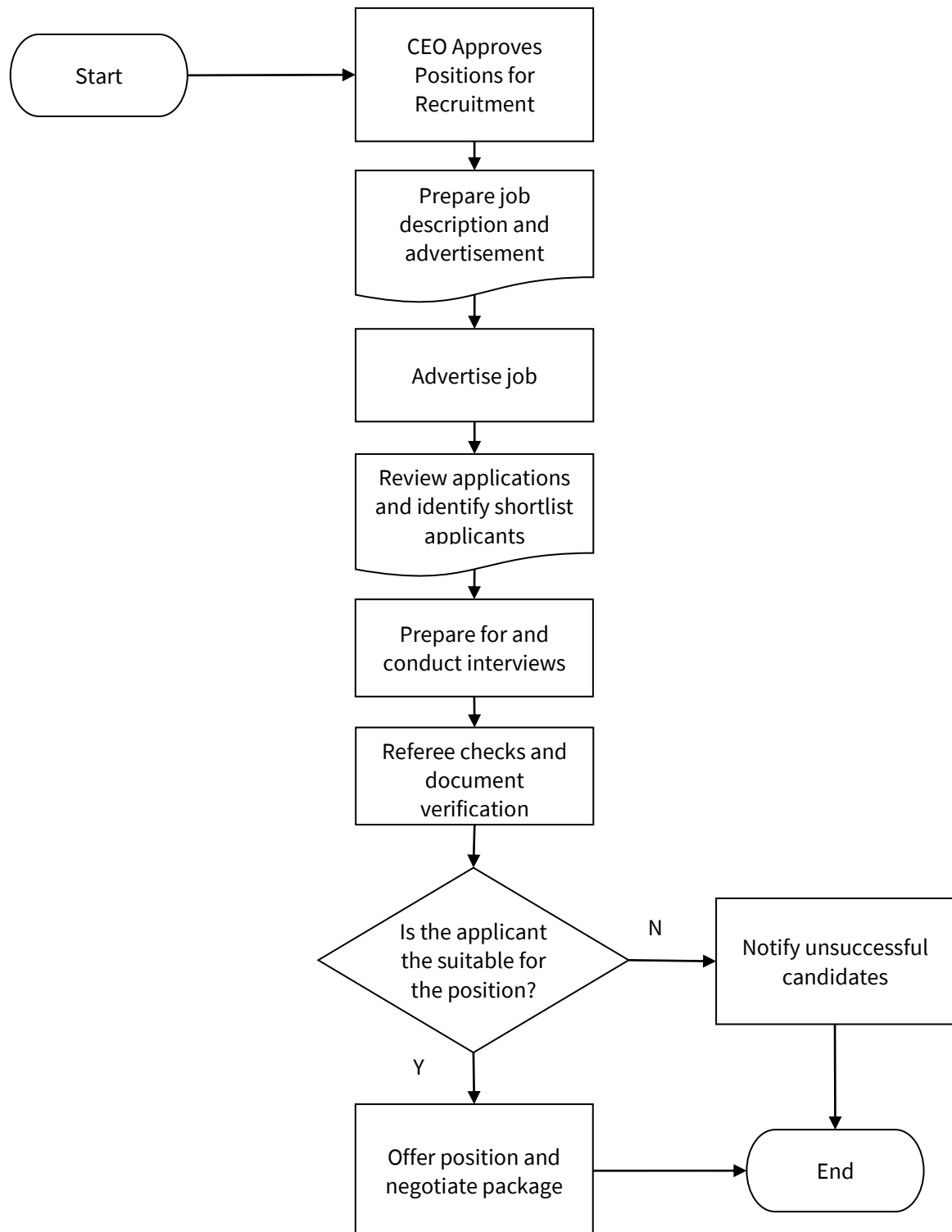
Steps		Person/s responsible
5.4 Post-Induction Support		
i.	Mentorship: Assign a mentor to the new staff member for guidance during their initial period. For trainers, the mentor must be an experienced trainer or assessor, or the Training Manager. Observation and Feedback Observing and providing feedback to a new staff member is essential for their professional growth, helping them feel supported and enabling them to meet job expectations. Support Staff - Whenever possible, observe the staff member during a live session or interaction rather than relying on feedback from others or second-hand information. Start with positive feedback by highlighting areas where the new staff member is meeting or exceeding expectations. Focus on specific behaviours and use concrete examples for both positive feedback and areas for improvement. Deliver feedback positively and constructively, identify goals, encourage the staff member to ask any questions, and close with encouragement or additional positive points. Trainers: Schedule classroom or online session observations, followed by constructive feedback from senior trainers or the Training Manager. Schedule a meeting between the Training Manager and the new	Training Manager, Trainer

	trainer at the end of the second week of employment to discuss any issues, review the new trainer's marking standards, provide feedback, ensure consistency with the RTO's expectations, review the trainers' matrix and answer any questions. Ongoing Professional Development: Encourage participation in regular professional development opportunities to maintain currency in industry knowledge and teaching methodologies. Probation Performance Review: Conduct a formal performance review toward the end of the 3-month probation. For trainers, the performance review will focus on training and assessment quality, student outcomes, and adherence to policies.	
Monitoring and Review		
ii.	Monitoring and Review. The induction process will be reviewed annually by the CEO to ensure its effectiveness. Feedback will be collected from newly inducted staff members to make continuous improvements to the process.	CEO

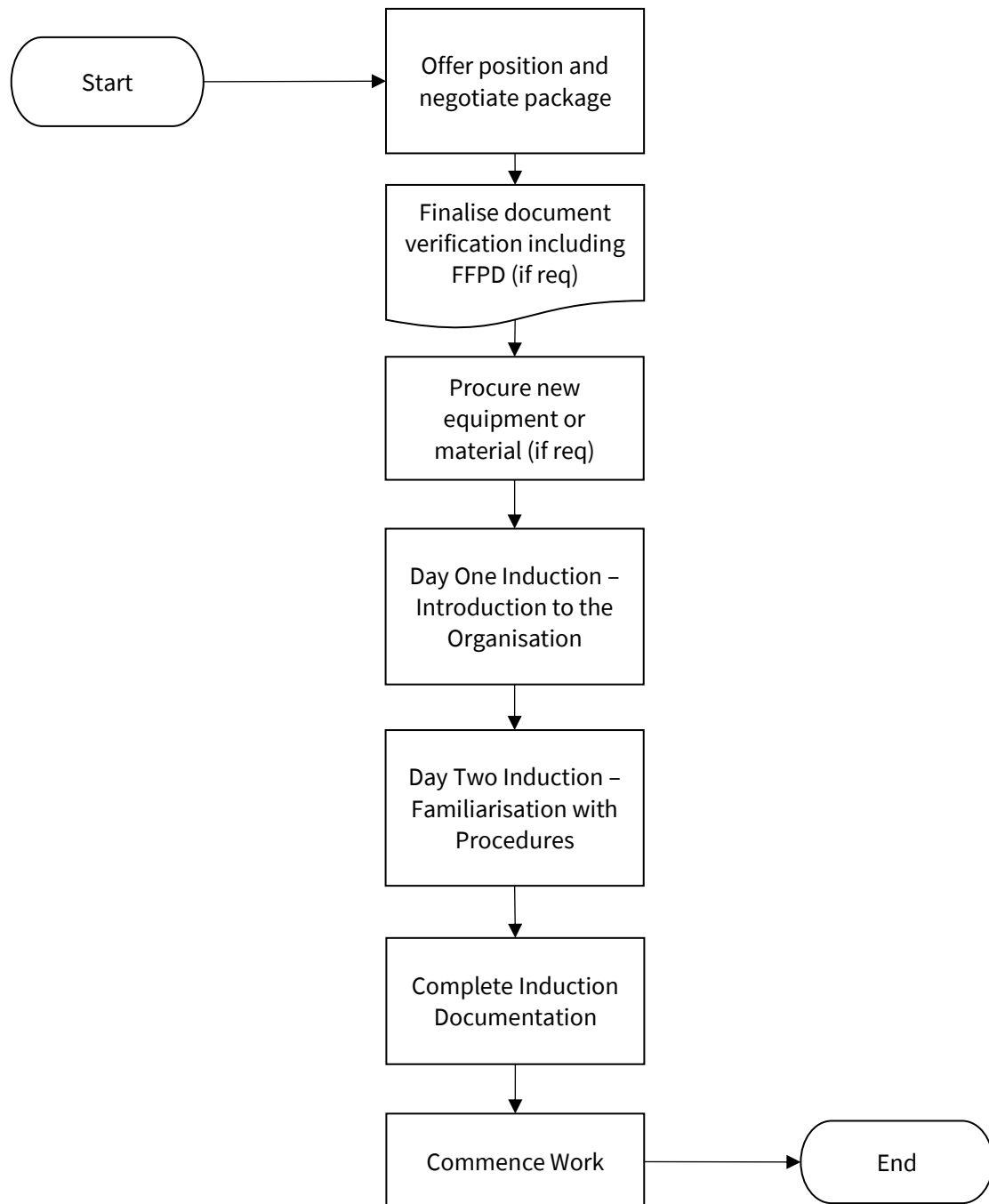
5. Workforce planning flow chart



6. Staff recruitment flow chart



7. Staff induction 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.