Trainer and Assessor Recruitment Policy and Procedure

CAMPBELL INSTITUTE

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TRAINING AND ASSESSMENT POLICY AND PROCEDURE

CONTENTS

1. Purpose - - - - - 2
2. Scope - - - - - 2
3. Objectives - - - - - 2
4. Policy Statement - - - - - 2
5. Procedure - - - - - 2
6. Compliance and Review - - - - - 5
Version Control - - - - - 5

1 PURPOSE

The purpose of this policy is to ensure that Campbell Institute employs suitable and current Trainer and Assessor to deliver and assess courses for the qualifications that is within the scope of the RTO.

2 SCOPE

This policy applies to all staff involved in the recruitment, selection, induction, and onboarding processes of vocational trainers within the RTO.

3 OBJECTIVES

- To attract and select qualified vocational trainers who align with the RTO's values and mission.
- To ensure that all trainers meet the necessary qualifications and industry experience.
- To facilitate a smooth induction and onboarding process that prepares trainers for their roles.

4 POLICY STATEMENT

Campbell Institute is committed to recruiting and selecting qualified vocational trainers who meet industry standards and deliver high-quality training. This policy outlines the procedures for recruitment, selection, induction, and onboarding of vocational trainers to ensure compliance with Australian Qualifications Framework (AQF) and Standards for RTOs 2025.

5 PROCEDURE

5.1 Recruitment

- Identify Needs
  - Manager Education and Training conducts a needs analysis to determine the requirements for vocational trainers based on the training programs offered.
- Job Description Development
  - Manager Education and Training develops a comprehensive job description outlining responsibilities, qualifications, skills and experience required for the role.

- Advertising Positions
  - Advertise vacancies through various channels, including the RTO website, job boards, industry networks, and social media.

5.2 Selection

- Application Review
  - Collect and review applications and resumes to shortlist candidates who meet the minimum qualifications and experience.
- Initial Screening
  - Manager Education and Training (or delegate) conducts a preliminary screening via phone or video interview to assess candidates' suitability.
- Interview Process
  - Create an electronic file for the candidate.
  - Organise first face to face interview.
  - Use structured interview questions to evaluate candidates' skills, experience, and cultural fit. Prepare a list of questions that focus on the candidate's teaching abilities, industry experience, and people skills.
  - Record notes of the interview in the electronic file.
- Verification of Qualifications and professional development
  - Request original copies of relevant qualifications and transcripts and professional development (e.g., Certificate IV in Training and Assessment).
  - Verify qualifications with issuing institutions or through relevant regulatory bodies (USI register).
- Reference Checks
  - Conduct reference checks with at least two previous employers to verify candidates' work history as a trainer/assessor and their performance.
  - Conduct reference checks with at least two industry employers cited as evidence of vocational competency to verify candidates' industry work history
- Vocational Matrix Assessment
  - Where a candidate has a vocational matrix from a role with another college; assess candidates against the vocational matrix, ensuring they possess current industry skills and experience relevant to the training programs they will deliver. The matrix MUST demonstrate evidence of recent and relevant industry activities, employment or experience at a UNIT level. Such evidence must be supported by letters from employers.
  - Where a candidate does not have a vocational matrix, issue the candidate with template to be completed and returned within 3 business days. Then, assess candidates against the vocational matrix, ensuring they possess current industry skills and experience relevant to the training programs they will deliver. The matrix MUST demonstrate evidence of recent and relevant industry activities, employment or experience at a UNIT level. Such evidence must be supported by letters from employers.
- Verification of Industry letters supporting vocational competence/currency
  - Candidates are required to provide current dated letters or emails form industry employers to confirm the nature, volume and frequency of employment cited to support vocational competence (no older than 12 months).
  - Manager Education and Training (or delegate) must conduct verifications via email, telephone or video call and evidence must be maintained in the candidate's electronic file.

- Offer of Employment
  - Based on a satisfactory interview and once verification of vocational matrix, qualifications and supporting evidence have been reviewed by Manager Education and Training (or delegate), extend a formal offer of employment to the selected candidate. The formal offer should be signed by the CEO or delegate.
  - The formal offer should include details of the qualification or UOC's approved for delivery; rate of pay; terms and conditions of employment; the relevant industrial award a copy of the National Employment Standards and a job description.

5.3 Induction

- Pre-Induction Preparation
  - Prepare induction materials, including the RTO's policies, procedures, and training resources.
  - Assign a mentor or buddy from the existing training team to support the new trainer.
- Induction Program
  - Conduct a comprehensive induction program covering:
  - Overview of the RTO, mission, and values
  - Policies and procedures, including compliance and quality assurance.
  - Training and assessment strategies and session plans
  - Use of learning management systems and resources
  - Timetable for the course to be delivered.
- Documentation
  - Ensure that all necessary documentation, including contracts, tax forms, payroll are completed during induction and provided to the Administration Manager.

5.4 Onboarding

- Complete an onboarding checklist for the new trainer to be signed and dated by the person conducting the induction/onboarding and the new trainer.

5.5 Training and Development

- Schedule ongoing professional development sessions focusing on pedagogy, assessment practices, and industry updates.
- Encourage participation in industry networks and forums.
- Issue a professional development plan for the new trainer to complete and submit to the Manager Education and Training (or delegate).

5.6 Performance Reviews

- Establish a performance review schedule to evaluate the new trainer's progress and provide constructive feedback.
- Set clear expectations and goals for the first 3, 6, and 12 months.
- Monitor their adherence to training plans/session plans/TAS as well as conducting reviews of assessment and delivery quality

5.7 Continuous Support

- Schedule a short meeting with the new trainer within 5 business days (face to face/phone or video call) to check on progress and answer questions.
- Maintain regular check-ins with the new trainer to address any concerns and ensure they are integrated into the team.
- Provide access to additional resources and training as required.

6 COMPLIANCE AND REVIEW

This policy and procedure will be reviewed annually or as necessary to ensure compliance with legislative requirements and industry best practices. Feedback from staff and trainers will be incorporated to improve the recruitment, selection, induction, and onboarding processes.

VERSION CONTROL

Version Number	Date	Document Name:	Description of changes	Approved By	Date of next review
1.0	31.10.2024	Campbell Institute Trainer and Assessor Policy and Procedure V 1.0 October 2024	• Policy and procedure were created. • Released for comment	Harpreet Singh (CEO)	31.10.2025
1.1	18.09.2026	Campbell Institute Trainer and Assessor Policy and Procedure V 1.1 September 2026	• Update address	Harpreet Singh (CEO)	17.09.2027