

Policy and Procedure



Policy and Procedure					
Doc #: PP - 3.4		Staff Training and Development			
NVETR (Outcome Standards for NVR RTOs) Instrument 2025: Standards 3.1, 3.2, 3.3	NC: 6.7, 11.2				
Credential Policy, Section 1, 3					
Rev #: 9		Approved by: Group Chief Operating Officer	Date: 4/09/2025		

REVISION HISTORY

Rev	Description of Change	Author	Effective Date
1	New – adapted from AAC Staff Training & Development Procedure and BMC Staff Qualifications and Professional Development Policy	Zita	07/11/13
2	Minor revision	Zita	17/09/14
3	Changed SNR 15.4 to Standards 1.13, 1.14, 1.15, 1.16 and 8.5	Jeevan	01/04/15
4	Added annual PD requirement of 20 hours for trainers and assessors on clause 5.2.7. Added Certification of receipt of staff training & development policy and procedure.	Jeevan	28/10/15
5	Remapped to Standards for Registered Training Organisations (RTOs) 2015. Standard 8.6 has been added.	Prasad, Bib & Ingeborg	05/04/16
6	Updated reference to National Code standards. Added Stephanie Noble as document owner.	Elaine	30/05/18
7	Replaced Charles Meek with Natalie Dipsellas as document owner. Added clause 6.3.2. Amended clauses 5.2.5, 6.1 and 6.1.1.	Elaine	04/02/20
8	Removed the flowchart. Updated the procedure.	Elaine	12/01/22
9	Updated the purpose and scope of policy and procedure – to include AAPoly VET, STA. Removed “ACA” from the title Updated to meet requirements for National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025 and the Credential Policy 2025.	Compliance	4/09/25

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1.0 Purpose

- 1.1** The purpose of this policy and procedure is to ensure that all staff across Academies Australasia Colleges (the College), as listed in [Schedule 1](#), maintain the professional knowledge, skills, and competencies required to deliver high-quality education, training, student support, and administrative services.
- 1.2** This policy outlines the requirements for staff training and professional development across the College's sectors, including Vocational Education and Training (VET), English Language Intensive Courses for Overseas Students (ELICOS) and Senior High School.

2.0 Scope

- 2.1** This policy applies staff of the Colleges listed in [Schedule 1](#), regardless of their employment status or job role. This includes academic, administrative, and support personnel, across all sectors, campuses and delivery modes.
- 2.2** Specific sectors or departments within the College (e.g., ELICOS, High School) may also have their own policies and procedures detailing sector-specific professional development and compliance requirements. Where applicable, staff must refer to and comply with those documents in conjunction with this policy.

3.0 Definitions

- 3.1 Currency** – Staff involved in providing vocational training, assessment and other support services on behalf of the College must ensure their skills and knowledge remain current in their area of work. This includes ongoing development of relevant competencies to meet changing job requirements, technological advancements, and regulatory expectations. For vocational trainers and assessors, this specifically includes maintaining up-to-date vocational, industry, and VET training and assessment skills
- 3.2 Designated Head (DH)** – Refers to any staff member responsible for overseeing a department or division. This includes leadership roles across both academic (e.g., VET, ELICOS, Senior High School) and non-academic areas (e.g., Student Services, Compliance, Marketing, Admissions and Accounts).

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3.3 Staff – Includes all employees of the College, both academic and non-academic, regardless of employment status (e.g., permanent, contract, part-time, or casual). This encompasses trainers, teachers, administrative personnel, student support staff and management staff.

3.4 Trainer/Assessor (T/A) Profile and PD Portfolio – The College approved template used to verify that all trainers and assessors meet the required qualifications and competencies. It includes details of educational background, vocational experience, industry currency, professional development, and mapping evidence that demonstrates how the trainer/assessor’s skills and experience align with the units of competency or qualifications they are assigned to deliver and assess.

3.5 T/A Matrix – A structured document that maps a trainer/assessor’s qualifications, vocational experience, and professional development to each unit of competency or qualification they deliver and/or assess. The matrix shows how each staff member is competent and current for the training and assessment tasks they are assigned. It is a key piece of evidence during audits.

3.6 Training/Professional Development (PD) – Acquisition of skills, knowledge and competencies through formal training sessions focused on practical, job-related skills. It is also a process through which individuals enhance their abilities to perform more effectively in their current roles or to prepare for roles they can realistically aspire to in the near future.

3.7 Vocational Competencies – Broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competency is determined on an industry-by-industry basis and with reference to any guidance provided in the relevant Training Package or Accredited Course.

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4.0 Responsibilities

4.1 Department Head (DH)

- Manages and monitors the performance and development of staff within their teams. Reviews and identifies training and development needs of staff within their department throughout the year.
- Develops and updates staff training plans to align with current roles and future responsibilities.
- Organises at least one collective professional development activity annually for their department.
- Collates and evaluates feedback from training programs to inform continuous improvement.
- Monitors regulatory and role-specific training requirements relevant to their area and ensures staff are either compliant or receive appropriate training.
- Ensures professional development records, qualifications, and training logs for their staff are current, complete, and stored appropriately, in accordance with internal recordkeeping procedures and external regulatory requirements.

4.2 VET Course Coordinator (CC)

- Monitors and maintains the Trainer/Assessor Profile and Professional Development Portfolio.
- Ensures the Trainer/Assessor Matrix and PD records are kept up to date and stored on the staff file in the server.
- Assists in verifying vocational competency and industry currency.
- Ensures that Trainer/Assessor provide evidence of currency and vocational competence annually.

4.3 CEO or Executive Director (ED)

- Reviews and approves or declines training requests submitted by Designated Heads.
- Ensures alignment of staff development with organisational priorities and regulatory requirements.

4.4 Staff

- Actively identifies and discusses training needs relevant to their current duties and career development with their DH.
- Participates in approved professional development activities.

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- Maintains up-to-date records of completed training and qualifications as required.
- Keeps themselves informed and up to date with standards, policies, and regulatory requirements relevant to their role, including those outlined in the NVETR (Outcome Standards for NVR RTOs) Instrument 2025, ESOS Act, National Code 2018, and other applicable regulations.

5.0 Procedure

5.1 What Constitutes Professional Development (PD)

PD activities include, but are not limited to:

- Participation in internal or external workshops, training courses, conferences, and seminars.
- Enrolment in formal education or qualifications relevant to the staff role.
- Industry engagement activities (e.g. work placement, site visits, consultancy).
- Membership or active participation in professional associations.
- Peer reviews, mentoring, and coaching.
- Curriculum development or review activities.
- Self-directed learning (e.g. webinars, journal reading, CPD modules).

5.2 Who Requires PD and Training

All academic and non-academic staff must engage in ongoing professional development to support their current and future job responsibilities, meet regulatory requirements, and align with the commitment to quality education and services.

This includes:

- VET Trainers and Assessors.
- ELICOS Teachers.
- High School Teachers.
- Non-academic Staff (e.g. Compliance, Student Services, Administration, Admission, Marketing).
- Designated heads and other staff in leadership or supervisory roles.

Note: Staff with leadership responsibilities (e.g. DHs, Academic Managers, Coordinators) are also required to undertake PD relevant to leadership, management, compliance, or sector-specific standards. Their participation sets expectations and supports a culture of continuous improvement.

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5.3 Targeted or Directed PD

To ensure that all staff are equipped with the skills, knowledge, and capabilities required to meet evolving organisational, regulatory, and industry needs, the institution may require individuals or teams to undertake specific PD activities.

5.3.1 Identification of Targeted PD Needs

DH and CEO/ED may identify PD needs based on:

- Changes in standards and regulations.
- Feedback from students, employers, or stakeholders.
- Staff performance reviews or self-assessments.
- College strategic priorities and compliance requirements.
- Updates in curriculum, industry practices, or technology.

5.3.2 Implementation and Monitoring

- Directed PD activities may be assigned to individual staff, teams/departments, or all staff across the organisation.
- Where appropriate, directed PD activities may be recognised as part of the minimum PD hours or requirements applicable to each staff member's department or sector.
- DHs and CCs are responsible for advising staff members on whether specific directed PD activities count toward their formal PD requirements.
- When a new staff member commences, the DH or CC provides access to this policy to the staff member who then signs the Certification of Receipt – Staff Training and Development Policy and Procedure (refer to Appendix A).
- Participation in directed PD must be recorded in the staff member's PD log or portfolio.
- DHs and CCs responsible for collecting supporting documentation and ensuring it is filed appropriately for monitoring and audit purposes.

5.3.3 Staff-initiated PD

- Staff may identify and propose individual PD needs by submitting an Individual PD Plan to the DH for review and consideration.
- The DH evaluates proposed activities for relevance, alignment with job roles, and departmental or sectoral priorities.
- Once endorsed, the DH submits the individual or collective PD plan to the CEO/ED for final approval.

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- Where applicable, the College arranges for course registration and payment.
- After completing any PD activity, staff must submit the relevant documentation and evidence to their DH.
- The DH is responsible for collating the PD evidence of their staff and updating the Staff Professional Development Record accordingly.

5.4 VET Trainers and Assessors

5.4.1 Qualifications and Requirements

VET Trainers and Assessors must:

- **hold appropriate credentials** for the delivery of training and assessment in accordance with the Credential Policy.
- **have industry competencies**, skills and knowledge that are relevant to, and at least to the level of, the training product being delivered or assessed by the person.
- **undertake continuing professional development** annually to maintain current skills and knowledge in training and assessment, including skills and knowledge relating to engaging and supporting VET students.

5.4.2 Industry Currency

Trainers and assessors are expected to demonstrate and maintain current knowledge, skills, and practices relevant to the industry areas in which they deliver training and assessment. This ensures the training remains aligned with current industry standards and expectations. Strategies to demonstrate industry currency include:

- Actively working or volunteering in a relevant industry role (even part-time or casually).
- Undertaking accredited training, skill sets, or qualifications directly related to the industry.
- Holding active membership or participation in relevant industry associations or networks.
- Engaging with industry stakeholders (e.g. employers, industry representatives) through consultation, meetings, or advisory sessions
- Attending industry conferences, workshops, trade expos, and networking events.

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- Regularly reviewing and applying content from industry journals, publications, and newsletters.
- Subscribing to industry journals and newsletters o staying informed about changes to technology o keeping up to date with changes to legislation.

5.4.3 PD

To support compliance with the Standards for RTOs 2025, all trainers and assessors must actively maintain both their vocational competencies and training and assessment capabilities through ongoing PDs. Trainers and assessors are required to complete a minimum of 20 hours of PD each calendar year.

a) Vocational Competency PD (Minimum of 10 hours)

Activities that help trainers and assessors maintain current knowledge and skills in the industry area they deliver training in. Examples include:

- Attending industry workshops, trade events, or seminars.
- Completing relevant accredited or non-accredited training.
- Participating in industry-specific conferences or webinars.
- Membership in professional or industry associations.
- Engaging in vocational work or consultancy.
- Reviewing relevant industry publications, regulations, and updates.

and

b) VET Training and Assessment PD (Minimum of 10 hours)

Activities focused on enhancing a trainer's capability to deliver and assess competency-based education. Examples include:

- Webinars or courses on assessment practices, learner engagement, or adult learning.
- Participation in validation and moderation activities.
- Contribution to Training and Assessment Strategy (TAS) development.
- Peer observations, mentoring, or coaching.
- Attending VET teaching methodology workshops or events.

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5.4.4 Additional Notes on Industry Engagement and Memberships

a) Trainers and Assessors currently engaged in industry work or consultancy

T/As who are actively working or consulting in their industry area must provide confirmation of active work and still complete a **minimum of 10 structured PD hours** annually, focused on maintaining vocational competency. This ensures that their practical experience is complemented by formal learning or reflective development aligned with industry and training standards.

b) Membership in professional or industry associations

To count towards PD hours, T/As must provide evidence of active participation in industry learning opportunities, such as:

- Attendance at events, webinars, or training sessions.
- Contributions to working groups, forums, or publications.
- Reflective summaries of learning.
- Attendance certificates or documented outcomes of involvement.

Only documented and relevant activities will be recognised as professional development under this policy.

5.4.5 Record Keeping and T/A Portfolio Update

All T/As must ensure that their professional records and evidence of competence are accurately maintained, current, and accessible.

a) Completion and Maintenance of T/A Profile and PD Portfolio

- Each T/A must maintain a current Trainer/Assessor Profile and Professional Development (PD) Portfolio using the College-approved template.
- T/As must update their profile and PD portfolio at least annually, or as soon as any new qualification, employment, PD activity, or industry engagement occurs.
- All evidence must be documented (e.g., certificates of attendance, reflective summaries, minutes of industry discussions).

b) Submission and Storage

- Updated documents must be submitted to the relevant CC by the end of Term 4, annually.
- The CC will:

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- Review submissions for completeness and compliance.
- Store the updated profile and portfolio in the staff file on the server.
- Ensure the Trainer Matrix is also updated and filed.

c) Monitoring and Audit

- The Compliance Team will audit T/A profiles and portfolios annually, starting in November, or as needed, to verify alignment with regulatory standards.
- Any discrepancies or missing documentation will be referred to the CC who will follow up with the T/A.

5.5 ELICOS Staff

In accordance with the ELICOS Standards 2018, the College ensures that staff, including academic and teaching staff are qualified and supported through ongoing PD.

5.5.1 Qualifications and Requirements

a) Academic Leadership

- Hold a degree and suitable postgraduate TESOL qualification(s).
- Demonstrate experience in both educational management and TESOL teaching.
- Maintain up-to-date knowledge of developments in TESOL theory and practice through active engagement in professional development.

b) Teaching Staff

All ELICOS teaching staff must meet the minimum qualification requirements:

- A degree or diploma of at least three years full-time (or equivalent).
- A suitable TESOL qualification (or a qualification with TESOL methodology).
- Relevant TESOL teaching experience.

Note: Where a teacher lacks formal TESOL experience, they must be formally mentored by a senior TESOL-qualified staff member.

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5.5.2 Professional Development

a) Teaching Staff

- ELICOS teachers are expected to actively participate in PD activities that enhance their knowledge and practice in TESOL and related areas.
- The Academic Manager is responsible for planning and delivering a formal professional development program for ELICOS teaching staff. This program is implemented annually and includes monthly PD sessions relevant to TESOL teaching practices.
- Teachers who complete external or self-attained PD must submit supporting evidence (e.g. certificates, reflective summaries) to the Academic Manager for recordkeeping.

b) Academic Leadership

- The Academic Manager, must maintain current knowledge of developments in TESOL theory, practice, and leadership by actively engaging in relevant PD activities throughout the year, including but not limited to:
 - Attending TESOL-focused conferences, symposia, or academic forums.
 - Participating in postgraduate study or short courses related to TESOL, curriculum design, education leadership, or applied linguistics.
 - Contributing to or reviewing TESOL academic publications, such as journals, white papers, or books.
 - Engaging in collaborative research projects or professional learning communities related to ELICOS or international education.
 - Facilitating or attending peer workshops or in-house PD sessions on curriculum development, assessment practices, or leadership strategies in language education.
 - Membership and active involvement in TESOL-related associations, particularly in leadership or policy-shaping roles.
 - Undertaking reflective practice activities, such as publishing articles, mentoring other academic staff, or delivering internal PD.

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5.6 High School Staff

The College ensures that all staff teaching and leading in the Senior High School sector are qualified and engage in continuous professional development in accordance with NESAs (NSW Education Standards Authority) requirements and the College's internal policies.

5.6.1 Qualifications and Accreditation

All High School teachers must meet the mandatory requirements for accreditation and registration as determined by NESAs. For more details, please refer to *AIHS Teacher Accreditation Policy* which outline processes for maintaining accreditation, including induction, mentoring, and evidence collection.

5.6.2 Professional Development

a) Teaching Staff

Teachers must complete a minimum of 100 hours of PD related to the Australian Professional Standards for Teachers to maintain accreditation. PD requirements are outlined in the *AIHS Teacher Accreditation Policy*.

b) Principal

The Principal is required to complete a minimum of 12 hours NESAs-approved training over each 3-year period from the time of commencing as a responsible person. Refer to *AIHS Responsible Person Policy* for details.

5.7 Non-Compliance with Training and PD Requirements

- Failure to comply with the PD requirements—such as not completing the minimum required PD hours, not participating in assigned or directed PD, or failing to maintain accurate PD records—may result in:
 - Formal reminders or written warnings.
 - Performance improvement plans.
 - Impact on contract renewals or teaching allocations.
 - Disciplinary action as agreed or discussed with the relevant senior manager or academic leader.
- DHs, CCs, and senior managers are responsible for monitoring compliance. This monitoring is carried out in collaboration with the

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Compliance Department, which provides support to ensure alignment with regulatory and internal policy obligations. Staff will be given reasonable opportunity and support to meet PD requirements before any formal action is taken.

6.0 References

- 6.1 NVETR (Outcome Standards for NVR RTOs) Instrument 2025
- 6.2 Credential Policy (Standards for RTOs) 2025
- 6.3 ELICOS Standards 2018
- 6.4 Registered and Accredited Individual Non-government Schools (NSW) Manual

7.0 Appendices

- 7.1 Schedule 1: Academies Australasia Colleges (the College)
- 7.2 Appendix A: Certification of Receipt
- 7.3 Staff Professional Development Record
- 7.4 Trainers and Assessors Profile and PD Portfolio
- 7.5 In House Training Attendance Record
- 7.6 Staff Training Evaluation

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Schedule 1: Academies Australasia Colleges (the College)

Academies Australasia Institute (AAI)
Academies Australasia Polytechnic (AAPoly) Vocational
Academy of English (AOE)
Australian College of Technology (ACT)
Australian International High School (AIHS)
Clarendon Business College (CBC)
Supreme Business College (SBC)
Skills Training Australia (STA)
Academies Australasia Hair & Beauty (AAHB)
Benchmark College (BMC)

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Appendix A

CERTIFICATION OF RECEIPT

Staff Training and Development Policy and Procedure

I acknowledge that I have received and read the **Staff Training and Development Policy and Procedure**, which outlines the professional development and training requirements, expectations, and related responsibilities.

I understand that:

- I am required to complete professional development activities in accordance with the standards and requirements relevant to my role and sector.
- It is my responsibility to be familiar with the contents of the policy and to seek clarification on any areas I do not understand.
- This signed certification will be retained in my employee file as part of my professional records.

By signing below, I confirm that I understand and agree to comply with the policy as a condition of my employment.

EMPLOYEE'S NAME: _____

EMPLOYEE'S SIGNATURE: _____

DATE: _____