



# EMPLOYEE LIFECYCLE FRAMEWORK

HR-STA-01

|          |   |           |
|----------|---|-----------|
| <b>1</b> | <b>Policy statement and principles</b>                | <b>4</b>  |
| 1.1      | Recruitment and selection                             | 4         |
| 1.1.1    | Guiding principles                                    | 4         |
| 1.1.2    | Mission alignment                                     | 5         |
| 1.1.3    | Appointment of relatives                              | 5         |
| 1.1.4    | Appointment of students                               | 5         |
| 1.1.5    | Appointment of contractors and fixed-term contractors | 5         |
| 1.1.6    | Internal communication of vacancies                   | 5         |
| 1.1.7    | Confidentiality                                       | 6         |
| 1.2      | Volunteer appointments                                | 6         |
| 1.2.1    | Guiding principles                                    | 6         |
| 1.2.2    | Out-of-pocket expenses                                | 6         |
| 1.2.3    | Paid staff volunteering                               | 6         |
| 1.3      | Honorary appointments                                 | 7         |
| 1.3.1    | General principles                                    | 7         |
| 1.3.2    | Duration  | 7         |
| 1.3.3    | Nominations   | 8         |
| 1.4      | Induction and probation                               | 8         |
| 1.4.1    | Guiding principles                                    | 8         |
| 1.5      | Development planning and performance review           | 8         |
| 1.6      | Retention and separation                              | 9         |
| 1.6.1    | Retention   | 9         |
| 1.6.2    | Notice of resignation                                 | 9         |
| 1.6.3    | Reference letters                                     | 9         |
| <b>2</b> | <b>Scope</b>  | <b>9</b>  |
| <b>3</b> | <b>Roles and responsibilities</b>                     | <b>9</b>  |
| <b>4</b> | <b>Definitions</b>                                    | <b>11</b> |
| <b>5</b> | <b>Procedures</b>                                     | <b>13</b> |

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ABN: 50 360 319 774 TEQSA Provider ID: PRV12064 CRICOS Provider Code: 02664K

|   |    |
|---|----|
| 5.1 Recruitment and selection for permanent and fixed-term staff .....                            | 13 |
| 5.1.1 Planning and preparation .....  | 13 |
| 5.1.2 Managing applications .....   | 16 |
| 5.1.3 The Recruitment Committee .....   | 17 |
| 5.1.4 The selection process and interview .....   | 18 |
| 5.1.5 Job offer and onboarding .....  | 19 |
| 5.2 Recruitment and selection for academic casual and contractor staff .....                      | 20 |
| 5.2.1 Planning and preparation .....  | 20 |
| 5.3 Verification of qualifications .....  | 23 |
| 5.4 Procedure to determine equivalence of professional experience against the AQF .....           | 23 |
| 5.4.1 Assessment of staffing level .....  | 23 |
| 5.4.2 Criteria for determining equivalency of professional experience .....                       | 24 |
| 5.5 Recruitment flow charts .....   | 27 |
| 5.5.1 Permanent staff .....   | 27 |
| 5.5.2 Academic casual and contractor staff .....  | 28 |
| 5.6 Volunteer appointments .....  | 28 |
| 5.6.1 Prior to engagement .....   | 28 |
| 5.6.2 Recruitment .....   | 28 |
| 5.6.3 Onboarding .....  | 29 |
| 5.6.4 Volunteer service .....   | 29 |
| 5.6.5 Completion of service .....   | 30 |
| 5.7 Honorary appointments .....   | 30 |
| 5.7.1 Nomination .....  | 31 |
| 5.7.2 Activities of honorary appointees .....   | 32 |
| 5.7.3 Renewal of honorary positions .....   | 33 |
| 5.8 Induction and probation .....   | 34 |
| 5.8.1 Induction for permanent and fixed-term staff .....  | 34 |
| 5.8.2 Induction for casual staff .....  | 35 |
| 5.8.3 Probation for permanent and fixed-term staff .....  | 35 |
| 5.8.4 Induction and probation procedure overview .....  | 37 |
| 5.8.5 Pre-employment checks .....   | 39 |
| 5.9 Annual performance review and development planning .....                                      | 40 |
| 5.9.1 Procedure for review and development planning for permanent employees .....                 | 40 |
| 5.9.2 Performance review and development planning for casual academic staff and contractors ..... | 41 |
| 5.10 Learning and development .....   | 42 |
| 5.11 Separation .....   | 42 |
| 5.11.1 Receiving notice .....   | 42 |

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ABN: 50 360 319 774 TEQSA Provider ID: PRV12064 CRICOS Provider Code: 02664K

|   |           |
|---|-----------|
| 5.11.2 Resignation workflow .....                 | 42        |
| 5.11.3 Exit interview.....                        | 42        |
| 5.11.4 Immediate release of an employee .....     | 43        |
| 5.11.5 Letters of reference.....                  | 43        |
| 5.11.6 Announcement to staff and farewell.....    | 44        |
| 5.11.7 Notification of final pay .....            | 44        |
| <b>6 Guidelines .....</b>                         | <b>44</b> |
| 6.1 Professor Emerita or Emeritus.....            | 44        |
| 6.2 Common types of document fraud .....          | 45        |
| 6.2.1 Visible signs of possible fraud .....       | 46        |
| 6.2.2 Incorrect or inconsistent information ..... | 46        |
| <b>7 Document status and governance .....</b>     | <b>47</b> |
| <b>8 Document history .....</b>                   | <b>48</b> |

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ABN: 50 360 319 774 TEQSA Provider ID: PRV12064 CRICOS Provider Code: 02664K

## Objects of Excelsia College

Motivated by the Christian faith, as expressed by the Apostles' Creed and Nicene Creed, with fidelity to the Scriptures as the Word of God, the objects of the College are the advancement of the Christian faith and higher education.

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### 1 Policy statement and principles

The College is committed to ensuring the staffing complement for each course of study is sufficient to meet the educational, academic support and administrative needs of student cohorts undertaking the course. The purpose of this policy and procedure framework is to provide best practice methods for managers and others involved in the recruitment, selection, induction, development, and retention of staff at Excelsia College.

The following policy principles set the framework for the College's activities throughout the employee lifecycle, from recruitment to separation.

#### 1.1 Recruitment and selection

##### 1.1.1 Guiding principles

- i. The College will identify and appoint skilled candidates by employing a rigorous and merit-based selection process.
- ii. The College will provide opportunity for candidates to engage in discussion with regards to the College mission throughout the recruitment and selection process to ensure mission alignment.
- iii. The College will ensure integrity in its recruitment and selection through values-aligned processes, mitigating potential for conflict of interest, and upholding the College interest in decision-making.
- iv. The College will seek to employ academic staff who:
  - a. have knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice
  - b. have skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts
  - c. have a relevant qualification at least one AQF level higher (N+1) than the level at which they will teach, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.
- v. The College will ensure that the staffing level for each course of study provides the level and extent of academic oversight and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes.
- vi. The College will consult and satisfy the Academic Board recommendations in respect to these clauses to meet the HESF Threshold, professional and regulatory standards.
- vii. The College will seek to maintain a diverse workforce whereby at times targeted positions or internships may be created for under-represented population groups.

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ABN: 50 360 319 774 TEQSA Provider ID: PRV12064 CRICOS Provider Code: 02664K

- viii. The College will provide equal opportunity for all candidates, with selection decisions based on achievements relative to opportunity.
- ix. The College will comply with Human Resource Management principles adopted by the College, legislative and regulatory requirements, and obligations.

#### 1.1.2 Mission alignment

- i. The College will seek to hire staff who are committed Christians actively involved in their local congregation who will maintain that status during their employment with the College.
- ii. Candidates must declare that they are in full agreement with the Apostles' Creed and Nicene Creed, and with the authority of the Bible as the Word of God. Only at the discretion of, and with approval from, the Chief Executive, representative of the Board of Directors, may staff be exempt from this policy.

#### 1.1.3 Appointment of relatives

- i. Except with the permission of Management Committee, no manager is to appoint a relative or persons of close personal relationship to any position over which that manager has direct responsibility or influence.
- ii. In such cases where the appointment is to be considered, it is important for the manager to distance themselves from the appointment process and to avoid having any influence on the selection.
- iii. If, for good reason, appointment is to be approved, relevant arrangements are to be made for direct reporting matters (such as performance reviews, development plans and approval of annual leave) to be the responsibility of another manager.
- iv. This mandate is designed to avoid situations where a manager may be able to show, or be perceived to show, preference or favouritism, or in any way compromise their responsibility to uphold the College's value integrity in all that we do.

#### 1.1.4 Appointment of students

- i. Students may be appointed to some positions, but College policy is that a student cannot be appointed to a position which has access to the personal information of other students.

#### 1.1.5 Appointment of contractors and fixed-term contractors

- i. Contractors may be appointed to some positions, but a contractor should usually be appointed to a short-term project where the College has a specific skill set need, for example, course development and unit writers. Contractors are usually paid through invoice.
- ii. Fixed-term contractors cannot be employed in the same role for more than one year, and a maximum of two years. The role should no longer be needed after that period, or a permanent staff needs to be engaged.

#### 1.1.6 Internal communication of vacancies

- i. It is the policy of the College that all jobs must be advertised internally (via email) to College staff. Exceptions to advertising internally does occur in special circumstances upon Chief Executive and Board of Directors approval.

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### 1.1.7 Confidentiality

- i. Any breach of confidentiality in the recruitment process by any staff member involved in the recruitment and selection of a College employee may constitute a breach of the College's Staff Code of Conduct and lead to disciplinary action.

## 1.2 Volunteer appointments

This policy outlines the principles underpinning volunteer workers, students, or work experience/intern recruitment; volunteer selection and appointment; and the rights, responsibilities, and relationships between volunteers and staff at the College.

### 1.2.1 Guiding principles

- i. Engagement of a volunteer must be determined in consultation with the appropriate supervisor to whom the volunteer will report, the Director of People and Culture, and the Chief Operating Officer.
- ii. All prospective volunteers should be interviewed to ascertain their suitability for volunteer engagement.
- iii. To preserve the volunteer nature and intent of the service, individual volunteer service hours should average less than 16 hours per week over an extended period, or less than 38 hours per week if a short period, for example 2 months. For special events (e.g. camps), these hours may be exceeded per week but must be limited to a specified period before the volunteer service commences.
- iv. Volunteers are to abide by principles of confidentiality outlined in the Volunteer Letter and the Staff Handbook.

### 1.2.2 Out-of-pocket expenses

- i. Out-of-pocket expenses are at the Chief Executive's discretion.
- ii. Honorariums must not be paid.
- iii. The College will reimburse only actual out-of-pocket expenses and avoid standard payments so they are not misconstrued as an honorarium.
- iv. The College will not provide goods, services, or payments for volunteer service other than agreed actual out-of-pocket expenses.
- v. The supervisor of the volunteer must advise the volunteer of the College's out-of-pocket expenses policy prior to commencement of service to avoid misunderstanding.

### 1.2.3 Paid staff volunteering

College staff are permitted to engage in College volunteer activities provided the following is adhered to:

- i. Paid staff members must not volunteer in the same position or role they are contracted for.
- ii. Paid staff are encouraged to freely participate in fundraising. Staff who wish to participate in volunteer fundraising activities must:

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ABN: 50 360 319 774 TEQSA Provider ID: PRV12064 CRICOS Provider Code: 02664K

- a. give volunteer service of their own free will
- b. do the activity outside their normal, rostered work times
- c. be signed up as a fundraising volunteer.

### 1.3 Honorary appointments

#### 1.3.1 General principles

- i. The purpose of the awarding of honorary appointments is to recognise outstanding service to the College, and/or the discipline or field of scholarship, and/or society or the Christian community in ways that are aligned with the mission and vision of the College.
- ii. Those who hold honorary titles may participate fully in the life, community, and mission of the College.
- iii. Honorary titles may be used in all correspondence. The College honorary title will be used in full and will not be abbreviated (for example, 'Honorary Professor of Excelsia College').
- iv. Recipients of honorary titles may be offered access to College facilities (including emails and library membership), participation in College functions such as academic procession at graduation, attendance at staff seminars, access to car parking at campus functions, Excelsia College business cards and branded items, entry in the College Handbook, and tickets to College performances.
- v. The conferring of an honorary title does not:
  - a. establish an employment relationship
  - b. alter any employment relationship that currently exists (unless it is intended to supersede that relationship)
  - c. entitle the recipient to any salary payments.
- vi. Honorary title holders will not receive remuneration for the activities associated with the award of their title, except where:
  - a. the payment is for activities that are temporarily in excess of the normal expectations of a title holder (e.g. where the title holder has agreed to perform additional teaching because of an unexpected staff shortage or a special project), providing the proposed remuneration has been approved by the relevant delegate
  - b. the individual is making significant contributions to teaching at the expense of their professional activities, providing the proposed remuneration has been approved by the relevant delegate
  - c. the individual agrees to undertake the full range of duties associated with a role within the College.

#### 1.3.2 Duration

- i. Honorary appointments are usually made for a period of three years and may be renewed on the basis of annual reports and recommendation to the Chief Executive.

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- ii. Honorary appointments may be discontinued upon a letter of resignation from the appointee, or by notice of termination from Excelsia College. Either party may terminate each engagement by giving the other one day of notice.
- iii. The title of Professor Emerita or Professor Emeritus is ongoing.

### 1.3.3 Nominations

- i. Nominations must be proposed to the Chief Executive by the Chief Academic Officer and seconded by another person holding a senior academic position or senior management position in the College.
- ii. Any person holding a senior academic or administrative position within the College may second a nomination to the Chief Executive.
- iii. Nominations for the title of Professor Emerita or Emeritus will usually be made by other professors within the College or senior academics within the candidate's School.

## 1.4 Induction and probation

The College is committed to providing effective training and support as well as continuous learning and feedback opportunities for staff throughout the induction and probation period. The purpose of this policy is to communicate the principles of inducting staff and monitoring their transition to the College over the course of the induction and applicable probation period.

### 1.4.1 Guiding principles

- i. New staff will receive general information upon commencement, coordinated by People and Culture (permanent, fixed-term) or the Chief Academic Officer (casual academic) as applicable, followed by role-specific information led by the appropriate supervisor or trainer.
- ii. Each new or transferring permanent or fixed-term appointment may be provided a probation period where performance aligned with KPIs may be set and monitored.
- iii. Feedback and progress-monitoring tools are provided to the supervisor to fulfil their probation duties and to support the staff member during the probation period.

## 1.5 Development planning and performance review

The College is committed to the provision of quality learning, teaching and research. The College recognises performance review and development planning provides opportunity to consider the goals and objectives of the College and plan the alignment of staff contributions and the development required to enable them. This policy is supported by the Professional Development and Promotion Framework.

- i. Expectations of performance planning include:
  - a. participation, whereby all permanent employees who have been employed by the College for more than six months within the relevant calendar year are to engage in annual performance review and development planning with their managers
  - b. calibration, whereby the People and Culture Department will annually review plans and final reviews to determine fairness, relevance and accuracy



- c. compliance with the Educational Services (Post-Secondary Education) Award 2020, the Tertiary Education Quality and Standards Agency (TEQSA), and with Human Resource Management principles adopted by the College.
- ii. Staff development is integrated into the College’s functioning as an essential part of planning, management and working practice reflecting organisational priorities, in line with the Professional Development and Promotion Framework.

## 1.6 Retention and separation

### 1.6.1 Retention

- i. The College is committed to retaining staff with the capabilities, experience and potential required to achieve the College’s strategic goals.
- ii. During the tenure of each staff member, every effort will be made to provide effective induction and opportunity to learn and to plan personal and professional development.
- iii. Processes of succession planning, the provision of staff benefits, and coordination of annual engagement surveys seek to promote retention of permanent staff.

### 1.6.2 Notice of resignation

- i. When an employee gives notification that they will vacate their current position it is essential that this notification is put in writing.

### 1.6.3 Reference letters

- i. It is the practice of the College that no personal written references are distributed to staff upon cessation of employment.
- ii. The College will provide a standard Excelsia College Confirmation of Employment to employees. A Confirmation of Employment is not issued to any employee who has been dismissed for any offence or has left the College’s service without having given proper notice of intention to do so.

Non-compliance with this policy framework may result in disciplinary action in accordance with Excelsia College by-laws.

## 2 Scope

This policy framework applies to all Excelsia staff.

## 3 Roles and responsibilities

The following stakeholders have a responsibility in relation to this policy framework.

| Role                  | Responsibility  |
|-----------------------|---|
| <b>Academic Board</b> | <ul style="list-style-type: none"> <li>• With the assistance of the Chief Academic Officer, the Academic Board will monitor the implementation and regular reporting on the outcomes of the criteria for</li> </ul> |

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ABN: 50 360 319 774 TEQSA Provider ID: PRV12064 CRICOS Provider Code: 02664K

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|   | determining equivalency of professional experience for academic staff   |
| <b>Chief Academic Officer (CAO)</b>                         | <ul style="list-style-type: none"> <li>• Determining academic level or equivalence</li> <li>• Approving appointments to academic roles</li> </ul>   |
| <b>Chief Executive (CEO)</b>                                | <ul style="list-style-type: none"> <li>• Approval of resource requirements</li> <li>• Authorising recruitment for existing or new vacancies</li> <li>• Ensuring budget is approved</li> <li>• Final approval of salary levels</li> </ul>  |
| <b>Chief Operating Officer (COO)</b>                        | <ul style="list-style-type: none"> <li>• Conducting analysis of resource requirements</li> <li>• Ensuring recruitment in accordance with workforce plans</li> <li>• Ensuring funds are available to cover the costs of the position</li> <li>• Authorising recruitment for existing or new vacancies</li> <li>• Final approval of job descriptions and advertisements</li> <li>• Proposal of annual salary levels</li> </ul>  |
| <b>Director of People and Culture</b>                       | <ul style="list-style-type: none"> <li>• Liaison between candidates and Hiring Managers</li> <li>• Coordinating and implementing strategy for recruitment</li> <li>• Ensuring confidentiality is maintained throughout the process</li> <li>• Coordinating annual salary benchmark</li> </ul>   |
| <b>Heads/Hiring Manager</b>                                 | <ul style="list-style-type: none"> <li>• Identifying need for recruitment</li> <li>• Confirming peer member on Recruitment Committee</li> <li>• Acting as a member of the Recruitment Committee</li> <li>• Selecting the successful candidate</li> </ul>  |
| <b>Recruitment Committee</b>                                | <p>All members of a Recruitment Committee have responsibility to:</p> <ul style="list-style-type: none"> <li>• maintain a sound knowledge of the conduct of the Recruitment Committee</li> <li>• have examined in detail the credentials of each applicant</li> <li>• maintain confidentiality within the entire recruitment process and after it is completed</li> <li>• disclose any personal relationships or conflict of interest at the earliest convenience.</li> </ul>   |
| <b>IT Manager</b>   | <ul style="list-style-type: none"> <li>• provides system login and access information to new employees</li> </ul>   |
| <b>Talent Acquisition and Onboarding Coordinator (TAOC)</b> | <ul style="list-style-type: none"> <li>• Recruitment administration duties, including: <ul style="list-style-type: none"> <li>○ planning the recruitment process appropriate to the position, providing opportunity for candidates to demonstrate evidence of the selection criteria</li> <li>○ planning and coordinating the timetable for the recruitment process</li> <li>○ shortlisting preferred applicants</li> <li>○ conducting introductory calls with shortlisted applicants and providing opportunity for applicants</li> </ul> </li> </ul> |

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|  | <p>to ask questions pertaining to employment conditions</p> <ul style="list-style-type: none"> <li>○ recommending panel members for the Recruitment Committee and ensuring the Recruitment Committee is properly established</li> <li>○ ensuring the Recruitment Committee is trained and equipped to conduct interviews in a manner which precludes suggestions of bias</li> <li>○ ensuring interview questioning and assessment is fair and relevant to the position (i.e. does not cover areas of the applicant’s personal details that are not directly relevant to the job)</li> <li>○ arranging and taking part in the selection process, including collecting references</li> <li>○ ensuring the position description and selection criteria are current</li> <li>○ ensuring the selection process is viewed as a mutual assessment where candidates are given ample opportunity to learn about the position, the department and the College</li> <li>○ ensuring the selection process is conducted in accordance with College principles, policies and procedures</li> <li>○ determining, in consultation with the COO, if a member of the Recruitment Committee has a close personal relationship with an applicant, whether the member should serve on the Recruitment Committee, and informing the member of the decision</li> <li>○ ensuring all relevant documentation is completed</li> <li>○ ensuring post-interview feedback is given when requested.</li> </ul> <ul style="list-style-type: none"> <li>● The management of any complaints process arising from a recruitment action</li> </ul> |
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## 4 Definitions

For the purpose of this policy framework, the following definitions apply.

| term                  | Definition  |
|-----------------------|---|
| <b>Academic Board</b> | Refers to the peak institutional body responsible for the academic governance of the College, reporting to the Board of Directors. It consists of both internal and external academic staff.                        |
| <b>academic staff</b> | Refers to all staff with responsibilities of teaching, and/or researching, and/or academic leadership. Academic staff can also include staff in a supportive role, such as those providing academic skills support. |

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| <b>AQF</b>                               | Refers to the Australian Qualifications Framework, a national framework that specifies the standards for educational qualifications in Australia.   |
| <b>AQF qualification</b>                 | Refers to a complete and accredited program of study leading to a formal qualification recognised under the AQF.  |
| <b>course</b>                            | Refers to a program of study; this term may be used interchangeably with 'AQF qualification'.   |
| <b>development planning</b>              | Refers to a formal plan in which the employee and manager identify strengths and weaknesses and set goals for future performance.   |
| <b>e-onboarding</b>                      | Refers to an employee onboarding module of ExLL used for induction purposes.  |
| <b>e-recruit</b>                         | Refers to an application tracking module of ExLL used for recruitment purposes.   |
| <b>exit function</b>                     | This is the process by which the College seeks to determine the reason for a resignation in order to take remedial action if possible. The nature of discussion varies with the employee's position and the circumstances surrounding the resignation.  |
| <b>ExLL (Excelsia Lifelong Learning)</b> | This is an online professional development platform that provides custom learning environments and development review templates for staff.  |
| <b>general staff</b>                     | Refers to all staff engaged to perform clerical, technical, general and non-academic leadership duties.   |
| <b>Hiring Manager</b>                    | Refers to the Manager overseeing recruitment for the vacant role. This person usually holds a direct reporting line with the vacancy or is the one-up manager for the vacancy.  |
| <b>Honorary Fellow</b>                   | The title of Honorary Fellow may be conferred upon a person who demonstrates consistent and meritorious service to a discipline or field of scholarship of interest to the College. The nominee will normally have demonstrated capacity to fulfil one or more of the functions specified in section 5.7 and attained a senior academic rank.         |
| <b>Honorary Professor</b>                | The title of Honorary Professor may be conferred upon a person who demonstrates outstanding service to a discipline or field of scholarship of interest to the College. The nominee will normally have demonstrated capacity to fulfil one or more of the functions specified in section 5.7 and attained the rank of Professor in an academic field. |
| <b>performance review</b>                | Refers to a formal assessment in which the employee and manager evaluate the employee's output, conduct and contributions, facilitating opportunity for employee self-review and manager feedback.  |

|                                      |  |
|--------------------------------------|--|
| <b>Professor Emerita or Emeritus</b> | The title of Professor Emerita (in the case of a woman) or Professor Emeritus (in the case of a man) may be conferred on a retiring professor who meets specified criteria upon retirement or resignation. However, in exceptional circumstances, the title of Professor Emerita or Emeritus may be conferred upon a member of staff who is not a Professor at the time of resignation or retirement. A person will normally be required to serve a minimum period of at least five years as a Professor of the College before they may be considered for the title of Emeritus Professor. |
| <b>recruitment</b>                   | Refers to the process of attracting the best candidates for employment at the College.   |
| <b>relatives</b>                     | Refers to people of close personal relationship, such as parents, grandparents, children, grandchildren, husband, wife, fiancé(e), brother, sister, niece, nephew, son-in-law, step relatives, and domestic partners.  |
| <b>selection</b>                     | Refers to the process of identifying the best candidates for employment at the College.  |
| <b>TEQSA</b>                         | Refers to the Tertiary Education Quality and Standards Agency, which is Australia’s independent national quality assurance and regulatory agency for higher education.   |
| <b>volunteer</b>                     | Refers to a person carrying out an unpaid role in an organisation.   |

## 5 Procedures

### 5.1 Recruitment and selection for permanent and fixed-term staff

#### 5.1.1 Planning and preparation

##### a. Review of staffing needs

Prior to commencing the recruitment process, Hiring Managers are advised to conduct a review of need for positions, through consultation as required, that will take account of:

- strategic plans for the department and the College
- budget and funding
- current staffing structure
- qualifications and specialisations needed
- any foreseeable changes which may impact on the area or role.

##### *Temporary staff*

It may be necessary, from time to time, to enlist the help of a temporary employee (temp), in the case of staff absences and/or temporary increase in workload. To do so, it is necessary to analyse the financial viability of employing a temporary employee, ensuring that there are sufficient funds within the Department’s budget. Appointment of a temporary employee must be authorised by the Chief

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Operating Officer. The Department Manager or designated authority must email their request to [hr@excelsia.edu.au](mailto:hr@excelsia.edu.au). Once approved, the Talent Acquisition and Onboarding Coordinator will then contact the temping agency and organise for an appropriate temp.

#### **b. Acquiring approval to recruit for a new role**

For new role requests, the Hiring Manager completes the STA-F19 Approval to Recruit for a Permanent Position form. This step is for roles not already approved through the annual staff budget. The completed form must be emailed directly through to [hr@excelsia.edu.au](mailto:hr@excelsia.edu.au) for review. The Director of People and Culture in collaboration with the Chief Operating Officer will then conduct a review of the current position that takes into consideration business needs and budget requirements.

In some circumstances, especially for roles outside of the planned approved annual budget, the Chief Operating Officer may require further assessment against organisational structure, business, budget and strategic plan in conjunction with the Chief Financial Officer. The final analysis will be provided to the Chief Executive for approval before further action can be taken.

For academic roles, refer to section 5.4 Procedure to Determine Equivalence of Professional Experience Against the AQF to ensure the STA-F19 form clearly documents information to identify whether the role and professional experience meets the minimum AQF requirements to teach a course of study at the College. The procedure sets out the criteria the College uses to determine professional equivalency. Decisions related to professional equivalency will be made by the Chief Academic Officer, and in certain cases in consultation with the Academic Board.

#### **c. Review of the position description and selection criteria**

The review will usually result in an updated position description. Position descriptions need to be updated in consultation with a representative from People and Culture. The skills, knowledge, experience, and values required to perform the duties of the position form the basis of the selection criteria, which provide the standards against which the Recruitment Committee may assess and select candidates.

The following principles should be considered when setting the selection criteria.

- Provide a logical link between the selection criteria and the duties of the position.
- List criteria in priority order.
- Decide which criteria are essential for satisfactory performance in the job and which are desirable, and list them separately.
- Limit the number of criteria to 10 in total to ensure the number of criteria is not too large overall.
- Avoid setting criteria so high that they become unrealistic, or so broad that most candidates will satisfy them. Criteria should be realistic.
- Select adjectives carefully (e.g. some knowledge of...; extensive experience in...). Ensure essential criteria covers the specialist knowledge needed in the position, and list broader knowledge or experience in the desirable criteria.
- Decide whether the minimum qualifications identified are essential. List educational qualifications not considered to be essential for the position under desirable criteria.

- Take care not to overstate the essential criteria, since that will limit the number of applicants.
- Write criteria in a way that aids the assessment of a candidate’s suitability by using measurable or observable descriptors. For example, rather than personal qualities like ‘initiative’, identify a relevant outworking of initiative, e.g. ‘the ability to identify tasks that need to be done and complete those tasks in a timely manner with minimum supervision’.
- Describe the skills or experience required rather than the type of person who may have them, e.g. ‘demonstrated ability to supervise administrative staff’ rather than ‘mature person with supervisory experience’.

#### **d. Developing an advertisement**

People and Culture will be responsible for developing and posting the advertisement and communicating this to the Hiring Manager. The advertisement should outline the requirements of the vacant position in a clear and concise manner. The advertisement should seek to create interest among potential applicants, stimulate and motivate applicants to respond, and give information about the position and the College.

A position advertisement should include:

- position title
- College name and logo, and introduction to the College culture
- position overview – abbreviated statement based on position description
- position status – full-time, permanent, casual, etc.
- essential criteria – preferably no more than six
- desirable criteria – less than six
- employee value proposition such as key benefits
- clear instructions on how to apply
- closing date (typically two weeks after advertising date).

It is important for the advertisement to have a good structure. It should:

- use bold headings
- use small paragraphs
- be succinct yet meaningful, avoiding lengthy information.

The salary details should not be included in the advertisement.

#### **e. Managing referrals**

If, for good reason, a staff member or external stakeholder wishes to make a referral of a potential candidate for a role, it is recommended the staff member first consult with People and Culture to determine whether the person meets the selection criteria before referring them to make a formal application. Incentives and benefits with regards to staff referrals are outlined in the Excelsia Staff Benefits document.

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## 5.1.2 Managing applications

### a. Handling enquiries

Applicants are to be given an opportunity to request more detailed information about positions advertised. Staff listed as contact persons, usually the Talent Acquisition and Onboarding Coordinator, must:

- be sufficiently knowledgeable about the position to provide a clear picture of what is required for the position
- be receptive to enquiries from all sections of the community and not discourage any applicant
- ensure that applicants are not given the impression that selection will be based on any factors other than open competition, comparative merit, and job-related criteria
- be available to answer enquiries during normal working hours
- not be the person who is to shortly vacate or has recently vacated the position
- not be the person currently acting in the position or who is likely to be an applicant.

### b. Managing ex-employees

There is no formal policy as to how long a break in employment must be, between making a role redundant and re-hiring the affected employee in another capacity. However, in general, it is recommended the break be a minimum of two months, and longer where possible. Where a prospective employee has declared that they have previously been employed by the College, the Director of People and Culture must review the personnel file of the applicant and speak to prospective employee's Manager from the period of employment, where possible.

### c. Shortlisting

Shortlisting is carried out by the Talent Acquisition and Onboarding Coordinator in conjunction with the Hiring Manager. The Talent Acquisition and Onboarding Coordinator will be responsible for reviewing applications against the job criteria and will begin the first stage of the shortlisting process by reviewing CVs and assigning these for review by the Hiring Manager via email or in e-Recruit.

Shortlisted candidates must meet elements of the essential selection criteria. They will be assigned for the Hiring Manager's review with a brief summary of the candidates outlined via a culling guide. The culling guide may highlight essential selection criteria as well as the following:

- verifying the applicant's legal work status using HR-F10 Staff Recruitment Determining Applicant Legal Work Status, which gives guidelines
- information about employment conditions – salary, probation, etc.
- the applicant's relevance of education, skill and work experience to the current position
- how the applicant demonstrates written communication and attention to detail
- evidence of an individual's impact, contributions and accomplishments whilst in their current or previous position.

The reason for culling an applicant should be clearly documented e.g. 'did not meet essential criteria', or 'other more suitable applicants applied'. Applicants who were unsuccessful at this stage should be notified within a reasonable time frame.

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Once the Talent Acquisition and Onboarding Coordinator has assigned the shortlisted candidates to the Hiring Manager for further screening, the Hiring Manager must review the applicants within a week of receipt and provide a final shortlist.

#### **d. Communication with applicants**

The Talent Acquisition and Onboarding Coordinator will review the final shortlist and conduct introductory phone calls with shortlisted applicants. Based on results of the introductory calls, the Hiring Manager will then confirm candidates who will progress to interviews.

The Talent Acquisition and Onboarding Coordinator will contact the candidates to arrange interviews and to provide further information that may include:

- confirmation of interview email
- position description
- Excelsia staff webpage link.

Applications should be individually acknowledged via email on receipt and held in confidence to protect the privacy of personal information.

### **5.1.3 The Recruitment Committee**

#### **a. Membership**

The Recruitment Committee should have a minimum of three and a maximum of five members (depending on the nature of the appointment) and be capable of testing the skills and attributes required of the position. A Chair will be appointed for the Recruitment Committee.

Membership of the Recruitment Committee will generally consist of the Hiring Manager, Mission Representative (as defined by the Excelsia Board), Talent Acquisition and Onboarding Coordinator (or delegate) and a peer of the Hiring Manager (the peer may be external to the department of the vacant role or a representative from People and Culture). In the instance the vacant role is at the level of an Academic Head of School or a managerial role that directly reports to the Chief Executive, in addition to the membership requirements outlined above, an academic member of Academic Board and/or Board of Directors or a Board member will be invited to join the Recruitment Committee.

The following guidelines govern the membership of the Recruitment Committee:

- a person who understands how the role contributes to the effectiveness of the area (this will usually be the manager or supervisor)
- a person with expertise in the field of the position (internal or external)
- a person trained in recruitment and the principles of equity (this may be the Chair of the Committee or a representative from People and Culture)
- the Director of Mission, or Chaplain (or delegate)
- gender balance where possible.

A member of the Recruitment Committee may contribute towards more than one of the above areas of expertise. Any potential conflict of interest must be raised as soon as it becomes apparent.

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#### 5.1.4 The selection process and interview

##### **a. Interview preparation**

The Talent Acquisition and Onboarding Coordinator will prepare the appropriate interview format and interview guide for the role in consultation with the Hiring Manager. Questions should be based on the requirements of the position and a level of consistency should be maintained across candidates.

Supplementary or follow-up questions may be asked if clarification of answers or further information is needed, however these questions must be relevant to identifying the best applicant. Candidates will not be questioned in relation to age, gender, marital status, pregnancy, family responsibilities, racial or ethnic origin.

##### **b. Interviewing**

The Talent Acquisition and Onboarding Coordinator or Recruitment Committee Chair ensures that the following elements are covered in the interview.

- The candidate is informed of the interview structure and about the role, including whether there will be a probationary period.
- The candidate is asked pre-determined interview questions. Standard questions should be asked for all applicants for the same position to ensure consistency of questioning and equitable opportunities for candidates to respond to the same critical issues pertaining to the position.
- All candidates are given a similar allocated time frame to address critical issues during the interview.
- When verifying qualifications and/or professional memberships, documents may be viewed and copied if not already included in the candidate's CV.
- After all standard questions have been addressed, the candidate is given the opportunity to ask questions and raise other relevant issues that will give them the opportunity to exhibit additional relevant qualities for the position.
- Interview notes are taken by the Recruitment Committee to ensure that the committee makes an informed decision based on the content of the interview. The notes must relate to how each candidate demonstrates their knowledge, skills, experience and abilities in relation to the person specification and job description.
- The Recruitment Committee must not offer the job to the candidate during the interview.

The Talent Acquisition and Onboarding Coordinator will keep records of all interview notes taken, application forms, CV, visa checks, references, qualifications and relevant documents on SharePoint.

##### **c. Making a selection**

If there is indecision among the Recruitment Committee with regards to which candidate will progress to the next stage of the recruitment process, a second interview should take place. The committee for the second interview will continue to comprise of a representative from People and Culture and the Hiring Manager, however a different external stakeholder may co-interview on the committee to assist with assessing candidate suitability.

After the second interview, feedback should be provided to the Chief Executive to review with the Chief Operating Officer for administrative roles and the Chief Academic Officer for academic roles before final approval (refer to section 5.1.5.a Making an Offer).

Once the Recruitment Committee has identified one or more suitable candidates, the Talent Acquisition and Onboarding Coordinator will carry out the reference checks. Reference checks are normally conducted via phone or email. Permission must be obtained from candidates before referees are contacted. Shortlisted candidates will be subject to reference checking prior to an offer of employment being made. Appropriate referees are those who have had direct experience of a prospective candidate's work, education or training in a supervisory capacity. At least one reference must come from the current or previous employer. HR-F11 Staff Recruitment Telephone Reference Checklist provides a telephone reference checklist.

References can only be used for the purpose for which they are intended and their confidentiality must be maintained. During the reference check, the Talent Acquisition and Onboarding Coordinator will confirm:

- the candidate's previous job title and responsibilities
- significant achievements made by the candidate
- the candidate's strengths and limitations.

### 5.1.5 Job offer and onboarding

#### **a. Making an offer**

When the Recruitment Committee decision is made, the Talent Acquisition and Onboarding Coordinator will provide the CV and Reference Checks of the recommended candidate for approval to the Chief Executive and Chief Operating Officer and, for academic roles, the Chief Academic Officer. Upon approval, it is the responsibility of the Talent Acquisition and Onboarding Coordinator to make an offer of employment. Initially this is usually done via phone. Where the successful applicant indicates that they will not accept the position offered, a decision should be made by the Committee on whether to offer the position to the next applicant considered suitable. The action should be repeated if this applicant also declines. Alternatively, a decision could be made to repeat the recruitment process.

#### **b. Advising unsuccessful candidates**

When the recommended applicant has indicated acceptance of the position, the Talent Acquisition and Onboarding Coordinator will ensure unsuccessful interviewees are notified and provided with feedback when requested.

#### **c. Setting remuneration**

Authority to set remuneration for award and non-award employees is identified in PR-GEN-20 Human Resources Delegations. For academic staff, classification will be determined by the Chief Operating Officer and the Chief Academic Officer and approved by the Chief Executive as per PPR-STA-35 Academic Promotion and Classification Policy and Procedure.

#### **d. Issuing and collecting employment contracts and accompanying documentation**

Once the verbal offer has been made to the candidate, the Talent Acquisition and Onboarding Coordinator initiates an Offer Approval Workflow via e-Recruit or raises STA-F05 Employee Contract Request and forwards to the Head of School/Department Manager for approval by the Chief Academic Officer (for academic staff), Chief Operating Officer and Chief Executive.

After the Chief Academic Officer, Chief Operating Officer and Chief Executive's approval, the Talent Acquisition and Onboarding Coordinator prepares the Letter of Offer of Employment (Contract) and Contract Covering Letter and follows the steps articulated in STA-G16 Induction Checklist.

Within 48 hours of STA-F05 Employee Contract Request being filled, the Talent Acquisition and Onboarding Coordinator seeks to coordinate approvals to send the Letter of Offer of Employment, Position Description and Contract Covering Letter to the new employee via e-Onboarding or Adobe Sign, together with the following forms:

- STA-F75 Employee Action Form
- Tax Declaration Form
- Fair Work Information Statement
- Choosing a Super Fund Form.

Prior to, or on the first day, of employment, the new employee e-signs each of the documents and e-fills the relevant forms, which upon completion are forwarded to the Talent Acquisition and Onboarding Coordinator. The Talent Acquisition and Onboarding Coordinator forwards the following signed documents to [payroll@excelsia.edu.au](mailto:payroll@excelsia.edu.au) to set up the new employee in the payroll system (Preceda):

- STA-F75 Employee Action Form
- Tax Declaration Form
- Fair work Information Statement
- Choosing a Super Fund Form.

The Talent Acquisition and Onboarding Coordinator creates an Employee File and saves a copy of the new employee's details and contract on file. In the instance of mis-filled or missing documentation, the Talent Acquisition and Onboarding Coordinator liaises with the new staff member to rectify this.

Upon receipt of a signed contract or at the point of two weeks or less until commencement, the Talent Acquisition and Onboarding Coordinator:

- i. prepares for the Staff Induction Program
- ii. prepares the announcement for staff to be sent on the day of commencement.

Upon commencement of the staff member, the Talent Acquisition and Onboarding Coordinator follows the induction and onboard process for the new employee.

## 5.2 Recruitment and selection for academic casual and contractor staff

### 5.2.1 Planning and preparation

#### a. Review of staffing needs and selection

At least four months prior to the start of semester:

- i. Heads of School review the need for the position that will take account of:
  - strategic plans for the area and the College
  - budget and funding
  - current staffing structure

- qualifications and specialisations needed
  - any foreseeable changes which may impact on the area or role.
- ii. The Heads of School, in collaboration with the Chief Academic Officer, will keep specific academic needs under review as part of course review, and should include consideration of the position description, duty statements and selection criteria as part of this regular review process.
  - iii. The Head of School, in collaboration with the Chief Academic Officer, identifies the desired applicant for the casual/contract position which, in most cases, requires very particular specialised expertise, qualifications and experience.
  - iv. The Head of School completes for new academic staff the Academic Staff Register (ASR) and Appointment of Casual and Contract Academic Staff Eligibility Criteria Checklist. Recruitment planning should be thorough to enable teaching needs to be filled.

#### **b. Assessment of eligibility**

- i. The Chief Academic Officer interviews potential staff if required as per the Appointment of Casual and Contract Academic Staff Eligibility Criteria Checklist.
- ii. Where a candidate does not hold N+1 qualification(s), but can demonstrate significant and appropriate industrial and/or professional experience directly relevant to the unit/course to be taught, consideration is given to the candidate's intended role within the course team, the balance of qualifications and experience held by the team as a whole, and the contribution the candidate would make to the delivery of both theoretical and practical elements of the course and/or unit. On the basis of this consideration, the Chief Academic Officer may approve the appointment of an individual not holding an N+1 qualification. Conditions may be placed on this approval, for example, that an appropriate program of staff development and/or study leading to a qualification at a specified level is undertaken.
- iii. If the Chief Academic Officer does not approve the appointment of a candidate after the interview, then the Chief Academic Officer briefs the Head of School who notifies the candidate and provides feedback if necessary.
- iv. The Head of School or Chief Academic Officer will document details of how each candidate was assessed as meeting College criteria through the STA-G19 Appointment of Casual and Contract Academic Staff Eligibility Criteria Checklist.
- v. People and Culture will maintain appropriate records of approved AQF equivalencies to ensure the College meets regulatory requirements. The records will show details of:
  - the date of nomination, staff name, teaching discipline, how each staff member was assessed as equivalent and the general category of equivalence against which a staff member was assessed, the name of the assessor and the name of the person or peak institutional body that endorsed the equivalency
  - special circumstances or exceptions to the general principles outlined in this procedure and how the equivalence was assessed on that case-by-case basis.

#### **c. Approval to recruit**

At least 2 months prior to the start of semester:

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- i. The Head of School populates the staffing allocations in the ASR and submits this to People and Culture along with the below documentation for all new academic staff:
  - a. STA-F05 Employee Contract Request Form (if completed)
  - b. Position Description
  - c. STA-F22 Approval to Recruit New Casual staff
- ii. If the STA-F05 Employee Contract Request Form is not completed, the Talent Acquisition and Onboarding Coordinator may complete this.
- iii. The Talent Acquisition and Onboarding Coordinator will usually review the ASR and coordinate STA-F05 Employee Contract Request forms or equivalent for approval by the Chief Operating Officer and Chief Academic Officer.
- iv. For continuing staff, Heads of School must submit all relevant documents as per STA-F05 Employee Contract Request.
- v. If STA-F05 Employee Contract Request or equivalent is approved, the Director of People and Culture or their delegate should, at least four weeks prior to the contract start date, coordinate the preparation and issuing of the relevant contract letter and accompanying employment documentation.
- vi. If STA-F05 Employee Contract Request or equivalent is declined, the Talent Acquisition and Onboarding Coordinator informs the Head of School that a replacement is required.
- vii. The Talent Acquisition and Onboarding Coordinator manages contract returns and follows up as required, ensuring all contracts are signed and returned before the start date with all relevant information.

#### **d. Contractors who will invoice for their services**

On rare occasions, contractors are engaged for project work such as course unit writing or directing productions. Upon notification from the relevant Department Head, the Talent Acquisition and Onboarding Coordinator raises the STA-F05 Employee Contract Request and generates the contract letter. Staff who invoice must have an ABN number.

#### **e. Casual staff documentation**

People and Culture will coordinate preparation of the Letter of Offer of Employment for staff who will be paid via payroll. Offers of Employment will be issued via Adobe Sign or e-Onboarding, together with the following forms where these are not already held:

- STA-F75 Employee Action Form
- Tax Declaration Form
- Choosing a Super Fund Form
- Fair Work Information Statement.

Casual/Contractor staff must return their signed contract and other relevant documents within 10 days of receipt. People and Culture and/or delegates follow up with staff members who have not returned their signed contracts. The Director of People and Culture and/or their delegate notifies payroll@exclesia.edu.au to set up the new employee in the payroll system.

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ABN: 50 360 319 774 TEQSA Provider ID: PRV12064 CRICOS Provider Code: 02664K

No payment will be processed in payroll and via invoice for contracts that have not been signed and returned.

#### **f. Records**

People and Culture files the signed copies of the Letter of Offer, Position Description and other completed forms in the staff file on SharePoint.

### **5.3 Verification of qualifications**

At the time of accepting an employment offer with the College, academic staff must submit original or certified copies of their qualifications as cited in their CV. These documents providing evidence of qualifications are a necessary part of the appointment process, and a copy must be held by People and Culture in the staff member's file.

In order to minimise the risk of fraud in relation to academic qualifications, Excelsia College:

- a. insists that required academic documents be submitted in original or certified copy
- b. where documents are in a foreign language, insists on official translations from the country's translation services or NAATI translators
- c. provides in-service training for assessing staff
- d. uses published directories to verify details of institutions and courses
- e. uses the Department of Education, Skills and Employment's [Country Education Profiles](#) to develop knowledge about education systems and qualification requirements.

For guidelines on common types of document fraud, please refer to Guidelines: 6.2 Common types of document fraud.

### **5.4 Procedure to determine equivalence of professional experience against the AQF**

#### **5.4.1 Assessment of staffing level**

##### **a. Review of staffing level**

The Chief Academic Officer must be satisfied with the professional experience of the intended incumbent and determine that the incumbent meets the required equivalent level of skills, attitudes and knowledge to undertake teaching duties, as specified in the AQF.

In reviewing a case, the Chief Academic Officer may assess a combination of broader experience and qualification(s) such as the following:

- a. research and/or creative work/projects at an advanced level
- b. publications, presentations and conference participation
- c. experience outside tertiary education in industry, business, or government, or employment
- d. leadership in local, state or national advisory bodies, and/or community organisations
- e. leadership in the development of professional standards
- f. experience in a role that requires high order judgement and the provision of expert advice, or roles at a senior level

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ABN: 50 360 319 774 TEQSA Provider ID: PRV12064 CRICOS Provider Code: 02664K

- g. experience managing significant projects in the field of study.

Moreover, regardless of qualification or experience, all academic staff are expected to:

- a. have current and extensive knowledge commensurate with the academic level of the course and unit to be delivered and relevant to the subject and professional discipline
- b. maintain their knowledge, standards, capabilities and behaviour at appropriate levels for higher education
- c. be prepared to facilitate student learning at an appropriate academic level
- d. be able to teach face to face or online via the College learning management system
- e. value and promote relevant research, scholarly activity and higher learning
- f. be committed to continuing development of professional competencies and experience.

The Chief Academic Officer will provide People and Culture with the details of how each individual academic staff member was assessed as meeting these guidelines through the STA-G19 Appointment of Casual and Contract Academic Staff Eligibility Criteria Checklist.

People and Culture will maintain appropriate records of approved AQF equivalencies to ensure the College meets its reporting responsibilities. The records will show details of:

- a. the date of nomination, staff name, teaching discipline, how each staff member was assessed as equivalent and the general category of equivalence against which a staff member was assessed, the name of the assessor and the name of the person or peak institutional body that endorsed the equivalency
- b. special circumstances or exceptions to the general principles outlined in this procedure and how the equivalence was assessed on that case-by-case basis.

The Chief Academic Officer must seek the approval of the Academic Board for exceptions to these guidelines. Any case submitted for approval must be evidence-based and document how the appropriate level of skills and knowledge and the application of skills and knowledge, as specified in the AQF, have been met.

Reports on teaching staff employed based on these guidelines will be provided to the Academic Board for review.

#### 5.4.2 Criteria for determining equivalency of professional experience

##### **a. Minimum AQF requirements**

The table below describes the minimum AQF requirements to teach a College course of study, and the professional experience deemed equivalent where the academic staff member does not hold the requisite AQF level qualification.



| AQF level being taught                                | Minimum required AQF   | Professional experience equivalent  |
|---|--|---|
| <b>AQF 7 (Bachelor)</b>                               | AQF 8 (Bachelor Honours, Graduate Certificate, Graduate Diploma) | <p>AQF 7 Bachelor qualification AND current registration to practice where relevant, e.g. CPA, CA for accounting, or practising certificates (or interstate equivalents).</p> <p>PLUS: Typically 5 years in the past 7 years of related professional experience to what is being taught</p> <p>AND/OR: Enrolment in a relevant AQF 8 or 9 qualification, plus some related professional experience amounting to a total of 5 years.</p> <p>Professional memberships at a level higher than ordinary full-member entry level (for example, Associate Fellow or Fellow) and evidence of participation in a continuing professional development program will be expected where possible, for example, <a href="#">Australian Human Resource Institute (AHRI)</a>, <a href="#">Australian Marketing Institute (AMI)</a>, <a href="#">Australian Institute of Management (AIM)</a>, <a href="#">Australian Institute of Company Directors (AICD)</a>, <a href="#">Psychotherapy and Counselling Federation of Australia (PACFA)</a>, <a href="#">Australian Association of Social Workers (AASW)</a>.</p> <p>Publications in trade/industry and/or academic publications related to the teaching area will also be considered.</p> |
| <b>AQF 8 (Graduate Certificate, Graduate Diploma)</b> | AQF 9 Masters  | <p>AQF 7 or 8 qualification AND current registration to practise where relevant (e.g. CPA, CA for accounting, LPAB for law, NSW Law Society or NSW Bar Association (barrister) practicing certificates (or interstate equivalents).</p> <p>PLUS: Typically 5 years in the past 7 years of related professional experience to what is being taught</p> <p>AND/OR: Enrolment in a relevant AQF 9 or 10 qualification, plus some related professional experience, amounting to a total of 5 years.</p> <p>Professional memberships at a level higher than ordinary full-member entry level (for example, Associate Fellow or Fellow) and evidence of participation in a continuing professional development program will be expected where possible, for example, <a href="#">Australian Human Resource Institute (AHRI)</a>, <a href="#">Australian Marketing Institute (AMI)</a>, <a href="#">Australian Institute of Management (AIM)</a>, <a href="#">Australian Institute of Company Directors (AICD)</a>, <a href="#">Psychotherapy and Counselling Federation of Australia (PACFA)</a>, <a href="#">Australian Association of Social Workers (AASW)</a>.</p>  |

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|                       |                     |   |
|-----------------------|---------------------|---|
|                       |                     | Publications in trade/industry and/or academic publications related to the related area of teaching will also be considered.  |
| <b>AQF 9 (Master)</b> | AQF 10<br>Doctorate | <p>AQF 7, 8 or 9 qualification AND current registration to practise where relevant (e.g. CPA, CA for accounting, current NSW Law Society (lawyer) or NSW Bar Association (barrister) practising certificates (or interstate equivalents).</p> <p>PLUS: Typically 5 years in the past 7 years of related professional experience to what is being taught. Experience will be expected at middle to senior management levels of an organisation in a related area to what is being taught.</p> <p>AND/OR: Enrolment in a relevant AQF 9 or 10 qualification, plus some related professional experience, amounting to a total of 5 years.</p> <p>Professional memberships at a level higher than ordinary full-member entry level (for example, Associate Fellow or Fellow) and evidence of participation in a continuing professional development program will be expected where possible, for example, <a href="#">Australian Human Resource Institute (AHRI)</a>, <a href="#">Australian Marketing Institute (AMI)</a>, <a href="#">Australian Institute of Management (AIM)</a>, <a href="#">Australian Institute of Company Directors (AICD)</a>, <a href="#">Psychotherapy and Counselling Federation of Australia (PACFA)</a>, <a href="#">Australian Association of Social Workers (AASW)</a>.</p> <p>Publications in trade/industry and/or academic publications related to the related area of teaching will also be considered.</p> |

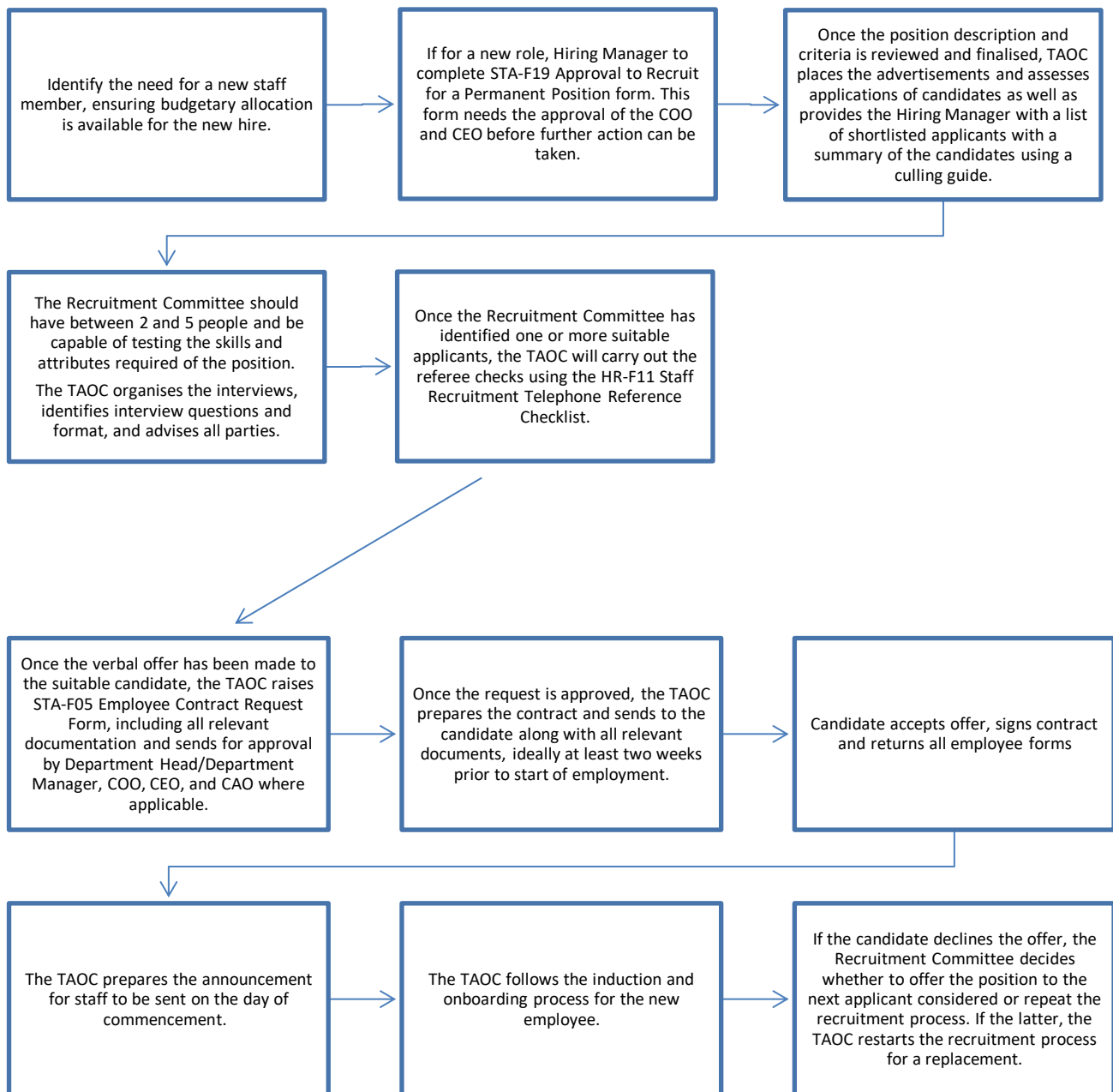
## b. Exceptions

At times the following exceptions will be accepted:

- i. Occasional guest lecturers will be exempt for the requirement to hold an AQF N+1 qualification but must be able to bring a level of knowledge and expertise which will add value to the teaching of the relevant topic areas.
- ii. In cases not covered by these guidelines, equivalency of professional experience and relevant academic qualifications demonstrating the appropriate level of skills and knowledge relevant to meet the relevant AQF level is required. Where such cases occur, the Chief Academic Officer will assess against the criteria set out in 5.4.2 Criteria for Determining Equivalency of Professional Experience.

## 5.5 Recruitment flow charts

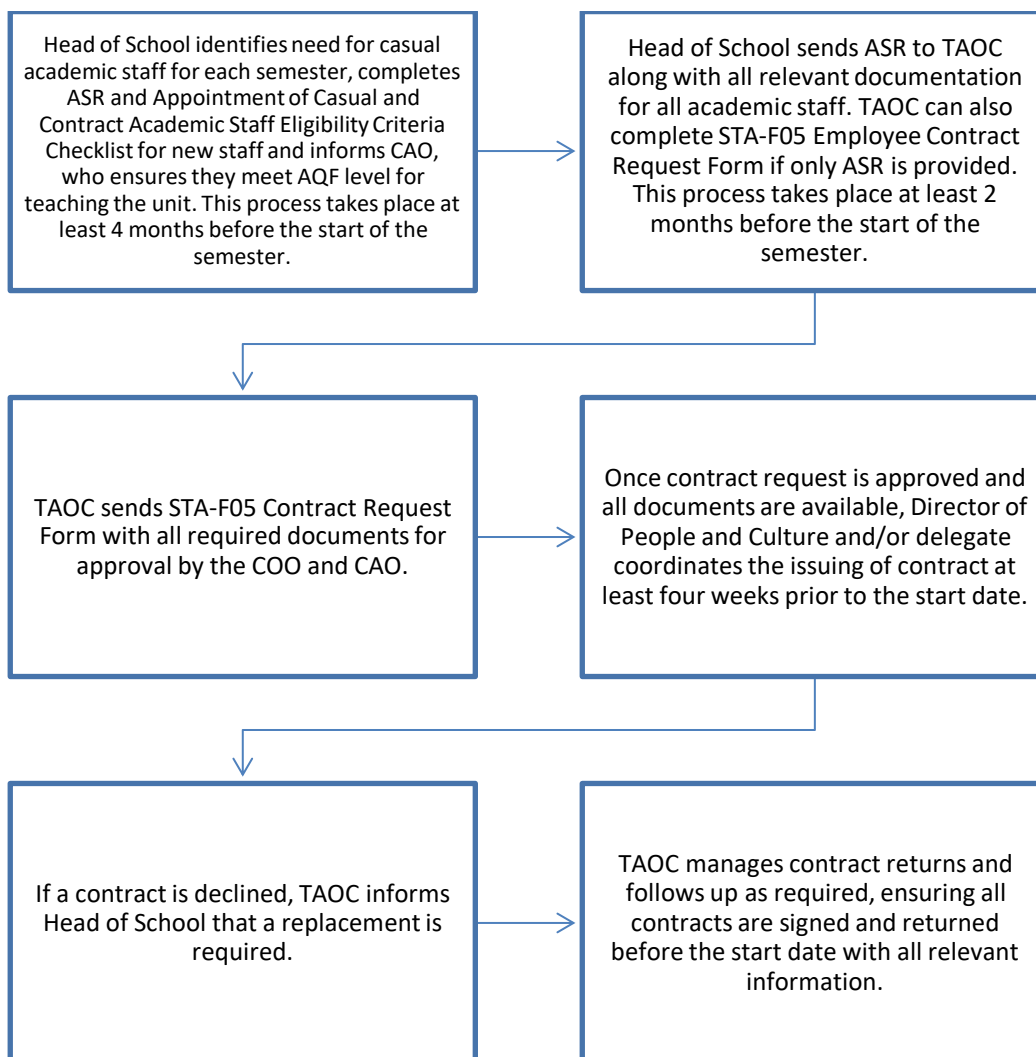
### 5.5.1 Permanent staff



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## 5.5.2 Academic casual and contractor staff



## 5.6 Volunteer appointments

### 5.6.1 Prior to engagement

#### a. Appropriate engagement of volunteers

Engagement of a volunteer will be determined in consultation with the appropriate supervisor to whom the volunteer will report, the Director of People and Culture and the Chief Operating Officer.

#### b. Volunteer service position description

The manager is responsible for identifying and documenting appropriate position duties before the volunteer commences, and documenting agreement to these duties using the Volunteer Service Position Description.

### 5.6.2 Recruitment

#### a. Application and privacy statement

The staff member engaging the volunteer must provide the prospective volunteer with the Volunteer Application Form, which the prospective volunteer must complete.

## **b. Interview**

All prospective volunteers should be interviewed by a Recruitment Committee to ascertain their suitability for volunteer engagement. Content of interviews must be documented and provided to People and Culture for electronic filing if the volunteer is to be engaged.

## **c. Child protection legislation**

Where a volunteer will have direct, unsupervised contact with children, the volunteer must obtain a volunteer Working with Children Check (WWCC) clearance, which is to be verified by People and Culture.

### 5.6.3 Onboarding

#### **a. Workstation**

The supervisor of the volunteer is responsible for ensuring a suitable workstation and working equipment is available to be used by the volunteer to carry out the duties outlined in the Volunteer Service Position Description. Through using the Volunteer Induction Checklist, the supervisor can follow steps to prepare the workstation requirements.

#### **b. Induction**

The supervisor of the volunteer is responsible for inducting and orientating new volunteers to the College and to their role using the Volunteer Induction Checklist as a guide. Induction learning resources are accessible via the Staff Resources page on the People and Culture SharePoint site.

#### **c. Affirmation of Excelsia College values**

Induction materials include an overview of Excelsia College's vision, mission and value statement. The inductor should take care to ensure this information is explained so that the volunteer is comfortable to affirm the College's culture.

#### **d. Probation period**

At the Chief Executive's discretion, there may be an agreed probationary period in which the successful applicant and/or the College may disengage without explanation. This is to be communicated to the volunteer and documented in writing.

#### **e. Storage of records**

All volunteers are required to complete the Volunteer Record Form. All records need to be provided to People and Culture for electronic filing.

### 5.6.4 Volunteer service

#### **a. Performing duties**

All volunteers are to perform their duties in accordance with instructions provided by their supervisor or other authorised volunteer supervisors, with respect to all relevant policies and procedures.

#### **b. Record of service**

People and Culture enters the new volunteer into the database and updates volunteer details as necessary.

#### **c. Appreciation for service**

The supervisor should seek to develop a means of recognition which may include holding an appreciation function for all volunteers, or a special mention in the Excelsia College Community Newsletter.

#### **d. Certificate of Appreciation**

A Certificate of Appreciation may be issued on a yearly basis or at the point of completion of service. The certificate should include the volunteer's name and date of issue. Length of service may be included.

#### **e. Grievance procedure**

Volunteers should be encouraged to first discuss any concerns or problems with their supervisor. If the volunteer is not satisfied with the outcome of this discussion, or if a problem occurs which the supervisor is unable to solve, then the volunteer should discuss the matter with the Head of School/Department. If the problem remains unsolved or the volunteer not satisfied, the volunteer should discuss with the Director of People and Culture.

#### **f. Confidentiality**

Volunteers may be provided access to personal or sensitive information in the course of their duties. Volunteers are to abide by principles of confidentiality and outlined in the Volunteer Letter and the Staff Handbook.

#### **g. Discipline**

The supervisor is to bring any issues of concern to the attention of the volunteer. After discussion, the supervisor should attain agreement from the volunteer to rectify the issue and set a review time. Where an issue arises again, the supervisor should consult the Director of People and Culture. Where an issue arises for the third time, the Manager has the option of ending the service.

#### **h. Accident, insurance and claims procedure**

In the event of any accident or injury, the Manager or, if unavailable, another Excelsia staff member, is responsible for:

- following the Emergency Procedure
- completing the College Incident Report form.

### **5.6.5 Completion of service**

#### **a. Ending the service relationship**

The volunteer relationship may be terminated by either party at any time.

#### **b. Documentation**

Once a volunteer has completed their service, People and Culture are responsible for updating and archiving volunteer records. Any hard copy records must be converted to electronic file and records pertaining to volunteers working with children are to be securely kept indefinitely.

### **5.7 Honorary appointments**

Honorary appointees are expected to contribute to the work of Excelsia College, or serve the mission of Excelsia College, through one or more of the following:

- promoting and facilitating the academic purposes of the College through particular College activities
- fostering links between the College and other institutions
- representing the College's needs for resources in the pursuit of growth and ongoing excellence

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- supporting the interests and welfare of College staff and students
- enhancing educational opportunities to enter the College among persons with limited prospects
- collaborating in activities of research, scholarship, and/or teaching and learning
- facilitating the exchange of knowledge, experience and expertise in pursuit of the College's mission.

### 5.7.1 Nomination

- i. The Chief Executive will receive nominations for honorary positions and request supporting documentation comprising:
  - completed cover sheet
  - abbreviated CV of not more than 15 pages
  - one external written reference
  - the member of staff responsible for maintaining an ongoing relationship with the appointee
  - details of other honorary appointments held by the appointee
  - outline of activities to be undertaken in support of the College (not required for nominations for Professor Emerita/Emeritus).
- ii. The cover sheet will include the following information:
  - nomination and re-nomination form for recipients of honorary titles
  - name of nominee (honorific/first/last name)
  - honorary title
  - school/department
  - submission date
  - nomination or re-nomination
  - name and title of first nominator
  - name and title of second nominator
  - name and title of referee
  - statement providing specific details of ways in which the nominee will contribute to the work of the College in:
    - teaching and learning
    - research

- community engagement
  - raising the profile of the College
  - whether contribution to the College been discussed with the nominee
  - strategic importance of the appointment to the College
  - staff member responsible for maintaining the relationship.
- iii. The Chief Executive will confer with the Chief Academic Officer and the Chief Operating Officer and prepare a joint recommendation for Academic Board. If endorsed by the Academic Board, the nomination will be formally approved by the Board of Directors.

### 5.7.2 Activities of honorary appointees

- i. Honorary title holders will make a sustained commitment to the College in one or more of the following areas:
- representing and promoting the College in the honorary appointees' spheres of influence, in professional conferences, seminars and workshops
  - acknowledging honorary title with the College on personal business cards and letterhead as appropriate
  - attributing academic publications to the College in accordance with the requirements of the Research Framework
  - Activities associated with teaching, research, research training, community engagement and/or academic governance, as appropriate, such as:
    - presenting guest lectures or workshops
    - holding membership of College committees and/or working groups
    - involvement in course development and review
    - placement of College studies and/or fostering industry links
    - mentoring staff and students.
- ii. All honorary title holders, excepting Adjunct Professors, are expected to provide a short annual report of College-related activities to the Chief Academic Officer at the beginning of each year, which will be related to any or all of the below points:
- publications
  - research projects
  - conference/seminar presentations
  - community engagements
  - teaching activities, including the supervision of postgraduate students



- support of the interests and welfare of the College or of a particular part of the College's activities.

### 5.7.3 Renewal of honorary positions

- i. The Chief Executive may present for endorsement to the Academic Board those positions with a fixed term that may be renewed. If endorsed by the Academic Board, the recommendation should be presented to the Board of Directors for formal approval.
- ii. The Chief Operating Officer will provide the Chief Executive supporting documentation comprising:
  - completed cover sheet
  - abbreviated CV of not more than 15 pages
  - latest annual report specifying activities related to the honorary position
  - the member of staff responsible for maintaining an ongoing relationship with the appointee
  - details of other honorary appointments held by the appointee
  - outline of specific activities to be undertaken in support of the College
  - statement of willingness from the appointee to accept a further term.
- iii. The cover sheet will include the following information:
  - nomination and re-nomination form for recipients of honorary titles
  - name of nominee (honorific/first/last name)
  - honorary title
  - school/department
  - submission date
  - nomination or re-nomination
  - name and title of first nominator
  - name and title of second nominator
  - name and title of referee
  - statement providing specific details of ways in which the nominee will contribute to the work of the College in:
    - teaching and learning
    - research
    - community engagement

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- raising the profile of the College
- whether contribution to the College been discussed with the nominee
- strategic importance of the appointment to the College
- staff member responsible for maintaining the relationship.

## 5.8 Induction and probation

The purpose of this procedure is to communicate the importance of, and expectations for, inducting staff and monitoring their transition to the College over the course of the induction and applicable probation period.

### 5.8.1 Induction for permanent and fixed-term staff

- i. The supervisor and a People and Culture representative will consult STA-F49 Staff Induction Training and Probationary Checklist to plan training sessions as part of the induction program.
- ii. A typical induction schedule will include an induction orientation video, campus tour and workstation set-up. Typically, the remainder of the day will be allotted to the supervisor to provide role-specific information and training.

| Time             | Activity                    | Point of contact   |
|------------------|-----------------------------|--------------------|
| 9:00am           | Report to reception         | Receptionist       |
| 9:00am           | Orientation video           | People and Culture |
| 9:30am           | Introduction to colleagues  | People and Culture |
| 10:00am          | Login and system access     | IT Manager         |
| 10:45am          | Meet with supervisor        | Manager            |
| 11:30am – 5:00pm | Learning/Duties as assigned | Manager            |

#### a. Orientation video

Prior to commencement, a link to the staff orientation video will be provided the new employee. On the day of commencement, any questions can be addressed as well as further information provided, including an overview of the organisational charts.

#### b. Campus tour

The new employee is led on a tour of the College. The tour primarily serves as an opportunity to introduce the new staff member to other staff. During the tour further work health and safety information such as first aid supplies and emergency assembly information is provided, showing facilities available and emergency exits, fire extinguishers and first aid box locations.

### c. Workstation set-up

The employee is provided opportunity to review and report on the suitability of their workstation, using STA-F84 Workstation Checklist.

### d. Login and system access

The IT Manager provides system login and access information.

## 5.8.2 Induction for casual staff

- i. The supervisor is responsible for ensuring casual academic staff are inducted to the College and their role, either via academic orientation or another means. New as well as returning casual academic staff should be provided with updated induction information upon each new engagement/re-commencement.
- ii. The Chief Academic Officer is responsible for coordinating academic orientation for staff working in the academic Schools each semester. Heads of School will be notified of these sessions and encouraged to invite their staff.
- iii. Work health and safety and general information induction resources are presented at academic orientation each semester and also available via the Staff Resources page on the People and Culture site on SharePoint.
- iv. Any staff who are required to attend academic orientation but are unable to attend must take part in an induction recap as directed by their supervisor.

## 5.8.3 Probation for permanent and fixed-term staff

- i. All new and/or transferring permanent and fixed-term full-time and part-time employees may be subject to an initial probationary period, communicated to applicants at point of interview and documented in their Letter of Offer.

### a. Responsibilities

It is essential that supervisors use probation as an opportunity to monitor employee performance and suitability to the position. It is also an opportunity for the new employee to learn more about the College and affirm their own suitability to the position.

| Supervisor   | New employee  |
|--|---|
| <ul style="list-style-type: none"><li>• Ensuring duties and expectations are communicated clearly</li><li>• Monitoring performance and providing feedback on a regular basis</li><li>• Taking remedial action in the instance of poor performance and advising expectations and timelines to review outcomes</li></ul> | <ul style="list-style-type: none"><li>• Working with the supervisor to establish goals and objectives</li><li>• Acting on feedback as required and seeking clarification with regards to expectations when needed</li><li>• Advising supervisor of any concerns relating to achieving goals or meeting expectations</li></ul> |

### b. Resources

The Talent Acquisition and Onboarding Coordinator briefs the supervisor and new employee regarding:

- STA-F83 Onboard Checklist provided with reference to documents available on the College website for the employee to review during their first six months at the College

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- the probationary review ExLL system and the expectations required for the probation period.

### c. Procedure

- i. People and Culture prepare the draft probation plan based on the KPIs from the position description for review by the supervisor using:
  - ExLL Performance Module (permanent staff)
  - Performance and Development Plan Review Template (fixed-term staff).
- ii. The supervisor reviews and updates the probation plan as necessary and ensures it is signed off within the month of commencement.
- iii. The supervisor schedules and commences monthly performance and development feedback ExLL Conversations aligned with the probation plan. Any concerns regarding suitability of the new employee that arise during these conversations are to be communicated to the new employee with remedial support provided. These concerns should be documented and communicated to People and Culture.
- iv. At the one-month mark, People and Culture request completion by the new employee of the One-Month Survey and review comments and feedback, implementing actions as required.
- v. At the three-month mark, People and Culture request completion of the Three-Month Survey by the new employee and schedule a follow-up meeting with the COO to discuss their induction experience, progress and development in their role as well as any other matters.
- vi. People and Culture consults with the supervisor and relevant Department Heads regarding development and progress of the new employee and implements any further support or training plans as required.
- vii. Prior to the end of probation, the supervisor requests and collects the new employee's self-review and conducts a final probationary review.
- viii. The supervisor provides People and Culture with the completed review at least one week prior to the end of the probation period.
- ix. When a new employee has completed a successful probation review with their manager and is recommended by the supervisor to pass probation, People and Culture draft a Probation Pass letter for the supervisor to sign and issue to the employee.
- x. When the new employee has not completed successful probation and is not recommended by their supervisor and/or supervisor's manager to pass probation, or is underperforming at any point during the probationary period, People and Culture will review whether appropriate remedial action has occurred.
  - If remedial action has not occurred, People and Culture will recommend a plan for remedial action.
  - If remedial action has occurred, People and Culture, together with the supervisor, will make a final decision and notify the staff member in person and then in writing, prior to the end of the probationary period.

Step x. can be initiated at any time during the probation period. It is important underperformance is addressed as early as possible to provide opportunity for the underperforming staff member to engage in performance improvement.

#### 5.8.4 Induction and probation procedure overview

Staff induction and probation is a joint initiative between the supervisor and the new employee and supported by People and Culture. The following table details the contributors relied on and tasks required to prepare for and facilitate induction and probation at the College.

The following procedural task list outlines responsibilities from pre-commencement to the culmination of the probation period.

| Time frame            | TAOC  |  | Supervisor   |
|-----------------------|---|--|--|
| Prior to commencement | <ul style="list-style-type: none"> <li>• Completes recruitment and selection process</li> <li>• Sends contract to preferred candidate along with all forms required as per STA-G16 via Adobe Sign</li> <li>• Once contracts are returned, forwards all relevant documents to Finance Office</li> <li>• Prepares announcement for Hiring Manager to be sent to staff announcing the commencement of new employee</li> <li>• Ensures completion of all pre-commencement requirements for a new hire as per STA-G16</li> <li>• Contacts new employee to provide information regarding their first day</li> </ul> |  | <ul style="list-style-type: none"> <li>• Consults with People and Culture as required</li> <li>• Schedules meetings and activities for new employee's first few weeks (i.e. role-specific trainings and job shadowing)</li> <li>• Reviews and approves STA-F49 for the new employee</li> </ul>   |
| Time frame            | New Employee  | Supervisor   | TAOC   |
| Week of commencement  | <ul style="list-style-type: none"> <li>• Follows induction schedule with People and Culture Coordinator and supervisor</li> <li>• Begins to orient themselves to the College including the use of the College website through the Onboard Checklist</li> <li>• Follows department/role-specific induction material as led by supervisor</li> <li>• Attends Community Meetings and events, including The Gathering or prayer meetings</li> </ul>   | <ul style="list-style-type: none"> <li>• Sends new employee Welcome Email to all College staff</li> <li>• Welcomes new employee and provides department induction as per Induction Schedule</li> <li>• Accompanies new employee to meetings and events, including The Gathering or prayer meetings</li> <li>• Plans and prepares ongoing induction, learning,</li> </ul> | <ul style="list-style-type: none"> <li>• Leads induction, covering HR, WHS, general orientation to the College and introducing the new employee to all staff</li> <li>• Consults supervisor to brief them on the ongoing Onboard Checklist and probationary components of induction</li> <li>• Completes all requirements for a new employee as per STA-G16</li> <li>• Updates new employee's calendar with community</li> </ul> |

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|                   | <ul style="list-style-type: none"> <li>Returns completed STA-F84 Workstation Checklist</li> </ul>  | <ul style="list-style-type: none"> <li>assignments and tasks</li> <li>Supports new employee as needed</li> <li>Signs STA-F84 Workstation Checklist completed by new employee</li> </ul>  | <ul style="list-style-type: none"> <li>meetings and staff events</li> <li>Coordinates additional stationery/ workstation set up</li> <li>Collects completed and signed Workstation Checklist</li> <li>Invites new staff to an induction lunch with the CEO</li> </ul>   |
|-------------------|--|--|---|
| <b>Time frame</b> | <b>New Employee</b>  | <b>Supervisor</b>  | <b>TAOC</b>   |
| Month 1 – Month 5 | <ul style="list-style-type: none"> <li>Reviews and familiarises themselves with the employee STA-F83 Onboard Checklist</li> <li>Participates in ongoing learning</li> <li>Engages in probationary ExLL Conversations with their supervisor</li> </ul>              | <ul style="list-style-type: none"> <li>Conducts monthly ExLL Conversations/ probationary meetings</li> <li>Provides detailed induction to department with reference to STA-F49</li> <li>Conducts regular ExLL Conversations with new employee, documenting progress notes as applicable</li> </ul> | <ul style="list-style-type: none"> <li>Provides ongoing support to new employee and supervisor</li> <li>Coordinates completion of pending trainings/forms as per STA-G16</li> <li>Monitors use of ExLL Conversations</li> <li>Sends induction surveys and coordinates check-in meetings</li> <li>Considers feedback from mid-probationary survey and implements changes where applicable</li> </ul> |
| <b>Time frame</b> | <b>New Employee</b>  | <b>Supervisor</b>  | <b>TAOC</b>   |
| End of probation  | <ul style="list-style-type: none"> <li>Completes and returns STA-F83 Onboard Checklist to supervisor</li> <li>Conducts self-review against Probationary Plan in ExLL</li> <li>Continues to build skills and knowledge to meet all performance standards</li> </ul> | <ul style="list-style-type: none"> <li>Completes ExLL review and returns STA-F49 and accompanying documentation to People and Culture</li> <li>Identify gaps and recommends further training via ExLL</li> <li>Provides ongoing support to new</li> </ul>  | <ul style="list-style-type: none"> <li>Ensures probationary meetings and reviews have been documented and follows probation process as outlined</li> <li>Collects completed STA-F83 and STA-F49 and stores in the electronic employee file</li> <li>Prepares and issues Probation Pass Letter</li> </ul>  |

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|  |  |                      |  |
|--|--|----------------------|--|
|  |  | employee as required | <ul style="list-style-type: none"> <li>• Advises new employee and supervisor to draft next ExLL Plan for annual review period</li> </ul> |
|--|--|----------------------|--|

### 5.8.5 Pre-employment checks

Within the first two weeks of commencement, each permanent staff member must complete a Working with Children Check and a Police Check, as stated in their issued contract.

Prior to commencement, the People and Culture Coordinator will contact the new employee to request documentation of their WWCC number and current Police Check. If they do not have one, they will be asked to obtain one via online request.

#### a. Working with Children Check (WWCC)

The Talent Acquisition and Onboarding Coordinator will advise the new employee of the process for obtaining a New South Wales WWCC, as per the [New South Wales WWCC application information](#).

Once they have submitted their application for a New South Wales WWCC number, the new employee is required to visit a Service NSW Centre to provide proof of ID and make \$80 payment for which they will receive a receipt. The new employee may provide this receipt to the Finance Office to claim this amount back.

It can take up to 10 working days to receive a response and WWCC number. Once processed, the applicant will receive an email with the which they will need to provide to the People and Culture Coordinator along with a relevant form of ID to be placed on file. The People and Culture Coordinator is required to verify the employee is cleared through the employer login.

#### b. National Police Check

The Talent Acquisition and Onboarding Coordinator will advise the new employee of the process for obtaining a National Police Check as per the [National Police Check Online Application Form](#).

When completing the check, the new employee should be advised that Section 2.3 asks for the Purpose Type of their check. The new employee should select 'Commonwealth Employment'. The Purpose of Check will be '37 – Care of Children/intellectually disabled/aged care staff/volunteers'. The new employee will need to pay a fee for which they will receive a receipt. They should provide this receipt to the Finance Office to claim this amount back.

People and Culture will keep a copy of National Police Check results in the staff personnel file and keep track of the expiry date in the Police Checks spreadsheet.

#### c. Compliance, record keeping and reimbursement

People and Culture will monitor expiry dates and alert employees about the need for renewal of their WWCC and National Police Check as applicable.

To formalise a reimbursement, the new employee completes the FIN-F11 Electronic Funds Transfer/Petty Cash Claim. This form needs to be signed by the individual and then given to the Director of People and Culture to sign before being provided to Finance for reimbursement.

New employees should note that failure to carry out a WWCC and National Police Check may result in disciplinary action.

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## 5.9 Annual performance review and development planning

The purpose of this procedure is to communicate the importance of, and expectations for, annual performance review and development planning at Excelsia College.

The annual performance review and development planning cycle is a two-part process involving review and development planning and is undertaken over a twelve-month period. Annual performance review and development planning provides opportunity to consider the goals and objectives of the College and plan the alignment of staff contributions and the development required to enable them.

### 5.9.1 Procedure for review and development planning for permanent employees

At the commencement of the calendar year, or as directed by the College, the manager and employee are required to collaborate to prepare a recommended minimum of three individual goals which align to the College's Strategic Goals.

#### **Step 1: Writing plans**

Goals are required to be aligned to the employee's position description, be measurable, and accompanied by objective criteria that stipulate the level of performance that constitutes whether the goal has been achieved, not achieved, or exceeded etc. For more information on how to prepare goals and objective criteria, staff may consult the materials available via Staff Resources on the People and Culture SharePoint site, or contact People and Culture for assistance.

#### **Step 2: Setting plans**

Once a performance and development plan has been finalised, the plan is signed off by the manager and the employee. Monthly ExLL Conversations should be scheduled by the manager for the duration of the review period.

#### **Step 3: Monitoring**

ExLL Conversations allow opportunity for self-review and manager review of the employee's progress to achieve the plan goals and to exhibit the College values. The manager meets with the team member to discuss the team member's performance and development plan, using the ExLL Conversations tool as a framework for discussion and documentation.

#### **Step 4: Reviews**

Immediately following the culmination of a calendar year, or as directed by the College, a final review is required. A final review will consist of three elements:

1. The employee self-evaluation
2. The manager evaluation
3. A meeting between the manager and employee to discuss final ratings and ensure the plan has been signed by both parties.

Where there is a difference of opinion in relation to aspects of the team member's performance and agreement cannot be reached between the manager and the employee, this must be clearly stated in the Review Template.

Once the form has been signed by both the manager and the employee, the review is provided to the one-up manager for final review. Managers are required to ensure completion of the annual review process within the period stipulated by the College.

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Once the form has been signed by both managers, the review is provided to the Director of People and Culture for processing.

Steps 1 (writing plans) and 2 (setting plans) will be repeated to inform development of the next annual review plan. Goals may be carried over from the previous plan or new goals may be set as applicable.

The Director of People and Culture keeps a report on the development plan for each individual in the College and works to ensure that the agreed plans are actioned by the target date.

### **Review of position description**

Prior to commencement, the employee signs their position description. This position description will also be loaded into ExLL for signature and reference.

As part of each review period, the scope and contents of an employee's position description should be considered. If the role has changed there may be need for the position description to be edited and updated to reflect any changes.

The employee or manager may download the position description from ExLL to make changes to the scope or contents. Once finalised, the document is to be provided to People and Culture for review and approval.

Once approved, People and Culture will renew the position description and attach it to the employee's profile in ExLL.

## **5.9.2 Performance review and development planning for casual academic staff and contractors**

### **a. Semester commencement**

At the commencement of semester, casual academic employees will be provided with STA-F73 Teaching Quality Performance Review Form.

In consultation with the Head of School, the employee completes the goals section.

### **b. During semester**

During semester the Head of School/Program Director attends at least one class of the employee and completes the STA-F81 Peer Feedback Form.

### **c. Semester end**

At the end of semester, the employee completes STA-F73 Teaching Quality Performance Review form and attaches relevant review documentation.

The Head of School/Program Director organises a meeting with the employee to discuss the completed STA-F73 Teaching Quality Performance Review Form and the STA-F81 Peer Feedback Form and student feedback.

Where there is a difference of opinion in relation to aspects of the employee's performance and agreement cannot be reached between the Head of School/Program Director and employee, this must be clearly stated on the STA-F73 Teaching Quality Performance Review Form.

Once the form has been signed by both Head of School/Program Director and employee, the form is sent to the Chief Academic Officer for final review.

Once the Chief Academic Officer completes their final review, the STA-F73 Teaching Quality Performance Review Form (and relevant attachments) are to be given to the Director of People and Culture and filed in the employee's personnel file.

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The Head of School/Program Director must retain a copy of each document for their own files, which must be kept in a private and confidential area. A copy of each document must also be given to the employee.

The Chief Academic Officer and the Director of People and Culture reviews the development outcomes to assess what developments will be planned for academic staff for the following year/semester.

## 5.10 Learning and development

The College supports staff development in and by means of a range of formal and informal work-related activities. For policy and procedures relating to professional development, refer to the Professional Development and Promotion Framework.

## 5.11 Separation

In the instance it is agreed that a permanent employee will leave the College, owing to end of contract, resignation or other, the following procedure will apply in the final stage of a staff member's employment at the College. This procedure provides guidance for managers regarding the College's requirements for the exit function.

### 5.11.1 Receiving notice

When an employee gives notification that they will vacate their current position it is essential that they put this notification in writing. The employee's written notice should state the date the employee is finishing work and make it clear that it is their decision to terminate employment. The manager of the resigning employee must forward this document to the Director of People and Culture within two working days of receipt of termination notice.

Where an employee is unwilling and/or unable to provide anything more than verbal notification, it is their supervisor's responsibility to confirm the resignation in writing, restating the reasons for the cessation of employment, the date of verbal notification and the date employment will terminate. This needs to be forwarded to People and Culture and the Finance Office (Payroll) within two working days of receipt of termination notice.

### 5.11.2 Resignation workflow

Upon notification of intention to resign or receipt of a resignation letter, People and Culture will initiate STA-F75 Employee Action Form to commence the termination workflows as applicable. The Director of People and Culture, IT Manager and Finance Office (Payroll) also sign off the form that verifies that all petty cash and IT matters have been resolved.

### 5.11.3 Exit interview

#### a. Benefits of an exit interview

- Good terms: The right sort of exchange of views can help to ensure a parting on good terms.
- Suggestions for improvement: The reason a person gives for leaving may suggest improvements in the current recruitment techniques.
- Sources of job dissatisfaction: Specific sources of job dissatisfaction that are costly to the College may be identified. Examples include inadequate remuneration practices or unsatisfactory supervision that could result in further costly resignations, as well as more serious revelations such as fraudulent practice.

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- Workforce planning: An exit interview can provide data for the staff resource planning system that might lead to improvements in interview effectiveness, performance review and career planning. It may also help to identify areas of poor supervisory/management skills, job design problems, wage and salary administration problems or career planning problems.

#### **b. Who should be interviewed**

All permanent staff, excluding casuals, fixed-term contract staff, staff under probation, and those employees who have been dismissed due to wilful misconduct, should be offered the opportunity to complete the Exit Survey and have an exit interview. The Exit Survey may be completed by the employee without an interview if the employee requests this.

#### **c. Who should conduct the exit interview**

All interviews are to be conducted by the Director of People and Culture and/or the Chief Operating Officer unless the employee requests to have the interview with their immediate manager or complete the interview questions electronically.

#### **d. When the exit interview should take place**

The interview should be conducted sometime between notification and the actual date of leaving, preferably not the last day.

#### **e. The role of the interviewer**

The interviewer's task is to elicit information, not to comment or make judgements on people or College procedures.

#### **f. Records of the exit interview**

All records pertaining to the exit interview are to be kept by People and Culture.

#### **g. Exit interview outcome**

The Director of People and Culture and/or the Chief Operating Officer will analyse the outcome of the interview and prepare the Exit Interview Report for review by the Chief Executive. The Exit Interview Report contains improvements/concerns mentioned and action required from the interview.

### **5.11.4 Immediate release of an employee**

In exceptional circumstances where a severe conflict of interest may occur, the Director of People and Culture may be contacted in order to release an employee of their duties prior to their last date of employment.

### **5.11.5 Letters of reference**

It is the practice of the College that no personal written references are distributed to staff upon cessation of employment. A personal reference may be given to an employee; however, it must not be on the College letterhead and no reference to the College is to be made in the text of the letter.

The College may provide a standard Confirmation of Employment to employees. However, a Confirmation of Employment is not issued to any employee who:

- has been dismissed for any offence
- has left the College's service without having given proper notice of intention to do so.

To request a Confirmation of Employment for a terminating employee, please contact the Director of People and Culture.

### 5.11.6 Announcement to staff and farewell

Once a resignation has been accepted and agreed to, the Director of People and Culture will notify the staff body of the resignation of the staff member via email. To thank the staff member for their contributions and to facilitate opportunity to farewell the staff member, a farewell card will be circulated for signatures and an appropriate parting gift given to the exiting staff member.

In addition, an opportunity to acknowledge the exiting staff member at the next staff Community Meeting may be organised, if agreed to by the staff member. This applies only to permanent staff. To facilitate this, People and Culture will organise a cake and organise for the manager to deliver a short speech as applicable.

### 5.11.7 Notification of final pay

In response to receiving the STA-F75 Employee Action Form, Finance (Payroll) will calculate the final pay of the exiting staff member and configure system changes to terminate the exiting staff member's payroll account. Finance (Payroll) will provide notification of the final pay to the Director of People and Culture to communicate to the staff member in writing.

Employees should receive the following entitlements in their final pay:

- outstanding wages, including penalty rates and allowances
- accrued annual leave and annual leave loading entitlements
- accrued or pro-rata long-service leave (if applicable)
- redundancy pay entitlements (if applicable).

Should the staff member have any concerns regarding their final pay, they should raise this with the Director of People and Culture prior to their last day.

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## 6 Guidelines

### 6.1 Professor Emerita or Emeritus

The title of Professor Emerita or Emeritus may be awarded to a former eminent Professor of the College. The award is a title of high honour and not routinely awarded. A nominee's performance will be considered against the following set of criteria:

- an international reputation for outstanding research and scholarship as exemplified by a demonstration of sustained high-level achievement of scholarly publications, performances, creative works, citations, invitations to give keynote addresses, success in obtaining research grants, election to learned academics, honorary degrees, awards and prizes
- demonstrated evidence of successfully guiding the development of younger colleagues and postgraduate students through supervision, mentoring, monitoring and collaboration and a track record of research degree completions
- demonstrated research team leadership

- professional peer recognition of significant achievements at a state, national and international level exemplified by leadership of learned societies and outstanding contributions to continuing education and peer review
- outstanding learning and teaching achievements, including program and curriculum development, and teaching performance
- involvement in, and contribution to, the profession, discipline and professional societies or academies, extending beyond the College, which reflect favourably on the College.
- outstanding performance in translating research outcomes for Australian or global benefit, including commercialisation of intellectual property, and improvements to public policy, health and wellbeing, the environment, culture or other public good, resulting in direct and indirect economic benefit
- service to the College as exemplified by active participation in major College or faculty committees, including the holding of offices of responsibility, and by having demonstrated high achievement in senior administrative and management roles at departmental, faculty, or college level.

## 6.2 Common types of document fraud

AEI-NOOSR<sup>1</sup> has set out the following guidelines for verifying educational qualifications and related documents.

In relation to education, document fraud could be described as dishonestly obtaining a benefit or advantage from an educational institution, by deceit or other dishonest conduct through altering authentic documents or making/using forged or falsified documents. Fraudulent documentation can include:

- degrees and other qualification documents
- transcripts
- accreditation statements or claims
- examination or testing results
- letters or statements from institutions/academics/professional bodies.

The most common types of document fraud are:

- **Altered documents:** Official, legitimate documents which have been altered, usually by omissions, additions or changes. Legitimate documents usually include pre-printed information about the qualification on the document itself and printed or handwritten information about the individual. Alterations can occur in either area.

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<sup>1</sup> AEI-NOOSR (2006, November). 'Fraudulent Documentation'. *Assessing Overseas Qualifications*. Professional Development Workshop.

- **Counterfeit or fabricated documents:** Documents which have been fabricated to represent official documents from real or non-existent institutions.
- **Internal fraud:** Fraudulent documents which have been produced by a legitimate employee of an institution, usually for a fee. Such documents usually use official document paper or letterheads. Detection usually requires institutional/government support and cooperation.
- **Distorted ‘translations’:** Documents purporting to be accurate translations of legitimate or fraudulent foreign language documents. Such translations are not only inaccurate but also set out to deliberately mislead or deceive. The translation presumes that the receiving party cannot read the foreign language or has little knowledge of the education system.
- **‘Degree Mills’ and ‘Accreditation Mills’:** While the documents may not necessarily be fabrications, the academic study they purport to represent is.

### 6.2.1 Visible signs of possible fraud

Visible signs of possible fraud include:

- typefaces that vary on machine-printed documents
- different typefaces in inserted information
- variations in handwriting in inserted information
- spelling mistakes, incorrect diacritical marks
- presence of overwriting, erasures, correction fluid, burn marks
- off-centred or reglued photographs
- weak or fuzzy or inappropriate seals, official stamps or signatures.

### 6.2.2 Incorrect or inconsistent information

Fraud need not be tied to the appearance of the documents. Rapid advances in technology are making the detection of fraud more difficult. Signs that a document may be fraudulent include:

- inconsistent information across the package of submitted documents or between the information on the application form and the attached documents
- inaccurate or incorrect information about a legitimate institution or qualification
- incorrect information about an institution or program, e.g. not accredited at the time or not offered at the time.

## 7 Document status and governance

|   |  |   |
|---|--|---|
| <b>Responsible Officer</b>              | Chief Operating Officer  | Date created: April 2023<br>Date of last review: April 2023 |
| <b>Approving Authority</b>              | Management Committee   | Meeting date: 9 June 2023<br>Agenda item number: 8.4        |
| <b>Endorsement</b>                      | Academic Board   | Date endorsed: 4 May 2023<br>Agenda item number: 8.6        |
|   | Learning and Teaching Committee  | Date endorsed: 18 April 2023<br>Agenda item number: 8.2.5   |
| <b>Publication</b>                      | Version 1 (Public)   | June 2023   |
| <b>Related documents and references</b> | <p><b>External documents</b></p> <p>Choosing a Super Fund Form</p> <p><a href="#">Educational Services (Post-Secondary Education) Award 2020</a></p> <p><a href="#">Fair Work Information Statement</a></p> <p><a href="#">Higher Education Standards Framework (Threshold Standards) (2021)</a></p> <p><a href="#">National Police Check Online Application Form</a></p> <p><a href="#">New South Wales WWCC application information</a></p> <p>Tax Declaration Form</p> <p><a href="#">TEQSA Guidance Note: Determining Equivalence of Professional Experience and Academic Qualifications</a></p> <p><a href="#">TEQSA Guidance Note: Staffing, Learning Resources and Educational Support</a></p> <p><b>Internal documents</b></p> <p>Academic Staff Register</p> <p>Contract Covering Letter</p> <p>FIN-F11 Electronic Funds Transfer/Petty Cash Claim</p> <p><a href="#">HAN-STA-01 Staff Handbook</a></p> <p>HR-F04 External Professional Development Approval (Training, Workshop, Conference)</p> <p>HR-F10 Staff Recruitment Determining Applicant Legal Work Status</p> <p>HR-F11 Staff Recruitment Telephone Reference Checklist</p> <p>Letter of Offer of Employment (Contract)</p> <p>PPR-STA-35 Academic Promotion and Classification Policy and Procedure</p> <p>PR-GEN-20 Human Resources Delegations</p> |   |

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|                    |   |           |
|--------------------|---|-----------|
|                    | Recruitment Pack Checklist<br>STA-75 Employee Action Form<br>STA-F05 Employee Contract Request<br>STA-F19 Approval to Recruit for a Permanent Position form<br>STA-F49 Staff Induction Training and Probationary Checklist<br>STA-F73 Teaching Quality Performance Review form<br>STA-F81 Peer Feedback Form<br>STA-F83 Onboard Checklist<br>STA-F84 Workstation Checklist<br>STA-G16 Induction Checklist<br>STA-G19 Appointment of Casual and Contract Academic Staff Eligibility Criteria Checklist<br>Volunteer Application Form<br>Volunteer Induction Checklist<br>Volunteer Letter<br>Volunteer Record Form<br>Volunteer Service Position Description |           |
| <b>HESF</b>        | 3.2   |           |
| <b>Review date</b> | Review of Version 1   | June 2026 |

## 8 Document history

This policy framework has been amended as follows:

| Version | Approved by and date | Sections amended |
|---------|----------------------|------------------|
|         |                      |                  |
|         |                      |                  |