

SESSIONAL EDUCATORS POLICY AND PROCEDURE



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1 PURPOSE

1.1 This procedure:

- outlines the consistent, timely and merit-based recruitment, selection and performance review process to be undertaken when recruiting casual teaching employees at CQUniversity, and
- ensures that CQUniversity meets the requirements of the [Higher Education Standards Framework \(Threshold Standards\) 2015](#) (Cwlth) (HESF) and the [Standards for Registered Training Organisations 2015](#) (Cwlth) (RTO Standards).

2 SCOPE

2.1 This policy and procedure applies to the recruitment of casual academic employees and vocational education and training (VET) teachers to CQUniversity.

2.2 This policy and procedure does not apply to the recruitment of professional employees to CQUniversity.

3 POLICY STATEMENT

Higher education

- 3.1 A casual teacher teaching into an Australian higher education course must meet the following requirements of the HESF:
- knowledge of contemporary developments in the discipline or field, which is informed by continued scholarship or research or advances in practice (Standard 3.2.3.a) (discipline scholarly activity)
 - demonstrated skills in contemporary learning, teaching, and assessment principles and practices in higher education, as relevant to the discipline and student cohort being taught and delivery mode (3.2.3.b) (learning and teaching scholarly activity), and
 - hold a cognate qualification one [Australian Qualifications Framework](#) (AQF) level above the course in which they teach, or equivalent relevant academic or professional or practice-based experience and expertise, except for employees supervising doctoral degrees who must have a doctoral degree or equivalent research experience (3.2.3.c).
- 3.2 Exceptions can be made to the requirements at section 3.1 for the following types of teachers:
- teachers who teach specialised components, for example expert practitioners in a health discipline who are also employed and registered in their discipline, and
 - teachers who are undergoing training, for example a recent graduate newly employed as a teacher.
- 3.3 Teachers who are employed under these two categories must be supervised by an employee who meets the requirements set out at section 3.1, for example by a Unit Coordinator who meets these requirements.
- 3.4 Requirements for field of education/disciplinary scholarly activity and learning and teaching scholarly activity for higher education academics are set out in [Appendix A](#). Casual employees who act as a Unit coordinator must at a minimum meet the requirements of the [Academic Profiles Procedure](#) for teaching-intensive Level A academics.

Vocational education and training

- 3.5 A casual teacher teaching into an Australian VET course must have the following requirements of the RTO Standards (standards 1.13-1.16):
- vocational competencies to at least the level being delivered and assessed
 - current industry skills directly relevant to the training and assessment being provided
 - Certificate IV in Training and Assessment, and
 - current knowledge and skills in vocational teaching and learning that informs their training and assessment.
- 3.6 Requirements for VET teachers are set out in [Appendix B](#).

4 PROCEDURE

Financial and space management approvals

- 4.1 Employment of casuals must in be accordance with the [CQUniversity Enterprise Agreement 2017](#).
- 4.2 Prior to employing casual employees, the Dean/Director/Head must approve the casual funding allocation in accordance with the budget.
- 4.3 Space management is to be conducted in line with the [Space Management Procedure](#). Space management consideration and approval is a requirement for all positions. For any new casual positions that will require a space allocation, the direct supervisor is responsible for seeking approval. For casual positions located at Rockhampton and Gladstone, approval must be sought from the Facilities Management Directorate and for all other casual positions approval must be sought from the relevant Associate Vice-President or from the

Facilities Management Directorate. Before the casual appointee commences, the supervisor must ensure the space is allocated and that a desk, computer, phone, and any other physical requirements of the position are available. In cases where there are special physical requirements of an employee, the direct supervisor should contact the Occupational Health and Safety Team in the People and Culture Directorate (PAC) for further advice and assistance.

Advertising

- 4.4 Casual academic and teaching positions will be advertised on the University's [Vacancies Page](#) by PAC under Expressions of Interest. Casual vacancies can be open for a maximum period of 12 months.

Applications

- 4.5 Casual academic and teaching employee candidates will submit their expression of interest in casual employment via the University's [Vacancies Page](#). All casual academic and teaching employee candidates will be required to provide:
- an up-to-date curriculum vitae
 - details of at least one referee (current supervisor)
 - certified copies of their qualifications and, where required, proof of current registrations (if essential to the position). Where appropriate, casual academic candidates/teachers/tutors who have current or previous experience working as an academic/teacher/tutor may be asked to provide evidence of teaching evaluations or equivalent, and
 - proof of Australian or New Zealand Citizenship, Australian Permanent Residency, Australian Temporary Residency, or other such visa that provides working rights in Australia. If required, the University will verify Australian immigration status and associated work rights using the Department of Home Affairs Visa Entitlement Verification Online (VEVO) system.

Selection

- 4.6 All recruitment and selection is based on merit and equal employment opportunity principles, with new shortlisted casual candidates being interviewed either by phone or in person.
- 4.7 Assessment of the candidate will be made by the hiring manager/supervisor of the position. In some cases, it may be appropriate to have more than one person conducting the assessment.
- 4.8 The hiring manager/supervisor should use behavioural questions to determine suitability of the candidate based on the inherent requirements of the position and commensurate with the level and scope of the position.
- 4.9 Requirements may vary for casual academic employees depending on the teaching role. At the time of appointment, all casual academic employees who lecture, tutor or assess must meet the requirements set out at [Appendix A](#), or in the case of Unit Coordinators, the [Academic Profiles Procedure](#) requirements regarding teaching-intensive Level A in terms of discipline scholarly activity and learning and teaching scholarly activity.
- 4.10 All casual vocational teacher/tutor employees must hold at least the minimum VET qualifications/competencies applicable to the position.
- 4.11 The Deans/Director, College of Trades is responsible for employment of appropriately qualified teaching/tutoring employees within the Schools and must be satisfied that experience meets the requirements of the position. The Dean/Director, College of Trades must seek Vice-President (Academic) approval for any exceptions.
- 4.12 It is the responsibility of the hiring manager/supervisor (or nominee) to obtain referee reports. Referee reports would normally include the current supervisor. In the event that an applicant does not wish to provide their current supervisor as a referee, the supervisor may ask the applicant why this is the case and consider the reason on its merits.

- 4.13 The hiring manager/supervisor must divulge any potential conflict of interest to PAC in accordance with the [Conflict of Interest Policy and Procedure](#). Potential conflicts of interest may include, but not be limited to, any close personal or professional relationships (past or present) or a predetermined opinion of an applicant. A Conflict of Interest Disclosure Statement Form should be completed and forwarded to PAC to be placed on a central register.
- 4.14 The hiring manager/supervisor must maintain confidentiality in respect to all information, which they may become aware of by way of applications, interviews, referee reports, associated documentation, and the selection process.
- 4.15 The hiring manager/supervisor must confidentially retain all interview notes, questions and responses for a period of seven years after the appointment is finalised. Documentation may be destroyed after this period. Please consult with the Records Office for advice on destroying official records. Employees who leave the University must ensure that all interview notes are provided to an appropriate employee prior to leaving.

Appointments

- 4.16 The hiring manager/supervisor (or nominee) will submit a completed Casual Appointment Form (front page only) with original certified copies of qualifications of the preferred applicant to PAC for processing at least two weeks prior to the appointee commencing.
- 4.17 Hiring managers/supervisors involved in the employment process for casual employees will be required to identify the appropriate classification as per the [Enterprise Agreement](#). The [Guide to Teachers Salary Scales at Appointment](#) outlines the minimum salary steps that shall apply to teachers based on relevant qualifications and experience. PAC can assist hiring managers/supervisors to assess the classification if required.
- 4.18 PAC will verify details completed on the Casual Appointment Form (front page only) and if no changes are required, the appointment form will be emailed to the appointee along with Banking Details Advice and Tax File Number Declaration. All forms must be completed and returned to PAC prior to the appointee commencing work.

Induction and orientation

- 4.19 It is the supervisor's responsibility to arrange a local induction for casual employees which includes:
- completion of mandatory induction modules including Fire Evacuation Program (FEP) and Education Services for Overseas Students (ESOS)
 - discussion of duties and responsibilities and ensuring the employee understands their obligations
 - introducing the employee to other team members and colleagues if appropriate
 - providing the employee with the necessary resources to undertake their work (e.g. computer, workstation, email account, telephone etc), and
 - the Employee Self Service Online (ESSO) system information and how to claim hours worked.
- 4.20 Supervisors should complete the [New Staff Orientation Checklist](#) for all new casual employees.

Performance review

- 4.21 Supervisors are expected to provide timely performance feedback to casual employees. A Casual Performance Review Form is available to document these discussions. Any queries relating to casual performance review and feedback can be directed to the Workplace Relations Team in PAC.
- 4.22 All casual employees will have their performance reviewed at least annually. These reviews must:
- provide feedback on teaching activities
 - provide support and direction to enhance teaching activities

- as applicable, review compliance with requirements for professional equivalence, scholarly activity, maintenance of professional expertise, training and assessment and vocational and industry currency, and
- develop and implement an improvement plan for any or all of the above.

4.22 Casual teachers found to be non-compliant at review may have their casual employment terminated.

5 RESPONSIBILITIES

Compliance, monitoring and review

- 5.1 The Director People and Culture is responsible for implementing, monitoring and reviewing this policy procedure.
- 5.2 Deans/Directors/Heads are responsible for ensuring compliance with this policy and procedure.
- 5.3 Any proposed changes to this policy and procedure will be made via consultation with the Joint Consultative Committee.

Reporting

- 5.4 No additional reporting is required.

Records management

- 5.5 Employees must manage records in accordance with the [Records Management Policy and Procedure](#). This includes retaining these records in a recognised University recordkeeping information system.
- 5.6 University records must be retained for the minimum periods specified in the University Sector Retention and Disposal Schedule on the [Queensland State Archives website](#).

6 DEFINITIONS

- 6.1 Terms not defined in this document may be in the University [glossary](#).

Terms and definitions

Casual employee: a person engaged by the hour and paid on an hourly basis. Casual employees are eligible to apply for internally advertised University positions during the term of their employment.

Teacher in training (higher education): a newly appointed higher education teacher, for example a recent graduate, who is yet to engage in any substantive scholarly activity or training in contemporary learning, teaching, and assessment principles and practices in higher education. A teacher may only be categorised as such for the first year after their initial appointment and must be under the supervision of a fully qualified higher education teacher.

Specialist/expert practitioner: a higher education teacher employed for their specialist industry or other expertise and therefore may be exempt from requirements regarding qualifications and experience and/or scholarly activity. In such cases industry experience or specialist expertise substitutes for scholarly activity. Examples may include a practising professional employed as a casual clinical supervisor in a health profession or a practising school teacher employed casually to teach classroom techniques to students.

7 RELATED LEGISLATION AND DOCUMENTS

[Academic Profiles Procedure](#)

[Age Discrimination Act 2004](#) (Cwlth)

[Anti-Discrimination Act 1977](#) (NSW)

[Anti-Discrimination Act 1991](#) (Qld)

[Approved Teaching Qualifications for VET Educators Procedure](#)
[Australian Human Rights Commission Act 1986](#) (Cwlth)
[Conflict of Interest Policy and Procedure](#)
[Central Queensland University Enterprise Agreement 2017](#)
[Disability Discrimination Act 1992](#) (Cwlth)
[Equal Opportunity Act 1984](#) (SA)
[Equal Opportunity Act 1984](#) (WA)
[Equal Opportunity Act 2010](#) (Vic)
[Fair Work Act 2009](#) (Cwlth)
[Guide to Teachers Salary Scales at Appointment](#)
[Higher Education Standards Framework \(Threshold Standards\) 2015](#) (Cwlth)
[New Staff Orientation Checklist](#)
[Professional Experience Equivalence Framework](#)
[Racial Discrimination Act 1975](#) (Cwlth)
[Sex Discrimination Act 1984](#) (Cwlth)
[Space Management Procedure](#)
[Standards for Registered Training Organisations \(RTOs\) 2015](#) (Cwlth)

8 FEEDBACK

8.1 Feedback about this document can be emailed to policy@cqu.edu.au.

9 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Vice-Chancellor and President
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Administrator	Vice-President (Academic)
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Notes	

10 APPENDICES

Appendix A: Requirements for employment as a casual higher education teacher

10.1 All teaching employees at CQUniversity must:

- be appropriately qualified
- maintain currency in disciplinary knowledge and skills (Disciplinary Scholarly Activity), and
- maintain currency in knowledge and skills relating to the teaching, learning and assessment of their discipline (Learning and Teaching Scholarly Activity).

Appropriate qualifications

10.2 The HESF Standard 3.2.3c requires the following requirement to be met to teach into a higher education course:

1. a qualification in a relevant discipline at least one level higher than is awarded for the course into which the academic is teaching, or
2. equivalent relevant academic or professional or practice-based experience and expertise, except for employees supervising doctoral degrees who must have a doctoral degree or equivalent research experience.

10.3 Professional equivalence must be maintained, or alternatively the teacher must obtain a cognate qualification one AQF above to enable them to continue teaching at CQUniversity.

10.4 The HESF Standard 3.2.4 provides an exception to this requirement for specialist teachers/expert practitioners or teachers undergoing training provided their work is overseen by an academic who meets the standard.

Maintain scholarly activity

10.5 The HESF Standards 3.2.3a and 3.2.3b states that employees with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:

- a) knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice, and
- b) skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts.

10.6 The University also has obligations under the HESF to ensure faculty maintain continuous scholarly activity under Part B Criteria for Higher Education Providers:

- 1.1.3 - engagement with advanced knowledge and inquiry is an essential characteristic of higher education providers
- 1.1.4 - scholarship that informs teaching is an essential characteristic of higher education providers
- 1.3.4 – Universities are characterised by the commitment of their teachers, researchers, course designers and assessors to the systematic advancement and dissemination of knowledge
- 1.3.5 – Universities must demonstrate sustained scholarship that informs teaching and learning in all fields in which courses of study are offered.

10.7 The HESF Standard 3.2.4 provides an exception to requirement for specialist teachers/expert practitioners or teachers undergoing training provided their work is overseen by an academic who meets the standard.

Scholarly activity requirements

Disciplinary scholarly activity

10.8 The focus here is on ensuring that casual teaching employees maintain and demonstrate knowledge of contemporary developments in their discipline or field of education relevant to their teaching role.

- discipline research
 - production of new knowledge or advances in practice
 - grant applications
 - project proposals
- recent further studies, including research higher degrees
 - progression in research higher degree candidature
 - research projects or papers as part of post-graduate coursework
 - Honours or Masters thesis or research project
- scholarly publications
 - peer reviewed journals
 - book chapter
 - professional/technical journals
 - published conference proceedings
- presentations
 - conference
 - school/discipline
 - professional meeting
- professional contribution
 - develop new standards or codes
 - leadership
 - advanced professional/industry practice
- significant contribution to course review and/or development involving current discipline knowledge
- conference participation resulting in demonstrably increased discipline knowledge
- discipline workshop focussed on contemporary developments in the discipline
- membership of journal club or similar scholarly community involving discussion of contemporary developments in the discipline.

Learning and teaching scholarly activity

10.9 The focus here is on casual academics maintaining and demonstrating skills in contemporary teaching, learning and assessment principles relevant to:

- their discipline
- their role
- mode of delivery, and
- needs of their student cohort.

10.10 This requirement can be satisfied by a range of scholarship of learning and teaching activities ranging from research to professional development to attendance at a learning and teaching practice conference.

10.11 Learning and teaching scholarly activity include:

- scholarship research (SoLT)
- SoLT publications
 - peer reviewed journals
 - book chapter
 - published conference proceedings
- presentation
 - conference
 - school/discipline
- professional development sessions
 - presenting
 - attendance
- course review and development involving improvement of learning, teaching and assessment practices
- leadership
- recent higher education teaching qualification
- conference participation
- significant recent teaching experience
- recent teaching awards

Teachers undergoing training

10.12 All teachers undergoing training who are yet to engage in any substantive scholarly activity or training in contemporary learning, teaching, and assessment principles and practices in higher education must be under the supervision of a fully qualified higher education teacher who meets the standard for scholarly activity. This would typically be a teacher who has recently graduated from a relevant higher education degree or has been working in a relevant industry and is new to teaching.

10.13 Such a teacher undergoing training will be exempted from the scholarly activity obligation with regard to discipline/field of education scholarly activity for the first year of employment, after which the full requirements of this appendix will apply.

Requirements for specialist teachers/expert practitioners

10.14 Specialist teachers/expert practitioners are required to undertake learning and teaching scholarly activity to maintain cotemporary skills in higher education teaching practice. However, in view of their role in teaching practical skills or in imparting knowledge gained from non-academic, practice-based experience they are not required to demonstrate disciplinary/field of education scholarly activity in the manner listed above. In circumstances where specialist teachers/expert practitioners do engage in any of the field of education/discipline scholarly activity requirements listed above, point 3 below will not apply.

10.15 The requirements for specialist teachers/expert practitioners are as follows:

1. Expert practitioners must only work in units that are coordinated by an employee that meets requirements set out in the [Academic Profiles Procedure](#).
2. For registered, licenced or recognised professions current registration with applicable professional registration body this must be maintained.
3. In addition, expert practitioners must demonstrate one or more of the following (a relevant to their teaching role):
 - continuing, relevant industry employment or professional practice
 - continuing entrepreneurial activity or business management relevant to discipline, or

- continuing leadership role in professional or industry bodies, public administration, non-government organisation, or high-level consultancy work in the field of study/discipline.

Further guidance

10.16 Casual employees seeking further guidance on the types of scholarly activity should consult the [Learning and Teaching Services StaffNet page](#) for examples of the type of scholarship that will evidence being up to date with recent knowledge and practice in your discipline and with contemporary trends in learning, teaching and assessment in higher education.

Appendix B: Requirements for employment as a casual VET teacher

10.17 The RTO Standards Clause 1.13 and 1.14 requires that all VET teaching employees at CQUniversity have:

- vocational competencies at least to the level being delivered and assessed
- required training and assessment competencies to deliver and/or assess
- current industry skills directly relevant to the training and assessment being provided, and
- current knowledge and skills in vocational training and learning that informs their training and assessment.

Appropriate Qualifications

10.18 Teachers are required to have relevant vocational competencies at least to the level that they are delivering and assessing.

10.19 Training and assessment must only be delivered by persons who have the training and assessment credential specified in Item 2 or Item 3 of Schedule 1 of the RTO Standards:

Item	Standard	Training and Assessment Credentials
2	1.11 1.14 1.15 1.24	One of the following credentials: Credential: TAE40116 Certificate IV in Training and Assessment or its successor Or Credential: TAE40110 Certificate IV in Training and Assessment, and one of the following: 1. TAE LLN411 Address adult language, literacy and numeracy skills or its successor or 2. TAE LLN401A Address adult language, literacy and numeracy skills and one of the following: 3. TAE ASS502 Design and develop assessment tools or its successor or 4. TAE ASS502A Design and develop assessment tools or 5. TAE ASS502B Design and develop assessment tools.
3	1.14 1.15	The following credential: A diploma or higher level qualification in adult education.

Maintain Currency

10.20 Teachers are required to attain 100 points of currency each calendar year, with at least 40 points in industry currency and 40 points in training and assessment currency. The remainder of 20 points can come from activities in either Industry or Training and Assessment.

10.21 Currency is not allocated pro-rata; 100 points must be attained by the teacher, regardless of the fraction under which they may be employed. Currency activities are to be recorded on the Teacher Profile Management System (TPMS) on a regular basis, intervals of no more than a three month period.

10.22 Current industry skills are the knowledge, skills and experience required by VET trainers and/or assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry.

10.23 Currency industry skills may be informed by consultations with industry and may include, but is not limited to:

- having knowledge of and/or experience using the latest techniques and processes
- possessing a high level of product knowledge
- understanding and knowledge of legislation relevant to the industry and to employment and workplaces
- being customer/client-orientated
- possessing formal industry and training qualifications, and

- training content that reflects current industry practice.

10.24 Professional development means activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer and/or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment. Examples of professional development activities include:

- participation in courses, workshops, seminars, conferences, or formal learning programs
- participation in mentoring, professional associations or other learning networks
- personal development through individual research or reading of publications or other relevant information
- participation in moderation or validation activities, and
- participation in industry release schemes.

10.25 Further details on currency activities and the points associated with them, can be found on TPMS.