



Staff Recruitment and Selection Policy

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Contact Officer	Registrar
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Related Documents	Staff Recruitment and Selection Procedure Staff Induction Policy Staff Induction Procedure Diversity and Equity Policy Management of Personal Information Policy Management of Personal Information Procedure Staff Grievance Policy Staff Grievance Procedure Staff Code of Conduct

1. Purpose

This Policy is designed to ensure that the most qualified and suitable people for the range of positions required by the Australian Institute of Higher Education Pty Ltd ('the Institute') are systematically recruited based on merit and that the process is equitable and free from bias or discrimination.

2. Principles

Key principles informing this Policy and the associated Procedure are that:

- The Institute is committed to adhering to all relevant industrial relations legislation pertaining to privacy of information and equal opportunity in the recruitment and selection process;
- All candidates, including staff seeking redeployment, will be assessed in relation to clearly defined position-related selection criteria, and their capacity to discharge the requirements of the position description;
- Recruitment and selection will be conducted in a manner that enhances the Institute's reputation as an employer; and
- All appointments must be made in accordance with this Policy and associated Procedure.

3. Context

The Institute aims to attract and retain the most highly qualified workforce available and ensure that all staff it employs are:

- Appropriately qualified and experienced for employment in the higher education sector;
- Able to share the Institute's values and way of working to encompass the vision and goals of higher education for the wider community;
- If appointed to an Academic position, able to contribute to a culture of scholarship within the Institute; and

- Able to ensure that a physically and emotionally safe learning and working environment is maintained at all times.

4. Scope

This Policy applies to Executive Management, managers, and all employees and prospective employees of the Institute.

5. Definitions

See the *AIH Glossary of Terms* for definitions.

6. Policy Details

6.1 Equal Employment Opportunity

The Institute is committed to recruitment and selection standards that comply with Australian Equal Employment Opportunity legislation. Decisions taken regarding recruitment, selection and appointment will be based on merit and undertaken in a fair and transparent manner.

6.2 Reasonable Adjustment

Where a job applicant has a medical condition or disability but in all other aspects is the most appropriate candidate for the job, the Institute will endeavour to make reasonable adjustments to the position to enable this person to do the job. This may require adjustments to work stations or tasks required.

6.3 Aboriginal and/or Torres Strait Islander Employment/Recruitment

The Institute acknowledges and recognises its responsibility to the Aboriginal and Torres Strait Islander peoples of Australia and is committed to extending employment opportunities to their communities. The Institute encourages Aboriginal and/or Torres Strait Islanders to apply for positions at all levels at the Institute.

6.4 Confidentiality and Privacy

All staff involved in recruitment and selection processes must uphold the principles of confidentiality and privacy as outlined in the *Management of Personal Information Policy* and associated Procedure. Any reported breaches of confidentiality and privacy will be dealt with in accordance with the *Staff Code of Conduct*.

6.5 Conflicts of Interest

A person who has or has had a close personal relationship with an applicant, or who has had any other non-work related interest shall not take part in any aspect of the selection process as it could lead to a potential or actual conflict of interest.

6.6 Essential Academic Selection Criteria

Candidates seeking employment in a Higher Education academic position must be appropriately qualified in the relevant discipline and are normally required to have at least one Australian Qualifications Framework (AQF) level higher than the level they will be teaching.

Candidates for Higher Education academic positions will also be required to have an understanding of current scholarship and/or professional practice in the discipline they teach and have an understanding of pedagogical and/or adult learning principles.

Candidates for academic positions who do not hold a qualification at least one Australian Qualifications Framework (AQF) level higher than the level they will be teaching will be required to have equivalent academic, professional or practice-based experience.

6.6.1 Equivalent academic, professional or practice-based experience guiding principles

The guiding principles at the Institute for determining equivalent academic, professional or practice-based experience are:

- All candidates for an academic position must have academic qualifications at the same AQF level as the course of study that is to be taught;
- Any teaching and professional experience must be current and relevant to the discipline area. Evidence and/or references must be provided to the Institute to support this; and
- Any professional experience must demonstrate achievement that is equivalent to the specific knowledge and skills relevant to the role and established in the learning outcomes of the required AQF level of the course to be taught. Evidence and/or references must be provided to the Institute to support this.

6.6.2 Minimum Requirements for the qualifications or professional equivalence of Academic Candidates

Unit/ Course AQF Qualification Level being taught	Minimum staff AQF Qualification Level	Professional or Practice-Based Experience Equivalence Criteria
Level 5 Diploma <i>Only when the Diploma is a stand-alone qualification</i>	Level 6 Associate Degree	AQF Level 5 <u>WITH EITHER</u> Minimum 5 years relevant professional fulltime experience in a relevant field and/or discipline area, together with a sound understanding of current scholarship in the discipline and demonstrated ability to engage students in intellectual inquiry OR Enrolment in a relevant AQF Level 6 course plus relevant professional experience, together totalling 3 years OR Current registration to practice within the relevant profession and/or full membership of a relevant professional organisation.
Level 6 Associate Degree Only when the Associate Degree is a stand-alone qualification	Level 7 Bachelor Degree	AQF Level 6 <u>WITH EITHER</u> Minimum 5 years relevant professional fulltime experience in a relevant field and/or discipline area, together with a sound understanding of current scholarship in the discipline and demonstrated ability to engage students in intellectual inquiry

		<p>OR</p> <p>Enrolment in a relevant AQF Level 7 course plus relevant professional experience, together totalling 3 years.</p> <p>OR</p> <p>Current registration to practice within the relevant profession and/or full membership of a relevant professional organisation.</p>
Level 7 Bachelor Degree	Level 8 Bachelor Honours Degree, Graduate Certificate, Graduate Diploma	<p>AQF Level 7 plus registration to practice within the relevant profession and/or full membership of a relevant professional organisation.</p> <p><u>WITH EITHER</u></p> <p>Minimum 5 years relevant professional fulltime experience in a relevant field and/or discipline area, together with a sound understanding of current scholarship in the discipline and demonstrated ability to engage students in intellectual inquiry</p> <p>OR</p> <p>Enrolment in a relevant AQF Level 8 course plus relevant professional experience, together totalling 3 years.</p>
Level 8 Graduate Certificate, Graduate Diploma	Level 9 Masters by research or coursework	<p>AQF Level 8 plus current registration to practice within the relevant profession and/or full membership of a relevant professional organisation.</p> <p><u>WITH EITHER</u></p> <p>Minimum 10 years relevant professional fulltime experience in a relevant field and/or discipline area, together with a sound understanding of current scholarship in the discipline and demonstrated ability to engage students in intellectual inquiry</p> <p>OR</p> <p>Enrolment in a relevant AQF Level 9 course plus relevant professional experience, together totalling 3 years.</p>
Level 9 Masters Degree (Coursework)	Level 10 Doctorate by research or coursework	<p>AQF Level 9 plus registration to practice within the relevant profession and/or full membership of a relevant professional organisation.</p> <p><u>WITH EITHER</u></p> <p>Minimum 10 years relevant professional</p>

		<p>fulltime experience in a relevant field and/or discipline area, together with a sound understanding of current scholarship in the discipline and demonstrated ability to engage students in intellectual inquiry</p> <p>OR</p> <p>Enrolment in a relevant AQF Level 10 course plus relevant professional experience, together totalling 3 years.</p>
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6.6.3 Professional Development for academic staff who do not meet minimum requirements

Academic staff who do not meet minimum requirements will be required to follow a professional development plan approved by the Executive Dean during their first year of employment. The professional development plan will consist of strategies that will enable the academic staff member to make the transition to academic teaching successfully.

Professional development plans may include a requirement for:

- Mentoring;
- Attendance and participation in workshops, seminars and conferences;
- Participation in benchmarking, moderation and review activities;
- Supervision during classes.

For further information on professional development refer to the **Staff Professional Development Policy** and associated Procedure.

6.7 Approvals

The approval authorities for the recruitment and appointment of Executive Management and Academic staff are outlined in the table below:

Position	Appointed by:	Ratified by:
Executive Operational Positions	Chair, Board of Directors	Board of Directors
Executive Academic Positions	Executive Management Team	Academic Board and Board of Directors
Academic Positions	Executive Dean	Academic Board

All other positions not of an Executive or Academic nature can be approved directly by the Manager.

6.8 Appeals

Any appeals in relation to the recruitment and selection process will be addressed in accordance with the **Staff Grievance Policy** and associated Procedure.

7. Legislation

This Policy and the associated Procedure comply with Higher Education Standards Framework standard 3.2 (Staffing), which specifies that:

“The academic staffing profile 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.” and:

“Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles”.

This Policy and associated Procedure also complies with the Higher Education Standards Framework Standard 2.2 (Diversity and Equity), which states that:

“Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.”

Additional legislation pertaining to this Policy includes:

- Equal Employment Opportunity (Commonwealth Authorities) Act 1987
- Australian Qualifications Framework (AQF)

8. Version Control

This Policy has been endorsed by the Australia Institute of Higher Education Board of Directors as at April 2017 and is reviewed every 3 years. The Policy is published and available on the Australian Institute of Higher Education website <http://www.aih.nsw.edu.au/> under ‘Policies and Procedures’.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2016-2	Registrar	Updated template Restructured document; added status box to beginning	6 July 2016	6 August 2016
2017-1	Registrar	Updated content.	19 April 2017	20 April 2017