



# **HIGHER EDUCATION WORKFORCE POLICY AND PROCEDURES**

## **Purpose**

Lincoln Education Australia (LEA\*\*) acknowledges that an exceptional workforce of both teaching and learning staff and non-academic services staff is key to achieving exceptional academic standards and results. As a higher education provider, LEA shall attract and retain a staffing complement made up of qualified and dedicated professionals, thus building the capacity to support students during their studies.

This *Higher Education Workforce Policy and Procedures* identifies the guiding principles and procedures for developing the workforce at LEA, with a focus on the academic staffing complement. It then details the planning process for recruiting and retaining staff, the requirements for the higher education staffing complement, and the strategies LEA has in place to enable exceptional staff performance in their roles.

\*\*The trading name for the Lincoln Institute of Higher Education (LIHE) is Lincoln Education Australia (LEA).

## **POLICY**

### **Scope**

This policy applies to all academic staff, non-academic staff, and all positions and bodies involved in workforce planning and hiring processes at LEA.

### **Principles**

LEA seeks to establish a learning community with a workplace culture founded on:

- Integrity and respect;
- Excellence in performance;
- Cultural competence and social responsibility;
- Diversity and Inclusion;
- Transparency and accountability;
- Dedication to student wellbeing;

Hiring of staff shall be based on merit and equity, taking into account qualifications and industry experience. To ensure this, the recruitment and hiring process shall be rigorous and transparent.



All LEA staff are expected to conduct themselves in accordance with the values and *Staff Code of Conduct*.

The staffing complement shall be carefully planned and hired to ensure that each course of study is adequately supported in terms of the educational, non-academic, and administrative needs of student cohorts.

Academic staffing shall be planned and hiring undertaken with a view to ensuring that staff shall have the capacity to design and deliver teaching and learning activities that engage students in critical inquiry and the development of advanced knowledge as appropriate to the level and nature of the course learning outcomes.

## PROCEDURES

### Workforce Planning

The primary tool for workforce planning at LEA is the development and periodic review of the *Workforce Management Plan*. Workforce planning involves determining:

- The delivery requirements of LEA's courses;
- The academic, non-academic, technical and administrative support requirements of LEA's courses;
- The number of staff needed in each year to fulfil those needs;
- The requirements and support for new staff to adequately fulfil their roles; and,
- The timeline for recruitment, employment, and induction of new employees leading up to the beginning of the teaching semester.

The *Workforce Management Plan* aims to ensure that the workforce meets the educational, academic and non-academic support, and administrative needs of each student cohort in each and every LEA course offering. In response to these needs, the *Workforce Plan* establishes a strategy for recruitment and employment for a five year period.

The *Workforce Management Plan* is reviewed and revised annually, or sooner on initiation by either the Corporate Governance Board or Academic Board.

The *Workforce Management Plan* is drafted by the Dean in collaboration with Executive Management, taking advice from committees of the Academic and Corporate Governance Boards, as appropriate.

The first draft of the *Workforce Management Plan* is submitted to the Academic Board for review. The Academic Board shall review proposed academic staff and support staff needs to ensure the requirements for skills and experience are adequately met to support the academic operations of LEA.



Taking advice from the Academic Board, the Corporate Governance Board shall review the draft with a focus on administrative and technical staff, and approve expenditure in line with the other business planning activities.

Recruitment and hiring processes can only be initiated on approval of the Workforce Plan by both Boards.

## **Staff Requirements**

### ***Academic Staff***

To maintain the quality and regulatory compliance of LEA's higher education courses, academic staff in teaching roles shall:

- Hold a qualification that is a minimum of one AQF level above the level of the course they teach;
- Maintain awareness of current theory and emerging knowledge in their discipline through ongoing scholarship in the field; and,
- Have current and relevant skills in teaching, learning and assessment, and thus able to lead students in critical inquiry at a level appropriate to the course.

In some instances, substantial professional or practice-based experience and expertise shall be regarded as partial equivalency to the appropriate AQF level (staff employed under this arrangement shall teach under the guidance and oversight of more senior and appropriately qualified academic staff).

Under particular circumstances, LEA may engage staff members in learning and teaching who do not meet the above standards such as tutors and demonstrators. In this case, the staff member shall be supervised by a member of staff who does meet the standards.

Academic staff members are expected to establish at least two hours per week of consultation time outside of class for students seeking individual advice or feedback.

### ***Student Support Staff***

In general, student support staff shall be required to have:

- A higher education degree in a field relevant to the position
- Experience in the higher education context.

### ***Administrative and Technical Staff***

Administrative and technical staff shall be required to have:

- A qualification at an appropriate level in a field relevant to the position
- Experience in the higher education context or relevant industry experience

## **Fostering High Performance**



The following measures shall foster high performance among all staff members at LEA:

- Each position filled by a staff member shall have a clear position description that defines the roles and responsibilities of the position;
- All staff members shall participate in induction workshops on appointment to their position;
- All academic staff members shall attend annual performance reviews as per the *Staff Performance Planning and Review Policy*;
- During performance reviews, staff members shall set key performance indicators (KPIs) for the upcoming year, and review their progress against them at the next performance review;
- Staff members have the right to request and receive formal and informal feedback from their supervisors outside of the performance review cycle;
- All staff members shall participate in professional development activities as per the *Professional Development Policy and Procedures*;
- In particular, all academic staff shall undertake professional development in higher education learning and teaching;
- Staff shall be offered opportunities for promotion as appropriate; and,
- Nominations for academic staff promotion shall be made to the Academic Board.

## Compliance

All academic staff, non-academic services staff, and staff involved in workforce planning and hiring at LEA are required to comply with this policy and its procedures, and with related policies and respective procedures. Non-compliance may result in disciplinary action.

<b>File Number</b>	LEA-GEN-COR-70036-D
<b>Responsible Officer</b>	Chief Executive Officer
<b>Contact Officer</b>	Academic Dean
<b>Legislative Compliance</b>	<ul style="list-style-type: none"><li>• <i>Higher Education Standards Framework (Threshold Standards) 2015</i></li><li>• <i>Australian Qualifications Framework</i></li></ul>
<b>Supporting Documents</b>	<ul style="list-style-type: none"><li>• <i>Workforce Management Plan</i></li><li>• <i>Strategic Plan</i></li></ul>
<b>Related Documents</b>	<ul style="list-style-type: none"><li>• <i>Business and Marketing Plan</i></li><li>• <i>Staff Performance Planning and Review Policy</i></li><li>• <i>Professional Development Policy and Procedures</i></li></ul>
<b>Superseded Documents</b>	
<b>Effective Date</b>	1 January 2022
<b>Next Review</b>	3 years from the effective date

## Definitions

**Academic Board:** Governing body responsible for academic matters, including learning and teaching, course approval, workforce planning, academic staff appointments, research and



professional development, academic policies and procedures, overseeing student grievances and appeals processes.

**Academic Dean:** Senior member of academic staff at LEA responsible for the academic standards of LEA and for maintaining and developing academic courses, teaching excellence and interaction with stakeholders. Plays a crucial role in defining, disseminating and supporting academic standards and values across LEA.

**Academic Staff:** Staff employed at Lincoln in a learning and teaching capacity.

**Australian Qualifications Framework (AQF):** National guidelines that regulate Australian post-compulsory education and training qualifications. The framework identifies learning outcomes for each AQF level and qualification, policy requirements, educational and economic objectives, governing and monitoring arrangements.

**Corporate Governance Board:** Governing body responsible for oversight of all higher education operations, including the ongoing viability of LEA and the quality of its higher education delivery. The Corporate Governance Board guides the Management and delegates responsibility for academic matters to the Academic Board.

**Executive Management:** High-level management led by the Chief Executive Officer that manages operational matters for the provision of higher education at LEA.

**Workforce Management Plan:** Planning document that outlines LEA's current and future staffing needs in order to meet LEA's strategic goals over a 5-year period

**Professional Staff:** Staff employed at LEA in an administrative, IT, marketing or support capacity.

**Performance Review:** Management activity carried out annually between the nominated supervisor and the academic staff member, to assess the performance of the academic staff member and identify any potential areas for improvement. Professional development plans are created and updated as part of the annual review process.

**Professional Development:** Role-related learning and development opportunities that broaden the scope of an employee's professional capabilities in their role. Professional development may include formal activities such as academic courses, seminars, workshops, industry accreditation, or informal learning such as on-the-job training. These activities may be conducted in-house or some staff members may undertake specific activities outside of LEA.

**Student Feedback Survey:** Survey completed by students at the end of each semester, used by LEA to determine student satisfaction with regards to all learning and teaching processes, including course content and teachers.



## **Review**

This policy shall be reviewed by the Academic Board every 3 years.

<b>Version History</b>			
<b>Version number:</b>	<b>Approved by:</b>	<b>Approval Date:</b>	<b>Revision Notes:</b>
1.0	Corporate Governance Board	17/12/2020	New policy
1.1	Corporate Governance Board	22/02/2023	TEQSA and CRICOS requirements incorporated