

POLICY

PPMF | TAFESA | 50

Title

Workforce Development Policy TAFE Act

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TAFE SA Policies are issued under the TAFE SA Policy Management Framework. They are binding on all TAFE SA employees.

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1 Policy

This policy acknowledges that TAFE SA educational staff are constantly engaged in a wide variety of professional learning activities including professional reading, collegial discussion and team work, professional reflection on students' learning, assessment and reporting, conference participation, staff presentations, in-service seminars, action research projects, and a wide range of studies and industry workplace engagements.

TAFE SA endorses the importance of workforce development for TAFE Act staff as an essential component of organisational development:

- To ensure that employees can respond professionally to economic, social, cultural, technological and scientific change through the development of personal and intellectual qualities;
- To respond to the demand for increased quality of educational outcomes by improving the range of lecturer methodologies, knowledge base and professional judgements;
- To support employees in meeting their responsibilities for learning within TAFE SA through their own pursuit of learning and excellence;
- To sustain the motivation, commitment and enthusiasm of employees and to enhance their self-esteem and sense of control over their professional lives by providing opportunities for employees to reflect on, analyse and improve their own performance; and
- To allow employees to develop new competencies and skills as they move from teaching positions to administrative or specialist positions, or to new environments within TAFE SA.

This policy is issued in accordance with the *Technical and Further Education Act 1975*.

2 Scope

This policy encompasses all TAFE Act staff.

3 Definitions

Workforce Development	<p><i>“Workforce Development is defined as those activities which increase the capacity of individuals to participate effectively in the workforce throughout their whole working life and which increase the capacity of firms to adopt high-performance work practices that support their employees to develop the full range of their potential skills and value.”</i> (Skills for the Future, Final Report of the Ministerial Enquiry, South Australia, April 2003)</p> <p>Priorities for workforce development will be in accordance with State and TAFE SA strategic directions.</p>
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4 Procedure

This procedure sets out the steps to manage workforce development.

4.1 Workforce Development Funds

In every academic year, the employer will reserve an amount equal to at least 1% of the wages and salaries it is required by this Award to pay under Schedule 1 for the provision of professional development and training to Lecturers, Lecturer Assistants and Educational Managers.

4.1.1 Quarantined Workforce Development Fund

A funding allocation equivalent to 0.5% of TAFE Act salaries will be provided for a Quarantined Workforce Development Fund for TAFE Act employees. The funding allocation will be made on 1 January 2011 and on 1 January of each successive year for the life of the Agreement.

Activities which may be funded through the Quarantined Workforce Development Fund will be those arising out of the needs of individual employees and the workgroup-defined professional development needs. The Workforce Development Funds are designated for activities where the primary purpose of the activity is the up-skilling of the TAFE Act staff member.

Funds will be allocated to the workgroup on the basis of 0.5% of FTE TAFE Act salaries within the workgroup. No individual allocations will be made.

An otherwise reasonable application may nonetheless be declined if the absence of one or more employees on professional development and training would unduly disrupt service delivery.

Activities for Hourly Paid Instructors may also be funded from this source, through negotiation with the Educational Manager. Only HPIs with 400 hours teaching per annum have an entitlement.

4.1.2 Allocation of Funds

Each TAFE Act officer will be required to include a Personal Development Plan within their Performance Management cycle. The plan will take into account the professional development needs of the workgroup, TAFE SA's priorities for the coming year as identified by the TAFE SA Executives and the individual employee's discipline/vocation-specific development needs.

4.1.3 Accessing the Quarantined Workforce Development Fund

Each workgroup will be required to prepare an annual Learning and Development Plan which links to TAFE SA's and the Department's strategic directions.

Personal Development Plans will be assessed for funding on the basis of the workgroup's Learning and Development Plan in consultation with the Educational Manager.

Educational Managers will be required to submit a six monthly report to the Chief Operating Officer. This report will identify:

- progression against the workgroup annual Learning and Development Plan;
- individuals within the workgroup and their progression towards targets set in their Personal Development Plans; and

- issues emerging which may impact on the workgroup or TAFE SA planning cycle.

4.1.4 TAFE Act Capacity Building Development Fund

In addition to the 0.5% designated fund of FTE TAFE Act salaries for the Quarantined Workforce Development Fund, DFEEST will provide the equivalent of a further 0.5% of the FTE TAFE Act salaries to support workforce development activities aligned with TAFE SA strategic directions and which are required by the employer to meet organisational strategic needs.

The funding allocation will be made on 1 January 2006 and on 1 January of each successive year for the life of the Agreement.

The Chief Operating Officer will identify the types of activities to be funded under this budget line for the coming year and advise employees and workgroups of the criteria for accessing these funds.

The TAFE Act Capacity Building Development Fund's primary purposes are to introduce or increase business activity or to enhance the individual's understanding of their strategic role.

4.1.5 Employer Innovative Workforce Development

In addition to the quarantined funds, Divisions may elect to fund development activities which enhance their business capabilities. Where Divisions allocate such funds, it is the Division's responsibility to identify:

- the source and amount of funds;
- where the funds will be located;
- what the application and approval process will be;
- the appropriate workforce development reporting procedures; and
- any Return to Industry activities.

4.1.6 External Funds

TAFE SA must ensure that all activities funded via external sources of funds are reported in compliance with agreed workforce development reporting procedures in order to provide an accurate picture of all workforce development activities.

4.1.7 DFEEST People and Culture Plan 2010-15

DFEEST's commitment to building the capacity of the organisation through developing employees is outlined in the People & Culture Plan 2010-15. The People & Culture Directorate are responsible for the strategic coordination of capacity building and the collation of data for centralised reporting requirements.

4.2 Tertiary Education Fees

The Executive Director, Education (or delegate) may approve an application from a Lecturer, Lecturer Assistant or Educational Manager to pay the Higher Education Loan Programme (HELP) and/or other fees and charges associated with graduate or post graduate studies of the employee where there is an essential link to:

- workgroup career pathways highlighted through an approved personal workforce development plan that meet organisational/industry direction changes/variation;
- ensuring compliance with Registered Training Organisation registration requirements; or
- career management changes for declared excess staff listed as redeployed.

4.3 Funding for Minimum Qualifications

A lecturer who is required to undertake the Certificate IV Training and Education (or equivalent minimum qualification requirement) is entitled to have the costs of undertaking this qualification (or equivalent minimum qualification requirement) met by the employer provided that:

- the study is commenced within three months of their initial appointment or conversion;
- the study is undertaken within TAFE SA;
- the staff member continues to make satisfactory progress in that course of study; and
- it is noted that DFEEST will not fund subject repeats.

The AQTF requires the Cert IV and not the Diploma TAA/TAE as an essential minimum qualification. However, it is recognised that it is a requirement for progression under the EBA and thus to support lecturers studying towards this qualification, the Study Leave Policy (Clause 7) will be applied as the organisational contribution.

However, if it is deemed essential for an individual to hold the Diploma and at least one of the criteria in Clause 3 are met, it may be funded.

4.4 Hourly Paid Instructors

All Hourly Paid Instructors are eligible to undertake, in paid time, the three minimum required units for the Certificate IV in Training and Education being:

- TAEASS401A Plan assessment activities and processes;
 - TAEASS402A Assess competence;
 - TAEASS403A Participate in assessment validation;
- or the equivalent units in any qualification update.

Payment during study time will be at Instructor Class 5 rate and will be funded from the TAFE Act Capacity Building Development Fund.

HPIs who are engaged for more than 400 hours per year (10 hours per **week on a regular basis**) for the previous 12 months are eligible for all other workforce development opportunities.

HPIs are encouraged to submit a Personal Development Plan to their Educational Manager for consideration.

Approval of all or any aspect of the Plan must be in accordance with the workgroup directions and, if approved, the workgroup fund allocation (Quarantined Workforce Development Fund) is responsible for payment of expenses.

Where an HPI is required to attend a workforce development activity, the HPI **shall be eligible for payment** at the Instructor Class 5 rate and mileage in accordance with policy.

Where the HPI elects to attend an activity, any expense reimbursement must be agreed in writing with the Educational Manager prior to the activity occurring.

4.5 Time Release

Time release for workforce development activities should be negotiated with the Educational Manager. These discussions will include consideration of backfill teaching requirements, safe travel factors and accommodation costs, where appropriate.

Lecturer Non Attendance entitlement may, through negotiation with the Educational Manger, be utilised for paid workforce development time.

Educational Manager Non Attendance entitlement may, through negotiation with their Line Manager, be utilised for paid workforce development time.

4.6 Study Leave Policy

Newly appointed Lecturers and Lecturer Assistants who have not undertaken any formal teacher training are required to undertake an appropriate course of training that has been agreed between the AEU and the Chief Executive.

Subject to the conditions set out below, lecturers are entitled to be released from duty without loss of pay to undertake a relevant course of study for an initial teaching qualification, with the actual release hours in each semester being the subject of negotiations between the officer in question and the Chief Operating Officer or delegate:

- Such release will only be available during the first four years of their first appointment.
- Five hours per week should be seen as the minimum release time and will be interpreted as 5/24 reduction in the hours allocated to the provision of educational programs.
- The officer in question must undertake an equivalent study load in his/her own time.
- Release for study of a repeat subject will only be granted in special circumstances.
- Officers who do not have access to face-to face courses at educational institutions will be entitled to release as provided in this sub-clause to undertake private study.

Despite the **above** provisions, any officer may be granted study leave with pay of up to five hours per week whilst employed by the Department provided that:

- Such leave is at no disadvantage to TAFE SA's programs.
- An officer must undertake equivalent study load in his/her own time.
- Leave in accordance with this clause will attract reduction in education program hours and attendance time in terms expressed in proportion to the level of education program and/or attendance time for the particular function with which the officer is involved.
- The field of study to be undertaken is to be in an area of program or departmental need or priority, and is to be relevant to the professional development of the officer.
- Release for study of a repeat subject will only be granted in special circumstances.
- Officers who do not have access to face-to-face courses at educational institutions will be entitled to release as provided in this sub-clause to undertake private study.
- Despite the above, such leave will only be granted at the discretion of the Chief Operating Officer.

Officers employed on a part-time basis are entitled to study leave as specified in this clause on a pro-rata basis.

4.7 Trade Union Training Leave

Officers who are members of the AEU are eligible for nomination to attend trade union training courses organised, run or approved by the South Australian United Trades and Labour Council.

Approval to attend such courses may be granted by the Chief Operating Officer subject to:

- sighting a nomination form signed by the Branch secretary of the AEU; and
- a proviso that the officer can be released.

In deciding approvals, Departmental commitments must be a priority and the privilege may be withdrawn at any time it is deemed necessary.

Time off with pay for an officer eligible to attend such courses may be granted up to a maximum of 10 working days during two academic years. Time off with pay in excess of this entitlement may be granted in special circumstances at the discretion of the Minister, but in no case is the amount to exceed 20 working days during two academic years. All costs related to the attendance at a course will be the responsibility of the officer or the AEU.

Time off with pay for part-time officers eligible to attend courses may be granted in accordance with the following table:

HOURS WORKED PER WEEK	DAYS THAT MAY BE GRANTED PER ABOVE
15 – 20	3 to 6 each two years
21 – 25	4 to 8 each two years
26 – 30	6 to 12 each two years
31 – 35	8 to 16 each two years

4.8 Travel and Accommodation

Approved travel and accommodation requirements to attend workforce development activities may vary across the Department. Time release and accommodation requirements for TAFE Act staff travel are to be negotiated at the time of request and approved in accordance with the following principles:

- Officers will be afforded reasonable time to ensure safe travel.
- Will include provision for accommodation and meals within the Commissioner's Standard 3.2. <http://www.espi.sa.gov.au>
- Officers required to travel on official duties outside their programmed hours of duty are eligible for time off in lieu of time spent on such travel in accordance with Clause 6.1.1.6 of the Award.

4.9 Business Rules

Business rules are required to distinguish between workforce development activities and business development and general organisational needs.

Workforce Development Funds are designated for activities where the primary purpose of the activity is focussed on the up-skilling of the TAFE Act staff member.

Examples:

Where the activity is designed to introduce or increase business activity, the associated travel costs are deemed to be business development.

e.g.: A trip to Indonesia to establish a potential business venture is a business development cost. While it is acknowledged that workforce development may also occur, the primary purpose of the travel was for business development. All expenses are coded to general travel codes, business proposals are developed and protocols associated with marketing and international travel are observed.

Where the activity is to enhance an officer's understanding of alternative practice, the expenses are costed to workforce development codes.

e.g.: A staff member is taking some leave and will travel overseas. As part of the trip they would like to investigate a particular teaching practice in the country they are to visit. They have requested some expenses of their trip be considered as workforce development. If approved, the primary purpose for the activity expense is workforce development.

Similarly there is a need to distinguish between workforce development and organisational work/general business.

e.g.: An officer may be requested to attend a national forum to enhance their strategic understanding of their role. The first trip could be classified as workforce development; however subsequent trips are more likely to be organisational work practice.

4.10 Implications for Redeployees

TAFE Act staff who become redeployed may require significant retraining.

Some TAFE Act staff from program areas that have experienced significant downturn may need to be retrained into other areas. In these cases, significant costs may be incurred.

Program areas are required to provide TAFE SA Executives with annual industry forecasts which include:

- expected growth within the next three years;
- expected declines within the next three years; and
- a staffing impact statement.

Where possible, staff will be located within an industry setting (at either part or full DFEEEST salary funding) in accordance to the Return to Industry Policy principles. The role of CMU Officers is to assist the TAFE SA Senior Officer in finding a suitable industry placement which meets Institute strategic directions.

As TAFE SA is accountable for the TAFE Act staff assigned through the Career Management Unit, TAFE SA Executive Directors are responsible for ensuring:

- that a TAFE SA Senior Manager retains responsibility for the Performance/Career Management leadership process;
- the nominated officer works closely with the CMU Officer to develop and monitor career planning strategies; and

- where placement or progress is affected by mitigating factors such as ill health or a workplace injury, the CMU Officer refers the Case Management to the Director DFEEST Organisational Development and Human Resources for further instruction.

4.11 Appeal Procedures

Educational Managers have responsibility to ensure that workforce development applications are considered in a manner which is:

- equitable — fair and just in facilitating opportunities for all employees in a transparent process;
- effective — contributes to the development of staff in accordance with DFEEST/TAFE SA strategic directions; and
- efficient — focussed on outcomes and balancing organisational and employees' needs.

A TAFE Act employee who perceives that the refusal of a workforce development application by their Educational Manager is:

- inequitable — that is, not fair in comparison to opportunities afforded of other employees in the workgroup; or
- unreasonable — that is, cannot expect to be completed by the employee with the required knowledge and abilities within the specified time and work role limitations;

should in the first instance discuss the matter with their Educational Manager.

If the employee is not satisfied with the outcome of this discussion they may refer their concerns in writing to the Chief Operating Officer for further consideration.

TAFE Act employees may lodge a formal grievance under the grievance procedure contained in this Agreement.

5 Responsibilities

5.1 TAFE SA Operational Consultative Committee

The TAFE Operational Consultative Committee will have carriage of the discussions between the AEU and TAFE SA on the effective implementation and reporting on the use of quarantined funds.

5.2 TAFE SA Staff

Where an officer's appointments are split across campus locations, it will be the responsibility of the officer to negotiate appropriate release time from each Business Unit/campus as part of the approval process.

5.3 Recording and Reporting

DFEEST will capture all relevant workforce development costs in accordance with the Commissioner for Public Employment requirements.

These cost identifiers are:

- activity/registration fees;
- travelling expenses, including accommodation and meals;

- cost of the facilities and use of equipment;
- fees for the design, implementation and evaluation of structured training;
- salaries of internal trainers and relevant overheads;
- course fees;
- reimbursement of books and other study materials;
- gross salaries, plus employer contributions to superannuation and payroll tax, of trainees (those undertaking the training) for the training period involved, but excluding salaries of trainees while participating in on the job training;
- HECS reimbursement;
- costs of study leave; and
- costs associated with replacing people when training occurs, where it is essential to ensure ongoing operation of the business function.

5.4 Review of TAFE SA Policy

TAFE SA policies must undertake a full review process, including staff consultation and TAFE SA Executive/Board approval, at least every two years, but may be actioned earlier according to strategic priorities, reforms or feedback received.