

DRAFT TAFE SA EDUCATION STAFF ARBITRATED ENTERPRISE BARGAINING AWARD 2010

PART 1 – APPLICATION AND OPERATION OF AWARD

CLAUSE 1.1 TITLE

OPDATE

This Award is to be known as the TAFE SA Education Staff Arbitrated Enterprise Bargaining Award 2010.

CLAUSE 1.2 ARRANGEMENT

OPDATE

This Award is arranged as follows:

1.2.1 By part

Clause no. Title

Part 1 – Application and operation of Award

- 1.1 Title
- 1.2 Arrangement
- 1.3 Parties bound
- 1.4 Duration and operation of Award
- 1.5 Definitions
- 1.6 Renegotiation
- 1.7 No extra claims
- 1.8 Continuous improvement

Part 2 – Modes of employment

- 2.1 Definition of employment categories
- 2.2 Conversion of fixed term employment to permanent status
- 2.3 Information to be provided on engagement
- 2.4 Review of hourly paid instructors

Part 3 – Communication, consultation and dispute resolution

- 3.1 Procedures for preventing and settling disputes
- 3.2 Notification of change
- 3.3 Consultation in TAFE institutes

Part 4 – Wages and other conditions of employment

- 4.1 Wages and salaries
- 4.2 Classifications
- 4.3 HPis – Visiting Specialist
- 4.4 HPis – minimum classification for instruction and assessment
- 4.5 Non-attendance days
- 4.6 Paid maternity and adoption leave
- 4.7 Return to work on a part time basis
- 4.8 Special leave

Clause no. Title

- 4.9 Unions
- 4.10 Salary packaging
- 4.11 Redeployment
- 4.12 Professional development and training
- 4.13 Educational manager

Part 5 – Regulation of workload

- 5.1 Instruction and assessment
- 5.2 Span of hours for lecturers and time loadings
- 5.3 Annualised benchmark hours of instruction and assessment
- 5.4 Individual workload scheduling
- 5.5 Unscheduled hours of instruction and assessment
- 5.6 Lecturer workload grievance procedure

Schedules

- Sch 1 Wage and salary rates
- Sch 1A Translation to Integrated Lecturer classification structure
- Sch 2A Role descriptors for Lecturer levels
- Sch 2B Scope and complexity, indicative tasks and key competencies for Lecturer Levels 1 to 6
- Sch 2C Teaching load, appointment or progression requirements and entry requirements for Lecturer Levels 1 to 8
- Sch 2D Process of assessment for progression between Lecturer Levels 1 to 6

1.2.1 Alphabetical order*Clause no. Subject matter*

- 5.3 Annualised benchmark hours of instruction and assessment
- 1.2 Arrangement
- Sch 2D Assessment for progression between Lecturer Levels 1 to 6 - process
- 1.5 Definitions
- 4.2 Classifications
- 3.3 Consultation in TAFE institutes
- 1.8 Continuous improvement
- 2.2 Conversion of fixed term employment to permanent status
- 2.1 Definition of employment categories
- 3.1 Disputes, procedures for preventing and settling
- 1.4 Duration and operation of Award
- 4.13 Educational manager
- 4.3 HPIS – Visiting Specialist
- 4.4 HPIS – minimum classification for instruction and assessment
- 5.4 Individual workload scheduling
- 2.3 Information to be provided on engagement
- 5.1 Instruction and assessment
- Sch 2A Lecturer levels - role descriptors
- 5.6 Lecturer workload grievance procedure
- 4.6 Maternity and adoption leave (paid)
- 1.7 No extra claims
- 4.5 Non-attendance days
- 3.2 Notification of change
- 1.3 Parties bound
- 4.12 Professional development and training
- 4.11 Redeployment
- 1.6 Renegotiation
- 2.4 Review of hourly paid instructors

Clause no. Subject matter

4.7	Return to work on a part time basis
4.10	Salary packaging
Sch 2B	Scope and complexity, indicative tasks and key competencies for Lecturer Levels 1 to 6
5.2	Span of hours for lecturers and time loadings
4.8	Special leave
Sch 2C	Teaching load, appointment or progression requirements and entry requirements for Lecturer Levels 1 to 8
1.1	Title
Sch 1A	Translation to Integrated Lecturer classification structure
4.9	Unions
5.5	Unscheduled hours of instruction and assessment
4.1	Wages and salaries
Sch 1	Wage and salary rates

CLAUSE 1.3 PARTIES BOUND

OPDATE

This Award is binding on the following employer (or its successors within SA Government), association and employees:

- (a) Chief Executive, Department of the Premier and Cabinet and the Chief Executive, Department of Further Education, Employment, Science and Technology in respect of employees bound by this Award;
- (b) The Australian Education Union, South Australian Branch,
- (c) Employees employed in TAFE SA in the Department of Further Education, Employment, Science and Technology and who have a classification specified within the wages and salary schedule of this Award.

CLAUSE 1.4 DURATION AND OPERATION OF AWARD

OPDATE

- 1.4.1 This Award comes into operation on the [date of order] and has a nominal expiry date of 30 June 2012. This Award will continue in force until it is superseded by a new enterprise agreement or it is rescinded.
- 1.4.2 Except where otherwise expressly stated, the operative date of the provisions of this Award will be the commencement date of this Award.
- 1.4.3 This Award replaces the South Australian Education Staff (Government Preschools, Schools and TAFE) Enterprise Agreement 2006, insofar as it is applicable to employees in TAFE SA, Department of Further Education, Employment, Science and Technology.
- 1.4.4 This Award is to be read in conjunction with the TAFE (Educational Staff) Interim Award. This Award prevails to the extent of any inconsistency with the provisions of the TAFE (Educational Staff) Interim Award.

CLAUSE 1.5 DEFINITIONS

OPDATE

The following words shall have the meaning specified unless the context otherwise provides:

- 1.5.1 **Act** means the *Fair Work Act 1994*.
- 1.5.2 **AEU** means the Australian Education Union and includes the AEU South Australian Branch.

- 1.5.3 **Commission** and **IRCSA** mean the Industrial Relations Commission of South Australia.
- 1.5.4 **DFEEST** means the Chief Executive, Department of Further Education, Employment, Science and Technology.
- 1.5.5 **Department** means the Department of Further Education, Employment, Science and Technology and Departmental has a corresponding meaning.
- 1.5.6 **Employee** means an employee bound by this Award.
- 1.5.7 **Employer** means the Chief Executive, Department of the Premier and Cabinet.
- 1.5.8 **Employing authority** means the Chief Executive, Department of Further Education, Employment, Science and Technology (DFEEST).
- 1.5.9 **Hourly Paid Instructor** means a person employed as such pursuant to Section 39AAB of the TAFE Act.
- 1.5.10 **Institute year** means 1 February to 31 January in the subsequent year inclusive. Reference to Institute Year in this Award has the same meaning as "College Year" as defined in the Technical and Further Education Regulations 1999.
- 1.5.11 **Site** means a TAFE Institute or other location at which employees are employed.
- 1.5.12 **Site manager** means the most senior person at a site.
- 1.5.13 **Safety net award** means the TAFE (Educational Staff) Interim Award.
- 1.5.14 **TAFE** refers to a business unit of DFEEST to which the TAFE Act applies.
- 1.5.15 **TAFE Act** means the *Technical and Further Education Act 1975*, or any successor thereto.

CLAUSE 1.6 RENEGOTIATION

OPDATE

Negotiations for an enterprise agreement may commence from 30 March 2012.

CLAUSE 1.7 NO EXTRA CLAIMS

OPDATE

- 1.7.1 Subject to 1.7.2, the AEU, its officers and members and all employees bound by this Award will not pursue any further or additional claims in relation to remuneration or conditions of employment except where consistent with the National and State Wage Case Principles, or any successor thereto.
- 1.7.2 The no extra claims commitment will not prevent the AEU from:
- (a) Making a claim related to redundancy, but only in the event that the employer abandons its commitment to no forced redundancies during the life of this Award;
 - (b) Making application to vary this Award by consent to give effect to the outcome of the review of HPIs in accordance with clause 2.4; or
 - (c) Initiating claims where specifically provided under a term of this Award.

CLAUSE 1.8 CONTINUOUS IMPROVEMENT

OPDATE

[To be provided by DFEEST]

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PART 2 – MODES OF EMPLOYMENT

CLAUSE 2.1 DEFINITION OF EMPLOYMENT CATEGORIES

OPDATE

2.1.1 For the purposes of this Award, the employment arrangements for Hourly Paid Instructors (HPIs) and part time lecturers are as specified in the Conditions of Employment Manual appended to the safety net award, save that:

- (a) An HPI's weekly hours may be increased from the 10-hour limit but the engagement will not exceed 15 hours per week. An increase in hours beyond 10 per week will be subject to the Institute consultative processes described in clause 3.3 of this Award.
- (b) The minimum engagement for an HPI is 2 hours.
- (c) The minimum engagement for a part time employee is 3 hours.

2.1.2 A casual employee, other than an HPI, will have a minimum engagement of 3 hours and will receive a loading of 20% for each hour worked.

2.1.3 A permanent employee is an employee engaged on an ongoing basis.

2.1.4 A temporary employee is an employee whose employment:

- (a) Is for a specified period of time ("a fixed term employee");
- (b) Is defined by reference to a specific task or project, the completion of which will bring the employment to an end ("a fixed task employee"); or
- (c) Involves filling a position temporarily vacated by a permanent employee who has a right of return to the position ("a replacement employee").

2.1.5 A fixed term employee may be engaged where the position to be filled is in a newly created course or program and/or where the continued existence of the position beyond its expiry date cannot be reasonably predicted.

2.1.6 The duration of the engagement of a fixed term employee will generally not exceed two years, either as a single contract or two or more consecutive contracts. However, there may be particular circumstances that warrant an engagement or consecutive engagements in excess of two years and where this is the case the particular reasons will be outlined in writing to the employee concerned.

2.1.7 An employee who is not an HPI or a temporary employee will be engaged as a permanent employee.

CLAUSE 2.2 CONVERSION OF TEMPORARY EMPLOYEES TO PERMANENT EMPLOYMENT

OPDATE

2.2.1 (a) TAFE will conduct a review of lecturers engaged in temporary positions for the purposes of ensuring that such positions conform with 2.1.4, 2.1.5 and 2.1.6, above.

- (b) The review will apply to all temporary employees engaged as at the commencement date of this Award and will be completed within 3 months from the date this Award is made ("the operative date").

- (c) Subject to 2.2.2 and 2.2.3 below, conversion to permanent status will apply to any temporary employee engaged as at the operative date of this Award who does not meet the definition of a temporary lecturer as set out in 2.1.4, 2.1.5 and 2.1.6 above.

2.2.2 TAFE may refuse to convert a temporary employee to permanent status where the position being filled is in a newly created course or program and/or where the continued existence of the position beyond its expiry date cannot be reasonably predicted.

2.2.3 In such circumstances, TAFE will advise the employee in writing, of:

- (a) Its refusal to convert the position to permanent status;
- (b) The reasons on which the refusal is based; and
- (c) The employee's right to challenge the decision through the grievance and dispute settling procedure in clause 3.1 of the Award in the event that the employee disputes TAFE's refusal to convert the position to permanent status.

CLAUSE 2.3 INFORMATION TO BE PROVIDED ON ENGAGEMENT

OPDATE

2.3.1 Upon engagement, TAFE will provide the following information to a temporary employee:

- (a) In the case of a fixed term employee, the commencement and completion date of the engagement.
- (b) In the case of a fixed task employee, the task or project that is to be undertaken and advice that the completion of the task or project represents the completion of the contract.
- (c) In the case of a replacement employee, advice that the engagement is for the purposes of replacing a permanent employee who has a right of return to the position.

2.3.2 The additional information specified in 2.3.1 above will also be provided to existing employees (whether temporary or permanent officers or HPis) who enter into a temporary contract.

2.3.3 This clause will have effect in respect to temporary contracts entered into after 1 September 2010.

CLAUSE 2.4 REVIEW OF HOURLY PAID INSTRUCTORS (HPis)

OPDATE

2.4.1 During the life of this Award the parties will conduct a review of HPis' employment conditions including the classification structure and maximum hours of engagement, opportunities to convert HPis to more secure modes of employment including an examination of any structural barriers to conversion such as the minimum hours of engagement or, in relation to HPis engaged in the English Language Service (ELS), variation in hours between terms.

2.4.2 The pattern of total HPI hours utilised by an Institute will be monitored by TAFE and the AEU on a regular basis to ensure the level of use is not increased and for the purposes of informing the review in 2.4.1 above.

2.4.3 The review will be conducted in accordance with the following principles.

- (a) The scope of the review, in addition to the matters set out in 2.4.1 above, will be agreed between the parties. "Scope" means the identification of the task to be undertaken, the setting of the review parameters, and the actual review process as it rolls out over time;
- (b) An agreed timeframe for the conduct of the review will be determined by the parties;
- (c) The composition of a review panel will be agreed and the parties obligated to authorise appropriate representation and to constructively participate in the process;
- (d) The review panel will be provided with all information about the proposed changes, including the effects of the changes on employees and any other matter that is likely to affect employees;
- (e) Where any recommendations or outcomes of the review process impact upon or have the potential to impact upon TAFE Act employee conditions, salaries or career paths, no change will be implemented without the consent of the parties;
- (f) Until the change is agreed and implemented current conditions will continue to apply;
- (g) The parties will agree to the composition of the implementation forum that may give effect to the outcome of the review; and
- (h) A dispute over any procedural matter arising from this clause that cannot be resolved between the parties may be referred to the IRCSA in accordance with clause 3.1 of this Award.

PART 3 – COMMUNICATION, CONSULTATION AND DISPUTE RESOLUTION

CLAUSE 3.1 PROCEDURES FOR PREVENTING AND SETTLING DISPUTES

OPDATE

- 3.1.1 The parties to this Award will make every endeavour to facilitate the effective functioning of this procedure.
- 3.1.2 This procedure aims to avoid industrial disputes, or where a dispute occurs, to provide a means of settlement based on consultation, cooperation and discussion and the avoidance of interruption to work performance.
- 3.1.3 Without prejudice to either party, and except where a bona fide health and safety issue is involved, work should continue, without disruption by means of industrial action, on a status quo basis while matters in dispute are being dealt with in accordance with these procedures. "On a status quo basis" shall mean the work situation in place at the time the matter was first raised in accordance with this procedure.
- 3.1.4 Any grievances, industrial disputes, or matters (including matters the subject of this Award) likely to create an industrial dispute arising under this Award should be dealt with in the following manner:
- (a) The employee representative(s) who are parties to this Award will advise the employees at each worksite of the name(s) of the representative(s) responsible for consultation on matters arising on the job.
 - (b) Any employee with a dispute is able to:
 - (i) Seek a personal resolution by raising the matter with the person responsible for the dispute;
 - (ii) Raise it directly with the relevant Educational Manager; or
 - (iii) Raise it with the employee representative who shall raise the matter with the most immediate Educational Manager.
- 3.1.5 If requested by the Educational Manager, the subject of the dispute shall be put in writing, so far as is reasonably practicable.
- 3.1.6 The matter shall be addressed as soon as possible either by way of an agreed resolution or by negotiating an agreed method and timeframe for proceeding.
- 3.1.7 If the matter is not resolved at this level the employee or employee representative should ask for it to be referred to the TAFE Institute Managing Director (or delegate) who shall arrange a conference to discuss the matter.
- 3.1.8 For matters that have not been resolved at the worksite level, or for matters beyond the worksite level, the following procedures shall be used:
- (a) The parties or their representatives should notify each other in writing of the name of their nominated representatives, if any, who would be responsible for seeking resolution to matters which cannot be resolved at the worksite.
 - (b) The employee representative(s) or the representative(s) of the other parties thus accredited will be the only person(s) entitled to make representations on behalf of the employee(s).

(c) The employer's representative(s) thus accredited will be responsible for dealing with matters raised by the employee representatives or other parties.

- 3.1.9 When a matter is referred to the TAFE Institute Managing Director (or delegate), a conference of the relevant parties shall be called to discuss the matter. When a matter is referred to an employee representative, that person shall refer it to the TAFE Institute Managing Director (or delegate) who shall call a conference as described.
- 3.1.10 The conference shall be commenced within 48 hours of the dispute or likely dispute having been referred to the TAFE Institute Managing Director (or delegate) or within such longer or shorter period as may be agreed by the parties.
- 3.1.11 At any stage in the procedure after consultation between the parties has taken place, in accordance with the procedure, either party may request, and be entitled to receive a response to its representations within a reasonable time, as may be agreed upon between the parties.
- 3.1.12 When a dispute is not resolved in accordance with this procedure, the matter may be referred to the IRCSA by any party to both the dispute and to this Award, for conciliation and if not resolved, for arbitration.
- 3.1.13 If there is undue delay on the part of any party in responding to the matter creating a dispute or likely dispute, the party complaining of the delay may take the matter to another level of the procedure if the party believes it is desirable to do so.
- 3.1.14 In the event of a party failing to observe this procedure, the other party may take such steps as determined necessary to resolve the matter.
- 3.1.15 This procedure will not restrict the employer or its representative(s) or a duly authorised official of a union or representative of an employee making representations to each other.

CLAUSE 3.2 NOTIFICATION OF CHANGE

OPDATE

- 3.2.1 Where the employer at a Departmental level has made a decision to introduce major changes in production, program, organisation, structure or technology that are likely to have significant effects on employees, the employer shall notify the employees who may be affected by the proposed changes and their union.
- 3.2.2 "Significant effects" include termination of employment; major changes in the composition, operation or size of the employer's workforce or in the skills required; the elimination or diminution of job opportunities, promotion opportunities or job tenure; the alteration of hours of work; the need for retraining or transfer of employees to other work or locations and the restructuring of jobs. Provided that where the safety net award makes provision for alteration of any of the matters referred to herein an alteration shall be deemed not to have a significant effect.
- 3.2.3 The employer shall discuss with the employees affected and their union or unions, among other things, the introduction of changes referred to in clause 3.2.1, the effects the changes are likely to have on employees, measures to avert or mitigate the adverse effects of such changes on employees and shall give prompt consideration to matters raised by the employees and/or their union(s) in relation to the changes.
- 3.2.4. The discussions shall commence as early as practicable after a decision has been made by the employer to make the changes referred to in clause 3.2.1.

- 3.2.5 For the purposes of such discussion the employer shall provide to the employees concerned and their union(s), all relevant information about the changes including the nature of the changes proposed; the expected effects of the changes on employees and any other matter likely to affect employees; provided that the employer shall not be required to disclose confidential information, the disclosure of which would be inimical to the employer's interests.
- 3.2.6 For the purpose of this clause discussion involves the sharing of information and the exchange of views between the employer and employee and genuine opportunity for employees to contribute effectively to the decision making process and a bona fide opportunity to influence the decision making. Consultative arrangements put in place will ensure that the employees and union will have the choice and opportunity to be involved in the discussion process.

CLAUSE 3.3 CONSULTATION IN TAFE INSTITUTES

OPDATE

- 3.3.1 In this clause, "consultation" and "consult" means the sharing of relevant information before a decision is made.
- 3.3.2 "Instruction and Assessment" has the same meaning as the expression in clause 5.1.1 of this Award.
- 3.3.3 TAFE Institutes will consult in good faith, not simply advise what has been done.

Local Consultation

- 3.3.4 A Managing Director of a TAFE Institute (or their delegate) must consult with Lecturers, Lecturer's Assistants and Educational Managers and their representatives on matters affecting them and their working conditions.
- 3.3.5 Within a reasonable time after this Award comes into force, workplace/work unit consultative groups must be established within each TAFE Institute for the purpose of facilitating consultation at a local level.

Institute Level Consultation in TAFE

- 3.3.6 On the date this Award comes into force, a standing committee for each TAFE Institute is established called the Institute Consultative Committee ("the ICC").
- 3.3.7 Each ICC shall be comprised of an equal number of nominees of an Institute's management and AEU representatives. Members of the ICC may appoint a proxy to attend meetings on their behalf.
- 3.3.8 The ICC will meet on a three monthly basis, or more frequently if requested by either group of representatives. The ICC will:
- (a) Act as a forum for consultation;
 - (b) Share information and exchange views;
 - (c) Consider solutions for matters of common interest; and
 - (d) Identify issues on which employees wish to be consulted.
- 3.3.9 The ICC will include a standing item on the meeting agenda of "TAFE - Workforce Development" in order to consider information on the current allocation of funds for the up-skilling of staff, identify workforce development opportunities aligned to both the Institute's strategic directions and organisational needs or other matters related to workplace development.

- 3.3.10 As far as possible, ICC meetings will be held outside the Instruction and Assessment time of AEU representatives, but where that is not possible for an AEU representative, the employer will fund the provision of relief from the Instruction and Assessment to enable the AEU representative to attend.
- 3.3.11 For the purposes of clause 7.14 of the safety net award, an AEU nominated representative on an ICC is entitled to two days paid time to undertake training relevant to their ICC duties.

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PART 4 – WAGES AND OTHER CONDITIONS OF EMPLOYMENT

CLAUSE 4.1 WAGES AND SALARIES

OPDATE

The wages and salaries payable to employees covered by this Award are specified in Schedule 1.

- 4.1.2 Where a person is engaged to work a number of hours, the hourly rate will be calculated based on the following formula: annual salary to be multiplied by 6 and divided by 313, that answer to be divided by 37.5.
- 4.1.3 The translation arrangements to the new integrated lecturer classification structure are set out in Schedule 1A.

CLAUSE 4.2 CLASSIFICATIONS

OPDATE

- 4.2.1 The role descriptor of a Lecturer in Levels 1-5, 6, 7 and 8 are set out in Schedule 2A.
- 4.2.2 The scope and complexity, indicative duties and key competencies for Lecturer Levels 1 to 6 are set out in Schedule 2B.
- 4.2.3 The annual teaching load, appointment or progression requirements and entry requirements for Lecturer Levels 1 to 8 are set out in Schedule 2C.
- 4.2.4 The process for the assessment of a Lecturer for the purposes of progression between Levels 1 to 6 is set out in Schedule 2D.

CLAUSE 4.3 HOURLY PAID INSTRUCTORS – VISITING SPECIALIST

OPDATE

- 4.3.1 Despite anything to the contrary in the TAFE Conditions of Employment Manual, an HPI may be engaged and paid the Class I HPI rate of pay if a TAFE Institute Managing Director (or delegate):
- (a) is satisfied that the instructor is a person of outstanding experience and/or ability and is only to be engaged to conduct short term classes or single lectures; and
 - (b) has given prior approval for the engagement at the Class I HPI rate of pay.

CLAUSE 4.4 HOURLY PAID INSTRUCTORS – MINIMUM CLASSIFICATION FOR INSTRUCTION AND ASSESSMENT

OPDATE

An HPI who undertakes instruction and assessment will be paid as a minimum, the Class III rate of pay for all hours so worked.

CLAUSE 4.5 NON-ATTENDANCE DAYS

OPDATE

Entitlement to non-attendance days

- 4.5.1 The annual entitlement to non-attendance days for lecturers is as follows:

Lecturer Level *Entitlement to non-attendance days*

1	19
2	23
3	29
4	29
5	29
6	29
7 (ASL 2)	29
8 (Principal Lecturer)	29

- 4.5.2 Educational Managers may be granted up to 10 non-attendance days in each Institute year on which days such officers will not be required to attend for duty in recognition of activities associated with their roles which are performed outside normal hours of duty.

Conversion of non-attendance days

- 4.5.3 A lecturer may apply to the Managing Director (or delegate) to convert up to 14 non-attendance days a year to duty time in return for a payment worked out in accordance with subclause 4.5.6
- 4.5.4 This initiative requires voluntary participation by employees and the opportunity to participate will be at the discretion of TAFE Institute Managing Directors.
- 4.5.5 To be eligible for a payment, a lecturer must convert a minimum of 5 non-attendance days, but above the minimum may convert single days up to the maximum of 14 days.
- 4.5.6 If the Managing Director (or delegate) grants a lecturer's application, the lecturer must, notwithstanding anything to the contrary in the safety net award, be paid for the converted days at a daily rate derived by the following formula:

$$A \times \frac{12}{313} \times 1.25 \times \frac{1}{10} = R$$

Where:

"A" is the annual salary at the applicable Lecturer step;

"R" is the daily rate payable for each converted day."

TAFE lecturers who do not deliver educational programs

- 4.5.7 A lecturer appointed on or after 1 December 1996 who is not required to perform Instruction and Assessment is entitled to up to 10 non-attendance days in any Institute Year.

CLAUSE 4.6 PAID MATERNITY AND ADOPTION LEAVE

OPDATE

- 4.6.1 An employee who applied for and was granted maternity leave or adoption leave commencing on or after the date of the Award will, in respect of the whole or part of leave occurring on or after the date of such operation, be entitled to the benefits provided by this clause as if this clause was in force at the time of having commenced to take such leave.
- 4.6.2 Subject to this clause, an employee, other than a casual employee, who has completed 12 months continuous service prior to the birth of the child, is entitled to 14 weeks paid maternity leave.

- 4.6.3 Subject to this clause, an employee, other than a casual employee, who has completed 12 months continuous service before taking custody of an adopted child is entitled to 14 weeks paid adoption leave.
- 4.6.4 The following conditions apply to an employee applying for paid maternity leave or paid adoption leave:
- (a) The total of paid and unpaid leave is not to exceed 52 weeks in relation to the employee's child. For the purpose of this clause, child includes children of a multiple birth/adoption.
 - (b) An employee will be entitled to 14 weeks paid maternity or adoption leave at full pay or 28 weeks at half pay, or any combination of full or half pay.
- 4.6.5 An employee will be entitled to take the paid maternity/adoption leave in two split periods within a 52 week period.
- 4.6.6 This leave will be paid at the employee's ordinary rate of pay (excluding allowances, penalties or other additional payments) from the date maternity/adoption leave commences.
- 4.6.7 The paid maternity/adoption leave is not to be extended by public holidays, rostered days off, programmed days off or any other leave falling within the period of paid leave.
- 4.6.8 Paid adoption leave may be taken concurrently by the employee and their spouse/partner where they are both employees to the aggregate period of 14 weeks at full pay or 28 weeks at half pay, or any combination of full or half pay.
- 4.6.9 Employees who have worked any period of less than full time in the preceding 12 months will have the same entitlements as full time employees on a pro rata basis according to the average number of hours worked during the immediately preceding 12 months (disregarding any periods of leave).
- 4.6.10 During periods of paid or unpaid maternity leave, sick leave with pay will not be granted for a normal period of absence for confinement. However, any illness arising from the incidence of the pregnancy may be covered by sick leave to the extent available, subject to the usual provisions relating to production of a medical certificate and the medical certificate indicates that that illness has arisen from the pregnancy.
- 4.6.11 Subject to clause 4.6.12 below, while a Lecturer, Lecturer's Assistant or Educational Manager is on paid or unpaid maternity leave or adoption leave in accordance with this clause, he or she may split the maternity or adoption leave between any period or periods of recreation leave and/or non-attendance days to which the employee is entitled during an Institute Year.
- 4.6.12 The employer will not be required to pay the employee for the period between the conclusion of the teaching year and the conclusion of the Institute year that follows the taking of such leave unless the employee has an entitlement to payment under some other provision of this Award, or under any other statutory, industrial or administrative instrument.
- 4.6.13 For the purpose of this clause, 12 months continuous service will be taken to include service for 12 months not interrupted by breaks in service of more than three months (excluding vacation periods). In the case of service prior to the commencement of this Award it shall also include:
- (a) Employment on a regular and systemic basis for several periods of employment for 12 months; or

- (b) Employment on a regular and systemic basis for an ongoing period of employment for 12 months.

CLAUSE 4.7 RETURN TO WORK ON A PART TIME BASIS

OPDATE

- 4.7.1 Subject to this clause, an employee is entitled to return to work after maternity or adoption leave on a part time basis until the child's second birthday at their substantive classification.
- 4.7.2 In the event that an employee is in a temporary contract position prior to maternity or adoption leave, the employee is entitled to work on a part time basis at the level of the temporary contract immediately preceding the maternity or adoption leave until the end of the employee's tenure/contract appointment or until the child's second birthday, whichever occurs first.
- 4.7.3 The following conditions apply to an employee applying to return on a part time basis:
- (a) The employee will provide the Chief Executive with such a request giving as much notice as possible but not less than 6 weeks (excluding vacation periods) prior to the date on which the employee's maternity or adoption leave is due to expire, and will provide to the Chief Executive such information as may reasonably be required, including the proportion of time sought, and the date of the relevant child's second birthday.
 - (b) As much notice as possible but not less than 6 weeks (excluding vacation periods) prior to the relevant child's second birthday, the employee will advise the Chief Executive whether the employee will revert to employment on a full time basis or seeks to continue to be employed on a part time basis so that adequate time is provided to make appropriate arrangements for the employee and any consequential vacancy at the site, where necessary.
 - (c) An employee's return to work part time will be on a non-discriminatory basis so as to operate in the same manner as any other employee returning from a period of leave.
- 4.7.4 This clause does not limit an employee's right to request parental leave on a part time basis until the child reaches school age, in accordance with clause 7.1.15 of the safety net award.

CLAUSE 4.8 SPECIAL LEAVE

OPDATE

- 4.8.1 Special leave is to be provided to employees in TAFE Institutes in accordance with "DFEEST Administrative Instruction AI/2007/11 Special Leave With and Without Pay" policy, or its successor.
- 4.8.2 DFEEST will genuinely consult with the AEU in relation to any proposed amendment of the policy.

CLAUSE 4.9 UNIONS

OPDATE

- 4.9.1 Union workplace representatives will be provided with reasonable access to means of communication and facilities for the purpose of undertaking union activities, provided that service delivery is not disrupted, computer network and campus security requirements are met and work requirements are not unduly affected.
- 4.9.2 Such facilities may include telephone, computers, access to union WebPages, email, photocopiers, facsimile machines, storage facilities, meeting rooms, notice boards and staff notices, subject to availability.

CLAUSE 4.10 SALARY PACKAGING

OPDATE

- 4.10.1 This clause applies for the period an employee enters into a Salary Sacrifice Agreement. A Salary Sacrifice Agreement (SSA) is the formal administrative instrument between the employer and the employee that enables salary packaging arrangements to be put in place.
- 4.10.2 Subject to this clause, the salary payable to an employee, or applicable to a position where the occupant elects to enter into a SSA, pursuant to this Award will be the salary payable under the SSA, notwithstanding any other provision in this Award.
- 4.10.3 Any entitlement to payment of overtime, leave loading or shift allowance will be based on the salary that would have been payable had the employee not entered into a SSA.
- 4.10.4 Where, on cessation of employment, the employer makes a payment in lieu of notice, or a payment in respect of accrued recreation or long service leave entitlements, the payment thereof shall be based on the salary that would have been payable had the employee not entered into a SSA.

CLAUSE 4.11 REDEPLOYMENT

OPDATE

- 4.11.1 The provisions concerning the redeployment of employees in TAFE Institutes will be in accordance with "DFEEST Administrative Instruction AI/2009/29 Redeployment" policy, or its successor.
- 4.11.2 DFEEST will genuinely consult with the AEU in relation to any proposed amendment of the policy.

CLAUSE 4.12 PROFESSIONAL DEVELOPMENT AND TRAINING

OPDATE

- 4.12.1 The employer will in every Institute Year 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's Assistants and Educational Managers.
- 4.12.2 A Lecturer, Lecturer's Assistant or Educational Manager may apply for funds from the monies reserved under clause 4.12.1 (whether as an individual or on behalf of workgroup) for purpose of undertaking professional development and training for the benefit of the employee or the employees of a workgroup. Activities which may be funded will be those arising out of the needs of individual employees and the workgroup defined professional development needs. Personal allocations will not 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.
- 4.12.3 The Managing Director of a TAFE Institute (or delegate) may approve an application from a Lecturer, Lecturer's Assistant or Educational Manager to pay the Higher Education Loan Programme (HELP) and/or other fees and charges of that employee in the event that the employee undertakes graduate or post graduate studies where there is an essential link to:
- Workgroup/Institute/DFEEST career pathways through an approved personal workforce development plan to meet organisational/industry direction/variation.
 - Ensuring compliance with Registered Training Organisation registration requirements.

- Career management changes for declared excess staff listed with the Career Management Unit.

4.12.4 A lecturer who is required to undertake the Certificate IV in Workplace Training and Assessment (or equivalent minimum qualification requirement) is entitled to have the costs of undertaking the Certificate IV in Workplace Training and Assessment (or equivalent minimum qualification requirement) met by the employer.

4.12.5 The employer may refuse to meet the costs under clause 4.12.4 if:

- (a) the Certificate IV or equivalent is not commenced within three months of appointment;
- (b) the Certificate IV or equivalent is not undertaken within DFEEST; or
- (c) the Lecturer is repeating a unit or subject in the Certificate IV or equivalent in which he or she is enrolled.

Hourly Paid Instructors: minimum required units

4.12.6 An Hourly Paid Instructor engaged under the TAFE Act is entitled to undertake in paid time the minimum units for the Certificate IV in Assessment and Workplace Training being:

- (a) Plan and organize Assessment;
- (b) Assess Competence;
- (c) Participate in Assessment Evaluation;
- (d) Or the equivalent units in any qualification update as determined by the Classification Committee.

4.12.7 When undertaking the units referred to in clause 4.12.6, payment shall be at Instructor Class V rate.

Hourly Paid Instructors: professional development and training

4.12.8 The provisions of clause 4.12.2 apply to an HPI employed under the TAFE Act provided the HPI:

- (a) was engaged for more than 400 hours per year in the previous 12 months; or
- (b) is engaged for 10 hours per week on a regular basis.

4.12.9 An HPI undertaking approved professional development shall be paid at the Instructor Class V rate for the professional development or training he or she undertakes.

Other professional development and training provisions

4.12.10 An employee undertaking an approved professional development or training activity is entitled to:

- (a) the benefit of clause 6.1.1.6 of the safety net award where officers are required to travel on official duties outside their programmed hours of duty; and
- (b) the provision, if relevant, of reasonable accommodation and meals, in accordance with the Commissioner for Public Employment's Standard (Commissioner's Standard 3.2).

4.12.11 An employee who is to undertake approved professional development or training is entitled to a reasonable period of release from their duties without loss of pay in order to undertake the professional development or training. The period may be negotiated between the employee and his or her line manager.

- 4.12.12 In the event of a dispute about a decision, discretion or entitlement referred to in this clause, the dispute resolution procedures in clause 3.1 will apply.
- 4.12.13 For the purposes of clause 4.12.2, the employee who applied on behalf of a workgroup or any employee member of that workgroup may utilize the dispute resolution procedures in clause 3.1 in the event of a dispute concerning that workgroup.

CLAUSE 4.13 EDUCATIONAL MANAGER

OPDATE

- 4.13.1 It is agreed that the current Educational Manager A (EMA) reporting relationship requirement in the Educational Manager structure in the safety net award is to be removed, operative from the first full pay period on or after the date that the Commission makes this Award.
- 4.13.2 Educational Managers may be appointed on a part-time basis.

PART 5 – REGULATION OF WORKLOAD

CLAUSE 5.1 INSTRUCTION AND ASSESSMENT

OPDATE

5.1.1 "Instruction and Assessment" means the delivery of instruction and training to students and the evaluation of students' skills and/or competency using one or more methodologies. Methodologies may include:

- Online activities;
- Project work (which may be TAFE SA, worksite or independent learning);
- Assessment/test;
- Industry Assessment;
- Class delivery;
- On job training;
- Distance Delivery;
- Video Conferencing;
- Recognition of Current Competency ("RCC"); and/or
- Recognition of Prior Learning ("RPL").

CLAUSE 5.2 SPAN OF HOURS FOR LECTURERS AND TIME LOADINGS

OPDATE

5.2.1 The normal span of hours for lecturers will be 7am- 6pm Monday to Friday.

5.2.2 Instruction and Assessment undertaken between 6pm - 10pm will attract a loading of 50% save and except where clause 5.2.6 applies.

5.2.3 Instruction and Assessment undertaken from 10pm - 7am will attract a loading of 100%.

5.2.4 Instruction and Assessment undertaken on Saturdays and Sundays will attract a loading of 100%.

5.2.5 The "loadings" referred to in this clause are time loadings and will not be converted to a monetary payment. The time loading will be taken as time off in lieu from non-contact hours in the semester in which the loading accrued.

5.2.6 Where a lecturer initiates a request to work scheduled Instruction and Assessment hours outside the normal span of hours (e.g. evening classes) due to family or personal reasons, and where such a request is acceded to by TAFE, the loadings in subclause 5.2.2 will not apply.

CLAUSE 5.3 ANNUALISED BENCHMARK HOURS OF INSTRUCTION AND ASSESSMENT

OPDATE

5.3.1 Annualised benchmark hours of Instruction and Assessment ("benchmark hours") will be established across all educational programs by use of a consultative process involving staff and managers from the relevant work group.

5.3.2 The benchmark hours are based upon the provision of educational programs to clients normally undertaken in 18 - 24 hours per week or 720-960 hours per Institute year.

5.3.3 The benchmark hours will be established with reference to preparation and other normal duties as well as Institute requirements.

5.3.4 Benchmark hours can be achieved flexibly allowing up to 60% (minimum 40%) of the benchmark hours to be delivered in either semester. Similarly, a 25% variation in scheduled hours of Instruction and Assessment in any week (18-24) would be the usual maximum increase.

CLAUSE 5.4 INDIVIDUAL WORKLOAD SCHEDULING

OPDATE

- 5.4.1 The allocation of Instruction and Assessment hours to an individual Lecturer ("the scheduled hours") will be done in consultation between the Educational Manager and the Lecturer concerned.
- 5.4.2 In order to avoid the allocation of excessive workload, the amount of work to be undertaken by the Lecturer in addition to the scheduled hours, including curriculum development work, the development of course materials, course coordination duties and participation in Quality Assurance Groups will be assessed and reflected in the allocation of scheduled hours.
- 5.4.3 Where the scheduled hours include Instruction and Assessment that is unable to be accurately predicted in advance ("work of uncertain duration") an estimate of the time taken for such work will be advised to the Lecturer. Work of uncertain duration may include workplace assessments and communications with students in e-learning courses.
- 5.4.4 In the event that work of uncertain duration proves to be consistently under or consistently over the initial estimate as set out in 5.4.3 above, the Lecturer or Educational Manager may initiate a review of the estimate for the purposes of ensuring that the scheduled hours of Instruction and Assessment reflect that which was determined in accordance with 5.4.2.
- 5.4.5 Evening classes should be scheduled so that, as far as possible, no Lecturer is required to perform more than one evening class per week, however a maximum of two evening classes per week may be allocated. Instruction and Assessment will not be scheduled on the morning following an evening class, unless by agreement between the Lecturer and the Educational Manager.

CLAUSE 5.5 UNSCHEDULED HOURS OF INSTRUCTION AND ASSESSMENT

OPDATE

- 5.5.1 A lecturer can refuse to perform unscheduled hours of Instruction and Assessment.
- 5.5.2 Where a lecturer agrees to perform unscheduled hours of Instruction and Assessment, a time loading of 100% will apply. The time loading will be taken from the lecturer's scheduled hours of Instruction and Assessment in the next fortnight of scheduled hours of Instruction and Assessment following the unscheduled hours being worked.

CLAUSE 5.6 LECTURER WORKLOAD GRIEVANCE PROCEDURE

OPDATE

- 5.6.1 The purpose of this procedure is to provide an avenue for the resolution of individual workload grievances arising from the operation of this Part, taking into account the circumstances of the Lecturer and the needs of the site. The parties to the Award will make every endeavour to facilitate the effective functioning of this procedure. This includes meeting at agreed times, within a reasonable time frame and providing relevant information.
- 5.6.2 In the first instance, the Lecturer will raise the grievance with the relevant Educational Manager. The Lecturer may be accompanied by a union workplace or other representative in discussions with the Educational Manager.

- 5.6.3 If the matter is not resolved it will be referred by the Lecturer to the Institute Director or his/her delegate. A meeting will be convened within 7 days of the date on which the matter was referred. The meeting is to be attended by the Lecturer, his/her representative, the Director or delegate and the Educational Manager. At the meeting or beforehand, the Lecturer will provide the relevant facts giving rise to the complaint and the remedy sought.
- 5.6.4 In considering the grievance under 5.6.3, the parties will have regard to the following factors:
- (a) Any risk to the Lecturer's health and safety arising from the lecturer's workload;
 - (b) The Lecturer's personal circumstances, including family and community responsibilities;
 - (c) The needs of the workgroup to which the Lecturer belongs;
 - (d) The nature of the role and level of responsibility of the Lecturer; and
 - (e) Any other relevant matter.
- 5.6.5 The purpose of the meeting is to resolve the grievance. This may involve identifying the appropriate steps to be taken and the timeframe in which such steps will be taken in order to resolve the grievance.
- 5.6.6 If the procedure set out above fails to resolve the grievance, either party may refer the matter to the IRCSA for conciliation or mediation, and if necessary, arbitration.

SCHEDULE 1 - WAGES AND SALARIES

OPDATE

<i>Classification</i>	<i>Step</i>	<i>Interim Increase 1st pp on or after 28.12.009</i>	<i>1st pp on or after 1.10.2009</i>	<i>New Structure 1st pp on or after 1.5.2010</i>	<i>1st pp on or after 1.10.2010</i>	<i>1st pp on or after 1.10.2011</i>	
Lecturer's Assistant	1	45,982	47,591		49,257	50,981	
	2	48,642	50,344		52,106	53,930	
	3	51,306	53,102		54,961	56,885	
	4	53,985	55,874		57,830	59,854	
	5	56,776	58,763		60,820	62,949	
Lecturer	1	51,465	53,266				
	2	54,121	56,015				
	3	56,776	58,763				
	4	59,428	61,508	Level 1	53,266	55,130	57,060
	5	62,089	64,262	Level 2	58,763	60,820	62,949
	6	64,743	67,009	Level 3	62,886	65,087	67,365
	7	67,397	69,756	Level 4	67,010	69,355	71,782
	8	70,988	73,473	Level 5	73,473	76,045	78,707
				Level 6	76,361	79,034	81,800
Advanced Skills Lecturer	1	76,558	79,238	(grand parented)	(82,011)	(84,881)	
	2	80,768	83,595	Level 7	86,521	89,549	
Principal Lecturer		85,346	88,333	Level 8	91,425	94,625	
Educational Manager A	1	80,294	83,104		86,013	89,023	
	2	90,506	93,674		96,953	100,346	
Educational Manager B		99,845	103,340		106,957	110,700	
Educational Manager C		106,912	110,654		114,527	118,535	
Hourly Paid Instructors							
HPI Class V		41.20	42.65		44.15	45.70	
HPI Class IV		52.95	54.80		56.70	58.70	
HPI Class III		64.35	66.60		68.95	71.35	
HPI Class II		84.30	87.25		90.30	93.45	
HPI Class I – Min		87.45	90.50		93.65	96.95	
– Max		124.55	128.90		133.40	138.10	
Invigilator							
1 hour exam		20.20	20.90		21.65	22.40	
2 hour exam		36.90	38.20		39.55	40.95	
3 hour exam		53.55	55.40		57.35	59.35	

SCHEDULE 1A - TRANSLATION TO INTEGRATED LECTURER CLASSIFICATION STRUCTURE

OPDATE

Lecturer's Assistant

S1A.1 A Lecturer's Assistant (LA) who chooses to translate to the Integrated Lecturer Classification Structure* will be classified at the following Level effective from the 1st pay period to commence on or after 1 October 2010:

<i>Existing Classification</i>	<i>New Level</i>
LA1	Level 1
LA2	Level 1
LA3	Level 1
LA4	Level 2
LA5	Level 2

*Existing LAs are able to choose to maintain their current classification and incremental progression

Lecturer classifications

S1A.2 Lecturers (increments 1-8), ASL 1 and 2 and Principal Lecturer classifications will translate to the Integrated Lecturer Classification Structure at the following Level effective from the 1st pay period to commence on or after 1 October 2010:

<i>Existing Increment/Classification</i>	<i>New Level</i>
1	Level 3
2	Level 3
3	Level 3
4	Level 3
5	Level 4
6	Level 4
7	Level 5
8	Level 5
ASL 1	Level 6
ASL 2	Level 7
Principal Lecturer	Level 8

S1A.3 Notwithstanding the translation of ASL 1 to Level 6 in the Integrated Lecturer Classification Structure, the duties performed by an ASL 1 employee as at the date of translation may be maintained.

SCHEDULE 2A - ROLE DESCRIPTORS FOR LECTURER LEVELS

OPDATE

Lecturer Level 1 to 5

The role of a TAFE SA Lecturer requires the performance of a range of educational duties, professional duties and activities relating to delivery, including but not limited to:

<i>Educational Duties</i>	<i>Professional Duties</i>	<i>Activities Related to Delivery</i>
<p>Educational duties involve:</p> <ul style="list-style-type: none"> • Delivery of quality student centred, collaborative education and training • Workplace training and assessment • Programmed tutorials • Recognition of Prior Learning (RPL) assessment <p>Delivery may also involve using a variety of learning environments, including but not limited to:</p> <ul style="list-style-type: none"> • Classrooms • Workshops • Industry • In the field • Community education • Offshore <p>Delivery strategies and methodologies include:</p> <ul style="list-style-type: none"> • Flexible delivery and distance education • A variety of appropriate delivery methods and assessment 	<ul style="list-style-type: none"> • Program advice to students and potential students • Specialist assistance to facilitate students' learning • Record keeping relating to students and resources • Development and maintenance of educational/training programs and learning resources (including training packages) • Implementation of new technologies and techniques • Identification of industry/community requirements in relation to delivery of programs • Participation in the conduct of training needs analysis and skills audits • Membership of committees and networking within the TAFE structure and industry • Undertake workforce development 	<p>Those activities that assist in the delivery of quality education and training within the TAFE SA Lecturer's own teaching program include:</p> <ul style="list-style-type: none"> • Planning • Preparation • Marking • Making professional decisions associated with the delivery and assessment of units within the Lecturer's own program • Maintenance of aids, teaching equipment • Evaluation • Quality assurance processes • Induction, coaching and mentoring of Hourly Paid Instructors

Lecturer Level 6

In addition to the role descriptor for a Lecturer Level 1 to 5, a Lecturer Level 6 will, on the basis of their demonstrated ability to utilise a higher order and a broader range of skills, provide leadership and guidance to other staff with whom they are involved.

Lecturer Level 7

The Lecturer Level 7 will, on the basis of their demonstrated ability to utilise a higher order and a broader range of skills, provide leadership and guidance to other staff with whom they are involved.

The Lecturers Level 7 will be expected to make a significant contribution to the development and implementation of new materials and delivery methods and the maintenance of educational standards, in addition to their on-going involvement in the development of teaching and related skills amongst other staff.

A Lecturer Level 7 may be required to undertake any combination of the following roles:

- Undertake a designated teaching role and model professional practice in a range of teaching methodologies
- Provide leadership in the relevant discipline
- Advise, through consultation with appropriate Educational Managers, on matters related to the effectiveness and quality of the program, and its delivery
- Accept responsibility for the implementation of new curricula/training packages
- Take responsibility for specific program initiatives
- Develop lecturing staff and support their on-going professional and career development
- Undertake discussions with staff and refer any professional development requirements to the Educational Manager
- Contribute to day-to-day workgroup operations
- Mentor lecturing staff for career development
- Undertake liaison with industry to monitor relevant trends in order to identify emerging opportunities
- Provide educational & vocational leadership

Positions at Lecturer Level 7 will be established by the Managing Director on the basis of the demonstrated need (as identified by the Institute Staffing Plan process or as a result of recommendations of a specific program management group) to provide educational leadership in a particular program area.

The positions will be filled by means of a merit-based selection process agreed between the employing authority and the AEU.

Qualifications:

Holds Bachelor of Education (Adult, Vocational and Workplace Learning) awarded by the University of South Australia, or educational qualifications deemed equivalent by the Classification Committee and qualifications in their field of expertise.

Lecturer Level 8

Lecturers at Level 8 take a leading role in the teaching function and are to be responsible for the on-going development and maintenance of the qualitative aspects of the educational program(s) with which they are associated.

Lecturers at Level 8 undertake a range of functions directly related to educational delivery, with particular emphasis on teaching in an area of expertise and higher level industry liaison on behalf of the Institute and/or program.

Lecturers at Level 8 take responsibility for the development and maintenance of relevant and appropriate educational practice and methodologies within a specific program area or across a range of program areas.

The functions of the Lecturer Level 8 will focus upon leadership and qualitative improvement in the educational program, and include the following:

- Undertake a designated teaching role and model professional practice in a range of teaching methodologies
- Lead a delivery team in innovative educational practices in a diverse range of learning environments
- Research, develop, monitor and evaluate delivery and assessment procedures and techniques
- Advise the most appropriate strategies to ensure that the program meets the established and emerging needs of students, industry, commerce and the community
- Take responsibility for specific program initiatives
- Develop lecturing staff and supporting their on-going professional and career development
- Undertake discussions with Lecturers and refer professional development requirements to the Educational Manager
- Lead the team in the day-to-day workgroup operations
- Provide leadership in program planning in line with strategic direction and identified industry workforce development needs
- Provide advice and professional assistance to students and other clients seeking access to a range of educational and training services
- Provide educational and vocational leadership in the Institute and across the TAFE SA system
- Accept responsibility for the implementation and evaluation of new curricula/training packages
- Monitor and evaluate program delivery
- Lead the process of induction, mentoring and supervision of Level 1 and 2 Lecturers

Positions at Lecturer Level 8 will be established by the Managing Director on the basis of the demonstrated need (as identified by the Institute Staffing Plan process or as a result of recommendations of a specific program management group) to provide educational leadership in a particular program area.

The positions will be filled by means of a merit-based selection process agreed between the employing authority and the AEU.

Qualifications:

Holds Bachelor of Education (Adult, Vocational and Workplace Learning) awarded by the University of South Australia, or educational qualifications deemed equivalent by the Classification Committee and qualifications in their field of expertise.

**SCHEDULE 2B -
SCOPE AND COMPLEXITY, INDICATIVE TASKS AND
KEY COMPETENCIES FOR LECTURER LEVELS 1 TO 6.**

OPDATE

Lecturer appointment and progression requirements - levels 1 to 6

A person holding teaching qualifications will be appointed, as a minimum, to Lecturer Level 3. A person holding formal qualifications in their field of expertise may be appointed at Lecturer Levels 3 to 6.

Progression through Lecturer Levels 1 to 6 is based on the following key competencies and appropriate qualifications being met as per Schedule 2C:

GENERIC LECTURER LEVEL DESCRIPTORS

<i>Level</i>	<i>Scope and complexity</i>	<i>Indicative activities</i>	<i>Key competencies for progression</i>
1	A lecturer who participates in a formal mentoring/ internship program.	<ul style="list-style-type: none"> • Delivery of education and training within an established program under supervision. • Operates within a formalised internship framework 	<p>To progress to Level 2 a Lecturer is able to:</p> <ul style="list-style-type: none"> • Deliver education and training and assess competencies using an established curriculum/ training package and existing teaching and learning resources with supervision • Participate as a member of a teaching team • Work within Institute policies, procedures and other legislated/regulatory requirements • Demonstrate knowledge of the AQTF.
2	A Lecturer with emerging skills who continues to participate in a formal mentoring/internship program.	<ul style="list-style-type: none"> • Delivery of education and training and assess competencies within an established program under supervision. • Operates within a formalised internship framework. 	<p>To progress to Level 3 a Lecturer is able to:</p> <ul style="list-style-type: none"> • Deliver education and training and assess competencies using an established curriculum/training package and existing teaching and learning resources with on-going mentor support • Assess against units of competency from the curriculum/training package in which the Lecturer delivers • Maintain accurate records of student progress and assessment in accordance with established policies and procedures • Plan and prepare learning materials. • Operate effectively within AQTF requirements.

<i>Level</i>	<i>Scope and complexity</i>	<i>Indicative activities</i>	<i>Key competencies for progression</i>
3	A Lecturer with developing skills in a range of duties and activities relating to delivery pursuant to the Lecturer Level 1 to 5 Role Descriptor.	<ul style="list-style-type: none"> • Delivery of education and training and assessment of competencies within an established program. Plans and prepares learning resources within AQTF requirements • Provide program advice to students and potential students. • Assists with the development of student learning plans to meet individual needs. • Participates with mentor support in training needs analysis and skill audit processes. • Maintain currency and knowledge in field of expertise. • Develop networks with key stakeholders including internal staff, community and industry. • Operate effectively within AQTF requirements. 	<p>To progress to Level 4 a Lecturer is able to:</p> <ul style="list-style-type: none"> • Deliver education training and assess competencies using curriculum/training packages • Use a variety of methodologies and learning environments • Develop and adapt teaching and assessment materials to support the delivery of training • Provide educational counseling in program area • Assist with training needs analysis and skill audit processes.
4	A Lecturer with skills in a range of duties and activities relating to delivery pursuant to the Lecturer 1 to 5 Role Descriptor.	<ul style="list-style-type: none"> • Delivery of education and training and assessment of competencies in a range of learning environments and using a range of methodologies and strategies • Evaluates and adapts teaching delivery and resources to meet student needs. • Assists with conducting training needs analysis and skill audit processes. • Provides educational counseling in program area. • Maintains professional currency and knowledge in field of expertise through interaction with key program stakeholders. • Coordinates agreed activities within a program. 	<p>To progress to Level 5 a Lecturer is able to:</p> <ul style="list-style-type: none"> • Deliver education, training and assess in a range of environments and using a range of methodologies. • Develop teaching, learning and assessment resources for curriculum/training package • Evaluate program delivery • Participate in training needs analysis and skills audits • Establish effective networks with key program stakeholders • Provide educational and vocational counselling to existing and potential students.

Level	Scope and complexity	Indicative activities	Key competencies for progression
5	A Lecturer with sound skills who is able to perform a range of educational duties, professional duties and activities relating to delivery pursuant to the Lecturer Level 1 to 5 Role Descriptor	<ul style="list-style-type: none"> • Delivery of education and training and use of assessment processes to meet the specific needs of a range of students. • Develops and evaluates educational delivery in area of expertise within organisational and AQTF requirements. • Provides support to team members in relation to educational and professional duties. • Develops and maintains teaching and learning resources in area of expertise. • Conducts training needs analysis and skills audits with mentor support. • Contributes in area of expertise as program representative on Institute committees. 	<p>To progress to Level 6 a Lecturer is able to:</p> <ul style="list-style-type: none"> • Model quality teaching and learning practice • Assist with the development and implementation of new curricula/training packages • Evaluate and recommend improvements to program delivery • Support team members by providing educational expertise in line with AQTF requirements • Contribute to Institute committees.
6	A Lecturer with a high order and broad range of skills who provides leadership and guidance to other staff with whom they are involved.	<ul style="list-style-type: none"> • Operates with a high degree of autonomy in a designated teaching role and models high quality professional educational practice within the team. • Utilises skills and knowledge to assist with the induction, supervision and mentoring of staff. • Monitors and identifies emerging staff development needs within the team and contributes to provision of staff development training in area of expertise. • Monitors the efficiency, effectiveness and quality of delivery within the team to assist with continuous improvement. • Participates as a member on Institute Committees. • Leads the implementation of new curricula/training packages within organisational and AQTF requirements. <p><i>(continued next page)</i></p>	<ul style="list-style-type: none"> • Operate in a designated teaching role with a high degree of autonomy and model high quality professional practice in a range of teaching and learning methodologies • Implement new curricula/training packages • Able to provide advice to the Educational Manager on the efficiency, effectiveness and quality of program and project delivery • Provide educational advice to the Educational Manager on emerging staff development needs within the teaching team.

<i>Level</i>	<i>Scope and complexity</i>	<i>Indicative activities</i>	<i>Key competencies for progression</i>
		<ul style="list-style-type: none">Provides educational leadership in the induction and mentoring of staff and assists in the identification of their developmental needs.	

DRAFT

**SCHEDULE 2C -
TEACHING LOAD, APPOINTMENT OR PROGRESSION REQUIREMENTS AND ENTRY
REQUIREMENTS FOR
LECTURER LEVELS 1 TO 8**

OPDATE

LECTURER LEVELS AND QUALIFICATIONS

<i>Level</i>	<i>Annual teaching load</i>	<i>Appointment or progression requirements</i>	<i>Entry requirements</i>
1	<p>Up to 65% of required workgroup contact hours. Time allocated to study, undertake duties associated with teaching and development of lesson plans, etc.</p> <p>Internship and Mentoring is a feature of this level.</p> <p>19 Non Attendance Days</p>	<p>Required to successfully complete a minimum of eight (8) Units from the Certificate IV in Training and Assessment, including six (6) nominated core Units.</p> <p>TAFE SA Lecturer Progression Report (HRB) signed by current Line Manager.</p>	<p>Experience relevant to the field (includes industry experience and/or HPI teaching in TAFE SA)</p>
2	<p>Up to 80% of required workgroup contact hours. Time allocated to study, undertake duties associated with teaching and development of lesson plans, etc.</p> <p>Internship and Mentoring is a feature of this level.</p> <p>23 Non Attendance Days</p>	<p>Progression to Level 3 requires:</p> <ul style="list-style-type: none"> • Certificate IV in Training and Assessment • Minimum of five (5) (Core) Units from the Diploma in Training and Assessment and/or relevant formal qualifications in field of expertise. • TAFE SA Lecturer Progression Report (HRB) signed by current Line Manager. 	<p>Eight (8) nominated units from the Certificate IV in Training and Assessment including the six (6) nominated Units from the Essential Skills Internship and Mentoring - Teaching and Learning in TAFE SA Program.</p>
3	<p>100% of required contact hours</p> <p>29 Non Attendance Days</p>	<p>Progression to Level 4 requires:</p> <ul style="list-style-type: none"> • Certificate IV in Training and Assessment • 10 Units Diploma in Training and Assessment (may include the five Core Units) • TAFE SA Lecturer Progression Report (HRB) signed by current Line Manager. <p>Appointment may occur with formal qualifications in field of expertise</p>	<p>Certificate IV in Training and Assessment</p> <p>Minimum of five (5) Core Units from the Diploma in Training and Assessment and/or relevant formal qualifications in field of expertise.</p>

Level	Annual teaching load	Appointment or progression requirements	Entry requirements
4	100% of required contact hours 29 Non Attendance Days	Progression to Level 5 requires: <ul style="list-style-type: none"> • Diploma in Training and Assessment or educational qualifications deemed equivalent by the Classification Committee. • TAFE SA Lecturer Progression Report (HRB) signed by current Line Manager. Appointment may occur with formal qualifications in field of expertise	Certificate IV in Training and Assessment Ten (10) Units from the Diploma in Training and Assessment and/or relevant formal qualifications in field of expertise.
5	100% of required contact hours 29 Non Attendance Days	Diploma in Training and Assessment or educational qualifications deemed equivalent by the Classification Committee. Progression to Level 6 requires: <ul style="list-style-type: none"> • TAFE SA Lecturer Progression Report (HRB) signed by current Line Manager. Appointment may occur with formal qualifications in field of expertise	Diploma in Training and Assessment or educational qualifications deemed equivalent by the Classification Committee and/or relevant formal qualifications in field of expertise
6	100% of required contact hours 29 Non Attendance Days	Diploma in Training and Assessment or educational qualifications deemed equivalent by the Classification Committee. Appointment may occur with formal qualifications in field of expertise	Diploma in Training and Assessment or educational qualifications deemed equivalent by the Classification Committee and/or relevant formal qualifications in field of expertise
7	100% of required contact hours 29 Non Attendance Days	Merit Based Selection Holds Bachelor of Education (Adult, Vocational and Workplace Learning), or educational qualifications deemed equivalent by the Classification Committee and qualifications in their field of expertise. Are highly skilled educational leaders who have acknowledged excellence in academic leadership and developing strategic directions.	Holds Bachelor of Education (Adult, Vocational and Workplace Learning), or educational qualifications deemed equivalent by the Classification Committee and qualifications in their field of expertise.

Level	Annual teaching load	Appointment or progression requirements	Entry requirements
8	<p>25% reduction of required contact hours per week for educational leadership duties where applicable.</p> <p>29 Non Attendance Days</p>	<p>Merit Based Selection</p> <p>Are highly skilled educational leaders who have acknowledged excellence in academic leadership and educational practice.</p> <p>Bachelor of Education (Adult, Vocational and Workplace Learning) or educational qualifications deemed equivalent by the Classification Committee.</p> <p>Industry sector qualifications and/or experience may be identified in the job and person specifications.</p>	<p>Bachelor of Education (Adult, Vocational and Workplace Learning) or educational qualifications deemed equivalent by the Classification Committee.</p>

Notes:

The Diploma of Training and Assessment is embedded within the Bachelor of Education (Adult, Vocational and Workplace Learning)

- I. Proposed Level 1 Units: Six nominated units from Certificate IV in Training and Assessment
 - a. Plan and Organise Assessment
 - b. Assess Competence
 - c. Participate in Assessment Evaluation
 - d. Or the equivalent units in any qualification update as determined by the Classification Committee
- II. Relevant Formal Qualification: Qualification must align to AQTF requirements for level of subjects taught within the workgroup and/or national minimum standards targeted by TAFE across Australia.

**SCHEDULE 2D -
PROCESS OF ASSESSMENT FOR PROGRESSION BETWEEN
LECTURER LEVELS 1 TO 6**

OPDATE

- S2D.1 Progression from Lecturer Level 1 through to Lecturer Level 6 requires the attainment of key competencies pursuant to Schedule 2B and qualifications as set out in Schedule 2C.
- S2D.2 Interviews to assess the attainment of key competencies and verify qualifications will be scheduled by the employer. The timing of such interviews will be based on the presumption of annual progression between Lecturer Levels.
- S2D.3 Progression to move to the next Lecturer Level will be approved if a lecturer attains the relevant key competencies and qualification as set out in Schedules 2B and 2C.
- S2D.4 A lecturer may initiate a process for accelerated progression at any time.
- S2D.5 Accelerated progression will be approved if a lecturer has attained the required key competencies and qualifications.
- S2D.6 In the event that a lecturer is not approved for progression or accelerated progression, the lecturer will be advised of the reasons why and what is required to be achieved by the lecturer in order to progress. A further interview will be scheduled at an agreed time.
- S2D.7 A lecturer aggrieved by a decision to refuse/defer progression can access the dispute settling procedure in clause 3.1 of this Award.

NOTE: The administrative procedures relating to this clause will be detailed in an *Administrative Instruction* that is agreed between the parties to this Award.