

# Academic Staff Professional Development Policy

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## 1. Purpose

This policy outlines Higher Education Leadership Institute’s (HELI) commitment to enhance student experience by continuously improving course delivery and assessment. HELI supports academic staff in undertaking regular professional development activities that foster teaching excellence, disciplinary currency, and scholarly engagement. The Institute recognises that professional development is essential for both institutional quality assurance and individual academic staff career advancement.

This policy should be read in conjunction with ECA’s Staff Development Policy.

## 2. Scope

This policy applies to all academic staff employed by HELI, including those employed on a continuing, fixed-term, fractional, and/or sessional basis. It aligns with the professional development requirements outlined in the *Higher Education Standards Framework (Threshold Standards) 2021* and HELI’s obligations under the *Education Services for Overseas Students Act 2000 (ESOS)* and the *National Code 2018*.

## 3. Definitions

Item	Definition
<i>Continuing staff</i>	Staff employed on an ongoing basis with no specified end date.
<i>Fixed-term staff</i>	Staff employed for a specific period with defined start and end dates.
<i>Fractional staff</i>	Part-time staff working at less than 1.0 full-time equivalent (FTE), either on continuing or fixed-term contracts.
<i>Line Manager</i>	The staff member's direct supervisor responsible for supporting and approving professional development activities.
<i>Sessional staff</i>	Staff employed on a casual basis.
<i>Professional development</i>	Activities aimed at enhancing professional knowledge, competence, skills, and effectiveness in fulfilling job responsibilities.

## 4. Principles of Professional Development

Aligned with Section 3.2 of the *Higher Education Standard Framework (Threshold Standards) 2021*, all academic staff must:

- hold an appropriate qualification in a relevant discipline;
- have skills in contemporary teaching, learning and assessment principles; and
- participate in continuing scholarship, research and development.

Therefore, engaging in ongoing development is considered an integral element of employment at HELI to extend the capabilities of academic staff, ensure currency of practice, and provide a high-quality learning experience for students.

Professional development at HELI is guided by the following principles:

- a) Professional development is an institutional priority and a shared responsibility between HELI and individual staff members.

- b) All academic staff are expected to engage in continuous professional development as part of their role, regardless of employment status.
- c) Professional development is a key component of the annual performance planning and review process.
- d) HELI commits to supporting staff in achieving their professional development goals through both financial and non-financial resources.
- e) Professional development should align with institutional priorities and individual career aspirations as outlined in HELI's Strategic Plan and Learning and Teaching Plan.
- f) Professional development encompasses both participation in development activities and the practical application of knowledge or skills gained.
- g) Access to professional development opportunities should be equitable and appropriate to staff roles and career stages.
- h) For disciplines requiring professional accreditation or industry currency, academic staff must maintain and regularly update their professional qualifications and registrations.
- i) An annual budget is allocated to support staff in undertaking professional development activities, with priority given to initiatives aligned with strategic plans.
- j) Fractional/sessional staff must complete a 12-month period of service before they become eligible for professional development entitlements.

## **5. Continuing Professional Development Procedure, Standards and Activities**

Continuing Professional Development (CPD) is a structured system allowing staff to actively identify, participate in, and monitor their professional development while maintaining flexibility to address individual needs. Sections 5.1 and 5.2 applies to continuing, fixed-term, and fractional staff.

### **5.1 Procedure**

#### **5.1.1 Planning**

As part of the annual performance planning and review process, staff will prepare a professional development plan with their Line Manager. This includes:

- at least one discipline-related and one learning and teaching-related goal; and
- proposed professional development activities to achieve these goals, with identification of necessary support (e.g., time, funding, mentoring).

#### **5.1.2 Operation**

Once agreed upon, staff members are responsible for engaging in the identified professional development activities throughout the year. Where specific resources have been agreed upon (e.g., time, funding, etc.), the Line Manager will ensure these are provided. If agreed resources become unavailable, the professional development plan will be revised accordingly through consultation between the staff member and Line Manager.

### **5.1.3 Recording**

Staff members must record their CPD activities in the *Professional Development Register* (accessed via the Staff Hub), including:

- date, name, type, and description;
- CPD hours claimed; and
- evidence of application (implementing, sharing, or practice).

For a CPD activity to count toward professional development requirements, the activity must be endorsed by the staff member's Line Manager.

### **5.1.4 Monitoring**

Staff members and their Line Managers will participate in discussions at least every six (6) months to monitor professional development and evaluate progress toward goals.

## **5.2 Standards**

### **5.2.1 Volume Requirements**

Full-time academic staff should complete at least 30 hours of professional development per year. Fractional staff should complete a pro-rata equivalent. To accommodate longer-term development commitments, a staff member and their Line Manager may agree to a plan allowing 60 hours over two (2) years with no annual minimum. The Dean (Academic) may approve further variations to meet individual circumstances.

### **5.2.2 Activity Requirements**

CPD comprises both participation in development activities and application of knowledge and skills gained. A suggested 15 hours should relate to discipline-specific development, and 15 hours should relate to higher education teaching. This balance may be achieved over a two-year period by agreement with the Line Manager.

### **5.2.3 Institutional Support**

HELI will provide at least 10 hours of teaching-related development annually. Staff may select which sessions to attend, unless designated as mandatory by the Dean (Academic).

### **5.2.3 Non-compliance**

Failure to meet the recommended CPD hours will be addressed during the annual performance review. Staff consistently not meeting CPD requirements may be subject to additional performance management measures.

## **5.3 Professional Development for Sessional Staff**

While sessional staff are primarily responsible for their own professional development, HELI recognises the valuable contribution sessional staff make to the student experience and is committed to supporting their development.

HELI will:

- Invite sessional staff to participate in all relevant professional development events organised by the Institute.
- Provide access to online learning resources and communities of practice.
- Offer a sessional staff orientation session.
- Consider remuneration for attendance at designated mandatory professional development activities.

Sessional staff are encouraged to engage in at least 10 hours of professional development annually, with activities relevant to both their discipline area and higher education teaching. Professional development activities should be recorded in the *Professional Development Register* (accessed via the Staff Hub).

Continued employment as a sessional staff member is dependent upon demonstrating a commitment to professional development.

#### 5.4 Recognised CPD Activities

Professional development can take many forms, therefore a wide range of activities can be considered as continuing professional development.

##### 5.4.1 External CPD Activities

Type	Description
Formal education	Undertaking formal classroom, online and short courses that usually involve some form of assessment. (e.g., Graduate Certificate in Learning and Teaching).
Recognised and structured training	Undertaking a course, workshop or training that does not form part of a formal award or accreditation process. May include non-assessed courses offered by educational institutions or professional bodies, or attendance at professional events such as professional network forums.
Conferences or seminars	Attending an external conference or seminar where the content relates to the staff member's career or profession.
Presentation of papers	Presenting at conferences, symposia and seminars where it extends the staff member's professional knowledge and capabilities. Preparation time is included in CPD hours.
Industry involvement	Participating in activities such as consulting services, industry partnership or supervision in research, industry site visits, or participation in industry committees.
Service to the profession (unit-specific discipline or the education discipline as a whole)	Refers to contribution or service to professional bodies. Activities may include being a member of a professional board or committee, participating in a professional forum, advisory board or special interest group, judging or assessing for professional excellence awards, acting as an assessor on a state or national accreditation committee, participating in mentorship programs organised by professional bodies, writing articles for professional or business magazines or

	journals, participation in research initiatives related to the profession, and the like.
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#### 5.4.2 Internal CPD Activities

Type	Description
Workshop or training session	Participating in internal training and development sessions or workshop organised by HELI (e.g., Canvas training webinar).
Forums or seminars	Attending HELI's Learning and Teaching Forums, Research and Scholarship Seminars, and Academic Matters Webinars.
Presentation of papers	Presenting at HELI's Learning and Teaching Forums, Research and Scholarship Seminars, and Academic Matters Webinars. Preparation time is included in CPD hours.
HELI committees and projects	Volunteering as a member of a committee (e.g., Learning and Teaching Committee, Research and Scholarship Committee, Course Advisory Committee), participating in curriculum development projects and benchmarking projects, and engaging with the relevant academic teams to embed skills development in courses/units and develop resources.

#### 5.4.3 Personal CPD Activities

Type	Description
Informal self-directed learning	Undertaking online training, webinars, reading professional books, journals or articles, participating in discussion groups, web forums, etc.
Developmental relationships	Learning through interaction with others, such as seeking guidance and feedback from colleagues, peer observation of teaching, and mentorship/mentoring.

## 6. Responsibilities

### 6.1 Institutional Responsibilities

The Dean (Academic), with the support of the Chief Executive Officer (CEO) and Line Managers, is responsible for implementing this policy, and:

- Reviewing and approving requests for professional development activities.
- Approving requests for financial support where appropriate and feasible.
- Ensuring adequate professional development opportunities are available to all academic staff.

### 6.2 Academic Staff Responsibilities

Each academic staff member is responsible for:

- Planning and completing professional development activities in consultation with their Line Manager.
- Ensuring selected activities effectively address their learning and development needs.
- Maintaining accurate records of all professional development activities in the *Professional Development Register*.

- Regularly reflecting on progress and revising plans as needed.
- Applying knowledge and skills gained to enhance their teaching practice and scholarship.

## 7. Related Documents

- Staff Induction Policy
- Academic Staff Qualifications and Equivalence Policy
- Academic Promotion Policy and Procedure for Higher Education
- Workforce Plan
- Strategic Plan
- Professional Development Register
- ECA Staff Development Policy

## 8. Related Legislation

- Tertiary Education Quality and Standards (TEQSA) Act 2011 (Cth)
- Higher Education Standards Framework (Threshold Standards) 2021
- Australian Qualifications Framework (AQF)
- Education Services for Overseas Students Act 2000
- The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (The National Code)
- Fair Work Act 2009
- Workplace Health and Safety Act 2011
- Privacy Act 1988 (Cth)

## 9. Version Control

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Version	Summary of changes	Approval date	Next review date
1.0	Document creation and initial approval	Board of Directors 21 January 2016	
1.1	Minor changes to better reflect new HE Standards Framework and to amend incorrect nomenclature	Board of Directors 2 November 2016	
2.0	Scheduled review	Board of Directors 12 September 2018	

2.1	Revised section 2.3 covering equivalent experience and qualifications to AQF+1 requirement for academic staff.	Board of Directors 24 June 2020	
2.2	CEO reviewed the policy and extended review date to 7 July 2024.	CEO 7 July 2023	
2.3	Referenced to Staff Induction Policy Included.	CEO 16 Nov 2023	
2.4	CEO reviewed the policy, minor job title changes and extended the review date to 7 December 2025	CEO 30 January 2025	
3.0	Harmonised policy across ECA Higher Education	Academic Board 6 June 2025	6 June 2027