

Professional Staff Professional Development Policy



Purpose/objective

The purpose of the Professional Staff Development Policy is to support professional staff to pursue their professional and career development as an integral element of their employment with Australasian Academy of Higher Education (AAHE).

Scope

This Policy applies to all professional staff of the AAHE.

Definitions

Professional staff	Non-teaching staff employed in continuing, fixed term or casual positions.
Professional development	Educational and development activities that extend and broaden the capabilities of professional staff in relation to their roles, responsibilities and career aspirations.
Capabilities	The combination of attributes, qualities, skills, knowledge and understanding of ethical principles that underpin the professional practices of employees and that enable a person to perform to a high standard in a given context and role.

Policy

- 1 AAHE is committed to providing professional staff with:
 - a) the opportunity to develop capabilities that contribute to AAHE's strategic priorities
 - b) the opportunity to develop a career plan and participate in career development activities that extend and enhance their opportunities for advancement within AAHE
 - c) equity of access to professional development.
- 2 AAHE managers are required to plan and prioritise the development needs of their staff in alignment with AAHE's strategic priorities. In doing so, AAHE managers and supervisors are expected to consider the principle of staff access and equity and to assess merit and achievement relative to opportunity in planning and determining professional and career development opportunities.
- 3 AAHE professional staff are required to participate in an annual performance review and planning process and to identify development activities that support their performance objectives and their professional and career development (see: Performance Management Policy).

- 4 The principles that underpin professional development at AAHE comprise:
 - a) the principle of merit relative to opportunity to determine equity of access to professional development programs, resources and support
 - b) the principle that responsibility for professional development is shared between employees, supervisors and managers for professional development relevant to their roles and responsibilities
 - c) the principle that training and development should meet the core requirements of AAHE's obligations and policies
 - d) the principle that performance planning and career development are the primary means of ensuring alignment between individual and corporate plans and priorities
 - e) the principle that employee participation, learning outcomes and the relevance of development programs should be reviewed on an ongoing basis.
- 5 AAHE professional staff and their supervisors should consider a range of professional development activities to enhance organisational and individual development and capabilities.
- 6 AAHE's annual budget will provide resources for professional development, including support for attendance at internal or external professional development courses and conferences, support for ongoing accredited education, study and exam leave, and study visits, all of which are subject to performance review and negotiation between the staff member and their supervisor.

Procedure

- 1 AAHE will provide an organisational induction program for all new employees to ensure access to:
 - a) Information on AAHE's:
 - Vision, Mission and Strategic Plan
 - Governance, statutory and policy framework
 - Teaching and Learning Plan
 - Student Support Framework
 - Organisational structure
 - Code of Conduct, and
 - Conditions of employment.
 - b) Support, development and training in the capabilities required for carrying out the duties related to the position.
- 2 In addition to organisational induction, a central component of AAHE's *Performance Management Policy* is planning and discussion of the employee's professional and career development. Each employee is to complete, in consultation with their supervisor, an annually revised professional development plan.
- 3 Supervisors share responsibility for ensuring the effective planning, support, monitoring and implementation of professional development plans. The relevant member of Executive Management must approve and support agreed individual development plans in line with AAHE's Strategic Plan and budget.

- 4 Each member of the full-time professional and part-time staff who hold at least a 0.6 fractional appointment will be provided with the opportunity to participate in an external staff development activity once every three years on the understanding that the activity is deemed by their supervisor to be relevant to the position held.
- 5 Staff development activities in addition to this may be supported if the activities have the approval of the staff member's supervisor.

Related documents and relevant legislation

Higher Education Standards Framework (Threshold Standards) 2021

Recruitment and Appointment Policy and Procedure

Performance Management Policy

Education Services for Overseas Students Act 2000 (legislation.gov.au)

National Code of Practice for Providers of Education and Training to Overseas Students 2018

Document information

Document owner: Academic Board

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1	Academic Board	18/5/21	1/10/23	

PROFESSIONAL STAFF PROFESSIONAL DEVELOPMENT PLAN

Briefly identify your career goals: (a) in the next 12-months, (b) next 2-years, and (c) beyond 2-years.

What skills do you need to develop in order to achieve these goals?

This year's activities to achieve your goals	How will you measure the success of these activities?	Activity details: Cost, Dates, etc