

PROFESSIONAL STAFF PROFESSIONAL DEVELOPMENT PROCEDURE

Approving Authority	Executive Management Team
Purpose	This procedure outlines the Professional Development procedure for all professional staff.
Responsible Officer	President and CEO and Head of Department
Next Scheduled Review	February 2031
Document Location	R:\Managers\OIHE\Policies
Associated documents	Human Resources Policy and Procedure (Manual) Records Management Policy and Procedure Professional Staff Professional Development Policy Strategic Plan

1. PRINCIPLES

Ozford Institute of Higher Education (hereafter referred to as “the Institute:”) encourages and supports staff professional development including participation in programs and scholarly activities to enable all staff to enhance their knowledge, skills and abilities. The Institute is committed to the continuing and equitable development of all staff as outlined in the *Strategic Plan*.

Professional development is key to the Institute’s efficient and effective operation and to the work, career and personal goals of staff enabling equity and assisting in retaining staff and workplace planning.

The Higher Education Standards Framework requires that staff with responsibilities for academic oversight and supervisory roles in higher education courses and units of study have the knowledge of contemporary developments in the discipline or field which is informed by continuous research and scholarship. It is also imperative that teaching and professional staff have skills in modern industry based teaching, learning and assessment principles appropriate for the discipline, modes of delivery, the needs of the student cohort, current systems and technology, legislation including the TEQSA Compliance frameworks. This policy is aimed at the capacity building of the Institute’s staff in these areas.

This procedure makes staff aware of their personal obligation to maintain their skills and pursue their professional development goals and sets out the roles of managers and supervisors at all levels in relation to encouraging and supporting professional development of staff.

2. SCOPE

This procedure applies to all governing board members, full-time, part-time, sessional/casual and contracted professional staff.

3. DEFINITIONS

Cultural safety

Cultural safety is the positive recognition and celebration of cultures. It is more than just the absence of racism or discrimination and more than ‘cultural awareness’ and ‘cultural sensitivity’. It empowers people and allows them to contribute and feel safe to be themselves.

External Professional Development

External professional development activities are professional development opportunities provided by or delivered by external organisations such as TEQSA, professional bodies or industry.

ESOS framework professional development obligations

The Education Services for Overseas Students Act 2000 (ESOS Act) sets out the legal framework governing delivery of education to international students in Australia on a student visa. Supporting the ESOS Act, the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) provides nationally consistent standards for the conduct of registered providers and the registration of their courses. The National Code Standard 6 requires that the Institute ensures that its staff members who interact directly with overseas students are aware of the Institute’s obligations under the ESOS framework and the potential implications for overseas students arising from the exercise of these obligations.

Formal Award Programs

Formal award programs refer to staff obtaining degrees, diplomas, certificates and other programs leading to a diploma or degree for the staff member.

Head of Department

The Head of Department will be one of the following:

- the President and CEO
- the Head of Marketing (currently the Director of Marketing & Student Recruitment)
- the Academic Dean
- the Director of Operations (Brisbane)

In-house Professional Development

In-house professional development activities are professional development opportunities made available to full-time and casual academic staff and may be delivered by internal or external professional development experts or involve self-directed learning.

Professional Development

Professional development refers to skills and knowledge developed in learning, teaching and scholarly activities.

Professional development occurs through a range of formal and informal work-related activities which may be self-directed or supported by the Institute.

Professional development encompasses:

- professional development programs provided by the Institute or other relevant organisations,
- attendance at conferences, seminars, short courses (internal or external) or workshops or the completion of accredited training and award programs;
- involvement in work integrated learning, industry placements, job exchanges and rotations, shadowing, networking, volunteering or working in relevant industry, ie. attending a workplace to experience the latest techniques, processes and resources or engaging with industry such as through discussions with employers or attending industry networking events;

- mentoring schemes (being mentored and acting as a mentor) or coaching as a participant or a coach, focused consultation with colleagues, obtaining and acting on feedback from students, clients and/or colleagues;
- critical reflection on practice and professional reading of professional and industry journals and subscriptions and membership with professional bodies and industry associations, staying informed about changes to technology relevant to delivery of education services and/or to industry or keeping up to date with changes to relevant legislation relevant to delivery of education services and/or to industry;
- action-learning groups, committees or working parties, communities of practice, membership of an Board or other committees and working groups.

Professional Staff

Professional Staff -means an employee employed in a capacity other than as an academic staff and includes employees engaged in clerical, administrative and technical work.

4. PROCEDURE

Staff obligations

- 4.1 All professional staff are expected to take an active role in their own on-going professional and career development including:
- proactively engaging in undertaking regular professional development to increase job skills, maintain currency of skills and knowledge and/or meet the changing needs of their role and the Institute,
 - completing all regulatory and legislative professional development identified for their role,
 - using self-reflection to identify competency gaps,
 - working with their supervisor to establish professional development opportunities,
 - making time for professional development in consultation with their supervisors,
 - proactively researching professional development opportunities,
 - seeking out and responding to feedback.
 - after attending professional development reporting about the activity and its benefits to support professional development of their team; and
 - seeking professional development from and providing professional development to other staff members within the Institute.
- 4.2 All staff and any person engaged in child connected work must meet all compliance and regulatory professional development requirements including the TEQSA Compliance Frameworks, PRISMs, Record keeping, and Reporting obligations.
- 4.3 All staff must maintain records of the professional development activities undertaken to meet their obligation to maintain and enhance their skills and capabilities relevant to their role and responsibilities with the Institute and to achieve their career aspirations.

- 4.4 As part of the Institute's staff performance and development review process, all staff must provide records of their professional development. If any qualifications have been completed, staff must provide certified evidence such as a certified academic transcript.

Institute obligations

- 4.5 The Head of Department will meet with staff informally and formally to encourage staff to undertake professional development activities and meet their obligation to maintain and enhance their skills and capabilities relevant to their role and responsibilities with the Institute and to achieve their career aspirations. This will be part of the staff performance and development review process.
- 4.6 As set out in the *Human Resources Policy and Procedure (Manual)*, all Institute staff will have the opportunity to engage with the Institute's staff performance and development review process. The Head of Department will support staff in identifying, developing and implementing cost-effective methods to meet their professional development needs.
- The Head of Department will confirm that staff have met their obligation to undertake professional development.
 - The Head of Department and staff member will evaluate the professional development undertaken.
 - The Head of Department and staff member will identify opportunities for future professional development. The opportunities will involve self-directed training and Institute supported training.
- 4.7 The Head of Department has responsibility for ensuring all staff undertake training to meet regulatory and legislative professional development requirements.
- 4.8 The Head of Department has responsibility for facilitating the transfer of, and use of skills introduced at professional development programs, by following up with staff members who attend professional development programs to assist with transfer of learning to the current job.

Institute Professional Development planning and delivery

- 4.9 The Heads of Department, will develop a plan setting out in-house training and opportunities for self-directed professional development and learning for a 12 month period.
- 4.10 The Heads of Department will network with colleagues at other higher education organisations to determine if there are opportunities to undertake training collectively. The President and CEO will approve any collective professional development activities.
- 4.11 The Heads of Department will develop and deliver a minimum of 2 in-house training sessions annually.
- The training session may be for all staff or for the academic staff or professional staff separately.
 - A proposed agenda will be developed that may involve internal or external presentations.
 - A costing will be prepared for the activity.
 - The President and CEO will review and approve the proposed activity.
- 4.12 The Heads of Department will invite all relevant staff to the session. Full-time staff are expected to attend a minimum of two in-house professional activities annually, and casual/sessional staff are expected to attend a minimum of one in-house activity annually.

- 4.13 The Heads of Department will ensure the inhouse activity includes training to meet legislative and professional requirements including the TEQSA Compliance Frameworks, PRISMs, Record keeping, and Reporting obligations.
- 4.14 The Institute's TEQSA Compliance Frameworks training will include:
- an overview of the TEQSA Compliance Frameworks
 - the Institute's policies and procedures that address the TEQSA Compliance Frameworks; and
 - staff obligations and requirements.
 - the potential implications for the Institute staff and overseas students arising from the ESOS Framework obligations.
- 4.15 All areas within the Institute may provide expert advice and/or deliver staff development activities to supplement employee development strategies.

Applying for Institute support of professional development or scholarship activities

- 4.16 Given the broad range of professional development options which are cost effective and easily accessible to staff, the Institute expects that professional development completed by staff will be self-directed.
- 4.17 The Head of Department will identify and publish professional development activities as they arise. These activities will align with the goals and priorities expressed in the Institute's Strategic Plan.
- 4.18 As set out in the *Staff Professional Development Policy*, staff may apply for support for their professional development activities. An application is made to the Head of Department either by using the Professional Development Application form (see Appendix 1) or by email setting out information about the proposed activity. The application should be accompanied by an estimated and itemised budget, information about the proposed activity including how the activity will meet the individual's professional development requirements and be of benefit to the Institute.
- 4.19 The Head of Department will review the application to confirm that it meets the eligibility criteria, is cost effective and the Institute's strategic needs:
- The Head of Department will make a recommendation to the President and CEO to approve the application, if the application meets the eligibility criteria, is cost effective and the Institute's strategic needs; or
 - The Head of Department will decline the application if it does not meet the eligibility criteria, is cost effective and the Institute's strategic needs. The Head of Department will advise the staff member and suggest an alternative activity that may achieve the same outcome that may be self-directed, more cost effective or more aligned to the Institute's strategic needs.
- 4.20 Where a recommendation is made by the Head of Department, the President and CEO will review the application against the eligibility criteria, is cost effective and the Institute's strategic needs:
- The President and CEO will approve the application if it meets the eligibility criteria, is cost effective and the Institute's strategic needs.
 - The President and CEO will decline the application unsuccessful, if the application does not meet the eligibility criteria, is cost effective and the Institute's strategic needs.
- 4.21 The Head of Department will notify the staff member of the outcome of the application.

- 4.22 Where the application is approved, the Head of Department will notify the Accounts team that the professional development activity has been approved, any leave that has been approved and the financial assistance that should be supplied.
- 4.23 On completion of the activity, the staff member will submit an application for reimbursement of the approved professional development costs to the Accounts team. For reimbursement of financial support, the staff member must submit all original receipts and a statement of expenses incurred. Any amount spent outside the pre-authorised amount will be borne by the staff member.

Reimbursement of Award costs on an individual's resignation

- 4.24 Where a staff member has received financial support for an award or qualification and does not continue employment with the Institute for a period of 12 months after receiving that support, the Head of Department will make a recommendation to the President and CEO whether or not the financial assistance should be repaid.
- 4.25 The President and CEO will consider the Head of Department's recommendation and decide whether or not the financial assistance should be repaid.
- 4.26 The Head of Department will notify the individual of the decision and instruct the Institute's Accounts team to either reimburse the Institute from the individual's final payment or make arrangements with individual for reimbursement of the cost.

Reporting

- 4.27 The Head of Department will provide a report to the Executive Management team that sets out:
- A report on the professional development activities undertaken by professional staff to meet their obligations.
 - Recommendations on improvements to the staff performance and development review process, the annual plan of professional development activities and the internal training supplied by the Institute.

5. QUALITY ASSURANCE

To ensure that this procedure is fit for purpose and meet the requirements of TEQSA Compliance Frameworks the procedure will be:

- 5.1 internally approved by the Executive Management Team on development or review;
- 5.2 externally reviewed as part of any independent review of the TEQSA Compliance Frameworks approved by the Governing Board;
- 5.3 internally reviewed by the Responsible Officer every five years from the date of approval (if not earlier); and
- 5.4 referenced to the applicable TEQSA Compliance Frameworks requirement(s) and/or other legislation/regulation.

6. FEEDBACK

Feedback or comments on this procedure is welcomed by the listed responsible officer of the Institute.

7. ACKNOWLEDGEMENT

This procedure was developed with reference to the following:

- RMIT University, *Professional Development Policy*, December 2013
- CQUniversity, *Staff Study Support Procedures*, December 2013
- Victoria University, *Professional Development Policy and Procedure*, 2018 ([Professional Development and Performance Planning Policy / Document / Victoria University Policy Library \(vu.edu.au\)](#))
- Charles Darwin University, *Professional Development Policy*, 2022 ([Professional Development Policy / Governance Document Library \(cdu.edu.au\)](#))

8. VERSION CONTROL

Version	Date approved	Description	Approved by
2.0	June 2018	Initial issue	EMT
3.0	August 2023	Internal Review The Professional Development (International) Procedure has been included in this procedure.	EMT
3.1	February 2026	Review to remove under 18 student obligations after change in policy	EMT
Related legislation/ regulation/standard	Tertiary Education Quality and Standards Act 2011 (Cth) Higher Education Standards Framework (Threshold Standards) 2021 (Cth) Education Services for Overseas Students Act (ESOS) 2000 (Cth) Education Services for Overseas Students Regulations 2019 (Cth) The National Code of Practice for Providers of Education and Training to Overseas Students 2018 Standards (Cth) Racial Discrimination Act 1975 (Cth) Sex Discrimination Act 1984 (Cth) Disability Discrimination Act 1992 (Cth) Disability Standards for Education 2005 (Cth) Australian Human Rights Commission Act 1986 (Cth) Workplace Gender Equality Act 2012 (Cth) Age Discrimination Act 2004 (Cth) Fair Work Act 2009 (Cth)		

Victorian Legislation

Accident Compensation (Occupational Health and Safety) Act 1996 (Vic)

Charter of Human Rights and Responsibilities Act 2006

Charter of Human Rights and Responsibilities (General) Regulations 2017

Competition and Consumer Act 2010 (Vic)

Compliance Code Psychological Health (Vic)

Crimes Act 1958 (Vic)

Disability Act 2006 (Vic)

Equal Opportunity Act 2010

Gender Equality Act 2020

Health Records Act 2001 (Vic),

Mental Health and Wellbeing Act 2022 (Vic)Occupational Health and Safety Act 2004 (Vic)

Occupational Health and Safety Act 2004

Occupational Health and Safety Regulations 2017 (Vic)

Occupational Health and Safety (Psychological Health) Regulations 2025 (Vic)

Privacy and Data Protection Act 2014 (Vic),

Racial and Religious Tolerance Act 2001 (VIC)

Spent Convictions Act 2021

Queensland

Anti-Discrimination Act 1991 (Qld)

Crime and Corruption Act 2001 (Qld)

Disability Services Act 2006 (Qld)

Domestic and Family Violence Protection Regulation 2023 (Qld)

Domestic and Family Violence Protection Rules 2014 (Qld)

Fair Work (Commonwealth Powers) and Other Provisions Act 2009 (Qld)

Health and Wellbeing Queensland Act 2019 (Qld)

Human Rights Act 2019 (Qld)

Human Rights Regulation 2020 (Qld)

Information Privacy Act 2009 (Qld)

Information Privacy Regulation 2025 (Qld)

Work Health and Safety Act 2011 (Qld)

Work Health and Safety Regulation 2011 (Qld)

Work Health and Safety and Other Legislation Amendment Act 2024 (Qld)

OZFORD

Institute of Higher Education

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Note. EMT = Executive Management Team.

Appendix 1: Professional Development Application Form

OZFORD Institute of Higher Education		Professional Development Application Form			
Staff Member Details					
Full Name:					
Position Title:					
Application Details					
Provide details of the award program, conference, seminar, professional body event, other professional development or scholarship activity (include dates of conference and country/city held)					
Expected outcomes from being involved in the award program, conference, seminar, professional body event, other. Include title of the paper and award and its benefits to improving teaching practice, disciplinary knowledge and engagement with scholarship					
Relationship of award program, conference, seminar, professional body event, other to current position and its value to the Institute					
Assistance Requested:					
Finance	Attach all details including course fees, conference fees, accommodation, travel and other expected expenses.				\$
Leave	PD leave(days/hours)		Annual (days/hours)		Total (days/hours)
Staff Member's Signature:					Date:
Recommendations / Comments					
Amount of financial assistance: \$					
Amount of Leave approved (days):					
Approved	Yes <input type="checkbox"/>		No <input type="checkbox"/>		

Signature	
Head of Department:	Date:
Signature	
President and CEO:	Date:
Signature	
Accounts Manager:	Date: