ACADEMIC STAFF PROFESSIONAL DEVELOPMENT PROCEDURE

Approving Authority	Executive Management Team
Purpose	This procedure outlines the Professional Development procedure for academic staff.
Responsible Officer	Academic Dean
Next Scheduled Review	**February 2031**
Document Location	R:\Managers\OIHE\Policies
Associated documents	Equivalence of Professional Experience And Academic Qualifications Policy
	Free Intellectual Enquiry in Learning and Teaching Policy
	Human Resources Policy and Procedure (Manual)
	Records Management Policy and Procedure
	Academic Staff Professional Development Policy
	Strategic Plan
	Learning and Teaching Plan

1.   PRINCIPLES

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.

Ozford Institute of Higher Education (hereafter referred to as "the Institute:) encourages and supports academic staff professional development and participation in scholarly activities to enable all staff to maintain and enhance their knowledge, skills and abilities, and deliver teaching and learning that engages with advanced knowledge and inquiry.

The TEQSA Compliance Frameworks requires that staff with responsibilities for academic oversight and those with teaching and supervisory roles in higher education courses and units of study have knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice.

The Institute's approach to scholarship is addressed in the Teaching and Learning Plan. The Institute is primarily a teaching institution and therefore has a focus on the scholarship of teaching.

The Institute's academic staff require knowledge and skills in the areas of 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.

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The Academic Staff Professional Development Policy and Procedure set out the roles of managers and supervisors, and the Institute, in relation to encouraging and supporting academic staff development and attainment of scholarship. They make academic staff aware of their personal obligation to maintain their knowledge and skills and pursue their professional development goals.

2. SCOPE

This procedure applies to all full-time, part-time, sessional/casual and contracted academic staff.

3. DEFINITIONS

Academic Staff

Academic Staff means all staff with academic leadership and oversight responsibilities, and all staff with teaching and/or supervisory roles in higher education courses and units of study.

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 the staff 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.

In-house Professional Development

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

Learning and Teaching-based Professional Development

Learning and Teaching-based Professional Development refers to those activities that develop the academic staff member's understanding of pedagogical issues and the underlying scholarship of teaching related to teaching higher education students.

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Professional Development

Professional development refers to learning activities for the purpose of developing, maintaining and enhancing professional knowledge, competence and skills. 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 Activities

Professional development activities include:

- In-house professional development and External professional development

- 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 Academic Board or other formal academic governance committees and working groups.

Scholarship

Scholarship refers to activities concerned with gaining new or improved understanding, or appreciation and insights into a field of knowledge, or keeping up to date with advances in the field. Scholarship advances knowledge or professional practice in a field or transmits advances through contemporary approaches to teaching and learning, or research and training.

Scholarly Activities

Scholarly activities include:

- peer reviewed scholarly output/publication/communication (e.g literature reviews, conference presentations, journal publications)

- scholarly review, original research or teaching practice that collectively contribute to course development

- synthesising and communicating advances in evidence-based practice (e.g. presentations/podcasts/feature articles on current knowledge, practice, or teaching and learning in a field)

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- teaching practice engaging the latest ideas, debates and issues (e.g. improved pedagogies, learning processes, curricula, academic policies and learning materials)

- contributions to relevant professional bodies or communities of practice (e.g. development of new standards, knowledge resources, codes of practice)

- active and ongoing involvement in relevant scholarly academic societies, editorial roles or peer review

- undertaking higher level qualifications that lead to scholarly activity, in particular higher degrees by research

- undertaking advanced specialised practice or scholarly secondments.

The following activities do not represent sufficient evidence of scholarship:

- personal or professional development activities that constitute lower-level training or are unrelated to the teaching role (e.g. undertaking a Moodle training session, attending an Emotional Intelligence training workshop, learning unrelated software, an unrelated research technique or taking a course in an unrelated field)

- membership on one or more academic governance committees

- dated or irrelevant scholarly activity (e.g. content or methods that are no longer employed in the field)

- unrelated research in disciplines/fields being taught (e.g. information systems teacher conducting research in art history)

- basic or routine practice that does not engage with advances in practice, or is unrelated to the discipline/field (e.g. an accountant preparing personal tax returns for individuals while teaching corporate finance or training in software use)

- involvement in professional/community groups or activities unrelated to the content or teaching methods of the discipline/field being taught (e.g. an engineering lecturer attending a literary discussion group)

- similar activities at a lower AQF level (e.g. teaching in a related field at a lower level)

- attendance at conferences or membership of a professional body.

4. PROCEDURE

Staff obligations

4.1 All academic staff are expected to take an active role in planning and undertaking 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,

- proactively engaging in ongoing scholarly, research and/or professional activity as relevant for their role,

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- using self-reflection to identify competency gaps,

- working with their supervisor to establish professional development and scholarship opportunities,

- making time for professional development and scholarship in consultation with their supervisors,

- proactively researching professional development and scholarship opportunities,

- seeking out and responding to feedback, including feedback on their teaching,

- after undertaking a professional development or scholarship activity 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 academic staff must meet all compliance and regulatory professional development requirements including the TEQSA Compliance Frameworks, Record keeping and Reporting obligations.

4.3   All academic staff must maintain records of the professional development and scholarly 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 or as otherwise requested by the Academic Dean, all academic staff must provide records of their professional development and scholarly activity. If any qualifications have been completed, staff must provide certified evidence such as a certified academic transcript.

4.5   The staff professional development and scholarly activities will be recorded in the Institute's electronic professional development register.

Institute obligations

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.

4.7   The Academic Dean will meet with staff informally and formally to encourage staff to undertake professional development and scholarly 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.

4.8   The Academic Dean will:

- support staff in identifying, developing and implementing cost-effective methods to meet their professional development and scholarship needs activities.

- confirm that staff have met their obligation to undertake professional development and scholarly activities.

4.9   The Academic Dean and the staff member will:

- identify opportunities for future professional development and scholarly activities. The opportunities may involve self-directed training and Institute supported training.

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- evaluate the professional development and scholarly activities undertaken.

4.10 The Academic Dean has responsibility for ensuring all academic staff undertake training to meet regulatory and legislative professional development requirements.

4.11 The Academic Dean 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

4.12 The Academic Dean, in consultation with 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.

4.13 The Academic Dean 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.

4.14 The Academic Dean will be responsible for the delivery of a minimum of 2 In-house Professional Development sessions annually.

- A session may be for all staff or for the academic 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.

4.15 The Academic Dean will invite all academic staff to the session. Full-time staff are expected to attend a minimum of two In-house Professional Development sessions annually, and other staff are expected to attend a minimum of one In-house Professional Development session annually.

4.16 The Academic Dean will ensure the In-house Professional Development sessions include training to meet legislative and professional requirements including the Threshold Standards, the ESOS framework, Child safety, Record keeping, Information sharing and Reporting obligations.

4.17 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.

4.18 The Institute's annual ESOS Framework training will include:

- an overview of the ESOS framework;

- the Institute's policies and procedures that address the ESOS framework;

- the potential implications for the Institute staff and overseas students arising from these obligations.

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4.19   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

4.20   Given the broad range of professional development and scholarly activity options which are cost effective and accessible to staff, the Institute expects that professional development and scholarly activity completed by staff will be primarily self-directed.

4.21   The Academic Dean will identify and publish professional development opportunities as they arise. These will align with the goals and priorities expressed in the Institute's **Strategic Plan.**

4.22   As set out in the **Academic Staff Professional Development Policy**, academic staff may apply for support for their professional development and scholarly activities.

4.23   An application is made to the Academic Dean 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.

4.24   The Academic Dean will review the application to confirm that it meets the eligibility criteria, is cost effective and aligns with the Institute's strategic needs:

- The Academic Dean will make a recommendation to the President and CEO to approve the application, if the application meets the eligibility criteria, is cost effective and aligns with the Institute's strategic needs; or

- The Academic Dean will decline the application if it does not meet the eligibility criteria, is cost effective and the Institute's strategic needs. The Academic Dean 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.

4.25   Where a recommendation is made by the Academic Dean, the President and CEO will review the application against the eligibility criteria, is cost effective and aligns with the Institute's strategic needs:

- The President and CEO will approve the application if it meets the eligibility criteria, is cost effective and aligns with the Institute's strategic needs

- The President and CEO will decline the application unsuccessful, if the application does not meet the eligibility criteria, is not cost effective or does not align with the Institute's strategic needs.

4.26   The Academic Dean will notify the staff member of the outcome of the application.

4.27   Where the application is approved, the Academic Dean will notify the Accounts team that the activity has been approved, any leave that has been approved and the financial assistance that should be supplied.

4.28   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.

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Reimbursement of Award costs on an individual's resignation

4.29   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 Academic Dean will make a recommendation to the President and CEO whether or not the financial assistance should be repaid.

4.30   The President and CEO will consider the Academic Dean's recommendation and decide whether or not the financial assistance should be repaid.

4.31   The Academic Dean 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

4.32   The Academic Dean will annually provide a report to the Academic Board that sets out:

- The scholarly activities undertaken by academic staff.

- Recommendations to enhance professional development and scholarship at the Institute.

4.33   The Academic Dean will annually provide a report to the Executive Management team that sets out:

- An annual plan of professional development activities for academic staff.

- A report on the professional development activities undertaken by academic 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.

4.34   The Executive Management team will annually provide a report to the Academic Board that sets out:

- An annual plan of professional development activities for academic staff.

- A report on the professional development activities undertaken by academic staff to meet their obligations.

5.   QUALITY ASSURANCE

To ensure that this procedure is fit for purpose and meet the requirements of the 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

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5.4   referenced to the applicable TEQSA Compliance Frameworks requirement9s) 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))

- TEQSA, Guidance note: Scholarship, Version 3.0, 2022 (Guidance note: Scholarship | Tertiary Education Quality and Standards Agency (teqsa.gov.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 merged into this Procedure.	EMT
3.1	February 2026	Internal Review to remove under 18 student obligations after change in policy and to reflect current processes.	EMT
Related legislation/ regulation/standard	Tertiary Education Quality and Standards Act 2011 Higher Education Standards Framework (Threshold Standards) 2021 Education Services for Overseas Students Act (ESOS) 2000 Education Services for Overseas Students Regulations 2019 The National Code of Practice for Providers of Education and Training to Overseas Students 2018 Standards		

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	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 (Clth)
	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 (Vic)
	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 (Vic)
	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)

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	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)

Note. EMT = Executive Management Team.

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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: $

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Amount of Leave approved (days):					
Approved	Yes	☐	No	☐	
Signature Head of Department:			Date:		
Signature President and CEO:			Date:		
Signature Accounts Manager:			Date:		

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