

# Professional Development Policy

Version number	2
Approved by	Corporate Governance Board; Academic Board
Date of approval	01/03/2018

## Purpose

Sydney Institute of Higher Education (SIHE) sees professional development activities as essential to a high-quality workforce that aims to be always improving outcomes for both staff and students. The continual development of staff skills and experience aids in staff retention, quality of program delivery, and SIHE's standing and reputation.

This *Professional Development Policy* outlines the principles underlying its approach to professional development and sets out the framework of planning and support staff members in undertaking professional development.

## Scope

This policy applies to all staff employed at SIHE.

## Principles

SIHE is committed to the ongoing improvement of staff performance in learning and teaching roles. SIHE expects all staff to actively engage in their own professional development and support colleagues in their efforts to improve.

Professional development activities are designed in accordance with the roles and responsibilities of staff members and build on their existing knowledge and skills.

Staff undergoing professional development is not necessarily in response to an identified deficiency in performance, or as a remedial measure. SIHE may look to enhance operations or expand into new areas, requiring new knowledge or skills in its staff, and positions may require backfilling or staff to be in acting roles temporarily.

Aside from professional development in response to specific identified needs, SIHE must support ongoing professional development in any case, both from a continuous improvement perspective, but also to allow staff internal opportunities to succeed at SIHE and thus increase the likelihood of high staff retention rates.

Academic staff members must engage in professional development to enhance their knowledge of current scholarship in the relevant field, and the quality of their learning and teaching practices.

SIHE views its approach to professional development as key to retaining excellent staff and ensuring that SIHE students receive the highest standard of education.

## Procedures

### *Performance Review*

All staff members at SIHE are required to attend annual performance reviews, during which they will:

- Review their own performance against goals set in the previous performance review
- Review student feedback results as they relate to the staff member's role at SIHE
- Receive feedback on their performance from their supervisor
- Provide feedback to their supervisor on relevant operations
- Suggest options for professional development activities in the next year
- Plan goals and professional development activities for the next year.

Regarding the performance review process, refer to the *Academic Staff Supervision and Performance Review Policy*.

### *Professional Development Activities*

Staff members will undertake professional development activities directly relevant to their roles at SIHE.

Academic staff members will engage in activities that expand their knowledge of current and emerging concepts in their field, and best practice in learning, teaching and assessment.

Staff may attend monthly professional development activities organised by SIHE, or they may request support to undertake formal professional development activities that they have identified, detailed in the table below.

The *Corporate Governance Board* has approved an appropriate annual budget to support professional development activities. Staff who wish to access this budget will need to put a proposal in writing and submit it to their supervisor.

Supervisors must make decisions in accordance with the limits of authority defined in the *Delegations Register*.

SIHE has identified a range of professional activities relevant to SIHE staff by responsibility type. Professional development can be formal or informal depending on the context and priorities of each staff member, their supervisors, and their functional work area. The examples described below are not exhaustive.

Staff type	Informal PD	Formal PD
Academic	<ul style="list-style-type: none"> <li>• Guest lecturing</li> <li>• Annual Planning Day</li> <li>• Academic Skills Workshops</li> <li>• Annual Research Presentation Night</li> </ul>	<ul style="list-style-type: none"> <li>• Support for attending academic conferences</li> <li>• Support for contributions to major industry meetings</li> </ul>

	<ul style="list-style-type: none"> <li>• Mentors for teaching, scholarship and research</li> <li>• Collaborating on a research project with senior colleagues</li> <li>• Internal teaching innovation planning days</li> <li>• Joining grant funding applications</li> <li>• Academic leadership, including mentoring, and sitting on academic committees and working groups</li> </ul>	<ul style="list-style-type: none"> <li>• Non-award workshops</li> <li>• For-award courses</li> <li>• Secondments</li> <li>• Study leave</li> <li>• In-kind contribution for developing grant applications</li> </ul>
Administrative	<ul style="list-style-type: none"> <li>• Mentorship</li> <li>• Temporary/acting roles</li> <li>• Contributing to committees and working groups</li> <li>• Invited response to policy changes</li> </ul>	<ul style="list-style-type: none"> <li>• For-award courses</li> <li>• Non-award workshops</li> <li>• Secondments</li> <li>• Study leave</li> <li>• Conference attendance support</li> </ul>
Support/ Technical	<ul style="list-style-type: none"> <li>• Mentorship</li> <li>• Temporary/acting roles</li> <li>• Contributing to committees and working groups</li> <li>• Invited input into technical cases for service/ facility improvements</li> </ul>	<ul style="list-style-type: none"> <li>• For-award courses</li> <li>• Non-award workshops</li> <li>• Secondments</li> <li>• Study leave</li> <li>• Appointment to strategic projects (eg: LMS, library resources, academic support)</li> </ul>
Managerial	<ul style="list-style-type: none"> <li>• Developing new business cases for additional services</li> <li>• Leading committees/working groups</li> <li>• Temporary/acting roles</li> <li>• Leading policy review processes</li> <li>• Organising internal staff planning days and forums</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership training</li> <li>• Support for external partnerships/ engagement</li> <li>• Responsibility for leading special/ strategic projects</li> <li>• Support for attending academic conferences</li> <li>• For-award courses</li> </ul>

## Policy Implementation and Monitoring

The *Corporate Governance Board* delegates responsibility for the day-to-day implementation of this policy to staff in supervisory positions, particularly senior managers.

## Definitions

**Academic Board:** the governing body responsible for academic matters, including teaching and learning, program approval, workforce planning, academic staff appointments, research and professional development, academic policies and procedures, overseeing student grievances and appeals processes. The *Academic Board* reports to the *Corporate Governance Board*.

**Academic staff:** staff employed at SIHE in teaching and learning or research capacity.

**Corporate Governance Board:** the governing body responsible for oversight of all higher education

operations, including the ongoing viability of the institution and the quality of its higher education delivery. The *Corporate Governance Board* guides Management and delegates responsibility for academic matters to the *Academic Board*.

**Dean:** the most senior member of academic staff at SIHE who is the principle point of contact between the *Corporate Governance Board*, the *Academic Board*, and academic staff.

**Non-academic staff:** staff employed at SIHE in an administrative, IT, marketing or support capacity.

**Professional development:** role-related learning and development opportunities that broaden the scope of an employee's professional capabilities in their role. Professional development may include formal activities such as academic courses, seminars, workshops, industry accreditation, or informal learning such as on-the-job training.

## Review schedule

This policy will be reviewed by the *Corporate Governance Board* every three years.









Version History				
Version number:	Approved by:	Approval date:	Revision notes:	Next review date:
1	Corporate Governance Board	05/02/2018		05/02/2021
2	Academic Board	01/03/2018		01/03/2021
2	Corporate Governance Board	26/03/2021	Review delayed till one year after commence operations owing to delayed start due to COVID-19	01/07/2023
2	Corporate Governance Board	30/09/2022	Standard review. No changes required.	01/03/2024

End of document: "Professional Development Policy"

Document ID: 8651, Revision No : (10), Created : January 6, 2020 12:39 pm, By : jasmine@sakipartners.com.au, Last updated : October 18, 2022 3:50 pm, Updated by : Pearl Rozenberg, Next Review by : Nigel, Pearl, Review Scheduled For : September 30, 2025

Produced & Printed : Wednesday 19th of October 2022 08:33:54 AM "Sydney Institute of Higher Education ABN 49 618 742 813 TEQSA PRV14323 CRICOS 03866C"

### Related Documents

		<a href="#">Academic Staff Supervision and Performance Review Policy</a>
		<a href="#">Workforce Policy</a>
		<a href="#">Delegations Register</a>
		<a href="#">Workforce Plan</a>