STAFF PROFESSIONAL DEVELOPMENT POLICY

Policy Code	HR04
Policy Lead	Academic Dean
Approving Authority	Board of Directors
Approval date	01 March 2024
Commencement date	08 March 2024
Next Review Date	March 2027
Version	2024.1
Relevant legislation or external requirements	Higher Education Standards Framework (Threshold Standards) 2021 (HESFs: 3.2.1, 3.2.3) Australian Qualifications Framework (AQF) Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) Policy on Core Plus model for regulatory assessments (TEQSA) Education Services for Overseas Students Act 2000 (Cth) (ESOS Act) Education Services for Overseas Students Regulations 2019 (Cth) (ESOS Regulations)
Related ASA Documents	Quality Assurance Framework Teaching and Learning Plan Scholarly Activity Policy Scholarly Activity Procedure Staff Professional Development Procedure Staff Performance Management Policy Staff Performance Management Procedure

1. Purpose

This Policy supports the commitment of Australian School of Accounting (**ASA**) to encouraging and supporting employees to actively pursue their professional development as an integral part of their employment.

This Policy has been developed to encourage participation in appropriate professional development opportunities and in recognition of the value of staff keeping current with recent advances or trends in their professional fields.

2. Scope

This Policy applies to all staff of ASA, including full-time and casual/part-time staff or contractor.

3. Principles

This Policy is informed by the principle that professional development for staff is:

1. critical to the overall quality profile of ASA as an organisation;

2. instrumental in the achievement of excellence in teaching, learning and research;

3. mutually beneficial for staff and management of ASA; and

4. a joint responsibility of individual staff members, supervisors and ASA.

4. Definitions

Term	Definition
academic staff	A member of staff appointed to undertake a teaching and/or research function at ASA.
formal award courses	courses that lead to a national qualification issued in the higher education sector and that are recognised under the Australian Qualifications Framework (AQF). Approved formal award courses must be relevant to the employee's current position or career and have significant value to both the individual and to ASA.
Non-academic Staff	A member of staff without an academic classification, appointed to support and facilitate teaching and/or research.
Professional Development	A range of formal and informal activities such as specialised training, formal education or advanced professional learning intended to improve or extend professional knowledge, competence, skill and effectiveness.
Scholarship	Activities that are concerned with gaining new or improved understanding, or appreciation and insights into a field of knowledge, or engaging with and keeping up to date with advances in the field.
short courses	courses of short duration that are normally from half a day to five days in length, run on consecutive days or over a period of time, offered by an external provider and which would not normally lead to a qualification under the AQF.

5. Policy Statement

ASA will identify organisational goals and priorities, and coordinate and implement a range of strategies to enhance and build the capacities, skills, and professionalism of employees, in order to enable them to contribute effectively to ASA's strategic goals. ASA is committed to providing employees with:

1. the opportunity to develop capabilities that complement the strategic goals and priorities of ASA;

2. equity of access to relevant staff development opportunities;

3. valid and appropriate avenues for career development; and

4. an annual budget to fund professional development activities for academic and non-academic employees.

Departments are required to plan and prioritise the development needs of their employees in alignment with ASA's strategic plan and organisational goals. Supervisors are expected to consider staff access and equity issues and to apply the principle of assessing merit or achievement relative to opportunity in planning and determining professional and career development opportunities. Employees are encouraged to take an active role in their own ongoing development and to apply their learning to its most effective use.

5.1 Types of Professional Development

Employees and their supervisors should consider a range of professional development activities to enhance organisational and individual development and capabilities.

For more details about the varieties of activities, including scholarly and professional activities, please refer to the *Scholarly Activity Procedure* and *Professional Development Procedure.*

5.2 Advantages of Professional Development

ASA recognises that professional development brings advantages such as:

1.   an improvement in staff performance;

2.   an enhanced capacity for staff to support both ASA and its students;

3.   opportunities to ensure the skills, knowledge and experience of staff are current and relevant; and

4.   maintenance and enhancement of staff morale, motivation and engagement.

6. Relevant HESFs

This Policy and the associated Procedure comply with Higher Education Standards Framework (2021) which specifies that:

Standard 3.2 Staffing […]

1.   The staffing complement for each course of study is sufficient to meet the educational, academic support and administrative needs of student cohorts undertaking the course. […]

3.   Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:

a.   knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice

b.   skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and

c.   a qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience. […]

7. Version Control

This Policy has been reviewed and approved by the Australian School of Accounting Board of Directors as at March 2024 and is reviewed every three years.

The Policy, with associated Procedure, are published and available on the Australian School of Accounting website https://www.asahe.edu.au/policies-and-forms/.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2024.1	Academic Dean	Updated policy to include HESF references, changes in regulatory compliances. Benchmarked against 5 other Higher Education Providers.	01/03/2024	08/03/2024
Previous version archived. New Policy code and numbering system implemented.				
2.0		Academic Board approval	14/07/2021	
1.0		Academic Board approval	08/12/2017	