

## STAFF PROFESSIONAL DEVELOPMENT PROCEDURE

<b>Policy Code</b>	HR04
<b>Policy Lead</b>	Academic Dean
<b>Approving Authority</b>	Board of Directors
<b>Approval date</b>	01 March 2024
<b>Commencement date</b>	08 March 2024
<b>Next Review Date</b>	March 2027
<b>Version</b>	2024.1
<b>Relevant legislation or external requirements</b>	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)
<b>Related ASA Documents</b>	Quality Assurance Framework Teaching and Learning Plan Scholarly Activity Policy Scholarly Activity Procedure Staff Professional Development Policy Staff Performance Management Policy Staff Performance Management Procedure

### 1. Purpose

This procedure outlines 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.

### 2. Scope

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

### 3. Support for Professional Development

ASA will allocate in the annual budget an amount to fund professional development activities for both academic and non-academic staff members. Professional development may be supported in any of the following ways:

1. approving leave to participate in professional development activities;
2. payment of, or a contribution towards, the cost of professional development activities undertaken externally. This includes the provision of workload allocation for all academic staff;
3. advising staff of available professional development activities; and/or
4. providing opportunities for individual development through acting in a higher position, institutional visits or on the job learning and mentoring by senior staff.

## 4. Responsibilities

The following highlights the responsibilities of the levels of each staff member.

### 4.1 Supervisors

It is incumbent on all staff supervisors to plan and prioritise the development needs of their staff, in alignment with the goals and direction of ASA. Supervisors have a responsibility to ensure the effective planning, support, monitoring and implementation of individual professional development plans. Please see the *Staff Performance Management Policy and Procedure* for the specific implications of this process for each staff member.

Supervisors must ensure equity of access for all employees when allocating resources for professional development. All Professional Development planning, costings and work implications must be raised with the CEO/Principal for approval.

### 4.2 General Staff

All staff are encouraged to take an active role in their own ongoing professional and career development and to apply their learning to its most effective use. It is incumbent for all staff, to articulate their specific goals and aims at the quarterly Performance Appraisal meetings.

### 4.3 Academic Staff

Academic staff are specifically required to undertake scholarly activity as part of their employment at ASA. See the *Scholarly Activity Policy and Procedure* for more details as regards the procedure and classifications of specific activities pertaining to Professional Development. The schedule of Performance Appraisal meetings will follow the same pattern as above.

### 4.4 Senior management

All senior management are responsible for submitting an annual Staff Development Report to the Academic Board for review and endorsement. The Academic Dean is responsible for implementing, monitoring and reporting on individual staff members' Professional Development Plans.

## 5. Individual Professional Development Plans

An important component of staff professional development is the planning and discussion of each staff member's professional development and career development opportunities. It is recommended that each staff member develops, in consultation with their supervisor, a professional development and learning plan. The staff member, with the support of their supervisor, will actively implement the professional development plan and summarise progress and outcomes of the plan during the staff members Annual Performance Review.

### 5.1 Academic Staff

Each academic staff member will have regularly scheduled *Performance Appraisal Meetings*. The meetings are provisionally scheduled as follows, with variation stemming from dates of appointment, probationary meetings etc;

Meeting Date	Function
July	Meeting to discuss the performance of the last year, relative to the previous years KPI's. Meeting to set the annual Professional Development Targets, and to identify budgetary and workload implications.

October	Quarterly progress check
December	Mid-year assessment and workload calibration
January	Quarterly progress check
April	Final progress check and budget setting for the following fiscal year

Sessional /casual academic staff should plan and discuss their professional development and scholarly program with the Academic Dean. Please see the *Academic Staff Portfolio and Activity Planner*, as well as the *Scholarly Activity Procedure*, for more details.

## 5.2 Non-academic Staff

Each non-academic staff member will have regularly scheduled *Performance Appraisal Meetings*. The meetings are provisionally scheduled as follows, with variation stemming from dates of appointment, probationary meetings etc;

Meeting Date	Function
Late May	Meeting to discuss the performance of the last year, relative to the previous year's KPI's. Meeting to set the annual Professional Development Targets, and to identify budgetary and workload implications.
January	Mid-year check to assess performance, identify gaps in performance, and to highlight areas where training and assistance might be required.

Each non-academic staff member will complete a *Staff Portfolio and Activity Planner* (see *Appendix 1*), for planning and reporting purposes. In the interests of inclusivity, and equity, ASA is to provide support and funding for all permanent as well as sessional /casual academic staff. This support is subject to approval from the CEO/Principal, and is subject to its continuing relevance to ASA, and the specific staff member.

## 6. Monitoring Professional Development

Professional Development will be monitored on an individual basis during the Annual Performance Review, as well as via the aforementioned Staff Performance Review and Development Meetings. In addition, an annual report detailing the professional development activity of all staff will be prepared by the Academic Dean and presented to the Academic Board. The report will include data on participation rates and outcomes of participation in and costs of professional development activities.

The Academic Board will provide a summary of professional development activity to the Board of Directors as part of its Annual Report.

### 6.1 Completion of Professional Development Activities

On the completion of any professional development activity, staff members are expected to complete any evaluation and information sharing activities that have been agreed and negotiated between the staff member and their manager. This may include but is not limited to:

1. copies of seminar programs, agenda, papers and the like;
2. discussion and feedback to colleagues;
3. conducting an internal development session for the benefit of other staff members;

4. an evaluation of the value and usefulness of the activity;
5. evidence of satisfactory progress for study leave; and
6. a report on the activity (For academics staff, this report will go under the Scholarly Activity and Professional Development section in the *Teaching and Learning Portal* on the Learning Management System.

## 7. Types of Professional Development

Professional development activities may include, but are not limited to:

1. in-house professional development activities and programs (e.g. orientation, induction and on- the-job training);
2. external professional development activities (e.g. industry-specific career development programs, committee memberships);
3. acting in a higher position (e.g. acting roles, research supervision);
4. research and/or project work;
5. attending workshops, training, seminars or conferences;
6. Work Integrated Learning involvement (e.g. job exchange or rotation, shadowing, mentoring, acting roles, critical reflection on practice, feedback loops from students and/or colleagues, career counselling);
7. scholarly activity, including approved formal award courses and short courses; and
8. curriculum development.

## 8. Professional Development Planning and Coordination

Key providers of internal professional development initiatives and activities for ASA staff will meet at least twice each year to:

1. discuss professional development needs and priorities;
2. review existing programs and activities;
3. identify new activities, programs and initiatives; and
4. discuss and coordinate plans for professional development activities, programs and initiatives for the next 6 months and beyond;
5. highlight budget planning implications.

Meetings will be convened by the CEO, Academic Dean and the Senior Management team and will include members of the organisation who are identified as key stakeholders, critical friends and potential contributors to the business of these meetings.

## 9. Version Control

This Procedure 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 Procedure, with associated policy, 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	

## Appendix 1

### Staff Portfolio and Activity Planner (YYYY)

Please provide detailed information below to demonstrate your professional experience, and professional context. Please use the template below to further illustrate your previous and current Professional Development Activity, as well as to articulate and further information, and your current aims and goal. We will use this information to inform our current practice, and budgeting for year-on-year Professional Development output.

<b>Resume Portfolio</b>	
<b>Staff Details</b>	
<b>Last Name</b>	
<b>Given Name</b>	
<b>Title</b>	
<b>Australian Residency Status</b>	
<b>Telephone Number</b>	
<b>Email Address</b>	
<b>Role Details</b>	
<b>Employment Type</b>	
<b>Position</b>	
<b>Date of Appointment</b>	
<b>Highest level of teaching</b>	
<b>Additional Details</b>	
<b>Qualifications (Year, Institution)</b>	
<b>Professional Memberships</b>	
<b>Awards</b>	

**Professional Development** - Professional development activities generally include being enrolled in formal courses, attendance in conferences, workshops and training sessions, publishing articles, as well as other skills specific, work-related activities. See *Staff Professional Development Policy and Procedure* for more details.

Professional Development Activity Portfolio (Insert Year)					
Date	Month	Activity	Relevance	Hours	ASA Support

**Other information** – Please use the space below to highlight any other information regarding your professional achievements.

**Annual Goals and Planning** – Please use the space below to articulate your short term, and long term goals, and how ASA can support you in the achievement of these goals.\