

## QF004 APIC Academic Staff Professional Development Policy

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## 1. Purpose

This Policy sets out the commitment of the Asia Pacific International College (APIC) to enhance the student experience by continuous improvement in course delivery and assessment through supporting academic staff members to undertake regular professional development activities. The College notes that professional development is also essential for academic staff career development, and APIC is committed to ensuring that academic staff teaching at the College retain currency of practice through regular professional development.

## 2. Scope

This Policy applies to all APIC academic staff, including those employed on a continuing, fixed-term, fractional, and/or sessional basis. This Policy reflects the Higher Education Standards Framework (Threshold Standards) 2015 and APIC's obligations under the Education Services for Overseas Students Act 2000, (ESOS) and the National Code, 2018.

## 3. Definitions

Item	Definition
<b>Academic Manager</b>	The senior academic to which the staff member reports for academic matters
<b>Continuing staff</b>	A staff member who is employed on an ongoing basis with no specified end date.
<b>Fixed-term staff</b>	A staff member who is employed for a specified period whose employment contract specifies both start and end dates for employment.
<b>Fractional staff</b>	A staff member who is regularly employed on a part-time basis at a full-time equivalent (FTE) proportion less than 1.0. May be continuing or fixed term.
<b>Professional development</b>	Activities including formal learning and development opportunities selected to enhance the staff member's professional knowledge, competence, skill, and effectiveness in performing their role and meeting their responsibilities.
<b>Sessional staff</b>	A staff member who is employed on a casual basis.

## 4. Principles of Professional Development (PD)

Section 3.2 of the Higher Education Standard Framework (Threshold Standards) states that all academic staff should:

- hold an appropriate qualification in a relevant discipline,
- have skills in contemporary teaching, learning and assessment principles, and
- participate in continuing scholarship, research and development.

Therefore, engaging in ongoing development is considered an integral element of employment at APIC in order to extend the capabilities of academic staff, ensure currency of practice, and provide a high-quality learning experience for students.

The principles that underpin professional development APIC are as follows:

- Professional development is a key component of the annual performance planning and review process for all academic staff (regardless of their employment status).
- APIC seeks to support all academic staff members to achieve their professional development goals.
- An annual budget is allocated to support staff to undertake professional development and scholarship activities.
- Priority will be given to those professional development activities that enhance and support APIC's Strategic and Learning and Teaching Plans.
- Academic staff on fractional/sessional contracts must complete a 12-month period of service before eligible for professional development entitlements.
- APIC requires that for those discipline areas where there is an expectation of professional accreditation, industry experience and/or require a combination of registration, industry or professional skills and/or qualifications, the academic staff maintains and regularly update their professional qualifications.
- Professional development comprises both participation in development activities and application of the knowledge or skills gained.

## 5. Continuing Professional Development Procedure, Standards and Activities

Continuing Professional Development (CPD) is a personalised, structured system allowing staff to actively identify, participate in, and monitor their professional development.

Sections 5.1 and 5.2 applies Continuing, Fixed Term and Fractional Staff

### 5.1 Procedure

#### 5.1.1 Planning

As part of the annual performance planning and review process staff members will prepare a developmental component for discussion with their Academic Manager. This component will include:

- development goals (at least one discipline related and at least one learning and teaching related) that support their professional and career development. Goals may be linked to improving an area identified in a previous evaluation or related to the staff member's new responsibilities or future career goals.
- a proposed CPD activity plan to achieve the performance goals and outline the potential support necessary for completion (time, financial resources, support from specific people, etc).

#### 5.1.2 Operation

Once agreed the responsibility for engaging in professional development activities throughout the year to meet their performance or development goals will be the responsibility of the staff member. Where specific resources are agreed (e.g. time, money etc) the Academic Manager will ensure they are provided.

In the event that the agreed resources are not available, the development plan will be revisited.

### 5.1.3 Recording

Staff members will record CPD activities undertaken in the central CPD register and include:

- Date of activity
- Activity name, description and type (e.g. discipline or learning and teaching related; internal or external)
- CPD hours claimed; and
- Evidence as to how the knowledge or skill has been implemented, applied or shared.

To be included in the staff member's professional development register, the volume and nature of the development activity must be endorsed by the staff members' Academic Manager.

### 5.1.4 Monitoring

Staff members and their academic Managers will participate in discussions at least every 6 months to evaluate progress towards goals, engagement in CPD activities and application of knowledge and skills gained.

The formal annual review of professional development activities will be considered in conjunction with the annual performance appraisal.

## 5.2 Standards

**5.2.1** Each full-time academic staff member must complete a minimum of 30 hours of professional development each 12 months. Staff members with fractional employment must complete a *prorata* amount. To accommodate longer term commitments to professional development, and by agreement with the Academic Manager, a development plan may be modified to allow 60 hours over two years with no annual minimum. The Dean Academic may approve further variations to meet individual circumstances.

**5.2.2** CPD comprises engagement with participation in an activity and application of the knowledge and skills gained. By agreement with the Academic Manager, demonstrated applications of the knowledge and skill gained may be credited on an hour for hour basis.

**5.2.3** CPD activities should be a combination of specific discipline and learning and development focussed on the profession of higher education teaching. A minimum of 15 hours of CPD activities should be discipline related and a minimum 15 hours should be profession of teaching related. To meet particular requirements, the annual mixture of types of professional development may be agreed between the staff member and the Academic Manager over a two-year period with no annual minimum, but the balance over the two-year period remains at 30 hours of each type.

**5.2.4** The College will provide a minimum of 10 hours of development opportunities in the profession of teaching per year. Staff may choose to attend these sessions unless a particular forum/workshop is designated by the Dean Academic as compulsory.

**5.2.5** Failure to meet the minimum requirements will be dealt with as part of the annual performance review.

### 5.3 Professional Development for Sessional Staff

Sessional staff are responsible for their own professional development. APIC will support the development by inviting sessional staff to participate in any APIC organised professional development event.

Sessional staff who wish to continue their employment with APIC must demonstrate their commitment to and application of professional development activities in both their discipline and in the profession of higher education teaching. The appropriateness of the nature and volume of activities will be assessed by Academic Managers at the point of engagement for a study period.

### 5.4 Types of activities recognised as Continuing Professional Development

Professional development can take many forms, and thus, a wide range of activities are recognised as continuing professional development. This includes (but is not limited to):

#### External CPD activities

Type	Description
1. Formal education	Formal classroom, online and short courses that usually involve some form of assessment. (e.g. Graduate Certificate in Learning and Teaching)
2. Recognised and structured training	A course, workshop or training that does not form part of a formal award or accreditation process. May include non-assessed courses offered by educational institutions or professional bodies, or attendance at professional events such as professional network forums.
3. Conferences or seminars	Attendance at an external conference or seminar where the content relates to the staff member's career or profession.
4. Presentation of papers	Presentation at conferences, symposia and seminars where it extends the staff member's professional knowledge and capabilities. Preparation time is included in CPD hours.
5. Industry involvement	Activities such as consulting services, industry partnership or supervision in research, industry site visits, or participation in industry committees.
6. Service to the profession (subject discipline or the education discipline)	Contribution or service related to professional bodies. Activities include being a member of a professional board or committee, participating in a professional forum, advisor board or special interest group, judging or assessing professional excellence awards, acting as an assessor on a state or national accreditation committee, participating in a professional bodies' mentor program, writing articles for professional or business magazines or journals, participation in research related to the profession.

## Internal CPD Activities

Type	Description
7. Workshop or training session	Participation in internal training and development sessions or workshop organised by APIC (e.g. Canvas training webinar).
8. Forums or seminars	Attendance at the APIC Learning and Teaching Forums, APIC Research and Scholarship Seminars and Academic Matters webinars.
9. Presentation of papers	Presentation at APIC Learning and Teaching Forums, APIC Research and Scholarship Seminars, and Academic Matters webinars. Preparation time is included in CPD hours.
10. APIC committees and projects	Volunteering as a member of an committee (e.g. Learning and Teaching Committee, Research and Scholarship Committee, Course Advisory Committee, Course Review Committee), participating in curriculum development projects, participating in benchmarking projects, engaging with Academic Enhancement team to embed skill development in courses/units and develop resources.

## Personal CPD Activities

Type	Description
11. Informal self-directed learning	Online training, webinars, reading professional books, journals or articles, participating in discussion groups, web forums, etc.
12. Developmental relationships	Learning through interaction with others, such as seeking guidance and feedback from colleagues, peer observation of teaching, and mentorship/mentoring.

## 6. Responsibilities

The Dean Academic, in conjunction with the Director of Academic Enhancement, Director of Digital Learning and Campus Academic Managers (Academic Management Team) has responsibility for implementing this Policy.

They are required to ensure that adequate professional development opportunities are available to all academic staff and are ultimately responsible for ensuring that staff appropriately participate in professional development activities. The academic management team will ensure that each academic staff member prepares an individual professional development plan annually for review with their line manager, including the review of the relevance of activities, resource requirements, outcomes, and alignment with the expectations outlined within this Policy.

Each academic staff member is responsible for developing and following their own professional development plans, with feedback from the academic management team. Each academic staff member is also responsible

for ensuring that their professional development plan<sup>1</sup> is submitted to their line-manager when finalised, and for updating their professional development activities in the APIC Academic Staff Professional Development Register.

## 7. Related Documents

- APIC Academic Governance Charter

## 8. Relevant Legislation

- Tertiary Education Quality and Standards (TEQSA) Act 2011 (Cth);
- Higher Education Standards Framework (Threshold Standards) 2021;

## 9. Version Control

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<sup>1</sup> An Academic Staff Professional Development Plan template is provided separately.