

## CHS Professional Development Policy and Procedure

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## 1. Purpose

The purpose of professional development activities is to enhance work and personal performance, organisational outcomes, effective teamwork and collaboration and overall career development. This Policy provides the framework for professional development endeavours for all staff members working in the College.

The College is committed to the continuing and equitable development of staff members to facilitate the achievement of the College's goals to provide exceptional educational experiences to its students and opportunities for development and career advancement of staff. It recognises the key role of professional development in achieving this. It also recognises the key role that professional development plays in enabling gender equity and staff retention and engagement.

In the case of academic staff, the professional development process is to encourage staff to commit to scholarship and embrace the College's ethos of learning and engagement with advanced bodies of knowledge as fundamental to achieving CHS's mission and academic goals.

## 2. Scope

This Policy applies to all staff working within the College, whether full time, contracted or as a casual employee. The CEO is responsible for the implementation of this policy.

## 3. Definitions

**Professional Development** - An approach to career and professional development to ensure that staff maintain currency in knowledge and capability to perform their role effectively, personally develop, adapt to change and assist in developing others and maximise future career opportunities.

**Professional Development Activities** – Any formal or informal activity that provides an opportunity for personal development including:

- **Attending:** Conferences, workshops, lectures, seminars, or short courses (internal or external)
- **Participating in:** Secondments, committees or working groups, professional bodies, industry placements, mentoring, coaching, or enrolling in courses or programs
- **Formal Study:** Studies for formal higher education programs at undergraduate or postgraduate level, including research activities
- **Research:** Publishing in peer reviewed journals, publishing a book, obtaining a research grant
- **External Engagement:** membership of external committees, working parties, special interest groups or professional associations, volunteering

## 4. Policy Statements

### 4.1 Context

CHS is committed to the continuous development of all staff to increase capability in teaching and learning knowledge and skills, mastery of field, teamwork and collaboration and to achieve academic excellence. Individual activities should benefit the individual staff member and the College by enhancing the skill base of the relevant work unit. Staff, through annual performance planning will work with their managers/supervisors to ensure that identified activities are consistent with priorities and requirements of the immediate work unit and the College. As a general principle, approval of professional development activities should not impact on service to students or compromise the quality or effectiveness of College programs.

#### **4.2 Alignment with the College Strategic Plan**

Professional development planning aligns with the College's overall Strategic Plan. The plan reflects current and future needs of both the individual staff member and the College, and provides support for personal and career development as well as adapting to change and role modifications.

#### **4.3 Participation**

The College encourages all staff to participate in regularly scheduled professional development activities as advised by their supervisors, some of which may be mandatory, e.g. in cases of changes in external legislation or College policy. Activities around technology or organisational change may also be required from time to time.

Participation by staff in discretionary learning/ development activities are normally aligned with their Professional Development Plan (PDP). Consent to attend discretionary activities must be provided by the manager, or for conferences, the Dean Academic and if the applicant is the Dean Academic, the CEO.

#### **4.4 Responsibility**

Supervisors will meet confidentially with each staff member to agree on a set of KPIs that will be the basis for biannual performance review. The staff member may also be asked to complete a number of essential training and professional development activities. The individual staff member is responsible for completing the required training and PD activities. He or she should also seek approval for attending the approved training and professional development activities. However, the College expects staff members to collaborate with peers and colleagues to share expertise/ experience as applicable as a routine part of their job. Managers should coach and encourage staff members to identify suitable development opportunities based on their agreed professional development plan.

The Institution has a responsibility to ensure staff members have the capacity to fulfil their roles and responsibilities. This means:

- a. Providing a timetable of professional development activities to all staff to allow managers to provide consent and plan for staff attendance based on work unit capacity/ workload;
- b. Providing resources for learning and development activities;
- c. Coordinating learning and development internally in the College; and
- d. Seeking external opportunities for specific skill development required by staff to fulfil their roles effectively.

## **5. Procedure**

### **5.1 Utilising College Staff for Professional Development**

It is preferable, when possible, that professional development activities are facilitated by staff members of the College or via the activities organised within the ECA Group where appropriate.

### **5.2 Confidentiality**

Participants and facilitators of professional development activities will, at all times maintain the confidentiality of information shared, and personal privacy of attendees at all times. Attendees should be notified if information shared during development sessions is to be shared with anyone not in attendance. (Refer to the College's HR Manual for appropriate workplace behaviour and to the Privacy Policy for more information.)

### **5.3 Induction and Orientation**

All new staff members, including casual and sessional staff, must complete an induction and orientation process on commencement with the College. Select orientation modules/ activities may be completed in workshop format (for a group) or individually or completed on the College's LMS (Canvas) around important policies and legislation in addition to a personal orientation to the workplace and colleagues. All new staff members are required to familiarise themselves with College policies and procedures, and be conversant with those that are applicable to their role.

As part of the induction of the academic staff the Dean Academic or the Course Coordinator will meet privately with each academic staff member to agree on a set of KPIs and professional development activities that will be the basis for biannual performance review. The KPIs will include the feedback provided by students through the end of semester Student Experience Questionnaire, with respect to units in which they were teaching.

### **5.4 Funding of Professional Development Activities**

In general, regular development activities will be organised by the College's Director of Human Resources based on interest, staff development priorities and the College's strategic direction. However, there are funds to support undertaking external development activities, and these should be discussed with your manager.

### **5.5 Career and Professional Development Plans**

Staff members should meet biannually with their manager to develop and review performance based on agreed KPIs and review professional development activities planned.

### **5.6 Completion of Professional Development Activities**

Upon the completion of any professional development activity, staff members are expected to complete an 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:

- a. Copies of activity resources (e.g. seminar programs, agenda, resources and PPTs)
- b. Presentation, discussion and feedback to colleagues
- c. Facilitation of an internal development session

## **5.7 Management Training**

Staff that manage or supervise others will be required to undertake mandatory training and development on team leadership, communication skills, conflict resolution and equal opportunities, in addition to other pertinent policies. These activities will be conducted by suitable personnel appointed/ contracted by the Director of Human Resources.

## **5.8 Time Release to Attend Professional Development Activities**

Staff members will be entitled to time release from duties to attend relevant professional development activities as identified through their PDPs and as approved by their managers.

## **5.9 Study Leave**

Staff members wishing to undertake an approved short course of study (normally 2 to 3 days) directly related to their work are eligible to apply for study leave. The course must be approved, prior to enrolment, by the managers as relevant to the staff member's agreed PDP.

## **5.10 Professional Development Planning and Coordination**

Relevant staff will meet bi-annually to:

- a. review existing programs and activities
- b. discuss professional development needs and priorities
- c. identify new activities, programs and initiatives
- d. discuss and coordinate plans for professional development activities, programs and initiatives for the next 12 months

Meetings will be convened by the Director of Human Resources and will include staff of the College who are identified as managers or key stakeholders.

# **6. Related Documents**

- CHS HR Manual
- CHS Academic Titles, Appointments and Promotions Policy
- CHS Delegation Policy and Schedule
- CHS Privacy Policy
- CHS Workforce Plan
- CHS Strategic Plan

# **7. Related Legislations**

- The Fairwork Act 2009

- Workplace Health and Safety Act 2013
- Privacy Act, 1988
- Equal Opportunity Act, 2010
- Higher Education Standards Framework 2015
- The National Code 2018

## 8. Professional Development Plan Template

Position:

Name:

Performance Objectives 2020 – 2021

Overall Performance Objectives
<ol style="list-style-type: none"> <li>1. KPI One</li> <li>2. KPI Two</li> <li>3. KPI Three</li> <li>4. KPI Four</li> <li>5. KPI Five</li> </ol>

Performance Objective		
<b>1.</b>	<b>Outcome / Target</b>	<b>Status</b>
1.1		
1.2		
1.3		
Performance Objective		
<b>2.</b>	<b>Outcome / Target</b>	<b>Status</b>
2.		
2.2		
2.3		

Performance Objective		
<b>3.</b>	<b>Outcome / Target</b>	<b>Status</b>
3.1		
3.2		
3.3		
3.3		



**PROFESIONAL DEVELOPMENT REQUIRED**

Description of PD Activity	Target Competency	Achieved Competency	Semester and Year	Duration	Estimated Hrs	Estimated \$	Review Date	Mentors

**ACKNOWLEDGEMENT**

I acknowledge that these are my Key Performance Indicators for **2020-21** and that I will be assessed on my performance in a mid-year and end-of-year review.

Name:

Position:

Signature

Date