


POLICY AND PROCEDURE		
<p>Ref. to Legislative Frameworks:</p> <p>HESF2021: Standard 3.2 & 6.2</p> <p>SRTO2015: Standard 1.13-1.16 & 8.5</p> <p>National Code 2018: Standard 11.2.5</p>	Staff Professional Development	
Version: 3.1	<p>Procedure Owner: Chief Executive Officer (CEO)</p>	<p>Issued on: 19/02/2018 Review by: 15/02/2025</p>

Revision History

Current Version	Description of Change	Procedure Developer	Effective Date
3.1	<p>Policy and Procedure integrated into one document and updated to:</p> <ul style="list-style-type: none"> • reflect HESF 2021 • replace non-gender-neutral words • remove version numbers in the Reference Table 	Chief Executive Officer	15/02/2023
3.0	Professional development for non-academic positions.	Chief Executive Officer	19/02/2018
2.2	<p>Updated regulatory standards, i.e. the National Code 2018</p> <p>Separated the policy and procedure into two documents</p> <p>Conducted general editing</p>	<p>HR Manager</p> <p>Quality Assurance Support Officer</p>	20/11/2017

PURPOSE

This document describes the principles of staff development for new and existing staff at Academies Australasia Polytechnic (AAPoly).

POLICY STATEMENT

AAPoly recognizes the importance of staff development to ensure the delivery of quality education and training to domestic and international students enrolled at AAPoly. All employees, regardless of tenure, should maintain the currency of their qualifications, skills and knowledge, relevant to their job roles. AAPoly will provide support and encouragement towards the achievement of staff's individual development plans. Where new skills and/or knowledge are required for new or current positions, AAPoly will provide adequate staff training and development, to ensure successful job outcomes.

SCOPE

These guidelines apply to all employees of AAPoly. For academic staff members, this document should be read in conjunction with another set of policy and procedure specifically pertaining to their academic scholarship plans.

DEFINITIONS

Professional development	The process by which individuals increase their understanding and knowledge, and/or improve their skills and abilities, to perform better in their current positions or to prepare themselves for a position to which they can realistically aspire in the near future.
Individual Development Plan	A planned program of activities and learning opportunities to enhance the skills and knowledge of an individual, not necessarily relevant to their job roles.

POLICY

1. Employees commencing in new or amended roles at AAPoly are entitled to training and development, to enable them to best contribute or enhance their existing skills, knowledge and experience, to meet the requirements of their positions.
2. As part of the annual performance review process, each employee will have the opportunity to discuss individual professional development with their line Manager and agree on an Individual Development Plan.
3. AAPoly provides support and encouragement to staff who intend to improve their skills and knowledge through professional development opportunities.

PROCEDURE

1. All employees, regardless of tenure, should maintain the currency of their qualifications, skills and knowledge, relevant to their job roles. This can be achieved through:
 - a. Self-directed learning – professional memberships, part-time studies, on-the-job training;
 - b. AAPoly-sponsored – professional development paid or subsidized by AAPoly
 - c. Job-rotation – being exposed to new skills and knowledge by taking on new roles in an exchange program.
2. AAPoly will provide support and encouragement towards the achievement of staff's individual development plans.
 - Staff are encouraged to undertake individual development plans, towards their personal career goals;
 - AAPoly provides support through time off from work or subsidy for tuition/training fees.
3. Where new skills and/or knowledge are required for new or current positions, AAPoly will provide adequate staff training and development, either on the job or external training, to ensure successful job outcomes.
4. The Manager (i.e. the person responsible for the probation and performance management processes) is responsible for the provision of professional development for staff in his/her work team. Checklists provide some direction for Managers when planning and conducting development activities. (See Appendix 1.)
5. The Manager or supervisor will ensure that all newly appointed permanent and eligible fixed-term staff will:
 - (a) receive an orientation to the local workplace and be provided with clear expectations of the role, accountabilities and responsibilities of the position;
 - (b) complete the activities relating to the compliance and legislative requirements of employment at Academies Australasia Polytechnic; and
 - (c) have access to regular feedback on performance and progress towards objectives, and support through coaching and mentoring.

RESPONSIBILITIES

- The new employee and the respective Manager are responsible for developing objectives (linked to AAPoly's key objectives) and participating in activities to achieve these objectives. The responsibility for actioning the Individual Development Plan may be delegated to the new employee. However, the new employee may initially need assistance from the Manager with identifying whom to contact about what.
- All **existing employees** are to be aware of the principles underpinning the Continuing Professional Development Framework. It is the responsibility of all staff to support the operation of, and participate in, these processes as required (e.g. as mentors, coaches, learning facilitators, service providers, team members).

- The HR Manager is responsible for the overall evaluation of the Continuing Professional Development Framework, which includes the overall evaluation of the Induction and Development Program. Each Division and Faculty will provide, on request, evaluation reports to Human Resources.
- Each Department Head will monitor the Professional Development Program activities and report results annually against the Resource Management and KPI of AAPoly's Strategic Plan.

FEEDBACK

Questions, suggestions or comments about this policy shall be directed to the CEO by email suggestionstotheceo@aapoly.edu.au. The CEO will respond to the email in two weeks, unless an immediate action is required. Feedback that results in material changes to the policy will be documented in the Continuous Improvement or Corrective Action register.

APPENDICES

1. AAPoly Professional Development Program: Checklists for Planning a Work-Based Program
 2. Individual Development Plan Template
 3. Skills and Knowledge Requirements Template
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References

Source	Document Title
Internal	Academies Australasia Group Corporate Governance Statement
	AAPoly Code of Conduct for Staff
	AAPoly Staff Professional Development Policy
External References	Higher Education Standards Framework
	ASQA Standards for Registered Training Organisations
	Australian Government's National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students

APPENDIX 1

Checklists for Planning a Work-Based Program

These checklists are provided to assist Managers in developing a planned Development Program, that is in place prior to the commencement date, to:

- Demonstrate to the new staff member the organisation's commitment to them;
- Commence the process of linking individual development to AAPoly's strategic objectives; and
- Involve existing staff in the orientation and support of new staff.

Including colleagues in workplace orientation serves a number of purposes. It allows new staff to meet and interact with a range of staff, it introduces them to different ways of working at AAPoly, and it can act as a development opportunity for existing staff to act as mentors, coaches and buddies.

Some of these orientation roles may be covered by just one person, or by a range of staff members, depending on the structure of the workplace.

Task	Name of person to undertake this role
Ensure there is a planned program in place that meets the objectives of the Induction and Development Program.	
CHECKLIST 1 Coordinate the Individual Development Plan	
CHECKLIST 2 The expectations/orientation meeting	
CHECKLIST 3 The objective setting session	

Checklist 1: Coordinate the Individual Development Plan

The Manager will prepare an Individual Development Plan to be provided to the new employee by the end of **Week 4**. This plan will outline the activities planned and identify the staff who will deliver the work-based learning program, e.g. on-the-job training. An Individual Development Plan Template which includes ALL essential activities is provided. Other activities will be added as listed below.

LEARNING THE ROLE

Outline an initial schedule of learning activities, including the following:

- Identify the skills, knowledge and behaviours that the employee will need to know and the development resources available, e.g. on-the-job training, Foundations of College Learning and Teaching, online resources, procedures manual, discussions with other staff. A Skills and Knowledge Requirements Template is provided that can be tailored to the individual needs and current skills of the new employee.
- Include resources on how to access information affecting the new employee, e.g. circulation of staff memorandums, what's new, forums, how to access policies, procedures.
- Prepare a cycle of events, e.g. reporting schedules and requirements, legislative and compliance requirements, and deadlines.
- Arrange induction training times for the new employee on relevant in-house programs he/she will be required to use.

Checklist 2: The Expectations/Orientation Meeting

Outcome

The Manager meets with the new employee in the first week to help him/her understand the role and performance expectations.

Purpose

Mastering tasks or learning skills can make little sense in the early days of a new employee's work without a context and understanding of why he/she is learning to do something and how he/she will work with other staff. The orientation meeting will help overcome **role ambiguity** by clearly explaining to the new employee the position requirements and what is expected of him/her as a member of staff.

Managers should aim to make the job as manageable as possible, and make conditions as predictable and controllable as possible, until the new employee adapts to working in the organisation. This will help avoid **role overload**.

Process

For staff, this process is described in the "Staff Probation Procedure".

- Define the job accurately and completely (using the position description) and check that the employee understands it.
- Explain the new employee's role in the department, e.g. why is the work so important? What special contribution will he/she be making? What is the structure of the work area, organisational charts, and workplace reporting relationships?
- Explain the role in the context of the organisation. How does the employee's work fit in with the completed product or service? How does it link to the work of other parts of AAPoly?
- Link the employee's role and the business of the work unit to Academies Australasia Polytechnic's strategic objectives and the Department/Division's operational plans.
- Explain the probationary process and requirements. Make the links to the probationary process and future links to performance management.
- Talk about role expectations and performance standards.
- Explain specific compliance requirements relevant to the new employee's role.
- Explain what development will be available to help the employee master skills.
- Set a date for the objective setting session. Discuss how achievement of objectives relates to performance and professional development needs of the employee.