



PROFESSIONAL DEVELOPMENT POLICY AND PROCEDURES

1. Purpose

- 1.1 Lincoln Institute of Higher Education (LIHE), trading as Lincoln Education Australia (LEA), regards professional development as essential to a high-quality workforce and to improving outcomes for staff and students. This Policy sets out the principles, requirements and support for staff professional development, including the specific requirement that academic staff develop and maintain contemporary teaching, learning and assessment skills relevant to their discipline.

2. Scope

- 2.1 This Policy applies to all staff employed at LIHE. Sections 5 and 6 impose specific, recorded requirements on academic staff who teach, and on staff who supervise higher degree by research candidates, respectively.

3. Principles

- 3.1 LIHE is committed to the ongoing improvement of staff performance in learning, teaching and supervision. All staff are expected to engage actively in their own development and to support colleagues.
- 3.2 Professional development is designed around the roles and responsibilities of staff and builds on their existing knowledge and skills. It is undertaken both to meet identified needs and for continual improvement.
- 3.3 Academic staff maintain currency in their discipline and in contemporary teaching, learning and assessment practice. This is a requirement of holding a teaching role, and its completion is evidenced (Sections 5 and 7).

4. Performance review

- 4.1 All staff attend an annual performance review, at which they review performance against goals, review student feedback relevant to their role, receive and give feedback, and plan development goals and activities for the coming year, in accordance with the Staff Performance Planning and Review Policy.
- 4.2 For academic teaching staff, the review explicitly records: (a) the teaching, learning and assessment development completed in the past year; (b) evidence of currency in the discipline; and (c) the development planned for the coming year. For supervisors, the review records supervision development and research-output currency (Section 6).



5. Teaching, learning and assessment development (academic teaching staff)

5.1 Requirement

- 5.1.1** Every academic staff member who teaches into the course must develop and maintain skills in contemporary teaching, learning and assessment principles relevant to their discipline. This is a condition of holding a teaching role and directly evidences Standard 3.2.3b.
- 5.1.2** Each teaching staff member completes, at minimum, the equivalent of two (2) days of recorded teaching, learning and assessment development in each calendar year, drawn from the capability framework in clause 5.2. New academic staff complete the induction module in clause 5.3 before, or within the first month of, taking up teaching duties.

5.2 Teaching, learning and assessment capability framework

- 5.2.1** Development must address contemporary principles across the following capability areas. Staff maintain a balance across the areas over a three-year cycle.

Capability area	Contemporary principles covered
Curriculum and alignment	Constructive alignment of learning outcomes, activities and assessment; the AQF and the difference between coursework and research qualifications; designing for research-level (AQF 9) learning outcomes.
Assessment design and validity	Designing valid, reliable and authentic assessment; rubrics and criterion-referenced marking; moderation; assessment of research outputs and theses; academic integrity and assessment security.
Feedback and student learning	Effective, timely feedback; feedback literacy; supporting diverse learners; supervision as teaching.
Inclusive and online pedagogy	Inclusive teaching for diverse and international cohorts; accessibility; effective use of the learning management system and online/blended delivery.
Discipline currency	Contemporary developments in the discipline (FoE 02 Information Technology) informed by scholarship, research or advances in practice — supporting Standard 3.2.3a.
Research supervision (where applicable)	Contemporary HDR supervision practice — see Section 6.

5.3 Acceptable development activities

- 5.3.1** Recorded development may take formal or informal forms, provided it is evidenced. Examples include:
- A formal qualification or unit in higher education teaching and learning (e.g. a Graduate Certificate in Higher Education, or equivalent);
 - Accredited short courses or workshops in teaching, assessment, or online pedagogy (internal LIHE workshops or external, including Advance HE / HERDSA-style programs);
 - Completion of structured online modules on assessment design, feedback or academic integrity, with a certificate of completion;



- peer observation of teaching (as observer or observee) with a written reflection;
- presenting at, or attending, a learning-and-teaching symposium; and
- scholarship of teaching and learning (SoTL) activity, such as a teaching-focused publication or a curriculum-improvement project.

5.3.2 Discipline conferences and research activity count toward discipline currency (clause 5.2, "Discipline currency") but do not, by themselves, satisfy the teaching, learning and assessment requirement, which must be met by activity addressing pedagogy and assessment.

6. Research supervision development (supervisors)

- 4.1 Every staff member who supervises HDR candidates completes research-supervision development as a condition of accreditation under the Supervisor Accreditation Policy, and refreshes it at least every three (3) years. This development covers contemporary supervision practice, candidate progress and wellbeing, examination, research integrity and authorship.
- 4.2 Supervisors also maintain an active research profile, evidenced by scholarly outputs in the past three (3) years in the discipline (FoE 02 Information Technology). Currency of research output is recorded at the annual performance review and is a requirement of continuing supervision eligibility, consistent with the Higher Degree by Research Framework and the Supervisor Accreditation Policy.

7. Recording and evidence of development

- 7.1 Completion of professional development is recorded in the Professional Development Register (Appendix A), maintained by People & Culture. The Register is the institutional evidence that staff hold and maintain the required teaching, learning, assessment and supervision skills — addressing the concern that these skills were not evidenced.
- 7.2 Each academic staff member maintains a brief professional development record (a portfolio or the Register entry) listing activities completed, the capability area addressed, the date, and the evidence (certificate, reflection, or attendance record). This is reviewed at the annual performance review.
- 7.3 People & Culture reports annually to the Academic Board on completion rates and on any staff not meeting the requirement, so the Board can assure itself that Standard 3.2.3b is met on a continuing basis.
- 7.4 Where a staff member has not met the requirement, the Academic Dean (for teaching) or Dean (Research) (for supervision) agrees a development plan, and, until the requirement is met, the staff member's teaching or supervision is guided and overseen by a staff member who meets the standard, consistent with Standard 3.2.4.

8. Support for professional development

- 8.1 The Corporate Governance Board has approved an annual budget (currently \$2,000 per staff member, reviewed annually) for professional development. Staff apply in writing to their supervisor, who endorses requests within the Delegations Schedule. Time release and reimbursement are approved per the Delegations Register.



8.2 LIHE offers a monthly internal professional development program, including teaching-and-learning workshops, which staff may attend. The activity examples by staff type below are retained from the previous version and are not exhaustive.

Staff type	Informal PD	Formal PD
Academic	Guest lecturing; teaching workshops at LIHE; peer observation; collaborating on research; teaching-innovation days; grant applications; academic committees	Teaching, learning and assessment courses; academic conferences; supervision training; non-award workshops; for-award courses; secondments; study leave
Administrative	Mentorship; acting roles; committees and working groups; input to policy	For-award courses; non-award workshops; secondments; study leave; conference support
Support / technical	Mentorship; acting roles; committees; input to service improvements	For-award courses; non-award workshops; secondments; study leave; strategic projects (LMS, library)
Managerial	New business cases; leading committees; acting roles; leading policy review; organising staff forums	Leadership training; partnership/engagement; leading strategic projects; conferences; for-award courses

9. Compliance

9.1 All staff must comply with this Policy. For academic staff, meeting the teaching, learning and assessment requirement (Section 5) and, where applicable, the supervision requirement (Section 6) is part of satisfactory performance. Non-compliance is addressed through the performance review process and, where necessary, the applicable staff policy.

10. Definitions

Term	Meaning
Academic staff	Staff employed in a learning, teaching or research capacity.
Contemporary teaching, learning and assessment principles	Current, evidence-based practice in curriculum design, assessment, feedback and pedagogy, as reflected in the capability framework in clause 5.2.
Professional development	Role-related learning that broadens professional capability, formal or informal, provided it is evidenced.
Professional Development Register	The record maintained by People & Culture evidencing completion of professional development (Appendix A).
Supervisor	A staff member accredited to supervise HDR candidates under the Supervisor Accreditation Policy.



Appendix A — Professional Development Register (template)

Maintained by People & Culture. One block per staff member per year. This is the evidence that teaching, learning and assessment (and, where applicable, supervision) skills are held and maintained.

Staff member	
Role	
Year	
TLA development requirement met? (≥ 2 days)	Yes / No

Activities completed:

Activity	Capability area (5.2)	Date	Evidence held
EXAMPLE — REPLACE: Assessment design & rubrics workshop	Assessment design	[date]	Certificate

Supervision development (if a supervisor):

Supervision training completed / refreshed	[date]
Research outputs in past 3 years (FoE 02)	[count + brief]
Meets supervision-eligibility currency? (Y/N)	

Reviewed at annual performance review by: _____ Date: _____