PROFESSIONAL DEVELOPMENT POLICY AND PROCEDURES

Purpose

Lincoln Institute of Higher Education Australia (LIHE) sees professional development activities as essential to a high-quality workforce that aims to be always improving outcomes for both staff and students. The continual development of staff skills and experience aids in staff retention, quality of course delivery, and LIHE's standing and reputation.

This *Professional Development Policy and Procedures* outlines the principles underlying its approach to professional development and sets out the framework of planning and support staff members in undertaking professional development.

LIHE is committed to ensuring that all academic staff with responsibilities for teaching, assessment, supervision, academic leadership and academic oversight maintain:

a) knowledge of contemporary developments in their discipline or field informed by continuing scholarship, research and/or advances in professional practice; and

b) skills in contemporary teaching, learning and assessment principles relevant to their discipline, academic role, mode of delivery and the needs of student cohorts undertaking the course.

This policy supports the ongoing development of academic and professional staff and contributes to LIHE's compliance with the Higher Education Standards Framework (Threshold Standards) 2021. Academic staff are required to engage in continuing professional development and maintain evidence of such activities to ensure ongoing professional capability, disciplinary currency and educational quality.

POLICY

Scope

This policy applies to all staff employed or engaged by LIHE, including full-time, part-time, casual and sessional staff with responsibilities for teaching, assessment, supervision, course coordination, academic leadership and academic oversight.

All staff covered by this policy are required to comply with its requirements and participate in relevant professional development activities.

Principles

LIHE is committed to maintaining a highly qualified and capable workforce through ongoing

professional development, scholarly engagement and continuous improvement.

Professional development is a mandatory requirement for all academic staff and forms part of their professional responsibilities and continuing employment obligations.

LIHE requires all academic staff to actively engage in continuing professional development to ensure that they maintain the capability to contribute to high-quality learning and teaching, student success and academic quality assurance.

Professional development activities shall be aligned with the responsibilities of each staff member and support the maintenance and enhancement of disciplinary expertise, scholarly activity, research capability, professional practice currency, teaching effectiveness and assessment quality.

Professional development activities are designed in accordance with the roles and responsibilities of staff members and build upon their existing knowledge and skills while supporting ongoing compliance with the Higher Education Standards Framework (Threshold Standards) 2021.

LIHE is committed to supporting a culture of lifelong learning, professional growth and continuous improvement across the institution. LIHE will provide professional development opportunities in an inclusive and equitable manner, having regard to the diversity of its workforce, employment arrangements and academic responsibilities, and will provide reasonable access to professional development opportunities relevant to staff roles.

LIHE shall ensure that all academic staff participate in ongoing professional development activities sufficient to maintain disciplinary currency, scholarly engagement, research and/or professional practice capability, and contemporary teaching, learning and assessment skills. Professional development activities must be undertaken on an ongoing basis and supported by documented evidence.

LIHE views professional development as a key mechanism for maintaining academic quality, ensuring regulatory compliance, supporting continuous improvement, and providing students with high-quality learning and teaching experiences. The institution expects all academic staff to maintain evidence of professional development activities and demonstrate ongoing professional capability as part of annual performance and development review processes.

LIHE shall provide sufficient resources, workload allocation, funding and institutional support to enable staff to meet professional development obligations. Academic staff shall complete a minimum of 30 hours of professional development annually. At least 15 hours shall relate to scholarship, research, professional practice or industry engagement and at least 15 hours shall relate to learning, teaching, assessment, supervision, academic integrity, educational technologies or student support.

Professional development records and supporting evidence must be submitted to the staff member's supervisor by the first week of July each year for review as part of LIHE's annual professional development and performance review process. The minimum annual professional development requirement will apply proportionately to casual and sessional academic staff, having regard to the nature, duration and extent of their academic responsibilities.

PROCEDURES

Performance Review

All staff members at LIHE are required to attend annual performance reviews, during which they shall:

- Review their own performance against goals set in the previous performance review
- Review student feedback results as they relate to the staff member's role at LIHE
- Receive feedback on their performance from their supervisor
- Provide feedback to their supervisor on relevant operations
- Suggest options for professional development activities in the next year
- Plan goals and professional development activities for the next year.
- Demonstrate evidence of engagement in scholarship, research and/or professional practice activities relevant to their discipline.
- Academic staff must maintain their Scholarship Activity Report demonstrating ongoing scholarship, research activity and/or professional practice relevant to their discipline. The portfolio shall be reviewed annually by their supervisor to confirm disciplinary currency and ongoing compliance with institutional and regulatory requirements.

Academic staff must also maintain a Professional Development Record supported, where applicable, by evidence such as certificates of completion, records of attendance, conference participation, scholarly outputs, professional memberships or registration, industry or professional engagement, peer review of teaching, assessment moderation activities, training records and other verifiable evidence of professional development.

The staff member's supervisor will review the Professional Development Record and Scholarship Activity Report at least annually to determine whether the staff member continues to demonstrate appropriate disciplinary currency, scholarly engagement and contemporary teaching, learning and assessment capability relevant to their academic responsibilities.

- Demonstrate evidence of maintaining contemporary teaching, learning and assessment capabilities relevant to their discipline, role and mode of delivery.
- Review compliance with the requirements of Standards of the Higher Education Standards Framework (Threshold Standards) 2021.

Regarding the performance review process, refer to *Staff Performance Planning and Review Policy.*

Academic staff shall maintain contemporary teaching capability through peer review of teaching, assessment moderation, curriculum design, educational technology training, academic integrity training, inclusive teaching practices, online learning development and supervisor development programs.

Academic staff shall demonstrate disciplinary currency through activities such as research publications, scholarly outputs, conference participation, professional memberships, research supervision, consulting, professional accreditation, industry engagement, professional practice and grant activities.

In determining appropriate professional development needs, consideration will be given, where relevant, to student feedback, peer review of teaching, assessment moderation outcomes, course and subject review outcomes, academic integrity matters, developments in educational technology, changes in professional or regulatory requirements, developments within the relevant discipline or

profession, and the learning needs of particular student cohorts.

Professional Development Activities

Staff members shall undertake professional development activities directly relevant to their roles and responsibilities at LIHE.

Academic staff shall participate in professional development activities sufficient to maintain compliance with Standards of the Higher Education Standards Framework (Threshold Standards) 2021.

Completion of the minimum professional development hours does not, by itself, demonstrate disciplinary currency, scholarly engagement or contemporary teaching capability. Academic staff must demonstrate that their professional development, scholarship, research and/or professional practice activities, considered collectively, are relevant and sufficient for their discipline, academic role, level of teaching, mode of delivery and student cohort.

Academic staff members shall engage in activities that maintain and enhance knowledge of contemporary developments in their discipline or field through continuing scholarship, research and/or advances in professional practice and maintain contemporary teaching, learning and assessment capabilities relevant to their discipline, academic role, mode of delivery and the needs of particular student cohorts. Such activities include participation either as a presenter or as audience in the Research-in-Progress seminars that are held bi- monthly on campus; participation in mini-conferences organised by LIHE for staff and students to present their scholarly work. The topics of these presentations may include advancements in teaching pedagogy, developments in student learning using AI, assessment capabilities, and learning advancements for particular student cohorts.

Academic staff shall participate in professional development activities organised by LIHE and may request support for additional external professional development activities. Professional development short courses will be available to all staff.

LIHE has developed provisions for Staff Scholarship Activity and Professional Development Records and their periodic monitoring to support continuous professional growth and academic quality. Professional Development Records and Scholarship Activity Reports will be reviewed at least annually through LIHE's performance and development review process. Identified gaps in disciplinary currency, scholarship, professional practice or teaching capability will be documented and addressed through appropriate professional development and follow-up action. Approved activities may be supported through allocated institutional funding and resources.

The Corporate Governance Board has approved a proposal for an annual budget of $2,000 per staff member to undergo professional development activities. To access this funding, staff are required to submit a proposal in writing to their supervisor.

Supervisors shall make decisions in accordance with the limits of authority defined in the Delegations Schedule.

LIHE has identified a range of professional activities relevant to LIHE staff by responsibility type. Professional development can be formal or informal depending on the context and priorities of each staff member, their supervisors, and their functional work area. The examples described below are not exhaustive.

Staff type	Informal PD	Formal PD
Academic	• Guest lecturing • Participation in teaching workshops at LIHE • Collaborating on research project with senior colleagues • Internal teaching innovation planning days • Joining grant funding applications • Sitting on academic committees and working groups	• Support for attending academic conferences • Support for contributions to major industry meetings • Non-award workshops • For-award courses • Secondments • Study leave • In-kind for developing grant applications • Higher degree research study • Academic integrity training

	• Peer review of teaching • Research supervision • Scholarly publication activities • Industry engagement relevant to discipline	• Online learning and educational technology training • Discipline-specific industry accreditation programs
Administrative	• Mentorship • Temporary/acting roles • Contributing to committees and working groups • Invited response to policy changes	• For-award courses • Non-award workshops • Secondments • Study leave • Conference attendance support
Support/ technical	• Mentorship • Temporary/acting roles • Contributing to committees and working groups • Invited input into technical cases for service/facility improvements	• For-award courses • Non-award workshops • Secondments • Study leave • Appointment to strategic projects (eg: LMS, library resources, academic support)
Managerial	• Developing new business cases for additional services • Leading committees/working groups • Temporary/acting roles • Leading policy review processes • Organising internal staff planning days and forums	• Leadership training • Support for external partnerships/engagement • Responsibility for leading special/strategic projects • Support for attending academic conferences • For-award courses

Support for Professional Development

Staff member's supervisor shall endorse requests for LIHE support for development activities. Time off from work shall be approved by the staff member's supervisor, and spending or reimbursement shall be approved as per the levels of authority defined in the *Delegations Register.*

The amount of LIHE 's budget shall be set aside each year to fund professional development activities.

The Academic Board shall receive annual reports and periodic monitoring on participation rates, compliance levels, capability gaps, scholarship outcomes, teaching development outcomes and corrective actions.

Monitoring and Reporting

Supervisors shall monitor professional development participation and outcomes through annual performance review processes. Where an academic staff member does not demonstrate sufficient professional development, disciplinary currency, scholarly engagement, professional practice currency or contemporary teaching, learning and assessment capability, the supervisor will identify the relevant gap and establish a documented professional development action plan in consultation with the staff member. The action plan will identify the development required, activities to be completed, responsibilities and a reasonable timeframe for completion, and the supervisor will monitor completion and retain evidence of the actions undertaken.

The Academic Dean is responsible for monitoring academic staff compliance with this Policy and for identifying institution-wide professional development needs and emerging capability gaps. Material, recurring or unresolved gaps that may affect the quality of teaching, assessment, supervision or academic oversight will be reported to the Academic Dean for appropriate action.

LIHE shall maintain a Professional Development Register recording activity title, completion date, provider, relevance to role, evidence of participation and reflective outcomes. The Professional Development Register and individual staff portfolios shall be used to monitor compliance with this Policy and provide evidence of ongoing disciplinary currency, scholarship, research activity, professional practice and contemporary teaching capability. The Academic Dean will provide an annual report to the Academic Board summarising academic staff participation in professional development and scholarship activities, identified disciplinary or teaching capability gaps, professional development priorities, corrective actions undertaken and any systemic matters requiring further action. The Academic Board will review the annual report and provide academic oversight to satisfy itself that academic staff maintain appropriate disciplinary currency, scholarly engagement and contemporary teaching, learning and assessment capability. The Academic Board may recommend further professional development or other actions where areas requiring improvement are identified.

Professional development action plans and corrective actions will be followed up within the agreed timeframe and their completion recorded as part of LIHE's annual monitoring and reporting process.

Failure to maintain required professional development obligations may result in performance management processes, additional development requirements, restrictions on teaching, supervision or academic leadership responsibilities, or other action under institutional policies.

Compliance

All staff members of LIHE are required to comply with this policy and its procedures, and with related policies and respective procedures. Non-compliance may result in disciplinary action.

Academic staff members are required to participate in ongoing professional development activities and maintain evidence of such activities to support continuing compliance with the Higher Education Standards Framework (Threshold Standards) 2021. Academic staff are required to maintain sufficient evidence demonstrating ongoing compliance with the professional development requirements specified in this Policy supervisors shall monitor compliance with this Policy through annual performance and development review processes.

The Academic Board shall oversee the implementation and effectiveness of this Policy and monitor institutional compliance with professional development requirements applicable to academic staff.

File Number	LEA-GEN-COR-70046-D
Responsible Officer	Chief Executive Officer
Contact Officer	Registrar
Legislative Compliance	• *Higher Education Standards Framework (Threshold Standards) 2021* • *Tertiary Education Quality and Standards Agency Act 2011*
Supporting Documents	Higher Education Workforce Policy and Procedures Workforce Management Plan
Related Documents	Academic Qualifications and Experience Policy Delegations Register
Superseded Documents	
Effective Date	23 Feb 2023
Next Review	3 years from approval of this revised version

Responsibilities

Academic Staff: undertake required professional development and maintain appropriate evidence of professional development, scholarship, disciplinary currency and teaching capability.
Supervisors/Course Coordinators: review staff professional development and scholarship records at least annually, identify capability gaps and monitor required development actions.
Academic Dean: monitor compliance with this Policy, identify institutional professional development priorities and report annually to the Academic Board.
Academic Board: provide academic oversight of the effectiveness of professional development arrangements and consider the annual academic staff professional development and scholarship report.

Definitions

Academic Board: Governing body responsible for academic matters, including learning and teaching, course approval and review, academic workforce planning, academic staff appointments, scholarship, research and professional development, academic policies and procedures, overseeing student grievances and appeals processes.

Academic Staff: Staff employed at LIHE with responsibilities for teaching, assessment, supervision, course coordination, academic leadership and/or academic oversight.

Corporate Governance Board: Governing body responsible for oversight of all higher education operations, including the ongoing viability of the institution and the quality of its higher education delivery. The Corporate Governance Board guides the Management and delegates responsibility for academic matters to the Academic Board.

Professional Staff: Staff employed at LIHE in an administrative, IT, marketing or support capacity.

Professional Development: Continuing activities undertaken by staff to maintain and enhance disciplinary knowledge, scholarship and research capability, professional practice, teaching capability, learning capability, assessment capability and professional skills relevant to their role.

Review Schedule: The Academic Board shall review this policy every three years.

Version History			
Version number:	Approved by:	Approval Date:	Revision Notes:
1.0	Academic Board	17/12/2020	New policy
1.1	Academic Board	22/02/2023	TEQSA and CRICOS requirements incorporated
1.2		20/05/2025	Replace outdated 'HESF 2015' references with correct 'HESF 2021' references.
1.3	Academic Board	28/07/2026	Strengthened annual evidence requirements, monitoring, corrective action, institutional reporting, Academic Board

*Policy review date is 3 years from date of approval