

# Continuing Professional Development for Professional Staff Policy and Procedure

## 1. Purpose

The purpose of this policy and procedure is to:

- encourage continuing professional development of educational and scholarly activities for Institute professional staff by providing them with the opportunity to enhance their administration, management and professional skills and to keep abreast of developments in higher education and their respective professional areas.
- support the attraction, development and retention of the best possible professional staff and assist them to achieve outstanding quality.
- Professional development at MIT s informed by several frameworks that express the Institute's expectations of staff and that support staff to grow and develop This ensures that professional development undertaken by staff in consultation with their nominated supervisor supports organisational success and sustainability. These frameworks include:
  - MIT Strategic Plan
  - MIT Learning and Teaching Plan
  - MIT Scholarship and Research Plan

## 2. Scope

This policy and procedure applies to all Institute professional staff.

## 3. Definitions

Term	Definition
Professional development	A systematic approach to professional and career development to ensure that all staff have the on-going capabilities necessary to fulfill their position, develop themselves and their careers, adapt to change and assist in developing others.
professional staff	means staff employed full-time and part-time (at least at a 0.6 fractional appointment) by the Institute in general or professional positions and includes Centre of Learning and ELICOS staff.
CPD/PD	continuing professional development/ professional development

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Term	Definition
<b>Group General Manager</b>	is the person holding the position of Group General Manager as appointed by the Institute.
<b>Guidelines</b>	are the Guidelines which accompany this policy and procedure referred to in clause 6.1.
<b>HR Director</b>	is the person holding the position of Human Resource Director as appointed by the Institute.
<b>Scholarship</b>	<p>In the context of the Higher Education Standards Framework (Threshold Standards) 2021, 'scholarship' refers to those activities concerned with gaining new or improved understanding, or appreciation and insights into a field of knowledge, or engaging with and keeping up to date with advances in the field.</p> <p>Engagement in scholarship can be considered across a provider or at the level of individual activity</p> <p>A key component relevant to higher education is that scholarship:</p> <ul style="list-style-type: none"><li>• advances knowledge or professional practice in a field, or</li><li>• transmits advances through contemporary approaches to teaching and learning, or research and training.</li></ul> <p>(TEQSA Guidance Note: Scholarship)</p>
<b>Scholarly activities</b>	<p>Encompasses a range of different forms of scholarship such as:</p> <ul style="list-style-type: none"><li>• peer reviewed scholarly output / publication / communication</li><li>• scholarly review, original research or teaching practice that contributes to course development</li><li>• synthesising and communicating advances in evidence-based practice ▪ teaching practice engaging the latest ideas, debates and issues</li><li>• contributions to relevant professional bodies or communities of practice</li><li>• active and ongoing involvement in relevant editorial roles or peer review</li></ul>

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Original Issue:	09 Aug 2013
Reviewed by the Policy Committee (PC):	11 Apr 2025
Approved by the EMC:	13 Nov 2025
Endorsed by the Board of Directors (BoD):	5 Dec 2025
Current Version:	5 Dec 2025
Review Date:	4 Dec 2030
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Term	Definition
	<ul style="list-style-type: none"> <li>• undertaking higher level qualifications that lead to scholarly activity</li> <li>• undertaking advanced specialised practice or scholarly secondments.</li> </ul> <p>(TEQSA Guidance Note: Scholarship)</p>

## 4. Policy Statement

4.1 MIT is committed to the development of an organisational culture that fosters and rewards high quality scholarship and research and builds a sense of community amongst its staff.

4.2 The Institute recognises that continuing education will allow professional staff to:

- develop new skills and knowledge to assist with organisational change,
- be informed of changes in higher education, government regulations, bodies and immigration,
- contribute to the Institute’s continuing commitment to high quality work, and
- develop capabilities that contribute to MIT’s strategic goals

4.3 Continuing professional education will draw on both internal and external sources of expertise to lead workshops and seminars.

4.4 Professional staff are encouraged to attend and present at relevant internal and external staff development activities.

4.5 Professional development comprises both participation in development activities and application of the knowledge or skills gained

### Scholarly Activities

4.6 The following scholarly activities include but are not limited to:

- peer reviewed scholarly output/publication/communication (e.g. literature reviews, conference presentations, journal publications)
- scholarly review, original research or teaching practice that collectively contribute to course development
- synthesising and communicating advances in evidence-based practice (e.g. presentations/podcasts/feature articles on current knowledge, practice, or teaching and learning in a field)
- contributions to relevant professional bodies or communities of practice (e.g. development of new standards, knowledge resources, codes of practice)
- undertaking higher level qualifications that lead to scholarly activity, in particular higher degrees by research

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- undertaking advanced specialised practice or scholarly secondments.

#### 4.7 Eligibility and approval

##### 4.7.1 Eligibility and approval processes for professional development opportunities will be:

- a. for programs coordinated centrally, set out in any procedures or supporting information for the scheme, or
- b. for activities coordinated by and for an organisational unit, at the discretion of the Group General Manager or HR Director.

## 5. Procedure

### 5.1 Planning

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

- development goals (at least one personal development related and at least one operational improvement 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 plan to achieve the performance goals and outline the potential support necessary for completion (time, financial resources, support from specific people, etc).

### 5.2 Operation

#### 5.2.1 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 (eg time, money etc) the Manager/Supervisor

#### 5.5.2 Professional staff that attend a seminar or present at conferences will be awarded professional development points on an annual basis.

#### 5.5.3 As part of each professional staff member's annual performance review, supervisors will sight the staff member's record of participation in continuing professional development programs and the points allocated to each program. Each point equates to one hour of attendance at continuing professional development programs. A higher weighting of points will be allocated to staff who either present at a internal workshop, conference and/or who have a paper published in a conference proceeding.

#### 5.5.4 The points assessed in any one year will be derived from a 3-year rolling average for the immediate 3 years prior to the staff member's annual performance review. For example, if a staff member undertakes a performance review in 2026, the continuing professional points will be an average of the points accumulated in the years 2025, 2024 and 2023.

#### 5.5.5 Each member of staff, whether casual, part-time or full-time appointees will be required to accumulate at least 5 points per annum for participation in continuing professional development related to their position and/or to the Institute. This may be in the form of seminars/workshops/conferences conducted either internally or externally.

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- 5.5.6 There will be at least two staff development activities each year of 5 hours in total conducted at each Institute campus. Professional staff may participate to enable their 5 points to be earned.
- 5.5.7 Part-time staff will be required to accumulate points on a pro-rata basis according to the fraction of their appointment.
- 5.5.8 Each member of the full-time professional staff and part-time staff who hold at least a 0.6 fractional appointment will be provided the opportunity to participate in an external national staff development activity once every 3 years on the understanding that the activity is deemed by the HR Manager to be relevant to the position held. Staff development activities in addition to this may be supported if the activities have the approval of the staff member's supervisor. The points allocated to the staff development activity will be according to the hours of the activity. To be considered for financial support at subsequent staff activity, the staff member will need to show evidence of applying the knowledge resulting from the previous staff activity. This evidence will be provided by a written report to the HR Director.

## 6. Responsibilities

- 6.1 The Institute, through the Group General Manager, will determine the budget for funding of CPD on an annual basis. The Group General Manager will take into the consideration the Guidelines when making such determination.
- 6.2 The HR Director is responsible for oversight of this policy and procedure.
- 6.3 Each professional staff member is responsible for:
- developing and following their own professional development plans, with feedback from their Manager/Supervisor
  - Ensuring that their professional development plan is submitted to their manager when finalised
  - Maintaining a record of his/her professional development activities
  - Demonstrating how the learning is applied to the staff member's position
  - the development of work-related skills and knowledge rests with each professional staff member.
  - Report or present to staff the benefits of the CPD.
  - Evaluate the CPD to assist in the recommendation of the activity to other staff or to improve the quality if the activity was delivered by the staff member or other institute staff.
  - Evaluate the CPD to assist in the recommendation of the activity to other staff during team meetings

## 7. Implementation and communication

This procedure will be implemented and communicated through the Institute via:

- Announcement on the Institute's webpage.

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- Governance committees and school committee meetings
- Internal circulation to staff
- Staff Professional Development

### Supporting documents and References

Guidelines for funding conference attendance.

MIT Employee Manual

Strategic Plan 2023-2027

Staff Code of Conduct

### Guidelines for funding of CPD attendance.

On an annual basis the funding allocation will be a maximum of:

- \$400 per staff member for registration towards attendance for 5 hours of attendance/presentation at a local seminar/workshop/conference,
- in-house CPD delivered by Institute staff will be costed at \$200 per hour, inclusive of use of facilities.

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