

3.2.6 Academic Staff Professional Development Policy

This policy applies to Acknowledge Education and the International College of Hotel Management (ICHM).

1.0 Rationale

Acknowledge Education Pty. Ltd. and the International College of Hotel Management (ICHM) (together referred to as the Colleges) are committed to maintaining high-quality teaching, assessment, student support, scholarship and professional practice. This policy establishes the requirement for academic staff to plan, undertake, record and apply continuing professional development (CPD) that maintains discipline, industry and teaching currency.

Each academic staff member must evidence at least 20 hours of professional development every year in their area, discipline, field of education, industry or professional practice.

2.0 Scope

This policy applies to all academic staff employed or engaged by Acknowledge Education and ICHM, including continuing, fixed-term, fractional, part-time, casual and sessional staff who teach, assess, coordinate units or subjects, develop curriculum, supervise students, support learning, or undertake academic leadership responsibilities.

The policy applies across higher education and vocational education contexts where relevant, and across all fields and programs delivered by Acknowledge Education and ICHM, including community services, social work, early childhood education, hospitality management, tourism, hotel and events management, business, and related academic disciplines.

3.0 Regulator Context

This policy supports compliance with relevant regulatory, accreditation and quality assurance expectations for staffing, teaching, learning, assessment, scholarship and professional currency. It is aligned with the Higher Education Standards Framework (Threshold Standards) 2021, particularly expectations that academic staff are appropriately qualified, possess contemporary teaching and assessment skills, and participate in continuing scholarship, research and development.

Where applicable, the policy also supports obligations under the Tertiary Education Quality and Standards Agency Act 2011, the Australian Qualifications Framework, the Education Services for Overseas Students Act 2000, the National Code of Practice for Providers of Education and Training to Overseas Students 2018, relevant vocational education and training standards, professional accreditation requirements, child safety and mandatory reporting obligations, workplace health and safety requirements, privacy obligations and applicable institutional policies.

Academic staff teaching in professionally regulated, accredited or industry-facing programs must maintain relevant professional, industry and regulatory currency. CPD should also address privacy, ethics, best practice, academic integrity, inclusive practice, mandatory reporting, safeguarding and professional conduct, as relevant to the staff member's role and field of education.

4.0 Policy

4.1 Definitions

Professional development means activities that enhance professional knowledge, competence, skills, scholarship, teaching effectiveness, industry engagement, regulatory awareness, professional currency or effectiveness in fulfilling academic responsibilities. Professional currency means current knowledge, skills and engagement with developments in a staff member's discipline, industry, profession or field of education.

Evidence of CPD means records that demonstrate participation, completion, reflection or application of learning. Evidence may include certificates, attendance confirmations, programs, professional supervision records, reflective notes, peer observation records, professional registration records, or evidence of changes made to teaching, assessment, curriculum or professional practice.

4.2 Principles

- All academic staff are expected to engage in ongoing CPD as an integral part of their role and, where applicable, as a condition of continuing engagement or teaching allocation.
- CPD must be relevant to the staff member's role, teaching area, discipline, industry, profession, student cohort and career stage.
- CPD should support contemporary teaching, learning, assessment, scholarship, academic integrity, student support, inclusive practice and regulatory compliance.
- CPD encompasses both participation in development activities and the practical application of knowledge and skills gained.
- Professional development planning should be informed by position descriptions, performance feedback, supervision notes, student feedback, peer review, moderation outcomes, course review findings, professional accreditation requirements and institutional priorities.
- Access to professional development opportunities should be equitable and appropriate to the staff member's role, employment type, workload, discipline and career stage.
- Staff teaching in disciplines requiring professional accreditation, industry currency, professional registration or practice currency must maintain and regularly update relevant qualifications, registrations, memberships and practice knowledge.

4.3 Annual Professional Development Planning

As part of annual performance planning, supervision or review, each academic staff member must prepare a CPD plan in consultation with their Line Manager, Program Manager, Head of School, Dean, Academic Director or other delegated academic leader.

The CPD plan must include:

1. at least one related to the staff member's discipline, industry, profession or field of education;
2. at least one related to teaching, learning, assessment, student support, scholarship or academic practice;
3. activities proposed to achieve those goals;
4. the support required, such as time, funding, mentoring, peer observation, supervision or access to internal resources;
5. the intended evidence of completion and the expected application of learning.

Staff should review their current skill set and development needs before finalising the plan. Areas of focus may include personal skills, client or student support, sector knowledge, professional ethics, privacy, best practice, mandatory reporting, discipline currency, teaching practice and industry engagement.

4.4 Minimum Annual CPD Requirement

Each academic staff member must complete and evidence a minimum of 20 hours of professional development each calendar year in their area, discipline, field of education, professional practice area or industry area. This requirement applies to fields including community services, social work, early childhood education, hospitality management and other fields in which the staff member teaches, assesses, coordinates or provides academic leadership.

The 20 hours must be directly relevant to the staff member's academic role and must support discipline, professional, industry or teaching currency. Mandatory institutional training may count toward the 20 hours only where it is relevant to the staff member's field of education, teaching responsibilities, student support responsibilities, regulatory obligations or professional practice.

Where a staff member teaches across more than one discipline or field of education, the CPD plan should include activities relevant to each significant teaching area, as agreed with the Line Manager. Staff must also satisfy any additional CPD or currency requirements imposed by professional bodies, accreditation standards, registration authorities, placement partners or regulators.

Fractional, part-time, casual or sessional arrangements may be managed proportionately only where approved by the relevant Director of Teaching. However, all academic staff must be able to demonstrate current and relevant professional, industry and teaching currency for the units, subjects or courses they deliver.

4.5 Recognised CPD Activities

CPD may include external, internal and self-directed activities where the activity is relevant, purposeful and evidenced.

Recognised external CPD activities include:

- formal study, micro-credentials, accredited courses or short courses;
- structured workshops, seminars, webinars and professional training delivered by education providers, professional bodies or industry organisations;
- attendance at conferences, symposiums, professional forums, network events or industry events;
- presentation of papers, workshops, webinars or professional practice sessions, including reasonable preparation time;
- industry engagement, site visits, consulting, advisory groups, professional networks, professional practice, industry projects and employer consultation;
- service to professional bodies, accreditation panels, boards, committees, communities of practice or special interest groups;
- professional supervision, clinical supervision, reflective supervision or practice supervision, where relevant;
- research, scholarship, publications, literature reviews, applied practice research or scholarship of teaching and learning.

Recognised internal CPD activities include:

- Acknowledge Education, ICHM or UP Education workshops, webinars and training sessions;
- learning and teaching forums, academic seminars, research and scholarship seminars and communities of practice;
- curriculum development, course review, moderation, validation, assessment review, benchmarking and quality improvement projects;
- participation in academic committees, advisory committees, discipline groups or governance activities that build academic capability;
- peer observation of teaching, peer feedback, mentoring, coaching or guided professional conversations;
- training in academic integrity, assessment, and moderation
- training in student wellbeing, privacy, child safety, mandatory reporting, professional ethics, risk, workplace health and safety and regulatory compliance.

Recognised self-directed CPD activities include professional reading, online learning, webinars, podcasts, participation in discussion groups, reflective practice, mentoring, communities of practice and review of sector updates, regulatory guidance or best-practice resources.

4.6 Priority Development Areas

CPD plans may include activities in the following priority areas:

- Discipline and industry currency - community services developments, social work practice frameworks, early childhood education frameworks, hospitality and tourism trends, hotel operations, service excellence, sustainability, industry technologies and workforce trends.

- Personal skills - time management, communication, teamwork, leadership, digital capability, professional writing, resilience, cultural capability and inclusive practice.
- Client, student and community support - client-centred practice, trauma-informed practice, strengths-based practice, case management, safeguarding, professional boundaries, referral pathways, field education and placement supervision.
- Sector knowledge and compliance - privacy, confidentiality, ethics, academic integrity, best practice, mandatory reporting, child safety, workplace health and safety, risk management, professional standards and regulatory obligations.
- Teaching and academic practice - curriculum design, assessment design, moderation, feedback, digital learning, inclusive pedagogy, student engagement, scholarship and evidence-informed practice.

4.7 Recording and Evidence

Academic staff must record completed CPD activities in the Professional Development Register or other approved institutional record system. Records must be maintained throughout the year and be available for review during supervision, performance review, academic quality assurance or audit processes.

Records must include the date of the activity, activity title, provider or facilitator, type of activity, description, CPD hours claimed, relevance to the staff member's role and field of education, evidence of attendance or completion, reflection on learning and evidence of application where applicable.

A CPD activity will count toward the annual requirement only where it is relevant to the staff member's role and is recommended by the Head of Department and approved by the Director of Teaching and Learning.

Apart from delivering a mandatory PD session to the department or the organisation based on the completed CPD activity evidence should demonstrate completion, participation, reflection or application, not merely registration for an activity.

4.8 Monitoring and Review

Staff and Line Managers should review progress against the CPD plan at least every six months. The review should consider completed hours, evidence submitted, relevance to the staff member's teaching area and field of education, impact on teaching or professional practice, barriers to completion and any required changes to the CPD plan.

Completion of annual CPD requirements will be considered in performance review, workforce planning, academic quality assurance, teaching allocation, reappointment and continuing engagement decisions, where applicable.

4.9 Support for Professional Development

Acknowledge Education and ICHM will support professional development through access to relevant internal training, induction, online resources, mentoring, peer observation, communities of practice, academic forums and, where approved and feasible, time or financial support for external activities. Priority will be given to activities aligned with institutional priorities, regulatory requirements, discipline currency, teaching quality, accreditation requirements and student outcomes.

Sessional and casual academic staff will be invited to relevant professional development events, orientation activities and mandatory training. Where attendance is designated as mandatory, payment or workload arrangements will be managed in accordance with contracts, applicable industrial instruments and institutional practice.

4.10 Responsibilities

The Colleges are responsible for communicating CPD expectations, providing reasonable access to relevant development opportunities, maintaining appropriate record-keeping processes, identifying mandatory training requirements and monitoring completion of CPD requirements.

Line Managers and academic leaders are responsible for supporting staff to prepare CPD plans, endorsing relevant activities, reviewing evidence, monitoring progress and addressing non-compliance through appropriate performance or quality assurance processes.

Academic staff are responsible for identifying development needs, preparing and completing an annual CPD plan, maintaining evidence of at least 20 hours of professional development each year, applying learning to their academic role, completing mandatory training and advising their Line Manager if they are unlikely to meet CPD requirements.

4.11 Related Documents

1. *Staff Induction Procedures*
2. *Academic Staff Qualifications and Equivalence Policy*
3. *Learning and Teaching Plan*
4. *Student Assessment and Grade Management Policy and Procedure (Higher Education)*
5. *Scholarship and Research Plan*
6. *Work Integrated Learning, Field Education or Placement procedures, where applicable*
7. *Professional Development Register or equivalent record system*
8. *Performance Development and Review processes*
9. *Privacy Policy*
10. *Staff Code of Conduct*

2026 Professional Development Sessions – Responsible Director of Teaching and Learning

Workshop Type	Focus areas	Timeline for 2026 Workshops	Approximate time
Academic Integrity Policy Implementation	Explain the new policy requirements, reporting pathways, and consistent application across departments	Week 5 -T2	1 hour
Academic Integrity and Gen AI Staff Module	Completion with 100% in the quiz	Week 14-T2	5 hours
Identifying Academic Misconduct in Assessments	Recognising plagiarism, collusion, contract cheating, and GenAI misuse through the assessment details	Week 8 T2	1 hour
Moodle & Digital Teaching Capability	Structuring weekly modules, and digital assessment tools	Week 13 -T2	2 hours
Non-clinical wellness workshop	Strengthening interpersonal awareness, empathy, and effective communication with students and colleagues	Week 13 -T2	2 hours
Design for Impact	Explore how visual design can enhance communication, improve learner engagement, and support understanding.	Week 13 -T2	1 hour
Responsible Use of Generative AI in Higher Education	Assessment Moderation, feedback, rubrics and Quality Assurance	Week 12 -T2	1 hour
Supporting Students at Risk	Identifying early indicators of academic difficulty and applying educative interventions	Week 1 -T3	1 hour
Gender-based violence focus groups	Provide feedback for the development of Gender-based violence	Week 13-T2	1 hour
Workplace bullying, Sexual assault and sexual harassment	Policies and procedures	Week 14- T2	2 hours



Workshop Type	Focus areas	Timeline for 2026 Workshops	Approximate time
Curriculum Mapping & AQF Alignment	Mapping learning outcomes to weekly content, assessments, and graduate attributes to ensure regulatory compliance	Week 1 -T3	2 hours
Intervention plans for students at risk	Create plans to match the study plan and completion requirements	Week 0-T3	1 hour
Academic Integrity in the Age of AI	Effective Feedback and Assessment Rubrics	Week 2 -T3	1 hour
RTO Manager Essentials for Teaching staff	A practical introduction to the key RTO Manager features used by teaching staff.	Week 3 -T3	1 hour
Policy Implementation Sessions	Short, targeted sessions to ensure faculty apply policies consistently across campuses.	Week 5 -T3	2 hours
Higher Education Compliance and Academic Governance (TEQSA, HESF, ESOS, National Code, Academic Policies)	Maintain staff awareness of regulatory requirements, governance, quality assurance, and compliance obligations.	Week 8 -T3	2 hours
ESSOS Training	Training in ESOS obligations and National code		2 hours
Professional Practice, HR and Workplace Responsibilities	Update staff on employment obligations, Code of Conduct, KPIs, workload expectations, professional development requirements, and HR policies.	Week 8 -T3	2 hours

5.0 Document Information

Document Name	Academic Staff Professional Development Policy
Document Number	3.2.6
Audience	Academic staff; academic leaders; sessional and casual academic staff
Category	Academic
Subcategory	Professional Development / Staff Development
Approved by	Academic Board
Approved Date	14.07.2026
Last date of approval:	New Policy
Next Review Date	14.07.2028
Responsible Officer	Director of Teaching and Learning
Contact	Director of Teaching and Learning

6.0 Change Log

Document change and review log Date	Version	By	Notes
14.07.2026	1.0	Provost	New policy drafted for Acknowledge Education and ICHM using the approved policy template and aligned with the APIC CPD policy approach to planning, recording, monitoring and evidence.