



**AUSTRALIS  
BUSINESS  
SCHOOL**

# **Professional Development and Scholarly Activity Policy and Procedure**

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## 1 PURPOSE

This *Professional Development and Scholarly Activity Policy and Procedure* encourages, guides and underpins a culture of professional development and scholarship throughout the Australian School of Business Pty Ltd, trading as Australis Business School (Australis). The policy and procedure provides information on planning and administering the growth, evaluation, and productivity of its staff while also providing appropriate opportunities for professional development of staff. The policy and procedure also establish Australis' commitment to encouraging, developing and verifying scholarship and provides the policy framework, principles and responsibilities for research.

This policy and procedure are guided by the *TEQSA Guidance Note: Scholarship Version 3.0 (4 May 2022)*.

## 2 SCOPE

This policy and procedure apply to all Australis staff. They also apply to contractors, consultants and other persons involved in research in collaboration with Australis staff or students or engaged by Australis to undertake specific research.

## 3 DEFINITIONS

See the Australis *Glossary of Terms* for definitions.

## 4 POLICY STATEMENT

Australis is committed to the professional development of employees by developing a more highly capable and flexible workforce through providing appropriate support for developmental programs that enhance employees' performance and efficiency and to support them with the achievement of Australis' goals and objectives.

Australis is committed to facilitating professional development by allocating resources, including funding, in the annual budgets of all its units.

It is imperative for staff members to engage in the annual performance review and planning procedure to determine the requisite developmental undertakings that are essential for accomplishing performance objectives and fostering career advancement. Academic staff will engage in scholarly pursuits that expand the frontiers of knowledge and comprehension within their respective fields of expertise and scholarship. The knowledge that academic staff create will contribute to the development of teaching and research scholarship in their areas of expertise.

During the process of conducting research, expanding the limits of knowledge and engaging in academic discussions are integral components of the responsibilities of scholars. Academic staff are expected to engage in scholarly activity as part of their professional responsibilities. Academic staff involved with Australis HDR courses and HDR students are expected to be research active, which includes (but is not limited to) the following:

- Authorship/co-authorship and systematic publication in quality research within the most recent three years. In particular, publication in professionally recognised outlets such as those recorded by the Australian Council of Business Deans (or its equivalent) will be recognised and rewarded through institutional support for workshop and conference attendance.
- Having a substantial track record of relevant supervision experience supporting HDR students in pursuing relevant publications within the most recent three years
- Successful application for awards, grants or competitive funding
- Leadership and contribution at (inter)national level in professional development or disciplinary engagement research
- Peer recognition at (inter) national level detailing contribution to quality research practice
- Mentors and supports junior academics in quality research

## **5 PROFESSIONAL DEVELOPMENT AND TRAINING**

All staff, both academic and non-academic, are also encouraged to engage in professional development relevant to their positions at Australis. For academic staff, professional development may relate to their professional practice, for example, CPA Australia, Chartered Accountants Australia and New Zealand (CA ANZ) or Law Society membership. For non-academic staff, examples of professional development activities include workshops conducted by the Association for Tertiary Education Management (ATEM) or the International Education Association of Australia (IEAA) or activities in relation to Canvas, student mental health, complaint handing, dealing with difficult customers and so on.

Australis is committed to providing its staff with opportunities to develop knowledge, skills and capabilities that complement the Australis' objectives and goals, and are conducive to the fulfilment of their academic, professional and legislative responsibilities. Australis will provide appropriate support, time and encouragement for undertaking induction and ongoing professional development activities.

Staff development needs will be identified primarily through the performance development process. Australis' overall approach to professional development includes the following:

- internal professional development, such as events, courses, and on-the-job learning. These opportunities may include group or individual coaching, work discussions, information sessions, and team meetings.
- short courses
- external professional events, such as workshops, conferences, seminars professional memberships, where appropriate
- formal award programs

- tertiary studies taken on a part-time basis
- professional development management

Identification and approval of professional development opportunities will be based on the following criteria:

- the most effective activities for enabling academic and professional development
- alignment with Australis' operational and strategic plans
- recording of scholarly and academic activities
- recording of professional development activities
- other staff members' needs
- available resources and budgets
- a history of successfully transferring information through team meetings and on-the-job coaching

## 5.1 Examples of Scholarly Activity

There are various ways to engage in scholarly activity. The following examples of scholarship that may be supported by Australis are not intended to be an exhaustive list but to demonstrate that Australis will support various ways for staff to engage in scholarly activity.

- **Staffing recruitment, promotion – encourage scholarship:** Australis will recognise and encourage scholarship in all areas of recruitment, promotion and professional development. Australis will ensure that staff with academic leadership and staff with course delivery responsibilities are involved in relevant, continuing scholarship consistent with the AQF level of the course.
- **Training, conferences and seminars:** Australis provides in-house academic training sessions and workshops to all full-time, part-time and sessional academic staff, and supports and encourages attendance at short courses, conferences and seminars.
- **Publication:** Australis supports the preparation of monographs, peer-reviewed academic and professional articles and papers presented at conferences where ideas and findings are explored, discussed and critiqued. Australis will encourage active and ongoing involvement of staff in relevant scholarly academic societies, editorial roles and peer review.
- **Course design and curriculum development:** Academic staff may be involved in teaching, learning and curriculum-development projects. Australis will ensure institutional course design approval processes are informed by relevant scholarship such as scholarly review, original research and teaching practice that collectively contributes to course development.
- **Involvement with other higher education providers:** Members of academic staff may become involved in activities with another higher education provider such as benchmarking, assessment moderation or participation on an Academic Board or Course Advisory Committee. Staff will be encouraged to contribute to relevant professional bodies and communities of practice through development of new standards, knowledge resources and codes of practice.
- **Relevant higher qualifications:** Staff are supported and encouraged to achieve higher qualifications related to their area of academic expertise. Academic staff may be

allowed time off from other roles and duties to attend course-related activities and examinations. Sessional academic staff without a higher education teaching qualification who are continuing into a second semester need to obtain an approved higher education teaching qualification as part of their professional development.

- **Research activities:** Academic staff will be assisted in relevant research projects, literature reviews, conference presentations and journal publications with resource allocation such as journal access, scholarly library collections and conference attendance.

## **5.2 5.2 Mandatory training for staff**

All staff, both academic and non-academic, will complete mandatory training on campus and online safety and critical incident and business continuity planning/management, as per the *Health and Safety Policy, Recruitment and Selection Policy and Procedure and Critical Incidents and Business Continuity Policy and Procedure*.

All staff who interact directly with international students must be aware of Australis' obligations under the ESOS legislative framework and of the potential implications for students arising from the exercise of these obligations. This requirement is fulfilled through the completion of the ESOS training module. This module will be delivered by an independent external expert or organisation selected by the Australis' CEO.

The ESOS training module is mandatory for all staff who interact directly with international students. Staff are required to complete the training within one month of commencing employment and then every two years. The CEO is responsible for ensuring all relevant staff complete the training.

## **5.3 5.3 Mandatory training for authorised education agents**

Australis will ensure that all authorised education agents undertake ESOS training. This module will be delivered by an independent external expert or organisation selected by the Australis' CEO.

In addition, Australis will encourage all authorised agents to undertake the Education Agent Training Course (EATC) which is an industry-recognised online course on the Australian education system.

# **6 PROFESSIONAL DEVELOPMENT AND TRAINING PROCEDURE**

## **6.1 Identification of Development Needs and Mandatory training**

All staff, both academic and non-academic, will complete mandatory training on campus and online safety and critical incident and business continuity planning/management, as per the *Health and Safety Policy, Recruitment and Selection Policy and Procedure and Critical Incidents*

and Business Continuity Policy and Procedure. This will be delivered and monitored by the Chief Executive Officer at least on an annual basis.

Consideration of the particular career needs of employees is to be given when identifying development needs. This consideration will take into account the personal aspirations and goals of staff members, as well as Australis' *Strategic Plan*.

Identification of development needs will become apparent following:

- the completion of any required probationary periods
- routine performance review cycles
- promotion or transition to new roles
- analysis of group training needs.

## 6.2 Approval

All staff are allowed to participate in professional development activities and Australis is responsible for ensuring that an equitable, fair and transparent process is followed when considering professional development applications for approval.

The following criteria will be used for approval to be granted:

- explanation of relevance to the staff member's current role and responsibilities, and to Australis' expectations of that role
- support and encouragement of the progression of the staff member as identified in performance review goals and targets
- alignment with Australis' *Strategic Plan*, including the development of managerial roles and leadership
- representing a justifiable return on investment, meaning the costs incurred are reasonable considering the level of development that would be achieved
- the acquired information being transferrable into the workplace and current positions and roles

Both leave and funding need to be approved in line with the *Governance Charter and Delegations Framework*.

## 6.3 Resourcing

The resources and funding available at the time of professional development application will also be taken into consideration during the approval process. Resources and funding considered include:

- time – study leave, PhD completion, research leave
- costs

Professional development leave will be assessed in conjunction with the requirements of professional development approval. Consideration of all other approved leave is necessary prior to approval of professional development leave.

Australis makes provision for the allocation of funds towards professional development. This, however, is discretionary and is not an entitlement. The decision to provide financial support is dependent on the staff member's supervisor in consultation with the appropriate financial delegating authority.

## **6.4 Responsibilities**

The Chief Executive Officer will be responsible for the following.

- Review whether sufficient resources and funds for professional development and mandatory training are included in the Australis annual budget.
- Approve annual professional development plans proposed by individuals.
- Monitor participation in the completion of mandatory training, plan development and learning opportunities, and assess relevance and levels of learning.
- Report to the Board of Directors the completion of mandatory training and spend/effectiveness of staff professional development against the approved budget and professional development plans.

## **7 SCHOLARLY ACTIVITY PROCEDURE**

### **7.1 Planning for Scholarly Activity**

The academic staff meetings will focus on discussing scholarly activities to assist academics in identifying prospects for scholarly pursuits and sharing the results of these endeavours. At the commencement of each calendar year, the academic staff members will have a one-on-one discussion with the Dean (or HDR Director for HDR staff) regarding their respective scholarly activity plans. The Dean (or HDR Director for HDR Staff) will provide guidance and support to the academic faculty in relation to their intended scholarly pursuits. The plan for scholarly activity must be mutually agreed upon, and its progress must be monitored and deliberated during the staff member's yearly performance review.

### **7.2 Monitoring of Scholarly Activity**

The Dean (or HDR Director for HDR staff) will oversee scholarly activities to ensure that academic staff maintain an adequate level of scholarly activity. The Dean (or HDR Director for HDR staff) will maintain a Register of Scholarly Activity and generate an annual report for the Academic Board (AB) regarding the categories of scholarly activities pursued. The AB will provide the Board of Directors (BoD) with an annual report on scholarly activities.

### **7.3 Responsibilities**

Academic staff will:

- make sure that they are familiar with Australis policies and procedures relevant to scholarly activity
- be involved in scholarly activity and use their scholarship in teaching
- understand that a review of their past activities, as well as a plan for future activities, will be included in their yearly performance review session

- ensure that they know and comply with Australis' requirements in relation to publication and authorship.

The Dean (or HDR Director for HDR staff) will:

- ensure that students, staff and affiliates possess a clear understanding of their roles and responsibilities relating to research and scholarship as set out in this policy and procedure
- ensure fair and equal access for all staff when allocating resources and funds for scholarly activities
- monitor scholarly activities of staff and prepare a yearly report for the AB
- investigate or delegate the investigation of all academic misconduct allegations
- maintain a register of warnings issued regarding academic misconduct and breaches of research integrity.

The Academic Board (AB) will:

- approve actions and strategies to promote the principles and practices of professional development and scholarly activity at Australis
- oversee appropriate processes to monitor and manage the implementation of this policy and procedure
- report the standard of outputs of scholarship at least once a year to the BoD
- ensure that measures have been taken to address any underlying causes of research misconduct.

## 8 RELATED DOCUMENTS, EXTERNAL REFERENCES AND VERSION CONTROL

### 8.1 Related/Referenced Documents

- *Academic Integrity and Misconduct Policy and Procedure*
- *Code of Conduct*
- *Course and Unit Development and Quality Assurance Policy and Procedure*
- *Critical Incidents and Business Continuity Policy and Procedure*
- *External Referencing Policy*
- *Facilities, Resources and Infrastructure Policy*
- *Feedback Policy and Procedure*
- *Freedom of Intellectual Inquiry Policy*
- *Governance Charter and Delegations Framework*
- *Learning and Teaching Policy*
- *Records and Information Management Policy*
- *Recruitment and Selection Policy and Procedure*
- *Sexual Assault and Sexual Harassment Prevention and Management Policy and Procedure*
- *Staff Complaints and Appeals Policy and Procedure*
- *Strategic Plan*

### 8.2 Related Legislation and External References

- Higher Education Standards Framework 2021
- *Tertiary Education Quality and Standards Agency (TEQSA) Act 2021*
- *Education Services for Overseas Students (ESOS) Act 2000 (Cth)*
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 (National Code)
- TEQSA Guidance Note: Scholarship Version 3.0 (4 May 2022)

### 8.3 Version Control

Version	Date	Reviewed/approved by	Key notes/changes
1.3	31/07/25	AB	Approved at the AB 31/07/25 meeting.
1.4	05/08/25	BoD	Approved at the BoD 05/08/25 meeting.

### 8.4 Document Review

To be reviewed at least every five (5) years from the date of final approval.

