



Staff Training and Development Policy

Holmes Institute (Holmes) recognizes that staff quality is a critical component for an enhanced student experience, more so within the learning context. As such, Professional Development (PD) at Holmes is designed to support and enhance the existing strengths and potential contributions of Holmes staff, so they can continue to deliver services that support quality student outcomes.

Scope

This policy is applicable to Holmes Pty Ltd and applies to all staff (covering employees and contractors) at Holmes. This Policy reflects the *Higher Education Standards Framework (Threshold Standards) 2015* ('the Threshold Standards') and Holmes obligations under the *Education Services for Overseas Students (ESOS) Act (2000)* and the *National Code (2018)*.

Policy Principles and Standards

- Professional development is recognised by Holmes as a legitimate work activity that enhances as workplace productivity and work satisfaction.
- Professional development is integrated into Holmes' planning and management practice.
- Staff are expected to participate in sector and role specific induction and ongoing professional development provided by Holmes. This includes training on Holmes and employee obligations under the ESOS legislative framework.
- There is an annual budget set aside for professional development activities.
- All Holmes staff have access to Professional Development (PD) opportunities regardless of the nature of their employment.
- Fractional and sessional staff members have a qualifying period of 12 months of service to be entitled to PD entitlements which are paid on a pro rata basis.
- Holmes allocates financial and other resources to provide its staff with continuous learning and development opportunities which are relevant to their roles at Holmes and that also support staffs' individual career aspirations. This includes financial and in-kind support to participate in structured programmes in Learning and Teaching leading to a qualification under the AQF.
- Holmes will give priority to professional development activities that enhance organisational capacity.

Academic Standards

- Holmes requires that academic staff who are employed or contracted to teach or undertake academic or teaching and learning supervisory roles are appropriately qualified in the discipline in which they are engaged in those activities.
- To comply with the Threshold Standards all academic staff must have:

- *a qualification in a relevant discipline at least one AQF qualification level higher than the course of study being taught, OR*
- *equivalent relevant academic or professional or practice-based experience and expertise; AND knowledge of contemporary developments in their specific discipline or field, be actively engaged in continuing professional development, scholarship, research or knowledge of contemporary teaching, learning and assessment relevant to their discipline, role, modes of delivery and the specific needs of student cohorts.*
- For those assessed under the criteria of equivalent academic, professional or practice-based experience, staff must have acquired sufficient professional experience working in the relevant field or industry. At Holmes this is determined as:
 - *equivalent professional experience that demonstrates achievement of specific knowledge and skills relevant to the role; and*
 - *a minimum of five years current and appropriate industry experience.*
- Holmes recognises that some discipline areas require a combination of registration, industry or professional experiences and qualifications to achieve expert-level professional standards. In such cases, the relevant professional and industry experience would be used to assess the equivalence of being one AQF level above that being taught.
- All academic staff are to be fully informed of the requirements for delivering relevant Holmes higher education courses, and have approval for delivering higher education subjects in accordance with this Policy before undertaking any of those activities.

Scholarship requirements

- Holmes recognises that the engagement in scholarly activities is a significant element of academic staff experience. Holmes is, therefore, committed to fostering a culture of scholarship amongst all of our academic staff, by supporting all academic staff to undertake regular scholarly activities.
- Each academic staff member is entitled to up to \$1500 per year to participate in scholarly activities.
- All academic staff are required to annually declare to Holmes the nature of their scholarly activities throughout the previous year and provide further details or evidence to confirm these activities at Holmes's request.
- All scholarly activities recorded and maintained on a centralised register.

The following table outlines Holmes's scholarship expectations and examples of scholarship activities.

Scholarship expectation	Examples of scholarship activities
Demonstrate current discipline knowledge and provide evidence of ongoing intellectual engagement.	<ul style="list-style-type: none"> ● Attendance and presenting at conferences or seminars ● Participation in networks, communities of practice or mentoring activities ● Actively engaged in ongoing academic study ● Undertaking CPD including as required as part of professional designation.

Scholarship expectation	Examples of scholarship activities
Service to the profession	<ul style="list-style-type: none"> • Engagement in and/or leadership roles in professional organizations • Leadership in the development of professional standards • Mentoring • Ongoing maintenance and upgrade (where appropriate) of professional qualification
Maintain and develop discipline specific expertise through literature, new research, interaction with peers	<ul style="list-style-type: none"> • Publishing articles related to research within the discipline or profession • Accessing current research through Holmes Australia databases etc. • Attend and participate in workshops, seminars, conferences • Active membership of peer working groups
Actively engage with current thinking and practices relevant to discipline	<ul style="list-style-type: none"> • Contributions in the field of study through participation in advisory boards and professional networks • Actively engage in industry forums, think tanks and industry regulatory bodies
Ongoing development of teaching practice	<ul style="list-style-type: none"> • Participate in external benchmarking project • Participate in assessment benchmarking activities • Undertake and complete the Holmes Way training Professional development or other relevant professional development activities • Be actively involved with the development and review of curricula • Lead faculty validation and moderation processes
Supporting students to become critical, creative thinkers and enhancing teaching	<ul style="list-style-type: none"> • Attendance and participation in assessment workshops • Consistent achievement of a high ranking from student feedback (SETS) together with constructive feedback

Funding availability

Examples of professional development activities that may be funded by Holmes include:

- Staff exchanges;
- Short programmes;
- Workshops and in-house training;
- Formal studies (through Holmes or other providers);
- Special projects and research activities
- Conference attendance.

Professional development activities typically not separately funded by Holmes, as they form part of employment include:

- Meetings with industry;
- Moderation;
- Professional reading;

- Membership of professional associations;
- Secondments;
- Informal mentoring and coaching e.g. peer review of work. E.g. the Peer Review of Teaching Program (PRT) which offers faculty the opportunity to engage voluntarily with senior academics to generate structured feedback about their teaching.

Responsible and Accountable Officers

- Managers are required to ensure adequate professional development opportunities for all staff under them and department heads are ultimately responsible for ensuring that staff have adequate opportunity to participate and appropriately participate in professional development.
- Holmes' Research and Staff Development and Committee will manage the allocation of resources for professional development.
- While Holmes will endeavour to keep records of professional development undertaken by staff, the onus is on individual staff to keep adequate records of their involvement in professional development, particularly that which involves informal learning.

The Dean in conjunction with the Research and Staff Development Committee is responsible for maintaining an annual register of all formal professional development undertaken by faculty members.