

Professional Development Policy

Section 1 - Preamble

(1) Charles Darwin University ('the University', 'CDU') is committed to providing opportunities for its staff to improve their skills, knowledge and capabilities to enable their career advancement, to enhance their job satisfaction and to increase their effectiveness in contributing to the University's strategic and organisational objectives.

Section 2 - Purpose

(2) This policy outlines the University's approach to the professional development of its staff.

Section 3 - Scope

(3) This policy applies to all University staff.

Section 4 - Policy

(4) The University is committed to the pursuit of learning and recognises that the professional development of staff is a pivotal investment from which staff, students and CDU itself will benefit.

(5) The University supports a culture of ongoing professional development and learning that:

- a. is aligned with the achievement the University's strategic goals and objectives;
- b. facilitates the growth and advancement of staff members personal and professional capabilities and career goals;
- c. is the shared responsibility of the staff member and the relevant organisational unit;
- d. provides equitable access to a broad and flexible range of development opportunities for staff at all levels across; and
- e. demonstrates the application of knowledge and skills within a staff members role, organisational unit, and University more broadly.

(6) Staff are required to participate in the annual Performance Development Review System (PDRS) and identify with their supervisors development activities that support their performance objectives and career development goals. Notwithstanding this, the University supports staff to be self-directed learners and encourages both staff and supervisors to identify opportunities for skill and capability development during their regular meetings and as they arise.

Staff professional development programs

(7) The University encourages staff to develop their skills and capabilities through a broad range of professional development activities, including but not limited to:

- a. induction;
- b. staff training courses and activities offered by People and Culture;
- c. on the job training;
- d. participation in training and development opportunities (face to face and online) offered by external entities and through affiliation with CDU,
- e. special study programs in accordance with the [Special Study Program Procedure](#);
- f. study related to their current employment, which may be eligible for reimbursement in accordance with the [Study Reimbursement Scheme Procedures](#)
- g. workshops, seminars or short courses that do not lead to a qualification;
- h. shadowing and participating in mentoring, as either a mentor or mentee;
- i. involvement in networks, forums, communities of practices, and professional associations;
- j. conferences;
- k. staff exchanges;
- l. internal and external secondments and opportunities for higher duties in accordance with the Secondments and Higher Duties Procedure.

(8) While many effective development activities do not require specific funding (e.g., mentoring, on-the-job training), organisational units are responsible for allocating funding for formal staff development from the funds under their control.

Mandatory training

(9) Some professional development activities may be mandatory as a consequence of the Enterprise Agreement, legislation or University policies and procedures as defined by People and Culture. These activities include, but not limited to:

- a. cross cultural awareness training;
- b. occupational health and safety training, including regarding workplace ergonomics;
- c. fire awareness and emergency evacuation training;
- d. ensuring understanding of staff obligations under the [Fraud and Corruption Control Policy](#);
- e. equity and equal opportunity training; and
- f. ensuring awareness of the [Code of Conduct - Staff](#).

(10) Organisational units or individuals with particular responsibilities, such as staff responsible for fieldwork, medical research or VET training, may have additional compulsory professional development requirements pertaining to that work.

Responsibility for staff development

(11) SET members are primarily responsible for implementing this policy by ensuring that staff are engaged in the PDRS process and are given access to relevant development opportunities.

(12) Supervisors play a key role in staff development by assisting staff to identify their strengths and development needs, offering regular feedback, and by providing encouragement and the time to participate in development opportunities. This includes providing opportunities to reflect on, share and apply what they learn as part of their work.

(13) Staff have a responsibility to identify their strengths and development needs, seek feedback, and develop their skills to enhance their performance in their current position, team and organisational unit.

Section 5 - Non-compliance

(14) Non-compliance with Governance Documents is considered a breach of the [Code of Conduct - Staff](#) or the [Code of Conduct - Students](#), as applicable, and is treated seriously by the University. Reports of concerns about non-compliance will be managed in accordance with the applicable disciplinary procedures.

(15) All staff members have an individual responsibility to raise any suspicion, allegation or report of fraud or corruption in accordance with the [Fraud and Corruption Control Policy](#) and [Whistleblower Reporting \(Improper Conduct\) Procedure](#).

Status and Details

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