

Professional Development Guideline

What is it?

This guideline provides answers to common questions about professional development and how it is managed at RMIT.

RMIT is dedicated to empowering staff by offering opportunities, resources, and tools that foster both lifelong and career-long learning.

This commitment not only enhances skills and capabilities in current roles but also supports RMIT staff in realising career aspirations, driving innovation, and cultivating a thriving organisational culture.

RMIT is committed to the continuous growth and development of our staff community.

Who is this for?

This guideline is for all employees of RMIT University.

Who is responsible for professional development?

The responsibility for professional development is shared between the employee, their manager/s, and RMIT.

- Learning and development needs are primarily identified through the performance cycle and are captured in the Individual Development Plan.
- Employees are encouraged to take responsibility for their own work-related learning and career development by reflecting on their personal and career goals, interests, preferences and strengths to identify knowledge/skill gaps, areas for improvement and opportunities that align with their current and desired roles.
- Managers are responsible for identifying, enabling and approving professional development activities based on the individual needs and the priorities of their work area. Managers play a key role in career development by setting performance and behavioural expectations, identifying development needs, and providing regular feedback on your performance and development. Performance standards and measures are designed to be fair, equitable and transparent.
- The People Team analyses staff career and development objectives and activities in their Performance Workplan to inform the design and delivery of professional development activities across RMIT that support its strategic and business planning priorities.

What types of professional development are there?

- RMIT offers a broad range of professional development opportunities, also known as learning, commonly expressed as experience, exposure and education. All three kinds of learning experiences may be included in your Individual Development Plan and career.
- RMIT recognises that everyone learns and grows differently and at different paces. Therefore, the approach to development varies and is not limited to education or training.
- Activities and solutions are designed to be practical and flexible to provide immediate value during the 'flow of work'.

What does RMIT offer?

A range of information and learning materials is available on the [Capability and Careers](#) section on Worklife. These include professional development training and programs, and tips for setting up successful mentoring relationships, and resources for exploring secondments and job opportunities to build experience.

RMIT runs internal leadership programs, coaching, management essentials (such as including giving and receiving feedback), inclusion, diversity, equity and access training, cultural competence, wellbeing initiatives, and more.

A comprehensive list of formal professional development programs and further e-learning opportunities through sources such as LinkedIn Learning is accessible on Workday.

How will RMIT handle professional development request?

When considering professional development requests/opportunities, managers evaluate the following:

- relevance of the activity to the employees' current role or anticipated functions reasonably be expected to perform;
- capability of the work area and individual
- ability to address identified needs or support organisational initiatives, including team priorities and RMIT's strategic directions and relevant operational plans
- suitability of the form of professional development (experience, exposure and education) for aligning with other listed considerations
- whether the minimum of two (2) days of professional development have been met (where applicable)
- appropriateness of the investment based on available funds, other staff needs, and other cost-effective ways to meet the developmental need (such as on-the-job learning and internal development activities), and
- transferability of learning to the workplace.

If requests meet these guidelines, then the following types of support may be provided.

- a) Financial support to assist with the costs (e.g. course or registration fees) incurred in undertaking the professional development.

This is a discretionary investment by RMIT and requires approval by the manager and the relevant delegated authority (as listed in the [Delegations of Authority Schedule 1 – Financial and Contractual Delegations](#)).

- b) Time release and/or professional development leave:

RMIT provides the following professional development leave or workload time release (managed locally) with subject to manager approval, including:

Academic staff:

- assessment leave
- research leave
- study leave

Vocational Education staff (as outlined in the VE Enterprise Agreement):

- study leave (or industry release)

- sabbatical leave
- teachers leave

Professional staff:

- assessment leave
- study leave

c) Secondments:

The University supports secondments as development opportunities that benefit both the employee and RMIT. Secondments are typically within RMIT but may also be with an external organisation but are not available to casual or agency staff. Refer to the Staff Secondment Guideline for further information.

What will RMIT do to support the professional development of the broader workforce?

RMIT conducts regular analysis of professional development, performance ratings, talent management, and related processes to ensure equal opportunity commitments, including diversity of participation in staff career development, movement and progression. Such analysis identifies areas for improvement.

RMIT will provide professional development opportunities and special programs where areas of under-representation are identified to encourage and support staff in their learning and career development. Examples include where professional development opportunities are required as a special measure to support Aboriginal and Torres Strait Islander employees and meet RMIT's commitments under relevant policies and legislation.

RMIT ensures talent identification and succession planning processes are diverse in composition and application. Achievement relative to opportunity is considered in career progression decisions.

Roles and Responsibilities (Staff Learning Specialists) at RMIT

Staff Learning Specialists are coordinators, designers and facilitators that support staff capability and learning at RMIT.

Staff Learning Specialists focus on access and engagement of RMIT's staff learning community and are part of the People team and Education & Research Portfolio. These roles are also situated in Colleges and within Schools.

The role of Staff Learning Specialists is to create a supportive and inclusive learning environment that maximises the skills, capabilities and potential of all staff members.

The responsibilities of Staff Learning Specialists include:

1. Design and Delivery of Staff Learning at RMIT

- Where possible, utilise Workday Learning for communication, collection, administration and reporting of RMIT staff professional development programs.
- This enables transparency and improved access to:
 - all learners of learning opportunities at RMIT and
 - staff learning specialists, the ability to communicate learning to all RMIT staff cohorts.

2. Access and Inclusive Design and Engagement

- Integrate AAA Pedagogy by focusing on Accessibility, Adaptability, and Assessment to create flexible and inclusive learning experiences.

- Apply inclusive design principles to ensure accessibility for individuals with diverse abilities and learning preferences. Adhering to RMIT's Web Content Accessibility Guidelines (WCAG).
- Offer multiple delivery formats, including online, hybrid, asynchronous, and face-to-face, tailored to diverse learning preferences and needs.
- Organise professional development where and when possible to accommodate varying staff schedules, and maximise attendance at RMIT's global campuses.

3. Evaluation

- Incorporate evaluation throughout the learning process to continuously adapt and improve learning adoption strategies.
- Integrate participant suggestions to refine program design, ensuring alignment with RMIT's values of inclusivity and continuous learning.

These guidelines enable RMIT to fulfil its commitment to lifelong and career-long learning for all staff.

More Information

- [Staff Secondment Guideline](#)
- [Achievement Relative to Opportunity Guideline](#)
- [Induction Guideline](#)
- [Global Mobility Guideline](#) and/or Travel Policy (where there is any international opportunity)
- [Research leave](#) (current managed locally)
- [Career \(Industry\) Break Guideline](#)

Document history

Version	Effective date	Authority	Author
1.0	8 Feb 2021	Employee Lifecycle Policy	Senior Manager, PWR
2.0	14 November 2024	Employee Lifecycle Policy	Senior Manager, PWR