



AUS

American Institute
of Applied Sciences
in Switzerland

CONTINUOUS PROFESSIONAL DEVELOPMENT FRAMEWORK

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TABLE OF CONTENTS

1. INTRODUCTION	1
2. ROLES AND RESPONSIBILITIES	2
2.1. MANAGEMENT COMMITTEE	2
2.2. LINE MANAGERS	2
2.3. AUS STAFF	3
3. DEVELOPMENT NEEDS ANALYSIS	3
3.1. ORGANIZATIONAL NEEDS	3
3.2. INDIVIDUAL NEEDS	4
4. PROFESSIONAL DEVELOPMENT DELIVERY	4

1. INTRODUCTION

This framework sets out the principles and procedures relating to Continuous Professional Development (CPD) at the American Institute of Applied Sciences in Switzerland (AUS).

The CPD Framework solidifies our commitment to a transparent, structured, conscious, and proactive approach to staff development for the attainment of our vision while staff thrive, as well as our focus on leadership development to intentionally build and sustain the leadership and functional capabilities of our faculty and staff. Staff who are continually learning and developing their skills and knowledge in their expert fields benefit the students, the community, and the individual staff members themselves. It also aids the retention and engagement of high-quality staff.

The present Framework aligns with several strategic objectives identified in the AUS Strategic Plan 2022 – 2027, as follows:

- A.4. Continue the systematic implementation of the quality assurance system;
- A.5. Establish and implement performance management, incentive, and professional development systems for employees;
- B.2. Increase student numbers;
- B.3. Gradually increase faculty numbers;
- C.3. Enhance the quality of existing faculty through professional development.

AUS aims to appoint quality staff with the knowledge and skills required to ensure the effective operations of an education provider and to offer and support a range of curriculum subjects and activities. The institution recognizes that some staff may need to enhance or update their skills to meet the growing needs and expectations of AUS.

AUS will adopt an approach that uses blended learning, progressive learning opportunities, and cost-effective and impactful Continuous Professional Development (CPD) solutions. These solutions will relate to a staff's current or future role needs within the institution and help progress the AUS's strategic objectives and the specific goals set and owned by the staff themselves.

A holistic look at organisational and individual needs will drive the various approaches to develop the skills and knowledge of staff to maintain a sustainable competitive advantage. To this end, AUS commits to gradually increasing its budget for the CPD of staff. It is crucial that the ultimate responsibility for CPD is owned by the staff, with support from AUS.

The present Framework is operated in conjunction with the *Policy and procedure for the enhancement of teaching and learning*, as well as with the *Policy and procedure for staff performance management*.

2. ROLES AND RESPONSIBILITIES

2.1. Management Committee

- Has the ownership for developing, revising, and supporting the implementation of the present framework;
- Analyses and addresses organisational development needs;
- Coordinates the institutional budget approved by the President for AUS staff CPD;
- Evaluates the feedback and recommendations for developmental solutions.

2.2. Line managers

- Oversee the holistic development of all staff they are supervising;
- Facilitate staff visibility of professional development opportunities;
- Determine and cost training for professional relevance, including subscriptions, conferences etc. and align this with the Management Committee;
- Coordinate a developmental approach through 1:1 relationships to support growth, in alignment with the individual goals derived from the AUS Strategic Plan and informed by the data collected through the instruments listed in this document;
- Coordinate the implementation of staff performance improvement plans and monitor the progress recorded in relation to agreed targets for development;
- Undertake regular monitoring to assess how the knowledge and skills gained through CPD opportunities are being put into practice;
- Promote examples of outstanding and good practice by encouraging community learning within the institution.

2.3. AUS staff

- Work with their line manager to identify and implement professional development interventions agreed on for self;
- Commit to the goals agreed on with the line manager and reflected in the performance improvement plan;
- Actively participate in formal and informal experiences as part of CPD.
- Promptly fill and submit feedback report on return from training;
- Ensure the knowledge and skills acquired through CPD sessions are put into practice.

3. DEVELOPMENT NEEDS ANALYSIS

3.1. Organizational needs

AUS determines the organisational needs for professional development, which take many forms such as:

- Alignment with the AUS mission, vision, values, and Strategic Plan;
- Leading on and responding to global educational developments;
- Talent/critical role retention strategy;
- Line Manager and Leadership needs;
- Regulatory requirements;
- Survey data (employee satisfaction surveys, student feedback, etc.);
- Teaching and learning observations (for academic staff);
- Functional needs that are more specific to the functions that teams perform, such as team capability building and professional relevance.

3.2. Individual needs

Adding to the organisational needs, AUS understands and commits to identifying and responding to individual needs, which can take the form of:

- Personal goals aligned with organisational vision;
- Growth for future potential;
- Self-improvement;
- Professional relevance;
- Annual staff performance reviews.

The findings collected through these sources will be used to inform the staff development budget and approaches, with specific, measurable, achievable, and realistic targets for the upcoming year. The professional development planning is regularly reviewed, evaluated, and updated and will form part of the Strategic Plan.

4. PROFESSIONAL DEVELOPMENT DELIVERY

AUS will support the organisational and individual developmental needs to provide support in the form of:

- 50% discount on the Masters fee for staff that have concluded a period of one year of full-time employment with AUS and subject to line manager approval, terms and conditions of this benefit;
- one subscription fee to join a professional organisation relevant to the current or potential role at AUS if applicable;
- career-oriented exams and assessments relevant to the current or potential role at AUS;
- attendance in online or in-person conferences, workshops, training, courses, events, lectures, and other capacity-building opportunities;
- publications in peer-reviewed journals;
- time off to pursue further studies, professional qualifications, or other online or in-person conferences, workshops, trainings, courses, events, lectures, and other capacity-building opportunities;
- formal or informal mentoring or coaching;

- in-house training with AUS employee experts that can provide on-the-job training/learning, best practice techniques, and idea sharing;
- learning on the job (work-based learning) and by role swap.

While these opportunities are made available to both faculty and administrative staff, they will be discussed and agreed upon on a case-by-case basis. AUS understands its accountability for professional development, primarily for its full-time employees and teaching collaborators, with AUS as the main affiliation.

Furthermore, AUS reserves the right to support its decisions for professional development opportunities based on the outcomes of the performance management system. Staff attending professional development opportunities are expected to submit a feedback report on their return. The report is to include a brief description of the learnings gathered, their benefit to the individual and the organization, as well as personal feedback on whether AUS should pursue the respective training in the future.