

ព្រឹត្តិសភាគលទ្ធផលយុទ្ធសាស្ត្រសិក្សាស្រាវជ្រាវ

Date: 01st September 2025

PREAH SIHAMONIRAJA BUDDHIST UNIVERSITY

PROFESSIONAL LEARNING POLICY

Policy Number	PSBU-PL-001
Policy Area	Academic and Professional Development
Policy Owner	Office of the Rector / Office of International Academics
Responsible Unit	Designated Academic/Professional Learning Unit
Approval Authority	Rector / University Council
Effective Date	Academic Year 2027
Review Date	Three years from the date of approval
Status	Draft for Institutional Review and Approval

1. PURPOSE

Preah Sihamoniraja Buddhist University (PSBU) recognises that the quality of student learning is closely connected to the knowledge, skills, professional practice and continuing development of its academic and teaching staff.

This Policy establishes a structured and sustainable framework for professional learning that supports faculty members as educators, scholars and professionals, and contributes to the University's mission, strategic priorities and commitment to quality education.

The Policy is intended to:

- strengthen the quality of teaching and learning;
- develop the professional capabilities of faculty members;
- promote student-centred and active learning;
- encourage innovative and evidence-informed teaching practice;
- support the effective and ethical use of educational technology and artificial intelligence;
- strengthen assessment and feedback practices;
- encourage interdisciplinary and applied learning;
- support research and scholarship;
- promote reflective practice, collaboration and professional responsibility;
- contribute to quality assurance and continuous improvement; and
- support PSBU's strategic priorities, including its commitment to the Sustainable Development Goals, particularly SDG 4: Quality Education.



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2. POLICY STATEMENT

PSBU considers professional learning to be an ongoing professional responsibility and an institutional commitment, rather than an occasional training activity.

All faculty members are expected to participate actively in professional learning appropriate to their role, discipline, experience and development needs. The University will provide appropriate opportunities and support for such learning.

Professional learning may include institutional and faculty workshops, the annual PSBU Faculty Teaching & Learning Institute, induction, mentoring, peer learning, communities of practice, technology and AI training, curriculum and assessment development, research and scholarly activities, conferences, professional engagement, community engagement and approved self-directed learning.

Participation alone is not the intended outcome. Professional learning should lead, wherever practicable, to improved professional practice and demonstrable benefit to students and the University.

3. SCOPE

This Policy applies to all academic and teaching staff of PSBU. Relevant professional and administrative staff may participate in professional learning activities where these support their responsibilities or the University's strategic priorities.

The Policy applies to professional learning undertaken through University-based, external, collaborative and self-directed activities.

4. DEFINITIONS

4.1 Professional Learning

Professional learning is the continuing development of knowledge, skills, capabilities and professional practice required to perform effectively and contribute to the ongoing improvement of the University.

4.2 Faculty Member

For the purposes of this Policy, a faculty member is an academic or teaching staff member engaged in teaching, learning, research or related academic responsibilities at PSBU.

4.3 Individual Professional Learning Plan (IPLP)

An Individual Professional Learning Plan is an annual plan that identifies a faculty member's professional learning priorities, planned activities, intended application and evidence of progress or achievement.

5. GUIDING PRINCIPLES

PSBU's Professional Learning Programme shall be guided by the following principles.



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5.1 Student-Centred Learning

Professional learning shall support faculty members to design learning experiences in which students actively participate in questioning, analysis, collaboration, problem solving, application, creation and reflection, and take increasing responsibility for their learning.

5.2 Evidence-Informed Practice

Faculty members are encouraged to base teaching and learning decisions on contemporary educational research, professional experience, evidence and reflection. PSBU will encourage the evaluation and sharing of effective practice.

5.3 Continuous Professional Growth

Professional learning is a continuing process throughout an academic's career. Development opportunities should reflect discipline, role, qualifications, experience, career stage, responsibilities, professional aspirations and changing institutional and student needs.

5.4 Practical Application

Professional learning should, wherever practicable, result in application. Faculty members should be encouraged to translate learning into improved teaching activities, course materials, assessment, student support, research, technology-enhanced learning or other improvements to academic practice.

5.5 Collaboration and Collegiality

PSBU recognises that professional learning is strengthened when colleagues learn with and from one another. The University will encourage peer learning, mentoring, peer observation, collaborative curriculum development, interdisciplinary activities, sharing of resources and communities of practice.

5.6 Innovation and Appropriate Use of Technology

PSBU recognises the continuing impact of digital technologies and artificial intelligence on higher education. Faculty members should develop the capacity to use technology and AI appropriately, ethically and purposefully to enhance teaching, learning, assessment, research and professional practice.

Technology should be adopted because it provides educational or professional value, rather than simply because it is available.

5.7 Academic Integrity and Ethical Practice

Professional learning shall reinforce PSBU's commitment to academic integrity, ethical scholarship, responsible use of AI, protection of student information, intellectual property, professional conduct and respect for students and colleagues.

5.8 Contextual and International Relevance

Professional learning shall reflect PSBU's Cambodian context while incorporating relevant international developments in higher education. Faculty members are encouraged to use examples, cases, research and learning activities that connect learning with Cambodia, Southeast Asia, local communities, industry, government, NGOs, professional practice and international contexts.



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6. PROFESSIONAL LEARNING FRAMEWORK

PSBU shall organise its Professional Learning Programme around six broad areas.

Area 1 — Teaching Excellence

- Learning theory and how students learn
- Student-centred and active learning
- Questioning and classroom facilitation
- Case-based, problem-based and project-based learning
- Experiential and inclusive teaching

Area 2 — Curriculum and Assessment

- Learning outcomes and constructive alignment
- Course and curriculum design
- Interdisciplinary learning
- Graduate capabilities
- Authentic assessment
- Rubrics and feedback
- Programme and course review

Area 3 — Digital and AI-Enabled Education

- Learning management systems
- Online and blended learning
- Digital content creation
- Educational technology
- AI for educators and students
- Responsible and ethical AI
- Academic integrity in an AI-enabled environment
- Emerging technologies

Area 4 — Research and Scholarship

- Research methodology
- Academic writing and publication
- Conference participation
- Research collaboration
- Scholarship of Teaching and Learning
- Research-informed teaching

Area 5 — Professional Practice

- Academic leadership
- Communication and presentation
- Mentoring and teamwork
- Professional ethics
- Stakeholder and community engagement
- Professional networks



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Area 6 — Quality, Innovation and Institutional Development

- Quality assurance and continuous improvement
- Programme review
- Accreditation
- Internationalisation
- SDG-related activities
- Teaching and learning innovation
- Evidence-based institutional development

7. ANNUAL FACULTY TEACHING & LEARNING INSTITUTE

PSBU shall establish an annual Faculty Teaching & Learning Institute as a core component of its Professional Learning Programme. The Institute should normally be conducted at the commencement of each academic year.

The Institute will provide an opportunity for faculty members to:

- review current developments in higher education;
- strengthen teaching practice and student engagement;
- explore contemporary pedagogical approaches;
- develop digital and AI capabilities;
- review curriculum, assessment and feedback practices;
- share effective teaching strategies and resources;
- undertake interdisciplinary learning activities;
- develop practical teaching resources; and
- establish professional learning priorities for the academic year.

Participation will be expected of all faculty members unless an approved exemption applies. The Institute shall be designed as an active professional learning experience, with emphasis on workshops, collaboration, practical application, reflection and the development of resources that can be used in teaching.

8. PROFESSIONAL LEARNING REQUIREMENTS

Faculty members are expected to participate in professional learning appropriate to their responsibilities and professional development needs.

Professional learning may include:

- Institutional Learning — University-wide workshops, seminars and training.
- Faculty Learning — Activities organised within a faculty, school or department.
- Individual Learning — Self-directed reading, online courses, webinars, professional certifications and other approved activities.



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- Collaborative Learning — Peer observation, mentoring, communities of practice and collaborative curriculum development.
- External Learning — Conferences, professional associations, external workshops, industry engagement and other approved activities.
- Scholarly Learning — Research, publications, conference presentations and scholarship of teaching and learning.

The University may establish annual participation expectations or professional learning hours through implementation procedures.

9. INDIVIDUAL PROFESSIONAL LEARNING PLANS

Each faculty member should maintain an Individual Professional Learning Plan (IPLP), reviewed annually.

The IPLP should identify:

1. current professional strengths;
2. areas for development;
3. teaching and learning priorities;
4. professional and/or research goals;
5. planned professional learning activities;
6. intended changes to professional practice; and
7. evidence of progress, achievement or application.

Professional learning should follow the cycle:

Identify → Plan → Learn → Apply → Reflect → Evaluate → Improve

10. INDUCTION, MENTORING AND PEER LEARNING

10.1 Induction

All newly appointed faculty members should participate in an appropriate induction programme covering, as relevant, PSBU's mission, policies and procedures, teaching expectations, curriculum and assessment, quality assurance, academic integrity, student support, learning technologies, AI and digital learning, research expectations, professional conduct and relevant institutional systems.

Where practicable, new faculty members should be supported by an experienced colleague during their initial period of employment.

10.2 Mentoring and Peer Learning

PSBU recognises mentoring and peer learning as important components of professional development. The University may establish mentoring programmes, peer observation, peer review of teaching, teaching circles, communities of practice and collaborative curriculum-development groups.

Peer observation and review should be developmental rather than punitive, with the primary purpose of promoting professional reflection, dialogue and improvement.



11. COMMUNITIES OF PRACTICE

PSBU may establish communities of practice around areas of institutional or professional importance, including teaching and learning, educational technology, artificial intelligence, research and publication, quality assurance, assessment, English-medium instruction, student support, internationalisation and community engagement.

Communities of practice may meet regularly to share experience, solve problems, develop resources and disseminate good practice.

12. PROFESSIONAL LEARNING AND QUALITY ASSURANCE

Professional learning shall contribute to PSBU's quality assurance and continuous improvement processes.

Where appropriate, outcomes from professional learning should inform course and programme review, internal quality assurance, accreditation, curriculum development, student feedback, teaching observation and institutional strategic planning.

The University should seek evidence that professional learning is contributing to improvements in academic practice.

13. PROFESSIONAL LEARNING AND STUDENT OUTCOMES

The ultimate purpose of professional learning is to improve the student learning experience. Evaluation should therefore consider not only participation and satisfaction, but also what faculty members have learned, applied and changed.

Where practicable, evaluation should consider four levels:

8. Participation — Did faculty members participate?
9. Learning — What knowledge, skills or capabilities were developed?
10. Application — What did faculty members subsequently change in their practice?
11. Impact — What evidence indicates benefit to students, courses or the University?

This approach should be progressively incorporated into PSBU's professional learning evaluation processes.

14. RECOGNITION AND PROFESSIONAL RECORDS

PSBU recognises professional learning as an important component of academic professional practice.

Professional learning may be recognised through certificates, professional learning records, teaching portfolios, recognition of teaching innovation, faculty or institutional awards, and relevant performance, career development or promotion processes.

Faculty members should maintain appropriate evidence of significant professional learning and its application.



14.1 Professional Learning Records

PSBU should maintain an institutional record of professional learning undertaken by faculty members. Records may include the activity, date, duration, provider, area of development, evidence of participation, intended application and subsequent outcomes where appropriate.

The University should progressively develop a digital Professional Learning Register.

14.2 Faculty Teaching Portfolio

PSBU may progressively introduce a Faculty Teaching Portfolio containing, as appropriate, teaching philosophy, course outlines, learning outcomes, teaching resources, innovative teaching activities, assessment examples, student feedback, peer observation records, professional learning activities, evidence of teaching innovation, research and scholarship, community engagement and reflection on teaching practice.

15. RESPONSIBILITIES

15.1 Rector

The Rector has overall institutional responsibility for supporting a culture of professional learning and ensuring alignment with PSBU's strategic direction.

15.2 Senior Leadership

Senior leadership is responsible for supporting implementation of this Policy and ensuring that professional learning is appropriately supported and resourced.

15.3 Responsible Academic/Professional Learning Unit

The designated responsible unit shall:

- coordinate the annual Professional Learning Programme;
- coordinate the Faculty Teaching & Learning Institute;
- identify institutional professional learning priorities;
- coordinate relevant workshops and activities;
- maintain professional learning records;
- evaluate professional learning activities; and
- report on professional learning outcomes.

15.4 Faculty and Department Leaders

Faculty and department leaders are responsible for identifying professional learning needs, supporting staff participation, encouraging peer learning, facilitating the application of new practices and monitoring faculty development priorities.

15.5 Faculty Members

Faculty members are responsible for actively engaging in professional learning, maintaining professional currency, identifying their development needs, participating in required institutional programmes, applying relevant learning to their professional practice, reflecting on its effectiveness and maintaining appropriate evidence of professional development.



16. RESOURCING

PSBU recognises that effective professional learning requires appropriate institutional support. Subject to available resources, the University may provide internal development programmes, digital learning resources, external training, conference participation, professional memberships, research and scholarly development opportunities, mentoring, teaching resources and appropriate professional learning funding.

Priority should be given to activities aligned with institutional priorities, identified faculty development needs, quality assurance requirements, student learning needs and PSBU's strategic development objectives.

17. ANNUAL PROFESSIONAL LEARNING PROGRAMME

PSBU should establish an annual Professional Learning Calendar informed by institutional priorities, faculty needs, quality assurance findings and emerging developments in higher education.

The annual programme may include:

- the Faculty Teaching & Learning Institute at the commencement of the academic year;
- faculty and departmental workshops;
- mid-year teaching and learning review;
- specialist professional development activities;
- mentoring and peer learning;
- research and scholarship development;
- technology and AI training;
- communities of practice; and
- individual professional learning.

At the end of each academic year, professional learning participation and outcomes should be reviewed and Individual Professional Learning Plans updated.

18. ANNUAL PROFESSIONAL LEARNING PRIORITIES

The University should establish annual professional learning priorities based on institutional needs. Priorities may include:

- Teaching Excellence — improving student-centred and active learning;
- Assessment Excellence — developing authentic and meaningful assessment;
- Digital Transformation — strengthening digital teaching and learning;
- Artificial Intelligence — developing responsible AI capability among faculty and students;
- Interdisciplinary Learning — increasing opportunities for cross-disciplinary teaching and learning;
- Applied Learning — strengthening the connection between theory, practice and community;
- Research and Scholarship — increasing research capability and scholarly engagement; and
- Quality Assurance — strengthening evidence-based continuous improvement.



19. EVALUATION AND CONTINUOUS IMPROVEMENT

The University shall periodically evaluate the effectiveness of its Professional Learning Programme.

Evaluation should consider participation, relevance, quality, faculty learning, application to practice, innovation, student outcomes where evidence is available, and alignment with institutional priorities.

Evaluation findings should inform the following year's programme. The Professional Learning Programme shall therefore operate through a continuous improvement cycle:

Plan → Deliver → Apply → Evaluate → Improve

20. STRATEGIC ALIGNMENT

PSBU's Professional Learning Programme shall contribute to the University's strategic priorities, including:

- quality teaching and learning;
- student success;
- research development;
- digital transformation;
- responsible use of artificial intelligence;
- internationalisation;
- community engagement;
- innovation;
- quality assurance;
- graduate employability; and
- the Sustainable Development Goals, with particular contribution to SDG 4 — Quality Education.

21. REVIEW OF THIS POLICY

This Policy shall be reviewed at least every three years, or earlier where significant changes occur in national higher education policy, PSBU strategy, academic quality requirements, technology, artificial intelligence, accreditation requirements or professional learning needs.

The review should include consultation with relevant faculty members and institutional stakeholders.

22. APPROVAL

This Policy shall become effective following formal approval by the appropriate PSBU governance authority.

Approval Authority: Rector / University Council

Policy Owner: Office of the Rector / Office of International Academics

Responsible Unit: Designated Academic/Professional Learning Unit

Review: Three years from the date of approval



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PSBU PROFESSIONAL LEARNING PRINCIPLE

Every faculty member is both a teacher and a learner.

PSBU is committed to a culture in which professional learning is continuous, collaborative, purposeful and directly connected to the quality of student learning.

Learn. Apply. Reflect. Improve.



Ngoun Sdechpheakdey

Vice Rector

Preah Sihamoniraja Buddhist University

Next Review Date: 20th August 2028