POLICIES AND PROCEDURES

Policy Title	STAFF PROFFESSIONAL DEVELOPMENT POLICY & STRATEGY
Policy Number	WLC-37
Responsible	Programme Manager , QA Manager
Approval By	Academic Committee
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STAFF PROFFESSIONAL DEVELOPMENT POLICY & STRATEGY

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<u>SECTIONS:</u>

STAFF PROFFESSIONAL DEVELOPMENT POLICY & STRATEGY

1. PRINCIPLES

Staff training and development is a process of continuing professional growth. At its heart are the professional, personal and career needs of all college staff. To this extent WLCBMS recognise that the College's most important (and most costly) asset is the people who work for it, particularly its teachers who are directly involved in its success.

2. CONTEXT

It is important therefore that staff need to have the right knowledge, skills and motivation to work safely, effectively and in accordance with College standards and practices.
The college is committed to balancing individual staff needs with that of the departments, subject areas and QA monitoring. The overall aim is to enable the College to be responsive in meeting new initiatives and challenges as identified by the College Strategic Plan, appraisal and review processes. The intention is for the College to be a more reflective, self-improving organisation.
Staff training and development operates within budget constraints and is subject to review with an annual report to the Academic Board and the Executive Committee.

SECTION3. STAFF ROLES AND RESPONSIBILITIES

Each member of staff has a responsibility for their own self-development and for maintaining their continuous professional development.
The Programme Manager in consultation with the Director of Studies has overall responsibility for the college staff training and development policy and for ensuring that college priorities and targets are met in line with college strategic and operational plans
The Director of Studies, Programme Manager and QA Manager is responsible for the management of the college staff training and development function ensuring coherence.

They are responsible for:
- Identifying needs in relation to college strategic and operational objectives
- Identifying individual needs through appraisal
- Contributing to the annual staff training and development plan
- Evaluating the outcomes of staff training and development courses.

SECTION 4. **STAFF ENTITLEMENT**

WLCBMS management are committed to provide their teaching staff with:

- Access to, and equal opportunities for staff training and development
- An induction programme on joining the college or on taking up a new role in the college
- Support for teacher training leading to a formal teacher qualification
- A regular and negotiated review of individual needs through the college system of staff appraisal

SECTION 5. **STRATEGY**

In developing a Staff Development Policy, the College has considered its strategy for the development of its academic staff including:-

- the extent to which the College has the ability to support individual career development and growth, as opposed to providing only training which is required for the person's existing job role

- the role of Quality Assurance in developing staff members both academic and administrative

- how staff should liaise with Programme Manager and to engage actively in workshops eg standardisation and moderation

- staff involved in programme(s) teaching, tutoring have sufficient training, resources and updated knowledge to perform their roles and responsibilities specific to the needs of the awarding bodies

- all new staff inductions and the professional development activities (refer to Staff Induction Policy and Procedures) that are planned for probationary period

The College's training and development strategy in relation to all qualifications and plans for their achievement will be supported fully by senior management who will be wholly responsible for staff specific training development (refer to Professional Development plan Calendar) and will provide continuous feedback to internal quality assurance team and external bodies when requested. New developments, training needs will be mandatory agenda in regular (at least one per term) course staff meetings. All meetings will be minuted and filed for internal and external record.

SECTION 6. **PROVISION OF TRAINING AND DEVELOPMENT (T&D) OPPORTUNITIES**

6.1 Approaches to T&D

The following approach to the provision of T&D will be adopted throughout all departments:-

(i) Recognising that certain training is a statutory requirement, the Director of Studies, through his Senior Managers and Course Leaders, will identify those employees who will need training or re-training throughout the coming academic, year (eg teaching methodology, Health & Safety, First Aid, use of new equipment etc) and anticipate, wherever possible, any changes which will be required to reinforce standards of work..

(ii) During the College appraisal system, held annually for all members of teaching staff consideration will be given at this meeting to the need for any training up-dates throughout the coming 12 months, any planned changes in the department or its work which might require training. Appraisal targets set with staff may result in the provision of re-training and provide an opportunity to discuss any wishes or possibilities for personal development.

(iii) In preparation for the appraisal interview the employee will be provided with a Personal Development Preparation Form handed to them by the Programme Manager and encouraged to fill this in before the meeting. This will give the person the opportunity to think through their own possible training needs so that they get most benefit from the meeting.

(iv) Cascading information can impact on effective time management in particular from Course Leaders on behalf of their staff. However, if used correctly, such meetings should assist in improving efficiency and staff morale, reducing staff turnover (and its associated costs) and developing the team and its individual members.

6.2 Training budgets need to be prioritised, with priority given to enabling College staff to:-

- meet the statutory requirements of their teaching role;
- fully understand the aim and policies in relation to the Accrediting bodies qualifications.
- remain committed to the development of enhancement of their teaching skills and qualifications.
- work in accordance with current legislation and good practice thereby protecting the interests of the College;
- address any shortfalls in their knowledge and skills in order to achieve the required standard of work performance, including the need to work in accordance with changing workplace practices and professional body developments.
- training needs will be considered in keeping with the College's strategic plan which, in turn, should support the College in meeting its identified aims.

6.3 College as a 'Learning Organisation' through staff peer group development

The College seeks to encourage increased communication between departments. This might be achieved through encouraging temporary work shadowing or peer group observations provided these are managed with the learning objectives set by the Programme Manager and outcomes discussed afterwards in order to ensure good use of work time.

6.4 Role of Quality Assurance in developing staff and the culture of a 'Learning Organisation'

It is the managerial responsibility of the Programme manager and QA Manager, as members of the Academic Committee, to ensure that the management team works effectively to enhance the opportunities presented to the teaching staff and deliver staff development efficiently, in accordance with requirements of the accrediting bodies and the College's standards and strategic aims and objectives.

The Programme Manager and QA Manager will discuss individual staff needs referring closely to staff appraisal and discussing further CPD needs with Course Leaders whose professional input is vital in identifying development needs of their departments.
This will rely upon the Programme Manager and QA Manager to communicate on a regular basis (monthly staff meetings) with all lecturers both as individuals and as a group.

The Programme Manager and QA Manager are responsible for ensuring 'knowledge sharing' wherever possible. Those attending a training session should be encouraged to feedback what they have learnt to others staff members. This will:-

- enable the cascading of information to avoid, when appropriate, a number of people attending the same event;
- assist in reinforcing the knowledge/information gained;
- help to evaluate the effectiveness of the training.

This will in turn improve communication and involvement and therefore should assist with increased efficiency and improve staff morale, particularly if employees are invited to feedback comments to the Management through the annual appraisal system.

6.5 Record keeping

Evaluation of training will help ensure that training has the desired outcomes. By maintaining records of attendance and follow-up evaluation by the individual and their manager, the perceived value of training can be checked and re adjusted in future to meet the needs at the time.

6.6 Establishing a Training Budget

It will be the responsibility of the Director of Studies to maintain records of the amount spent on training each year within the departments.
The Executive Committee will identify a sum of money as a annual training budget.

SECTION 6. **RELATED DOCUMENTS**

Staff Induction Policy
Communications Policy
Teaching and Learning Policy

SECTION 7. **APPENDICES**

Personal Development Form
CPD Annual Calendar