

**Staff Development Policy**

City College Limited

69 Steward Street

Birmingham

B18 7AF

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| Title  | Staff Development Policy | Department  | Quality  |
| Location  | Sharepoint  | Author  | PWA |
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| V.1  | PWA | October 2020 | First draft  |
| V.2 | PWA | January 2021 | Review |

**Key Person(s)**

**Managing Director**

**Associate Director for Quality and Partnerships**

**Higher Education Manager**

**Chief of Staff**

**Staff Development Policy**

**Policy Statement**

Staff development is defined as any means by which staff may be enabled to increase, update and advance their knowledge, understanding and skills. This positive process is a vital contribution to the effective operation of City College. It is City College’s policy to encourage and assist the development programmes for all staff employed by the College to improve opportunities for staff and students, recruiting and retaining high quality staff.

City College believes that their staff are their most valuable resource. Their competence, commitment and capacity to change are fundamental to the success of the College, now and in the future. Staff development and training are crucial elements to the College strategic planning in the areas of teaching, administration and management. They also contribute to the enhancement of quality.

It is the responsibility of the Senior Leadership Team (SLT) to ensure that appropriate training is available for and taken up by staff within the College. The guidelines contained in this Policy have been agreed to assist them in this responsibility.

**Induction**

New staff will be provided with induction materials, which will include general introductory information on City College and related departments. New staff will be introduced to the staff and the leadership team. New staff will be provided with an induction training plan relating to their own specific job responsibilities, as set out in their own job description. The initial training will be reviewed at an agreed time after appointment, in order to identify areas where further induction training is still required. Where appropriate, new staff may also be assigned an informal mentor to assist in supporting their integration into City College. All new staff are required to complete the [Prevent E-Learning Package](https://www.elearning.prevent.homeoffice.gov.uk/edu/screen2.html) and read part 1 of the [Keeping Children Safe in Education 2019](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912593/Keeping_children_safe_in_education_part_1_Sep_2020.pdf) within the first four weeks of their employment.

**Continuing Professional Development**

The process of identifying staff training and development needs is a continuous one. Needs are identified through induction, probation appraisal and through personal recognition by either the staff member themselves, their line manager or colleagues These needs may arise because of:

• New equipment or technology new responsibilities

• An awareness of new forms of teaching, learning or assessment

• A new framework or departmental change

• Career changes

• Required improvements in practice

In many cases, the most effective forms of continuing professional development are advice and guidance from senior colleagues, peers, and self-tuition. The College leadership and management may encourage staff to pursue projects aimed at increasing knowledge or skills that would be useful in their work. Staff are also encouraged to make contacts with staff in similar jobs elsewhere in City College or in other institutions to share good practice. City College will conduct “in-house” workshops and seminars on relating to critical issues such as health and safety, safeguarding and prevent.

**Academic Staff**

City College academic staff are required to evidence appropriate initial academic or professional qualifications for their subject area(s) and sustain expertise in accordance with descriptor two of the [UK Professional Standards Framework](https://www.advance-he.ac.uk/knowledge-hub/uk-professional-standards-framework-ukpsf) (UKPSF). Academic staff who do not hold a professional teaching qualification equivalent to a Postgraduate Certificate in Higher Education (PGCHE, sometimes also called the Postgraduate Certificate in Teaching in Higher Education, Postgraduate Certificate in Teaching and Learning in Higher Education, or Postgraduate Certificate in Academic Practice.) must attain [Fellowship Status](https://www.advance-he.ac.uk/fellowship) with the HEA within six months of commencing their employment.

All academic staff are expected to maintain a City College Record of Development (Appendix A) to provide assurance of learning. As a minimum, all academic staff must complete at least 30 hours of development or scholarly activity each year which has the potential to either:

* Create or affirm knowledge and/or expertise of the staff member’s subject or discipline
* Develop or enhance understanding of a subject or discipline
* Develop or enhance pedagogy for teaching, learning or assessment

In order for any activity to be classed as ‘scholarly’, it must be shared with peers, disseminated across the institution or beyond to enhance the student experience. Scholarly activities may include but are not limited to;

* Conference papers/presentations
* Funding bids
* Disseminating research finding
* Consulting work
* Working with a business organisation (other than as a consultant)
* Maintenance of teaching certifications (i.e. HEA Fellowship)
* Attending professional workshops/seminars
* Maintenance of professional certifications
* Article(s) published in professionally oriented publication

All CPD plans are to be shared with the staff member’s line manager and the Associate Director for Quality and Partnerships using the City College Record of Development.

**External Events and Training**

Fees for external development events or conferences should be supported by the staff unless written authorisation is obtained in advance by the staff member’s line manager. City College will approve staff attendance for external programmes or training events and training programmes during working hours, subject to the following provisions:

* The staff member’s line manager is satisfied that the proposed programme of study or training would assist the staff member to perform their duties and participation would be in the interests of the College, staff and students.
* No similar programmes conducted out of working hours are available.
* The staff member’s attendance can be on a day release basis (maximum one day per week or its equivalent), subject to departmental priorities.

**Study Leave**

Members of staff sitting examinations on approved programmes are entitled to take in advance one day’s paid leave for each day on which they sit such an examination, plus one day’s paid study leave for each examination. This is in addition to their normal annual leave entitlement. For longer term academic staff development and scholarship activity, further time may be allocated away from teaching commitments. Staff seeking additional time off for research, consultancy or publication activity should submit a written proposal to the Higher Education Manager for approval using the Written Request for Additional Study Leave form (appendix B).

Proposals should evidence:

* How staff plan to integrate scholarship with learning and teaching
* How activity will improve student academic and employment outcomes and raise aspirations for further study
* How activity will contribute to the staff members own academic/professional development
* How activity will engage students in an active role as collaborators in the production of knowledge
* How the staff member will share the outcomes of the activity across the College and more widely.

**Staff Review and Development Scheme**

The annual Staff Review and Development process will include, for all staff, a review and action plan on development needs, which will be progressed in the context of the training plans referred to above. All actions will be recorded on the ‘Impact column’ on the City College Record of Development.

**Evaluation and Monitoring**

The benefits of training activities undertaken by staff should be reviewed by means of professional reflection following each activity. Evaluation may also take place via informal feedback in a team meeting or installed within the Staff Record of Development. In addition, staff members are encouraged to provide feedback from external events as appropriate.

**Related policies**

This policy needs to be read in conjunction with other policies including:

* Academic Misconduct Policy
* Quality Assurance and Delivery Policy
* Safeguarding Policy
* Prevent Strategy
* Governance Code
* Equality and Diversity Policy
* Safe Recruitment Policy
* Fitness to Practice Policy
* Fitness to Study Policy
* Equality Policy
* Complaints Procedure

**Appendix** **A**



**City College Record of Development**

**Staff name**

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| --- | --- | --- | --- | --- |
| **Date of activity**  | **Provider**  | **Hours undertaken**  | **Title or brief description of activity**  | **Impact of activity**  |
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**Appendix B**



**City College Written Request for Additional Study Leave**

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| Name of project |  |
| Name of project lead |  |
| Context and rationale | What is the background to your project theme? Why have your chosen it? |
| Integration of activity with teaching and learning | How will this project influence your practice? How might outcomes contribute to development of teaching and learning in HE more widely? |
| Improving student academic outcomes and raising aspirations for further study | How will your activity contribute to the development of desirable graduate attributes? |
| Teacher/practitioner development | How will your activity contribute to your own academic and professional development? |
| Going public | How will you share the outcomes/outputs of the activity across the College and more widely? |
| Student as producer | How will your activity engage students in an active role as collaborators / co-researchers? |
| Ethical considerationsIn order to complete the following section, consider ethical issues raised by the proposed research methods. Consider voluntary informed consent, right to withdraw, anonymity and confidentiality, safe storage and disposal of data (DPA 1998) openness and disclosure. https://www.bera.ac.uk/researchers-resources/resources-for-researchers. |  |
| Resources required | Time, equipment, travel, conference fees etc How many hours will you need? How will you use this time? |