

Regent College London

Staff development framework

Principles

1. The underpinning principles of the Framework are:
 - Professional development is an integral part of work, not an additional and optional activity.
 - Professional development is a continuous process that happens throughout an individual's career.
 - Individuals are responsible for managing and undertaking Continuing Professional Development (CPD) activities and for ensuring that learning is applied in their professional practice.
 - Managers have a responsibility to support individual staff to identify and meet their CPD needs.
 - Professional development should be informed by a wide range of needs and considerations, including self-reflection, feedback from others (including students), the College's objectives, changes in the discipline or professional area, and variations in the requirements of external stakeholders.
 - All members of staff have an equal opportunity to engage in and benefit from CPD activities irrespective of age, gender, disability, race and ethnic origin.
 - The College must ensure that staff are trained to levels appropriate to their roles in order to perform adequately in the best interest of themselves, of students and others, and of the College. Participation in certain staff development activities is, therefore, mandatory.

What is Staff Development?

2. Staff development refers to the development of an individual's potential and career in terms of knowledge, skills, personal abilities, competencies and understanding, in line with the aims and objectives of the College. It embraces a wide range of learning experiences, both within and outside the workplace, and is a continuing process that can help individuals to:
 - Achieve agreed strategic, operational, team and individual objectives.
 - Acquire knowledge and skills that enable them to fulfil their current responsibilities more effectively.
 - Support the continuous personal and professional development of other members of staff by helping them to develop skills and/or gain qualifications which will equip them better for future career development.
 - Respond positively to change and to perform better with other colleagues as a team.
 - Identify and develop their potential, increase job satisfaction and improve self-confidence, motivation and initiative.

3. This Framework:

- Sets out the defining values, objectives and intended outcomes of staff professional development at the College.
- Identifies core professional standards.
- Establishes the College's expectation that all staff will engage in planning, undertaking and reviewing their professional development.
- Establishes the expectation that the College will support all staff to plan their development.
- Describes the core capabilities that staff are expected to develop.
- Outlines a framework of professional behaviours.
- Provides guidance on how staff might record their personal and professional development.

Expectations

4. Regent College expects all staff to engage in professional development activities and to:

- Reflect on their past performance.
- Look to the future to agree targets and objectives.
- Consider their personal and professional development needs.
- Plan a programme of continuous professional development to achieve their full potential.
- Record achievements.

5. Staff are encouraged to consider and discuss these matters regularly so that professional development becomes an integral part of their work. Staff can expect the College to provide opportunities for personal and professional development, and to encourage and help staff to access support, advice and guidance which will allow them to fulfil any personal and professional development plans that have been agreed through the performance review and development process.

6. Staff who receive support to attend external staff development events, including conferences, will be expected to agree and deliver a means of dissemination to others, and to complete some form of evaluation of the event. This should also be included as part of the Performance and Development Appraisal process.

Professional Standards

7. Professional standards are an important component of this framework: they allow individuals to understand what is expected of them and they support the professional development of staff. All staff at the College are expected to:

- Make professional contributions that reflect high quality and standards.
- Have an appreciation of the culture of the organisation and of the role of colleagues across the College.

- Act with integrity, honesty, fairness and without discrimination.
- Be transparent and straightforward in their dealings with colleagues, students and others.
- Be committed to their own and others' professional development by seeking new knowledge and skills to enhance individual and organisational performance.

8. The College's professional standards are aligned to:

- The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education.
- The Code of Professional Standards of the Association of University Administrators.
- Relevant advice and guidance published by the Quality Assurance Agency in support of the UK Quality Code.

Policies and Processes Supporting the Framework

9. Each member of staff is responsible for their own personal and professional development. In support of this, the college has several processes and procedures which are intended to underpin the framework and to support personal and professional development. These include:

- Job descriptions, person specifications and role profiles, which set out the requirements of the job and expectations of performance.
- The Performance and Development Appraisal process which provides the opportunity to review, evaluate and plan.
- Staff development and other relevant HR policies.
- Observation of Teaching Policy.
- Staff Induction Policy.

10. Staff are also encouraged to take advantage of external opportunities through conferences, engaging in research, participation in subject associations, external examining, learned societies and professional networks, and to consider the benefits of accredited learning/training.

Mandatory Staff Development Provision

11. The following staff development activities are mandatory and line managers should ensure staff participation in these where appropriate:

- Initial Health and Safety Training: The College is legally obliged to ensure new staff are given the Health and Safety Training/briefing required for new or changed roles. In addition, each new member of staff will have a personalised induction plan.
- Equality and Diversity: All staff who take part in a selection or promotion panel should attend Equality and Diversity or Recruitment and Selection training.
- Initial Development Programmes: Where it is a requirement of terms and conditions of employment staff should attend the relevant mandatory course linked to probation.

- Prevent training: The College is legally required to have regard to the Prevent duty, which aims to safeguard people from becoming terrorists or supporting terrorism. This duty involves providing ongoing Prevent training for relevant staff.

Academic Staff Development

12. All academic staff will receive support to fulfil their roles and pursue developmental needs in the following ways:

- Teaching observations aimed at improving the quality of teaching through the development of understanding and sharing of experiences of teaching.
- Internal training activities and external training and development opportunities at partner institutions or with professional and membership bodies.
- The opportunity to gain professional recognition against the UK Professional Standards Framework for teaching and supporting learning in higher education (UKPSF).
- The opportunity to gain subject or industry-specific professional recognition where relevant.
- An annual Performance and Development appraisal.
- Other opportunities to engage in professional development, such as by taking part in the College's academic governance system, and build communities of practice such as through the Research Development Group.

13. Support for early career academic staff will be offered through induction and mentoring activities and development opportunities that may include postgraduate teaching and/or professional qualifications.

14. The College is also committed to supporting the development of academic staff members' research and scholarship profiles and encourages them to engage in discipline specific or pedagogic research and scholarship and to pursue postgraduate qualifications.

15. Academic staff interested in research will find additional, specific support and guidance related to development from the Scholarship Team.

16. Academic staff pursuing external postgraduate courses may be eligible for support in various ways; each case will be assessed on its own merits as circumstances and the type of study varies. Where an academic staff member pursues a postgraduate qualification at any of the partner universities, they may be entitled to a significant discount on fees and will be expected to continue to work with the College for a specified period following completion of the course.

17. Support for staff to attend conferences is provided on the premise that attendance enables staff members to update their knowledge, get acquainted with sector developments and to cascade back to the relevant teams. Staff attending conferences are expected to share the outcomes through seminars, short reports, or meetings to discuss changes of practice within the team. Academic staff may

additionally attend conferences for other reasons such as delivery of a paper as part of their ongoing research or professional development or to develop new ideas for course/curriculum development.

18. Academic staff may attend academic conferences and/or research seminars which constitute a platform for academics to get recognised, and to test their research in order to advance their thinking and ways in which they present a research argument.

Professional services staff

19. All professional services staff will receive support to fulfil their roles and pursue developmental needs in the following ways:

- Internal training activities and external training and development opportunities at partner institutions or with professional and membership bodies.
- Opportunities to take part in programmes that lead to directly relevant professional qualifications.
- An annual Performance and Development appraisal.

Learning and Development Activities

20. When planning for continuous professional development, there are a broad range of formal and informal learning and development activities that staff should consider apart from formal training programmes. These may include:

Participation in Conferences	Networking groups
Consulting and other projects	Peer review/support
Membership of various committees and project teams	Presentations
Pedagogical Research	Planned reading
E-learning	Membership of Learned Societies
External Examining	Secondments
Research Supervision	Role modelling
Job rotation	Shadowing
Mentoring	Curriculum Development and Review

Responsibility for Staff Development

21. Staff development is an ongoing process and encompasses all policies and procedures provided to support and develop the capabilities of staff to improve the quality of their work and promote the success of the College. It is closely linked to the Performance and Development Appraisal system, and is facilitated by addressing continuing Personal and Professional Development Planning through a broad spectrum of activities that include but are not limited to: induction and orientation, probation review, mentoring, workshops, events, online learning, training sessions, networking, consultancy and conferences. Responsibility for the planning and provision of staff development is realised through:

- College policies, strategy and provision.
- Line management responsibility.
- Individual responsibility of each member of staff.

College Strategy and Provision

22. Oversight and coordination of corporate provision is agreed with the senior leadership team and seeks to ensure that:

- Staff development strategy, policies and interventions are linked to the Colleges Strategic goals.
- A framework of staff development activities which includes both mandatory and optional activities, is being developed.
- Where feasible, a centrally provided schedule of events and/or a repository of resources for all staff will be planned and provided in response to the needs of the College and its staff. The schedule will be publicised at regular intervals using a variety of communication channels.
- Support is provided for Heads of Schools, Managers and Team Leaders in fulfilment of their responsibilities relating to staff development.

Responsibilities of Line Managers

23. Support will be provided for Heads of Schools, Managers and Team Leaders in fulfilment of their responsibilities relating to staff development. All Line Managers have a responsibility to ensure that staff are appropriately supported in their personal and professional development so that staff develop the knowledge, skills and behaviours necessary for the fulfilment of their roles and also to enhance job satisfaction and motivation. In particular, all Heads of Schools, Managers and Team Leaders have specific responsibilities to ensure that:

- New staff engage fully with induction activities and resources.
- New staff are provided with opportunities for appropriate short-term development during the course of their probationary period.
- Staff development needs are identified at team as well as individual level.
- Staff are properly briefed on processes and resources relating to appraisal and long-term and short-term personal and professional development planning and supported in their implementation.
- Staff have the opportunity to apply what they have learned through the course of appropriate staff development activity.
- Where the College supports staff development activity through financial or other measures for institutional benefit, that the experience/knowledge gained by individuals is shared and disseminated to the wider college as appropriate.

- Ongoing monitoring and evaluation of staff development activity takes place at the workplace in order to monitor the effectiveness of provision and the transfer of learning to the workplace.

Individual Responsibility

24. Staff development is most effective when the individual takes responsibility for their own development and takes an active part in its planning and evaluation. Each member of staff is encouraged to identify development aspirations or plans as part of the Performance and Development Appraisal process to support them in helping to deliver the Colleges objectives and to further develop their individual and career aspirations.

25. In particular, individual staff have a responsibility to:

- Engage adequately with the appraisal process, personal and professional development planning and identifying their personal development needs.
- Update and maintain their development aspirations and needs on a regular basis.
- Engage with appropriate agreed staff development activities as identified by them or their line manager.
- Apply what they have learned through the course of any staff development activity.
- Identify opportunities to improve their performance and contribution.
- Keep a record of their achievements and staff development activities and bring relevant information for consideration to their Performance and Development Appraisal.

Resources

26. The College has a limited budget for staff development and for dealing with requests for support to enrol staff on professional development programmes at other institutions or organisations. To ensure a level of consistency across the College, any requests should be discussed in the context of the performance appraisal process and requests will be prioritised within the context of organisational, School or team objectives and priorities. A case should be made with reference to an individual's appraisal objectives. Priority will be given to requests that progress the College's, School's or team's agenda.

27. Other criteria which apply may include:

- Opportunities to promote Regent College through individual contributions, e.g. conference papers, working group memberships.
- Opportunities to develop appropriate local, national or international links.
- Value for money.
- Opportunities to bring expertise back to disseminate to the wider College audience.
- Activities which build on an individual's previous development activities.

28. For attendance at all staff development events, individuals should seek approval in advance from their line manager. For external conference or workshop attendance, individuals should seek approval from their line manager and also indicate if they are intending to submit a proposal or have been invited to speak at the conference.

Requesting time for development

29. The College provides the opportunity for staff to discuss their plans for personal and professional development needs as part of the Performance and Development Appraisal process and provides a comprehensive programme of staff development activities. The College will consider requests for staff to take time off to attend appropriate development activities. Consideration needs to be given to the ways in which staff may be released to undertake development away from the workplace. The request for staff development will require approval from the line manager in the first instance. All requests will require approval from Senior Management, who will consider the request in the context of the College's objectives. If a request for development is not approved the reasons will be given in writing.

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