

Continuous Professional Development Strategy, Policy and Procedures

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Continuous Professional Development Strategy, Policy and Procedure

A - Continuous Professional Development (CPD) Strategy

The Perth College UHI CPD Strategy will help to create a confident workforce who will perform to high standards, expertly using new technology to provide the best possible service. The CPD priorities are:

- To enhance staff's knowledge, skills and ability as teachers, researchers, managers, technicians, administrators and operators, as relevant to the requirements of their posts.
- To enable staff to carry out their current and future roles effectively and adapt to change.
- To assure and enhance the quality of teaching, learning and research, and the services supporting them, to develop as a new university and college for our community.

This Strategy is underpinned by key activities in relation to the CPD offered in terms of:

- Mandatory CPD.
- The induction process for new staff members.
- Role-specific CPD for teaching, management and support staff.

B - Continuous Professional Development (CPD) Policy

B1 Purpose

Perth College UHI recognises that staff are the key to achieving the College's Vision and strategic plan and is committed to supporting staff in their personal and professional development.

Perth College UHI is committed to attracting, retaining and developing high-quality and creative staff, to meet students' constantly changing educational needs and aims. The College aims to be an employer of choice with modern Human Resources (HR) practices that make the College a place where people want to do great work.

Perth College UHI has achieved and successfully retained the Investors in People Standard. This national quality standard sets a level of good practice for training and development of people to achieve business goals, and CPD is a cornerstone of the standard.

Perth College UHI is committed to lifelong learning and staff are encouraged to see development as continuing and lifelong.

Perth College UHI will ensure that CPD activity is managed, implemented and monitored to achieve this purpose.

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B2 Scope

CPD will be undertaken by all College lecturing, management and support staff.

CPD is tailored to the role of the staff member, and is identified in the planning processes and/or through annual professional review.

In addition, all staff members undertake induction and mandatory specific CPD in equality and diversity, Safeguarding Children and Vulnerable Adults, health and safety, data protection, and freedom of information.

Access to CPD opportunities, information, advice and support will be given to all staff, and no restrictions applied based on age, gender, gender reassignment, disability, race and/or ethnic background, sexual orientation, religion or belief, pregnancy and maternity, marriage and civil partnership.

CPD activities will be offered on a pro rata basis to part-time staff.

As a partner in UHI, CPD activities for lecturers delivering on (Higher Education) HE programme will reflect the guidance contained in the UHI Staff Development Framework.

B3 Definitions

CPD – Continuous professional development is the ongoing training and education throughout a career to improve the skills and knowledge used to perform a job or succession of jobs. CPD should be a planned, structured process, involving the assessment of development needs and the tailoring of training to meet those needs. CPD is founded on the belief that the development of staff should not finish after initial qualification and/or training, especially in a fast changing environment in which skills are likely to obsolesce quickly. CPD requires commitment and resources from the employee and the employer.

Learning Representative – A staff member, belonging to a recognised trade union and appointed by the trade union, or a non-trade union staff member nominated by staff. The Learning Representative supports staff in the CPD process and acts as a consultant to management on the development of CPD Strategy and Policy.

Ciphr Net – Ciphr Net is the Perth College UHI online Human Resources Information System. It enables users to view and amend certain HR data within their own records, or those they line manage. It also enables staff to request attendance at internal and external CPD events, and evaluate CPD activities.

B4 Key Principles

B4.1 Planning

CPD is informed by:

- Strategic Planning
- Operational Planning
- Academic Planning and Quality Enhancement
- Research Strategy
- Annual Professional Reviews

B4.2 Resources

CPD Budget – Perth College UHI has a central CPD budget managed by the HR Department and identified CPD needs, ranging from attendance at conferences to undertaking Masters qualifications, will be prioritised according to the strategic direction of the College.

There is also a central UHI CPD budget and staff can apply for funding.

CPD Days Per Year – the College commits to a staff entitlement of 6.5 CPD days per year as a minimum (pro rata for part-time staff).

Sharing of CPD Activities – CPD activities are shared across the UHI network, including subject network and faculty events, UHI conferences and networking activities, access to academic partner CPD events, access to cross UHI Video Conferencing (VC) events, and sharing good practice events.

Perth College UHI is a member of Scotland's Colleges and staff can participate in shared CPD activity across the sector.

Remitted Time – lecturers will be awarded remitted time from teaching to undertake curriculum development, scholarly activities, research activities and increase levels of qualifications.

B4.3 Accreditation

CPD activity will be accredited to National standards where appropriate.

B4.4 Methods

CPD activities will be undertaken by attending formal training courses and conferences, and undertaking qualifications.

CPD activity will also encompass a range of other methods including mentoring, coaching, secondments, sabbaticals, self-directed study, experiential exchanges, industrial updating, learning opportunities on the job, and on-line training.

B4.5 **Monitoring**

Development needs and CPD activities recorded in Ciph Net are categorised to aid monitoring. Examples of CPD categories are scholarly activity, research, pedagogy, management development/leadership, and equality/diversity.

There is a systematic review and evaluation of CPD, post-event and then annually at the professional reviews via Ciph Net.

B5 **Responsibilities**

The Director of Human Resources and Organisational Development will be responsible for the implementation, operation and revision of this Policy and Procedure.

It is the responsibility of all managers within Perth College UHI to ensure that employees' CPD needs are identified and supported to meet the aims of the College.

All managers have a responsibility to ensure that they apply the Policy and Procedure appropriately in line with guidance.

All staff members have a responsibility to ensure they undertake continuous professional development and evaluate the CPD opportunities supported and funded by the College. Staff will be supported in the CPD process by managers, Learning Representatives and the HR Department.

Quality approval check of the policy is the responsibility of the Quality Manager who will arrange for the policy to be posted on the intranet.

B6 **Linked Policies/Related Documents**

- College and UHI Strategic Plans
- College Operational Plan
- Professional Review Procedure
- Perth College UHI Equality Schemes
- UHI Staff Development Framework
- Perth College UHI Induction Procedure
- Probationary Policy and Procedure

B7 **Relevant Legislation**

- Equality Act 2010
- 'Right to Request Time to Train' (Apprenticeships, Skills, Children & Learning Act 2009)
- Trade Union Learning Representatives Time Off

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C - Continuous Professional Development (CPD) Procedure

C1 Purpose

This Procedure describes the steps taken to ensure that the Perth College UHI Policy on CPD is planned, managed, implemented and evaluated.

C2 Scope

This procedure covers all College lecturing, management and support staff.

C3 Planning for CPD

C3.1 College-Level CPD Planning

Strategic Planning – the College develops 3-yearly strategic plans with aims and targets to achieve its Vision for the future. The College's Strategic Plan links to UHI's Strategic Plan.

Operational Planning – College Managers produce annual operational plans to support the College's Strategic Plan. A planning cycle guides Managers through the process for financial, staffing and resource planning.

Academic Planning and Quality Enhancement – Through the cycle of quality monitoring and academic planning, ongoing development needs are identified at the institutional level through:

- **Subject Network and Faculty reviews.**
- **Approval and Validation events.**
- **Curriculum Strategy and Curriculum Development Plans** – specifically:
 - The **Academic Affairs Committee** (oversees the academic and student support activities of the College and provides guidance on issues related to the Student Experience. It monitors workforce planning and CPD uptake to meet academic and operational needs.
 - The **Learning, Teaching and Assessment Strategy** aims to ensure that each student has a good learning experience. This is achieved by connecting skills, people and resources across the College to develop excellence in learning and teaching which will, in turn, develop knowledge, skills and capabilities in students to help them become more empowered and self-directed learners. Best practice is identified and shared, with the support of the Advanced Practitioners, and CPD requirements are identified to facilitate this.

- The **Curriculum for Excellence** aims to ensure that students develop the attributes and capabilities of the 4 capacities: to be successful learners; confident individuals; responsible citizens; and effective contributors. The implementation of the Senior Phase of Curriculum for Excellence provides a clear focus in ensuring CPD opportunities are identified for College staff to continue to build good practice across all SCQF levels. Some CPD opportunities are further enhanced by sharing experience with schools staff through partnership working.
- **Emerging Research Plans – The Research and Scholarship Committee (RSC)** actively promotes and supports the development of research and scholarly activity and culture within the College and makes recommendations to the Academic Affairs Committee. It provides guidance and advice on CPD requirements in respect of research capacity and emerging scholarly activity.
- **Curriculum for the 21st Century Plans (C21C)** – aims to make higher education widely accessible across the region by making the curriculum flexible, accessible and relevant while maintaining cost-effectiveness and quality. Achieving these aims will require increased use of both existing and emerging technologies and methods to support curriculum delivery, which will require major staff development.

An Annual College CPD Plan – is prepared which prioritises identified CPD. There are a variety of factors taken into consideration in the preparation of this plan and the requirements emerging from the above activities are considered holistically in consultation with relevant managers for each College curriculum area.

Qualification Plans – a Qualifications Plan is prepared which plans qualifications requirements in terms of teaching qualifications, and increasing levels of subject and professional qualifications on a rolling 3 year cycle.

C3.2 Individual-Level CPD Planning

Annual Professional Reviews – Between October and December, managers conduct an annual professional review with every member of staff. The purpose of the annual professional review is for the manager and member of staff to:

- Review progress against agreed objectives set the previous year.
- Reflect on and evaluate the impact of CPD on the student experience, individual's professional and personal development, and contribution to the achievement of the College's Strategic and Operational Plans.
- Set objectives for the forthcoming academic year to achieve the College's Strategic and Operational Plans.
- Identify professional and personal development needs.
- Review any personal support needs.

There is a 6-monthly interim review for managers to meet with staff to check progress on agreed objectives and review development needs.

The Professional Review Procedure provides full details of how this process operates.

C4 Arranging CPD

C4.1 Requesting CPD

CPD activities are co-ordinated via Ciphre Net. Staff request Internal College CPD activities by logging into their personal HR account in Ciphre Net and use the link to Register for Internal Events from the list of CPD options arranged and offered by the College.

Staff request External CPD activity through Ciphre Net using the link to Apply for External Training and CPD. This online process requests staff to provide information on:

- The Objectives of the requested activity – linked to Unit, Team, College or UHI Objectives.
- Course/Development Details (title, training type, CPD category, supplier, venue, start and finish dates).
- Course/Development costs (including fees, resources, accommodation and transport costs).

C4.2 Authorising CPD

Requests for CPD are automatically emailed from Ciphre Net to the appropriate line manager for authorisation. Managers must ensure funding is available **before** authorising/verifying the CPD request, by checking with the CPD unit within the HR department or with the relevant budget holder.

Guidance for staff wishing to have CPD activity funded through UHI is available from the UHI website and form SD1 must be used for this. The SD1 form must be supported/authorised by senior management and the HR department supports the application process through liaison with UHI Executive Office.

Remitted time bids. Lecturing staff must submit these in May/June for consideration by the Assistant Principal, and any application must be supported by a senior manager.

Once CPD requests are approved by the Manager and/or HR Department, the member of staff's CPD record is automatically updated in Ciphre Net, and the staff member is notified by email.

C4.3 CPD Log

An individual CPD log is created for staff from the CPD records in Ciphre Net. The CPD log lists all CPD activities undertaken in a period and summarises these under the set categories.

The CPD log also states the number of CPD days undertaken as measured against the College's commitment to a minimum of 6.5 CPD days per staff member per year (pro rata for part-time staff), and an overall reflection on/evaluation of CPD activities.

The CPD log is available from the HR Department for annual professional review preparation.

C4.4 Terms and Conditions for CPD

Where a staff member has received financial support from the College towards training and development and leaves the College within 2 years of the completion of the development activity, or before it has been completed, the financial support may be reclaimed.

Should it be necessary to withdraw from a course, or where an applicant is unable to commence, the HR department must be informed.

C4.5 Mandatory CPD

All staff must complete mandatory training in Equality and Diversity, Safeguarding Children and Vulnerable Adults, Health and Safety, and Data Protection/Freedom of Information.

The mandatory CPD is delivered online, and staff will be notified when they need to undertake these CPD sessions.

C4.6 Induction

All new staff are required to work through a number of Induction Checklists with their line manager. In addition, new staff are supplied with a set of Induction Information papers which are designed to give an introduction to the College and the probationary process, as well as to key College Policies and Procedures.

Lecturing staff are given extra information as part of the induction process (See section C4.7).

All new staff will also be invited to attend a half day College Induction, arranged by the HR Department.

C4.7 CPD for Lecturing Staff

CPD is tailored to the job role and is identified in the planning processes. CPD activities will therefore be modified for different roles such as Leisure Lecturer, and CPD activities will be offered on a pro rata basis to part-time staff.

Induction – All new lecturers attend Teaching at Perth training as part of a comprehensive induction to the College and curriculum/area.

Developmental Review – All new lecturers have a peer review of their teaching practice, conducted by an Advanced Practitioner, and a management review of their teaching. This informs the probationary period review and identifies CPD in relation to teaching.

Professional Development Award (PDA) – Lecturers, who do not possess a relevant teaching qualification, will complete the PDA Introduction to Teaching in Further Education (FE) within the first two years of employment. Lecturers working with children and young people on schools programmes will complete the PDA Working with Children and Young People, or register with GTC SCOTLAND (The General Teaching Council for Scotland).

Teaching Qualification – Lecturers who do not possess a relevant teaching qualification will complete an appropriate and agreed teaching qualification within 3 years of commencing employment with the College. Timescales are extended for part time staff.

Professional Qualifications – It is planned for lecturers to be qualified at a higher level to that which they teach. This is captured in the College's Qualifications Plan, which projects planned CPD in relation to professional qualifications on a rolling 3 year cycle.

Academic/Professional CPD – Lecturers will engage in scholarly and research/evaluation activities to inform, transform and share knowledge and learning.

Lecturers will undertake training in ICT development to enhance approaches to pedagogy; engage in curriculum development, quality assurance and enhancement; develop appropriate research skills; and attend UHI, QAA, SQA and other conferences.

Lecturers will also be involved in curriculum and module development, and contribute to validation events and advisory groups, and undertake the roles of external advisers and examiners.

C4.8 CPD for Managers and Support Staff

Management Development and Leadership – Managers will receive training in College policies and procedures, and skills development for the management of people and resources.

Managers will receive training and development in a range of subjects including budgeting and financial management, communication, sickness absence management, staff discipline and grievance, performance management.

Leadership and Coaching – Managers will receive leadership development with a coaching approach to engaging and leading staff to enhance quality and improve performance.

The College's coaching programme will be rolled out to staff to enhance team working and performance.

Qualifications – Managers and support staff will be supported to undertake qualifications that meet the needs of the College and enhance abilities and skills.

Professional and Personal CPD – Managers and support staff will be supported in their personal development as is relevant to performing their role.

C4.9 Evaluation

Staff Evaluation – After all CPD activity, staff are required to complete an online Post-Event Evaluation form through Ciphre Net, to indicate satisfaction levels for:

- Delivery.
- Usefulness (in terms of improving teaching and learning/improving customer service/improving the student experience).
- Intended outcomes achieved.
- Overall satisfaction.

At the annual professional review meeting, the manager and staff member will reflect on and evaluate CPD activities undertaken during the last year.

Dissemination of Knowledge and Skills – Line managers have a role to play in evaluating the effectiveness of development activities undertaken by their staff, and ensuring dissemination of knowledge and skills to teams and the organisation. The HR Department will support line managers in this role.

Reporting – HR staff take information from Ciphre Net and regularly report to the senior management team and College management team to give an overview of the effectiveness of CPD activity and inform the development of the following year's CPD plans.