

Continuing Professional Development Strategy, Policy and Procedures

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Continuing Professional Development Strategy

1 Purpose

This strategy is intended to:

- Show how Continuing Professional Development (CPD) will be organised within the college so that it underpins the achievement of college strategic objectives for the planning period of 3 years.
- Ensure that CPD activity undertaken throughout the college is consistent with the aims and principles of the college CPD policy.
- Set and monitor college standards for specific corporate development objectives.
- Facilitate a culture of ongoing learning and development.

2 Responsibility

Responsibility for the CPD Strategy rests with AP Support Services/CPD Manager and it will be reviewed on an annual basis, however responsibility for development of staff occurs at 3 levels.

The CPD Unit will provide resources to support development activities as identified via the College Strategic and Operational Plans, Professional Reviews and course/team development plans.

Head of Faculties/Units and Managers will ensure that staff are provided with opportunities in accordance with their roles and assist in setting objectives for their training, and evaluating its effectiveness in relation to the postholders working practice.

Individuals have a clear responsibility to develop their skills and knowledge as a means of enhancing their performance in current and future roles. Development activity should be discussed with managers to identify appropriate methods of acquiring necessary skills and knowledge, and agree on shared objectives and how the development will be evaluated.

3 Context

- The college mission is “to meet the needs of our customers by providing high quality education, training and related services”. It is therefore axiomatic that staff have a high level of subject expertise and academic standing.
- The college achieved the status of an Investor in People (IiP) in 1994. It is used as a building block in our pursuit of excellence and we will seek to maintain our status throughout the planning period.
- The college strives to be an equal opportunities employer and will make the best use of CPD to maximise the benefits of having a diverse workforce.

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- The college has identified strategic objectives for the 3 years of the planning period. The college ensures that its investment in staff in pursuit of these strategic objectives is targeted each year at areas of need through its annual CPD priorities, announced at the beginning of each academic session.

4 **Analysis of Development Needs**

- The college Strategic Plan gives an indication of the broad staff development needs. These are then articulated for each year of the planning period in the college CPD priorities.
- Managers and Heads of Faculties contextualise these needs for their areas and these are expressed in their annual operational plans.
- Individuals have the opportunity to identify their own needs through the Performance Review Process.
- Corporate needs (those common across the college) are identified from the Strategic Plan and the Operational Plans from each area. This process is assisted by pertinent strategies/policies/plans such as:
 - Learning, Teaching and Assessment Strategy (UHI and Perth College).
 - Health and Safety Policy.
 - Research Strategy (UHI and Perth College).
 - Information and Communication Technology Strategy.
 - Equal Opportunities Strategy.
 - Race Relations (Amendment) Act 2000 and Special Educational Needs and Disability Act 2001 Legislation.
 - Scottish Further Education Funding Council and Scottish Higher Education Funding Council Guidance.
 - Performance Review.
- Specific development action to meet these corporate needs is taken by including relevant topics in the CPD programme. The use of external and internal provision ensures that the college maximises the expertise of its own staff for use in the delivery of development activity, but recognises that this is best acquired from external providers on occasion.
- Individual needs are prioritised by HoFs/Managers and may be met through the CPD programme or by a variety of provision including course/conference attendance, work experience placement and the acquisition of qualifications.

5 Access and Equity

CPD aims to address the work-related needs of all staff.

- Regardless of their position in the college, their location, category or nature of employment, all staff should be given the opportunity to participate in development activity which is appropriate to their post(s).
- Where decisions have to be made regarding prioritisation of CPD activities, due regard will be paid to college objectives, operational needs and to the college's obligations to Health and Safety, Equal Opportunities and other government legislation.
- The CPD Unit will ensure that activities are accessible to all staff who are eligible to attend by taking into consideration the timing, location, duration and level to ensure that any group of staff is not implicitly excluded. Provision will be made to include as many people as possible subject to resourcing.
- Records of CPD activity will be stored and monitored for equality of opportunity.

6 Provision

a Induction

- All staff members will be inducted to college procedures on taking up post. This will include a Personnel Induction and a Faculty/Unit Induction.
- Any staff member who changes post within the college will be inducted to their new role in the faculty/unit.

b Supporting Excellence in Learning and Teaching

- An important element of the college's commitment to its learners is ensuring that all lecturers receive training appropriate to their range of duties and length of service. This will include attendance on TQ(FE) with a Higher Education Institution, PDA Introduction to Teaching in Further Education or an in-house Introduction to Teaching Programme.
- In addition to this, support will be provided to teams and individuals in line with the priorities identified in the Learning, Teaching and Assessment Strategy.
- To keep their skills current there will be provision for experienced lecturers within the CPD programme and attendance at courses and conferences together with other scholarly activity.
- Development activities to support Excellence in Learning and Teaching will be added to individual training records.

c Management Development and Leadership Skills

- The college provides an accessible range of programmes at various levels and these will be utilised where appropriate.
- Other relevant external programmes will be identified so that those with a management or leadership role will acquire the appropriate skills and knowledge through either of these routes.

d ICT for Learning and Teaching

- The college will provide in-house support to lecturing and allied staff to broaden the provision of the curriculum. (Supporting Learning Together, ECDL, CLAN etc.)
- This will be at 2 levels:
 - The technical knowledge.
 - The pedagogy of learning using the technology.
- All staff require regular updating of their skills in respect of IT developments which affect their areas of work, and provision will be made through the CPD programme.

e Supporting the Professional and Technical Development of Non-Lecturing Staff

- There is a need to ensure that all staff are equitably treated with regard to supporting their professional and role-related development. Staff will be encouraged to take part in appropriate elements of in-house provision some of which may lead to job-related qualifications and where there is no recognised career pathway, the promotion of job-related development will be encouraged.

7 Evaluation

Evaluation of CPD provision will be at several levels.

- Immediate feedback from participants.
- Further feedback 6 months after activity.
- At Professional Review.

At each level, the objectives and outcomes of the activity will be discussed by the participant with their line manager, and an assessment of the value of the development will be made.

The CPD Manager will provide an annual report based on analysis of this information. It will be submitted to the Senior Management Team to assist planning for the subsequent session.

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Continuing Professional Development (CPD) Policy

Rationale

Perth College's Continuing Professional Development policy recognises the inter-relationship between institutional aspirations and commitments and the consequent requirement for both curriculum development and the development of staff as individuals and as part of teams. To meet this complexity of need and to take informed and pro-active decisions it is College policy to carry out regular audits of skills and to offer a comprehensive programme of staff development which will support staff in the improvement of job-related competence, professional development and personal growth. Formulation of the Operational Plan followed by the Professional Review for all staff will ensure the appropriateness of the yearly cycle of professional development. It is also recognised that realisation of this policy will largely depend on the strength of the teams established across College. It is the policy of Perth College to:

1 **Provide effective management of the Continuing Professional Development system by:**

- Providing staff with information regarding the organisational objectives in the development plan and their entitlement to continuing professional development.
- Planning a programme which identifies continuing professional development which will fulfil the organisational objectives, both for individuals and teams.
- Identifying resources available to support the programme.
- Ensuring that clear targets, clear control and clear accountability are set for training activities and development processes.
- Encouraging staff members to identify job-related and development needs.
- Regular review of the professional development needs of all employees by appropriate managers.
- Evaluating the results of professional development activities and making this information widely available.
- Ensuring that access to appropriate professional development complies with the College's Equal Opportunities Policy.

2 **Adopt a coherent and positive approach to the implementation of the Continuing Professional Development policy by:**

- Ensuring that professional development for individual members of staff and teams is based on a systematic process of training needs analysis in line with organisational objectives, to help them develop professionally and personally.
- Providing a full range of planned activities and experiences, through experiential work-based learning opportunities and course and conference attendance.
- Pursuing accreditation for professional development activities so that national standards can be achieved where appropriate.
- Supporting staff in identifying relevant professional development opportunities to meet team and organisational objectives during and after the training process.
- Providing support for staff members through line managers, the Learning and Teaching Observation process and the central Continuing Professional Development Unit.
- Supporting the use of Learning Technology to deliver training where appropriate.
- Effective deployment of resources to meet the identified needs.

3 **Monitor and evaluate the quality and effectiveness of the Continuing Professional Development programme by:**

- Ensuring that all members of staff have access to the College Strategic and Operational Plans, organisational and curricular objectives.
- Accurate recording of all activities undertaken, and the associated costs.
- Supporting line managers in evaluating the effectiveness of development activities undertaken by their staff, and ensuring dissemination of knowledge and skills to teams and the organisation.
- Analysing feedback from training and development activities and making any necessary changes.
- Assessing the effectiveness in meeting the needs of individuals, teams or the College with respect to improved skills or knowledge.
- Assessing the cost-effectiveness of training provided.

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Continuing Professional Development Procedures

Introduction

Perth College has a dedicated Continuing Professional Development Unit which ensures that the college-wide policy is communicated and there is a shared ethos. A professional image of employee development is promoted, and quality standards are maintained. By having a centralised budget, there is equality of access to all staff members. All training and development activities will support the achievement of the organisational objectives as identified in the College Strategic and Operational Plans. All applications will be considered by applying 3 fundamental criteria:

- Justification and need.
- Value for Money.
- Affordability.

1 Identification of Needs

Individual members of staff are encouraged to identify their development needs in line with Faculty/Unit objectives in the Operational Plan, and in discussion with their line managers. This process is ongoing however it is formally undertaken at the annual Professional Review. In addition, individual and team requirements will be identified at course team meetings and identified in course team reports and it is recognised that team needs may well cross the boundaries of Faculties and Units. In general terms, all development will fall into the areas of job-related competence, professional development and personal growth. As well as identifying needs, staff should attempt to identify suitable learning opportunities, including both formal and informal methods, and work placements.

2 Prioritisation of Needs

It will be necessary to prioritise applications for support to take account of budgetary commitments and resource and personnel management issues. Details of the current year's priorities will be given in the Annual Continuing Professional Development Plan which will be circulated to Senior Managers, following the Professional Review.

In determining priorities, account will be taken of information from Unit and Faculty Operational Plans, UHI staff development priorities and other externally identified requirements. There will however always be a requirement to meet current legislation and provide teacher training.

Heads of Units/Faculties should consider whether requests for training are "essential" or "value added" if it becomes necessary to prioritise requests due to budget constraints. Where budget restraints occasion further prioritisation, the decisions will be made by the Continuing Professional Development Manager and a member of the Executive.

Where an application is made by a faculty for training which is essential for the delivery of an aspect of a current student programme, the cost will be divided between the Faculty

and Continuing Professional Development following negotiation between the Head of Unit/Faculty and the Continuing Professional Development Manager.

3 **Entitlement to Professional Development**

All staff are encouraged to identify their own needs and to discuss them with their managers. This applies whether they are on full or part-time contracts, however it may be necessary on occasion to give priority to those on full-time contracts.

4 **Induction and Mentoring**

New members of staff will undertake an induction session with the Human Resources Unit and this will be recorded on a check list. There will be a separate induction within the staff member's Unit or Faculty, relating to the post holder's duties, and a designated mentor will be nominated by the Head of Faculty or Unit Manager to support the new staff member in the first few weeks of their employment. The checklist on which these induction processes is carried out will be copied and sent to the Human Resources Unit, for record keeping purposes.

An Initial Identification of Training Needs will be carried out by the mentor during the faculty/unit induction process, and the form sent to the Continuing Professional Development Manager for action.

Members of staff who change post within the college will also receive induction to their post from the Unit/Faculty to which they are appointed, with mentor support as for new starts.

5 **Continuing Professional Development Needs**

The development needs will be identified as part of the Professional Review which will take place annually. Training and development needs will be identified at this stage for individuals, college teams and network teams. The information will be sent to Heads of Units/Faculties who will prioritise the training needs of his/her area of responsibility following the reviews and forward this information to the Continuing Professional Development Manager.

6 **Continuing Professional Development Application Forms**

Normally, development or training needs will have been identified as part of the annual Professional Review. Continuing Professional Development Application Forms are to be fully completed and sent to the Continuing Professional Development Manager following discussion with and approval of the applicant's Head of Faculty/Unit. These forms are on the college Intranet. Retrospective applications for funding will not be treated as a priority, and may not receive support. **All** bookings for courses and conferences including those attended as a normal part of a post holder's duties will be made by the Continuing Professional Development Unit and a minimum of 3 weeks between application and event is desirable to enable bookings to be made. It is essential that the Continuing Professional Development Unit is aware of all development activity as this should be recorded on the post holder's Development Record. It is the responsibility of individuals to ensure that this information is passed on. This information gives an overview of the knowledge and skills acquired by staff, and it is frequently requested by outside bodies as well as for internal monitoring purposes.

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7 **Financial Support**

Where a course extends over a number of months or years and is therefore likely to incur costs such as course fees, travel and subsistence, staff cover and resources, Faculties/Units and individuals will be required to state their level of contribution to the activity. It may also be necessary for Faculties/Units to make a contribution to any activities which are likely to cost in excess of £350. Funding will be granted on an annual basis as no guarantee can be given on future budgets.

8 **Repayment of Costs**

Should it be necessary to withdraw from a course, or where the applicant is unable to commence, the Continuing Professional Development Unit should be informed. Where a member of staff fails to complete a course or activity, whilst in the employment of the College, or leaves within 2 years of its completion, the member of staff can be asked to repay the associated costs. If a member of staff is booked on a course and fails to attend, any fees incurred will be met by the Unit/Faculty except in extenuating circumstances eg illness.

9 **Recording and Evaluation**

All development activities will be recorded by the Continuing Professional Development Unit and progress of participants will be monitored and evaluated depending on the type and length of the activity. Participants will be required to provide feedback on the activities directly to the Continuing Professional Development Manager, or in some cases through their line managers to the Continuing Professional Development Manager. Individual Continuing Professional Development Records will be issued annually for information and updating purposes.

10 **Feedback**

Prior to attending a course or undertaking a development activity, applicants should discuss and agree with their managers, the objectives of the activity in relation to individual, team and Faculty/Unit performance and the expected outcomes of the activity. The knowledge and skills to be acquired should be clearly identified, together with how the information is to be shared with relevant teams on completion. Managers should ensure that the benefits of all training activities have been disseminated and that individuals are clear about their responsibility to report back, and the methods by which new skills and knowledge will be evaluated.

11 **UHI Millennium Institute Funding**

Where an application is directly linked to UHI development and is likely to attract UHI funding, the form SD1 should be completed in accordance with the Guidance Notes, and sent together with the college application form to the Continuing Professional Development Unit. The application will be considered by the Continuing Professional Development Manager and the Assistant Principal (SS) in line with college objectives and UHI strategic objectives. To attract UHI funding, applicants must clearly identify how the activity will benefit the work of the UHI, and how the information will be disseminated to UHI partners. Collaborative projects and networking are encouraged by UHI and this should be taken into consideration before application is made. All applications will be required to state the level of contribution from the Unit/Faculty and the applicant. UHI funding for extended courses is considered on an annual basis and there is no guarantee that the college will support the continuation of study, should UHI funding be refused. UHI as well as the college will require participants to evaluate the training, should the application be successful.

12 **UHI Development Work/Degree Team Work**

Funding for these activities is not paid from the Continuing Professional Development budget and enquiries regarding available funds should be made to the UHI Support Officer.

13 **Working Groups/Curriculum Development**

Expenses incurred by members of staff involved in working groups, activities for outside bodies or curriculum development, will be met by Units/Faculties and outside bodies, eg UHI, SFEU.

14 **Travel and Subsistence**

The preferred method of travel to development events is public transport. If the venue is not convenient for the use of public transport, the cost of a hire car should be obtained from The Property Secretary and discussed with the Continuing Professional Development Manager. The use of the applicant's own car will only be sanctioned once other methods have been investigated. Travel arrangements should be agreed with the Continuing Professional Development Manager before the event takes place. Where an activity necessitates an overnight stay, the cost of accommodation should also be agreed in advance, and in accordance with the guidance on the Claim for Travelling and Subsistence Expenses form. All receipts, including those for car parking and taxi fares, should be submitted with the claim before reimbursement will be made. Credit card slips are not classed as receipts.

15 **Leisure Class Tutors**

An annual Induction Event will be held with tutors to give information regarding the administration of classes, and the development which is available to them. Community Learning Staff will carry out the induction process with the new tutors and record it on a checklist. A copy will be sent to the Human Resources Unit. Tutors will be advised when the Induction Event will take place. All tutors will be encouraged to identify their training needs with their Co-ordinators, and those who are not teacher trained will be offered qualifications, as appropriate, and should apply to the Continuing Professional Development Manager for information.

16 **Distance Learning Tutors**

Tutors will be contacted on appointment, and given the Flexible Learning Toolkit. They will be inducted individually and given administration procedures and tutoring information. Any identified training needs will be passed on to the Continuing Professional Development Manager for action. The Community Learning Manager will be responsible for passing on the development needs of Distance Learning Tutors to the Continuing Professional Development Manager.

17 **Vocational Evening Class Tutors**

Faculties will arrange for induction to procedures with those members of staff, with assistance from the Continuing Professional Development Unit as appropriate.

18 **Teaching Qualifications**

It is college policy that those employed to teach students, whether on full or part time contracts, will be appropriately qualified. The level of qualification required by staff members will be agreed between Head of Faculty and the Continuing Professional Development Manager. A range of teaching qualifications may be used, including TQ (FE) and qualifications to teach in Higher Education. The time allocation for study will be agreed with the faculty in accordance with the recommendation of the awarding institution, and the Strategy for Initial Teacher Training.

Staff members who teach or assess students on programmes leading to awarding body qualifications (eg SQA) are required to undertake Assessment and Verification Units through SQA.

19 **Continuing Professional Development Resources**

All members of staff are entitled to use the Staff Resource Base for non-routine and developmental work. This area is situated on the first floor of the Study Centre. Staff can book any of the drop-in IT facilities available in the LRC. Eighteen laptops are available and can be booked through the LRC desk, PCs can be booked through Mhairi Glen at Study Centre Reception.

Details of how to book PCs at Goodlyburn are available in Zone 9 (Floor 2).

For access to Higher Still materials, enquiries should be made to the Library and Learning Resources staff.

20 **Agreement**

By making an application for funding from the Continuing Professional Development budget it is assumed that the procedures and conditions in this document have been accepted by the applicant.

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