

NCIUL STAFF DEVELOPMENT POLICY ADM-TPD 214

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TRAINING AND DEVELOPMENT POLICY

At NCIUL, we recognise the fundamental importance of personal and professional development and we aim to provide our staff with a wide range of opportunities.

Development is defined as the ability to gain skills, knowledge, understanding and experiences necessary to perform current duties confidently and with excellence, anticipate any changes and prepare for promotion or additional responsibilities. All staff are able to access in-house and external training opportunities and are actively encouraged to engage in learning, in accordance with the lifelong learning core values of NCIUL.

Staff will be supported in all aspects of their training and development. NCIUL holds meetings, research cafés, workshop, practical seminars and online events in order to offer a wide range of development opportunities in several disciplines and areas and these events are open to everyone interested. NCIUL also supports staff who wish to commit to longer programmes (for example Master's degree or PhD programmes).

STAFF DEVELOPMENT

Staff Development is the acquisition and development of skills and knowledge through a planned and deliberate learning process in order to improve personal and organisational effectiveness. More broadly, staff development also includes other personal development activities and opportunistic learning which will enhance the individual's contribution in the work context.

The staff development process encompasses:

- The identification of individual staff development needs.
- The design of individual development plans.
- The provision of appropriate development activities within the Institution.

Aims of Staff Development

The aim of staff development at NCIUL is to support staff both corporately and as individuals in the context of strategic objectives and the Institution Development Plan to meet the needs arising from:

- Institutional development
- Professional development
- Personal development

Institutional Development

- Staff development planning will be an integral part of the strategic planning process of NCIUL.
- The annual staff development plan and internal development programmes will be based on the analysis of needs carried out in the context of the strategic plan/development plan and external initiatives which will impact upon the Institution.
- Staff at all levels will be supported in responding to changing duties, roles and responsibilities associated with institutional and personal development.

Professional Development

- Staff development will seek to prepare staff for changes in their duties, roles and responsibilities.
- Staff development will address issues raised in operational plans and through self-assessment.
- Staff development will seek to ensure all staff has a programme of continuous professional development to ensure they meet their full potential.
- The SDPR Scheme will ensure the continuous professional development of each individual within the context of the Institution's strategic and operational objectives.
- All staff will undertake appraisal training before their first appraisal.

Personal Development

- All newly appointed staff will undertake an induction programme and induction training.
- All newly appointed staff and those undertaking new roles will receive the support of a senior staff.
- Newly appointed staff undertaking teaching/training roles will be encouraged in obtaining a teaching qualification.
- The annual appraisal will address issues relating to personal development needs.
- Staffs will be encouraged to undertake appropriate training to ensure they are able to develop individual skills needed to meet their personal targets and objectives.

Policy Practices

- NCIUL aims to train and develop its entire staff through providing accessible, high quality development opportunities in education, learning and research. The quality and commitment of NCIUL staff are fundamental to achieving its mission; the Institution aims to foster a professional approach in all staff and to encourage their contribution as team members.
- The development of all Institution staff is integral to the pursuit of quality, effectiveness and success. The Institution seeks to maximise individual contribution at all levels by providing appropriate opportunities for personal and professional development.
- The development needs of all members of staff will be reviewed at least annually as part of the Personal Development and Review process. Staffs are encouraged to produce a personal portfolio of their PPD activities to assist in planning their future needs.
- NCIUL is fully committed to ensuring that all employees have the relevant knowledge, skills and expertise to perform their work to consistently high standards and to achieve their full potential.
- NCIUL recognises that training and development is fundamental to ensure the effective provision and quality of its services to students, business, and the community.
- NCIUL supports the concept of lifelong learning supported by a culture that encourages employees to take ownership for their own professional development. Employees are empowered to identify their own training and development needs and discuss these with their line manager.

Responsibility for Staff Development

- The Executive Board has overarching responsibility for policy implementation relating to the development of all staff. Individual staff should expect to take ownership of their own development and are actively encouraged to do so.
- Deans and the HR Office are responsible through NCIUL's overall planning process for formulating and implementing an annual plan for academic & non-academic staff of their respective departments.
- Staff development plans and priorities should be part of this plan. Individual development needs, which arise from structured appraisal meetings, are taken into account in this context.
- Staff with managerial responsibility for others will be expected to give active support to staff to help them identify their training needs. Managers should also establish appropriate mechanisms for meeting these needs and review with the individual the success of any development process.

ANNEX 1: STAFF DEVELOPMENT AND PERFORMANCE REVIEW GUIDANCE NOTES

1. Philosophy of NCIUL Staff Development and Performance Review (SDPR) Scheme

The NCIUL SDPR Scheme aims to link individual performance review with plans for organisational and staff development. At the heart of the Scheme lies the notion that every member of NCIUL staff should be expected, encouraged and enabled to conduct a regular and systematic self-evaluation of his or her own practice, to promote professional self-development. This evaluation and development should be assisted by peer review and is focused through a structured process involving interviews by appropriate appraisers, leading to defined outcomes such as specific individual development objectives.

The Deans and other managers at NCIUL have particular responsibility as appraisers, and the Deans are accountable for the effective operation of the scheme within each academic department.

In this context, 'managers' refers to those senior staff, including the Provost, the Associate Provost, Deans and Associate Deans who have line management responsibilities including planning and selecting individuals' work programmes, and setting priorities and allocating resources for staff development. In general, managers involved in appraising the performance of others should themselves be subject to a systematic performance review scheme.

NCIUL's SDPR Scheme are separate from procedures relating to the resolution of grievances, discipline, probation, remuneration and promotion. However, the longer term aim will be to work with staff to relate all these procedures to one another, so as to provide a supportive framework which recognises the professional nature of the teaching and other administrative role; advances and protects the interests and standards of the profession, and commands the confidence of staff.

2. Overall Aim

The overall aim of the SDPR Scheme is to improve service to students and other clients by linking a review of individuals' past performance with plans for future

organisational and individual development. This will maintain and enhance the quality, morale and motivation of academic staff and reconcile their professional interests with those of the NCIUL, its students and clients.

The SDPR Scheme aims to link individual and organisational needs by assessing past performance and future development potential. This will involve:

- Reviewing past performance;
- Recognising an individual's achievements and contributions;
- Identifying an individual's strengths and weaknesses;
- Setting feasible performance objectives;
- Planning staff development and improvements in performance within the framework of organisational needs of NCIUL.

Through appraisal, every member of academic and administrative staff will be expected, encouraged and enabled to conduct regular and systematic self evaluation of his or her own practice, to promote professional self development.

3. General Features of the Scheme

Staff Development and Performance Review is an important part of the process where

- Senior managers communicate and clarify the implications of NCIUL strategic plans to individual staff; and
- Individuals ensure that their full contribution and their own reasonable professional aspirations are recognised.

The SDPR process complements the many other activities which aim to formulate and achieve organisational objectives and create a context for professional development. It is not and must not be seen as a substitute for those other activities.

The SDPR of the Institution's academic staff is seen as a continuous process which includes a structured appraisal meeting. During this process appraisers will:

- Assist individuals with their own development within the institution.
- Discuss and agree development needs and consider professional aspirations.
- Communicate, clarify and discuss Institution plans with individual staff.
- Identify changes that would help towards improvements in performance, individually or collectively.
- Help staff evaluate their own effectiveness at work, identifying areas of strengths and considering where improvements can be made.

For professional self-evaluation and development every member of staff should:

- Keep a personal record of achievement, with a regularly updated curriculum vitae (CV) forming a public part of that record.
- Maintain a continuing professional development plan including agreed objectives. This will be essentially self-managed but subject to joint review by appraiser and appraisee.
- Participate in a process of appraisal (including observation of the appraisee's work) which recognises the value of peer review and self-evaluation.

The full SDPR meeting will take place once in a year and will draw together all elements of the appraisal process i.e. student feedback and observation of the teaching process. The outcome is a six month/one year action plan. A formal review of the action plan takes place to update it, discuss progress and agree any additional support required.

Staff on Probation - For staff on probation it is important that they are adequately supported during the early years of their career. They will come within the probation procedure in the first three months and this is then followed by annual appraisal.

The HR Office will determine an appropriate method of allocating appraisees between those who are due a full appraisal and a formal review.

4. Staff Development and Performance Review Scheme Benefits

Staff Development and Performance Review Scheme aims to support a constructive partnership between staff and managers in matching individual and organisational needs and aspirations.

Benefits to the staff:

- To provide a context for constructive evaluation of individual performance.
- To ensure a systematic basis for development and training.
- To provide an opportunity for staff to discuss their problems and aspirations openly with their managers.
- To enable staff to review their own performance and to clarify organisational needs and priorities.
- To enable staff to satisfy the demands of changing institutional requirements.
- To enhance job satisfaction.
- To improve knowledge with regard to the operation of the Institution and education in general.
- To assist in the realisation of individual potential.

Benefits to the Institution:

- To achieve the stated institutional objectives.
- To underpin, support and enhance the quality of the learning experience.
- To maintain and develop the relevance of existing expertise.
- Supports implementation of the Personnel Strategy, equal opportunities and other policies.
- To improve communications and promote positive professional relations.
- To create a sense of identity and motivation in members of staff.
- To increase efficiency, effectiveness and general competence.

5. NCIUL Commitment to Staff

One of the core ethics of NCIUL is to 'encourage all students and staff to aspire to high standards, develop to their full potential and apply knowledge and skills to the benefit of the society'. This value is based on three key commitments for our staff:

- As an institution dedicated to the pursuit of knowledge, the Institution recognises the importance of learning and development in people's lives and should seek to support this for its staff as well as for its students.
- The recognition of the importance of developing staff so that they are best placed to contribute to the achievement of individual, departmental and institutional objectives in the context of strategic ambitions.
- That the principles of equality, equity, diversity and fairness should underpin our development provision so we are able to maximise the potential contribution of all individuals within our diverse workforce.

What staff should expect from NCIUL?

Each member of staff has the right to expect to receive staff development entitlements which give opportunities to:

- be inducted into the Institution and understand its ways of working including what contribution that individual is expected to make;
- be supported to develop the competence and capability for which the member of staff has been employed;
- have the opportunity to develop new competencies and capabilities of relevance to the individual's employment at the Institution, and which enhance career prospects and lifelong learning both within the Institution and outside of it;
- participate in the Institution's staff development performance and review (SDPR) process, in collaboration with the line manager, which gives opportunities for on-going support, an annual review of the individual's past development and identification of plans for the future;
- Be interviewed by the line manager or HR on leaving the Institution to explore any lessons to be learned by the members of staff or the Institution.

What NCIUL expects from staff?

NCIUL has the right to expect that each member of staff, as part of the individual's contractual obligations, will:

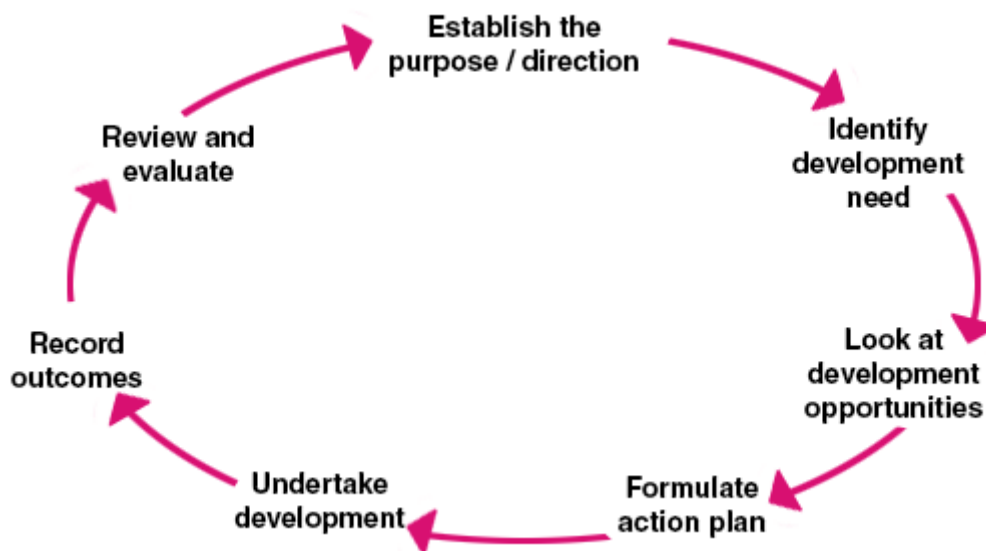
- develop his/her competence and capability which are aligned to the Institution's strategy as it may be operationalised at faculty, departmental, team or individual level;
- in collaboration with the line manager, participate in the Institution's staff development and performance review (SDPR) process which includes opportunity for appropriate on-going support, undertaking an annual review of the individual's past development and identification of plans for the future;
- take personal responsibility to update specific expertise on a regular basis, and as appropriate to the nature of the individual's post;
- contribute to team staff development where appropriate;
- Keep a record of his/her staff development activity.

ANNEX 2: FLOW CHART OUTLINING REFLECTIVE PROCESSES

Reflective Processes can be guided using the chart below:

Action checklist

Staff Appraisal is usually understood as a cyclical process, where improvement comes from moving around the loop. The following chart outlines the process:



1. Establish your purpose or direction

The purpose of any development activity needs to be identified. You may do this, either, by yourself or with the help of your manager, mentor, colleagues, or friends. This involves:

- gaining an awareness of your current standing and future potential within your chosen field or sector
- gaining a measure of what you are good at and interested in (because these things will motivate you)
- taking account of the organisational (and sectoral) realities you encounter
- linking your plans to organisational (and sectoral) needs as much as possible.

Think about:

- your own value system, involving private life and family, work and money, constraints and obstacles to mobility, now and in the future
- the characteristics of the kind of work that fits with your value system.

2. Identify development needs

The identification of development needs may emerge from intended or actual new tasks or responsibilities, from discussions with your manager or others, or from dissatisfaction with current routines. Some people know what they are good at, others may be less sure. Various instruments such as self-assessment tests, benchmarking exercises and personal diagnostics are available to help you assess your skills in a structured way.

Your development needs will depend largely upon your career goals. If you intend to remain in similar employment, you may need development to re-motivate or re-orient yourself, or to improve your current performance and effectiveness. Alternatively, development may be required to prepare you for promotion, your next job, a new career or self-employment.

3. Identify learning opportunities

As a result of one, or several, of the assessment processes above, draw up a list of the skills or knowledge you need to acquire, update or improve. Compare this list with your current skills and knowledge base and identify the gaps.

Consider:

- your learning style - some learn best by trying out new things, whilst others prefer to sit back and observe; some prefer to experiment, others to carry out research. The Learning Styles Questionnaire, devised by Peter Honey and Alan Mumford will help identify preferred learning styles.
- your development: in addition to your own organisation, consider government and private advisory agencies, literature and open learning, multi-media or online packages, professional institutes, your peer groups, networks and colleagues and family and friends
- the range of learning options available - these can be broadly differentiated into three categories:

Education takes place over a sustained but finite period of time, usually leads to a qualification and may open up the way into a new career direction.

Training is carried out at a specific time and place and is usually vocationally relevant and limited to specific measurable aims and objectives.

Development encompasses a wide range of activities with learning potential that are either work based (such as work shadowing, job rotation, secondment, attachment, mentoring, delegation, counselling or coaching) or personal (such as private reading, authorship, presenting papers, peer group contacts, networking, or community involvement).

There will be occasions when unplanned development opportunities arise, such as, a last minute vacancy on a course or a place at an event, which will require you to take account of your priorities when considering whether to follow up on that opportunity

4. Formulate an action plan

For each of the skills and knowledge gaps you identify, set yourself development objectives. These need to be SMART: Specific, Measurable, Achievable, Realistic and Timely. There must be an element of challenge in them so that they stretch you as an individual and carry you on to new ground. But they must also be attainable and viable within a realistic time-frame, otherwise time will overtake you.

5. Undertake the development

Put your plan into action- what you do and how you do it should be your choice. In addition to training courses, options include work shadowing, secondment, job rotation, project work, networking and community involvement.

6. Record the outcomes

Keeping records serves to remind you - and others, such as potential employers - what you have done. Most importantly your records will help you to focus on what you have got out of your development activity. Record the date, the development need identified, the chosen method of development, the date(s) when development was undertaken, the outcomes, and any further action needed.

7. Evaluate and review

Evaluation is the key stage in the self-development cycle. There are two issues you should reflect upon: whether the development activity you have undertaken was appropriate and worthwhile; and whether and how your skills or working behaviour have improved as a result. Evaluating development activities also involves asking the following questions:

- a) What am I able to do better as a result?
- b) Has this experience thrown up further development needs?
- c) How well did this development method work?
- d) Could I have gained more from this activity?
- e) Would I follow this approach again?

Evaluation will also provide a key lead for the next stage of the continuing cycle. Goals change, tasks vary and new needs will emerge. It is important to revise your own plan accordingly.

You should avoid:

- repeatedly putting off planning your personal development
- trying to tackle everything at once – select one area to work on and then move on to the next
- being too ambitious – development normally takes place in incremental steps
- being afraid to ask for help from your line manager, colleagues or HR department
- forgetting to reflect on and evaluate your learning experiences

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