University of Chichester

**Professional Development Policy**

**2019-2022**

**1. Vision**

All employees have a role to play in supporting our University Strategy 2018-25 ‘*Open for Change*’, our People Strategy 2018-25 ‘*Working together – Supporting each other*’, our Learning, Teaching and Student Experience Strategy, Research and Enterprise strategy and underpinning sub-strategies/policies.

We all make a commitment to provide a high-quality experience for our students, apprentices and employers, and we will continue to provide a proactive, accessible and bespoke range of centralised professional development, ensuring that our staff recruitment and interview practices include an essential requirement to understand and actively embrace our distinctive sensibility, the qualities, values and characteristics expected of everyone working for our University. Our commitment to actively maintaining sector knowledge and to meeting employer, learner and staff needs are set out in our strategies, at recruitment, induction, during probation, through regular one-to ones between individuals and line managers and the annual PRDP (Performance Review Development Plan) process.

**2. Introduction**

The University firmly believes in the value of continuous professional development, making learning an essential part of professional life through the responsibilities shared by all staff set out in section 9. Our staff recruitment practices, supported by managers and staff at all levels, stipulate that we will recruit high-quality people with relevant experience, qualifications and teaching expertise. Recruitment specifications set out the requirements for occupational, sector and teaching experience. Induction plans developed for successful candidates will identify any gaps in either area which need to be filled, and PRDP plans will help to focus on skills development where there are new and/or changing role requirements.

Our academic staff are involved in a full range of joint activity with employers in their subject or sector areas. Staff will deliver skills programmes internally and with employers, supporting student and apprentice placements in industry and participating in joint research projects with individual employers or groups of employers or industry bodies. This knowledge is applied where developing, designing and delivering content for our degrees and degree apprenticeships. Many of our staff, both academic and professional services, support our professional development activities helping to meet the present and future learning needs of our staff, students and apprentices.

**3. Principles**

* The development of professional development activities acts on feedback and evidence of good practice and needs arising from induction, probationary and PRDP reviews, professional development surveys and peer review.
* The frequency and nature of development opportunities offered will be contingent on the resources available.
* All employees have equal access to appropriate development opportunities, in accordance with the Equality Act and the University’s Equality and Diversity Policy.
* Responsibility for professional development is shared between a member of staff and their manager.
* All managers are responsible for exemplifying this process through their own development.
* Professional development opportunities should be relevant to the needs of individuals, teams and University objectives and where programmes are set as with an apprenticeship.

**4. PRDP (Performance review Development Plan Process): what is it?**

PRDP is the University’s performance review process (also known as appraisal) that involves staff who have successfully completed their probationary period (i.e. after a period of at least six months in continuous employment). PRDP is a mandatory and continuous process of plan-review-appraise-re-plan which provides an effective tool for personal career development and supports the delivery of University priorities.

PRDP helps to ensure that the University’s aims and objectives are met by relating strategic and operational plans to the role and contribution of each individual. The review process is firmly based on the premise that all staff perform their work better, and with greater job satisfaction, when they receive support and guidance to achieve agreed objectives, and have the opportunity to discuss and agree what is expected of them.

**5. How do we publish our professional development events?**

Our professional development programme is published in September annually via our professional development page on-line, updated throughout the year ahead. Hard copies are available and will be shared during induction events and with Heads of Department and Directors of Institutes in preparation for departmental planning meetings, discussion with individuals and teams and during annual PRDP’s.

To raise awareness of development opportunities, regular bulletins are posted at least monthly via notice boards, the professional development page on-line and via email. The Professional Development Programme is brought together by colleagues working in Human Resources, located in the Gatehouse at Bishop Otter Campus.

The Professional Development online ‘learning’ pages allow for staff to access training and to book events online via HR Self-Service.

**6. How does the programme evolve?**

The University’s professional development programme is developed in partnership with managers and staff across the University, enhanced by internal staff delivering sessions alongside external trainers who will have sector knowledge and experience or specific experience not available within the University. A wealth of opportunities will be offered across the interrelated areas of learning, teaching and the student experience, research and enterprise, leadership and management, skills development (for example, digital literacy, Degree Apprenticeships), equality, diversity and inclusivity, health and wellbeing, health and safety, environment and sustainability.

The programme offers a range of seminars, courses, facilitated sessions and events designed to support the University’s strategic aims, whilst at the same time providing support for everybody to develop their contribution and succeed both personally and professionally. Bespoke and tailored events are delivered for teams, e.g. to cover compliance-related areas such as Safeguarding and Prevent or GDPR/Data Protection Regulations or technological developments. An annual staff development survey and a review of PRDP and Probationary outcomes helps to guide the content and delivery of development events.

**7. What does this mean for staff?**

Professional development aims to create a link between individual development needs, departmental priorities and plans and the achievement of University goals and objectives. At local and institutional level, we will identify future structural opportunities for improvement, identifying succession management issues, development requirements and recruitment needs.

To ensure our professional development plans are fully integrated with individual appraisals and departmental people plans, we continue to review our career pathways for academic and professional services staff, ensuring an integrated approach to performance expectations, PRDP’s, development and career progression.

The on-line professional development ‘learning’ pages allow for individuals to manage and track their own learning, adding ‘personal learning events’ that can be used as a continuing professional development record and/or to prompt discussions during PRDP.

**8. Is professional development available for all staff?**

Professional development is available for all staff employed by the University, regardless of role, and this can constitute a number of different opportunities, including but not limited to:

* Mentoring
* Coaching
* Participation in working or project groups
* Job shadowing, secondments
* Exchange visits
* Self-study, on-the-job learning
* Professional qualifications
* Networking
* Workshops, seminars, conferences, away days, training sessions
* Action learning sets, facilitated group discussions
* Peer observation
* E-learning

Alongside the centralised professional development activities, Heads of Department and Directors of Institute will agree training and/or conference attendance to support research, innovation, teaching and delivery requirements.

**9. What are the objectives of professional development?**

* To meet high-quality standards in our work set out in our Learning, Teaching and Student Experience Strategy, Research and Enterprise Strategy and People Strategy.
* Ensure that departmental and individual objectives are aligned to University objectives.
* Enable staff to enhance their performance in their current roles and to deliver higher student, apprentice and employer satisfaction.
* Provide staff with opportunities for systematic reflection on, and evaluation of, objectives and activities in the context of career advancement, the realisation of individual potential and the strategic objectives of the University.
* Enhance job satisfaction, commitment and employee engagement.
* Help staff to respond to demands placed upon them by internal and external changes and developments.
* All staff have the opportunity to have their own specific development needs identified via the Performance Review Development Plan (PRDP) process.

**10. What are our University responsibilities?**

**Employees:**

* Take part in a PRDP review on an annual basis in order to review performance and assess development needs for the coming year in line with departmental and University objectives.
* Identify their own development needs on an on-going basis by means of self-reflection and feedback from managers, students or apprentices, peers and other staff and discuss the most suitable methods of addressing those needs through the PRDP process.
* Actively participate in continuous professional development, enhancing skills, abilities and knowledge in line with the University’s Strategy and underpinning strategies.
* Actively seek out opportunities to practice or use newly acquired skills, disseminate knowledge gained from professional development to colleagues enabling a culture of team learning.
* Participate in evaluation activities, providing feedback to their manager and, where relevant, the Professional Development team on how useful learning and development activities have been and whether they met the stated objectives.

**Directors and Heads of Department/Institutes**

* Ensure that all staff have equal access to professional development opportunities, within the resources available.
* Ensure staff complete the teaching and learning qualifications required for delivery of their programme.
* Establish a culture of learning and development through active encouragement of professional development for all staff within the department/Institute.
* Exemplify this process through their own development.
* Identify individual and team development needs, creating a shared vision by disseminating priorities and plans to all staff in the department/Institute, ensuring that needs are addressed and resourced appropriately.
* Support essential training for staff as identified through departmental plans and the PRDP process.
* Ensure managers within the department carry out and implement PRDPs for all staff on an annual basis.
* Ensure all staff complete the relevant mandatory training, e.g. Health and safety, Equality and Diversity, Safeguarding and Prevent, for their role.

**Managers**

* Develop their own and others performance and effectiveness through open, honest communication and appropriate feedback and support.
* Carry out PRDP’s on an annual basis and ensure these are implemented.
* Exemplify this process through their own development.
* Encourage staff to take time to reflect on the professional development they have undertaken, reviewing and evaluating with them the success of any activity and allowing time for the learning to be utilised.

**Human Resources/professional development team**

* Promote the University as a learning organisation, disseminating good practice in learning and development.
* Take a lead on the development, organisation and delivery of staff development priorities in line with the University’s strategic priorities.
* Undertake continuous training needs analysis, liaising with staff at all levels to ensure that the professional development provision is relevant and timely.
* Develop a programme of professional development activities that accurately reflects the needs of the University, departments/Institutes, teams and individuals.
* Provide support, advice and guidance, acting as a centre of expertise in relation to learning and development.
* Track the teaching qualifications of academic staff.
* Support and encourage staff to receive the mandatory training required for their role.

**11. Enhancing the student experience through Learning and Teaching**

The UK Professional Standards Framework helps us focus our professional development in University learning and teaching: we use it to plan professional development activities so that events encompass all of the areas of activity, core knowledge and professional values that form the Framework’s Dimensions of Practice.

The Postgraduate Certificate (PGCert) and University Certificate in Learning and Teaching programmes are Higher Education Academy (HEA) accredited programmes of professional development. The Academic Professional Apprenticeship mirrors the PGCert and successful completion of either the PGCert or the Academic Professional leads to Fellowship of the HEA. These consist of three modules run over a period of 18 months. The University Certificate is a one module programme that leads to Associate Fellowship of the HEA. Where a member of staff is new to teaching in Higher Education, there is a requirement that they engage in the Academic Professional Apprenticeship (depending on eligibility) or the PGCert.

These programmes form part of a wider package of development opportunities for all staff involved in learning and teaching. Support, guidance and advice is also provided to staff wishing to apply for Fellowship or Senior Fellowship of the HEA through portfolio. The Learning, Teaching and Student Experience Strategy and the Professional Development Programme will outline further specific details.

**12. Apprenticeships**

The University is committed to the employment of apprentices as a way of growing talent in the organisation and for succession planning at all levels of the University. Apprenticeships complement the University’s wider recruitment and professional development strategies, supporting a culture in which staff can develop, flourish and contribute to the University community. Apprenticeships support the recruitment of staff not only in entry level roles, but also in roles that have historically been difficult to recruit into, either due to the specialist skills required or due to the inability to match wage demands from outside the sector.

Apprenticeships form part of the overall package of professional development, enabling existing staff to acquire nationally recognised qualifications, enhancing skills and aiding retention of professional services and academic staff.

**13. Development and training for Researchers**

The development and training programme for researchers seeks to provide relevant opportunities for every academic at each stage of their career. Practice is mapped against the Concordat to support the Career Development of Researchers, which sets out the expectations and responsibilities of researchers, their managers, employers and funders in the UK. The Research and Enterprise Strategy will outline further details.

**14. Development and training for Professional Services staff**

The Association of University Administrators (AUA) is the professional body for managers and administrators working in HE in the UK and Ireland. The AUA aims to promote excellence in HE management and administration and to raise the profile of those roles in HE as a profession through the development of best practice and high standards. Throughout the Professional Development programme relevant development events are linked to the AUA CPD Framework, providing a structure to help individuals identify their own development needs and plan personal professional development.

**15. Evaluation of professional development activities**

Evaluating learning and development is essential to ensure that it meets the objectives of the individual, the department/Institute and the University. Staff should be given time to reflect and act on their learning, whilst managers should review any training and development received as part of the PRDP process. The Professional Development team are responsible for evaluating individual staff development sessions and use a variety of mechanisms in order to assess achievement and improve future effectiveness.

**16. Budgets**

A professional development budget is allocated on an annual basis subject to resources. The budget supports the needs of the University as a whole across a broad range of areas, e.g. learning and teaching, professional development skills, and it is not intended for specific departmental and/or individual needs. Each department/Institute will agree a budget for professional development based on departmental priorities, used for supporting individual staff and team development.

Where staff are sponsored financially by the University to undertake a qualification, the expectation is for the individual to continue to work for the University for a period of two years or more (except in an apprenticeship) following completion of the qualification, otherwise the individual may be required to reimburse the sponsorship fee.

**17. Study Leave and Examinations**

Where a member of staff has been supported and sponsored by the University to undertake study leading to examinations and qualifications relevant to their post, individuals may take up to 5 days’ study leave, to include any examination dates, by agreement with their manager.

If the qualification an individual would like to obtain is not totally relevant to their work, the individual’s manager may agree to support some part of the cost of the training/qualification and allow some time off, for example to undertake examinations.

Part-time staff are entitled to the same conditions on a pro-rata basis, but where working hours may need to be adjusted to accommodate study timetables, this must be agreed in advance with managers.

**18. Who do I contact for further information?**

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**19. Where can I find further details?**

* The professional development pages of the Staff Intranet
* Professional Development Programme on-line
* Guidance on the Operation of the Probationary Scheme
* Guidance on the Performance Review Development Plan (PRDP) process
* People Strategy 2018-25 ‘*Working together – Supporting each other’*

All documents are available from the Human Resources Department or on-line.