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PROFESSIONAL DEVELOPMENT POLICY 2022-25

#### Introduction

##### 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.

##### The University recognises that to meet its aim and objectives, the importance of having a highly-skilled workforce with a programme of effective and continuous staff development is vital. This starts with recruitment and ensuring that we appoint people with the skills, knowledge and behaviours to excel in their roles, or in the case of training roles, (e.g. apprenticeships, internships), that we appoint those with the potential to develop and provide opportunities to do so.

##### We are committed to the concept of lifelong learning for both our staff and students and encourage all staff to engage in professional development. We will provide opportunities for staff to develop in order to perform in their role more effectively and adapt to changes in the internal and external environment. This flexibility to adapt and develop is seen as key to the success of the University.

##### 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.

#### Principles

##### The creation and progression of professional development activities acts on feedback and evidence of good practice and needs arising from induction, probationary and Performance Review Development Plans (PRDP) observations, professional development surveys and peer review.

##### Professional development enables staff to enhance their performance in their current roles and to deliver higher student, apprentice and employer satisfaction. It also enhances individual and collective job satisfaction, commitment, retention and employee engagement.

##### Professional development opportunities should be relevant to the needs of individuals and aligned to departmental and University objectives.

##### Professional development provides 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.

##### 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 individual staff members and their managers.

#### Performance Review Development Plan Process (PRDP)

3.1. PRDP is the University’s performance review process (also known as appraisal) for staff who have successfully completed their probationary period. It is a mandatory and continuous process of plan, review and appraise which provides an effective tool for personal career development and supports the delivery of University priorities.

3.2. The review process is firmly based on the premise that all staff perform 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.

3.3 PRDP helps to ensure that the Strategic Plan of the University is delivered by directly relating its aims and objectives to the role and contribution of each individual. When agreeing objectives with staff, managers must cascade their own annual objectives, as agreed with their line manager within the framework of the University's strategic plan, in order to ensure focussed activity across all academic departments and professional services. Managers must also ensure that updates and changes to the University's strategic plan are communicated to all staff.

#### Responsibilities

***4.1. Directors and Heads of Department/Institutes***

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

***4.2 Managers***

* Develop their own and others performance and effectiveness through open, honest communication and appropriate feedback and support.
* Carry out PRDPs 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.

***4.3 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.

***4.4 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 requirements in line with the University’s strategic priorities.
* Develop a programme of professional development activities that accurately reflects the needs of the University, departments/Institutes, teams and individuals.
* Undertake continuous training needs analysis, liaising with staff at all levels to ensure that the professional development provision is relevant and timely.
* 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 complete the mandatory training required for their role.

#### Types of Professional Development

5.1. 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
* Apprenticeships
* Networking
* Workshops, seminars, conferences, away days, training sessions
* Action learning sets, facilitated group discussions
* Peer observation
* E-learning

5.2. The University’s Professional Development Programme, developed in partnership with managers and staff across the University, 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.

5.3. 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.

#### Enhancing the student experience through Learning and Teaching

6.1. The UK Professional Standards Framework helps us focus our professional development in University learning and teaching. It is used 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.

6.2 The Postgraduate Certificate (PGCert) and University Certificate in Learning and Teaching programmes are Advance HE 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. 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. 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.

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

#### Development and training for Professional Services staff

7.1 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.

#### Apprenticeships

8.1. 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 also enable existing staff to acquire nationally recognised professional qualifications, enhancing skills and aiding retention of professional services and academic staff members.

#### Evaluation of professional development activities

9.1. 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.

#### Budgets

10.1. 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.

10.2. 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.

#### Staff access to University courses

11.1. Staff are eligible to receive a fee waiver or discount on University undergraduate and postgraduate courses. Where an employee is sponsored by the University to undertake training and development on a University of Chichester course, the University will support 100 per cent of the course fees if the course is directly relevant to their post, and 50 per cent of the course fees if the subject area is not directly relevant to the post they hold.

##### Fee waivers and discounts would not normally be applicable if the employee has enrolled on the course prior to their employment with the University, particularly if the course is not relevant to the role. Staff would also normally be expected to have a contract for the full duration of the course. Line managers/Heads of Department, in discussion with the employee decide on the relevance of the course to the role.

#### Study Leave and Examinations

12.1. 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 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.

#### Where can I find further details?

* The professional development pages of the Staff Intranet
* Professional Development Programme on-line
* Learning Hub
* 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.

#### Who do I contact for further information?

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