

The School of Information Risk Management

Staff Development Policy

2009



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Aims of the Staff Development Policy:

- *to provide a framework within which decisions about staff development can be made and supported.*
- *to offer guidance to individual members of staff and to managers.*
- *to define the support the School provides for the development of its staff.*
- *to ensure that the Staff Development Policy and provision is aligned with the School's strategic objectives, and implemented through the School's performance management framework.*

1 Introduction - the purpose of staff development

- 1.1 The School is committed to creating an equitable, developmental and motivating working environment, which values and empowers people at all levels. Staff development is seen as a key factor in achieving this commitment.
- 1.2 The purpose of staff development is to enable staff to continually improve competence, skills, knowledge and effectiveness as employees of the School and to effectively contribute to the achievement of the School's objectives. Staff Development is an important activity for all staff to engage in.

2 Objectives & Planning for Staff Development

- 2.1 School objectives are reviewed annually and monitored as part of the Planning and Budgeting process, through the Balanced Scorecard. School and Directorate objectives will form part of the performance management process carried out through the Balanced Scorecard, and may be augmented at local level.
- 2.2 Objectives for individual members of staff can then be negotiated and agreed at meetings of staff, through performance review and other career development planning. Objectives will be determined by the requirements of the role, consistent with the competencies set out in the appropriate role descriptors. Account can be taken of the aspirations of the individual member of staff in setting objectives.
- 2.3 The School recognises that individuals will be committed and motivated to achieving its objectives, when:
 - individual aspirations are aligned with School aspirations;

- there is appropriate support and development for people (as groups or individuals) learning to improve their performance, and to respond to requirements of them.
- 2.4 Training and development activities offered to staff to meet School objectives may also be appropriate for, or targeted at other stakeholders (eg external examiners, staff at SIRM and community associations in the city).
- 2.5 There will be staff development implications in many objectives. Discussion of these will lead to the identification of staff development needs and specific staff development objectives. These needs and objectives may be at the individual, group or organisational level.
- 2.6 Many School staff are expected to undertake staff development (at work) as part of their membership of professional bodies. In some cases this may be a requirement.
- 2.7 Staff development objectives and identified staff development needs become part of the School/Directorate plans and an individual's Personal / Professional Development Plan (PDP). Section 4 describes the linkage between School/Directorate staff development plans and the School's (central) staff development provision.
- 2.8 Staff development needs and opportunities may identify themselves at different times during the year. Planning processes retain flexibility for staff and their managers to agree additions and changes as they become necessary.
- 2.9 The planning process described above will identify a number of possible staff development actions. The extent to which any staff development action can be implemented will depend on:
- the priority that the manager attaches to that action;
 - the resources (eg time and money) required to implement that action;
 - the resources available to support development activity.
- 2.10 The extent to which a staff development action can be supported will depend on how it fits into one of the following three categories:
- **Essential** - staff development / training that is required by legislation, or is a condition of employment, or is compulsory for a specific role or School activity.
 - **Encouraged** - explicitly linked to the achievement of agreed objectives, for which resources will be prioritised.
 - **Personal** - staff development activities chosen by individuals that may take place in work time or outside, and may be fully or only

partly funded by the School, and would not necessarily form a priority call on resources.

3 Links to values, strategy documents and external standards

- 3.1 The School's procedures for managing the development of its staff are in line with the national Investors in People standard.
- 3.2 Staff Development supports the School's mission and values, and is organised and delivered in a style consistent with School policies on equality and diversity.
- 3.3 There will also be staff development objectives in other School policies and strategies, eg Learning & Teaching, Research, and Equality & Diversity.

4 Responsibility for staff development

- 4.1 The primary responsibility for ensuring that staff development needs are identified and met lies with managers - eg Deans/ Directors, and those to whom this responsibility is delegated within Schools and Directorates
- 4.2 There is also a responsibility on individual members of staff to ensure that they take an active part in the process of planning their own staff development, and undertaking agreed staff development activities.
- 4.3 The School has a Staff Development Member to:
 - advise and assist individual members of staff.
 - advise and assist managers.
 - provide in-house staff development programmes.
- 4.4 Staff development opportunities are provided for all School staff.
- 4.5 The providers of staff development and managers have a joint responsibility for ensuring that staff are kept informed about the staff development opportunities open to them.

5 Staff Development activities - what to expect

- 5.1 All new staff (and staff promoted, taking on additional responsibilities or transferring to a new job) undertake an induction programme,

assisted by a guide or mentor, and will receive the appropriate training and development for that role. This will involve activities organised within the Schools and Directorates and activities organised for new staff across the School by the Staff Development Unit. Those responsible for managing staff have a duty to ensure that induction training takes place.

5.2 Essential requirements (see section 2.10) include:

- Health & Safety training for many staff.
- Equality & Diversity training for all staff.
- Induction training for all new staff to the School or to the role.
- Management / supervisory development is usually essential for managers.
- Performance Review training for those who appraise staff.
- Recruitment & Selection training for staff who are involved in the recruitment process.

Failure to undertake essential training could lead to disciplinary action or removal from the role (eg as recruiter).

5.3 Staff (and those responsible for managing them) will be able to decide when a staff development course is an essential requirement, as this will be discernible from other School policy documents, or in a job description or contract.

5.4 Staff development can be achieved through a variety of means, including:

- (a) individuals learning through their work (on the job training) which may be assisted by coaching or mentoring, or undertaking activities to update their skills and knowledge eg through reading or IT;
- (b) meetings of staff, or away days - to explore ideas, review, plan and evaluate progress, and to disseminate good practice;
- (c) individuals (sometimes groups) taking time out of the School to attend external courses, conferences, and leave of absence (eg secondments and sabbaticals);
- (d) consultancy (external or internal consultants working with individuals or groups);
- (e) Staff Development programmes of in-house events, which are run by the School for its staff;

- (f) Staff enrolling as students on programmes leading to an NVQ (or equivalent), or a college or School award.
- 5.5 Staff development activities need to be monitored (see section 8). It will be important for staff and their managers to agree which activities count as staff development, and keep appropriate records of participation. Agreement can be reached through discussion at review meetings and performance review.
- 5.6 Much of the range of staff development activities (listed under section 5.4) will be staff development that is encouraged (see section 2.10).
- Essential and encouraged staff development will usually take place during work time, and agreed costs reimbursed. Cover will be arranged where necessary. Part-time staff will normally be able to agree time-in-lieu or additional hours to cover this type of staff development, when undertaken during normal working hours but outside their usual pattern of work. On the other hand, some staff development activities, especially award-bearing courses, will involve study in the participant's own time, during evenings or at weekends.
- 5.7 The School also funds or provides staff development that individuals undertake out of personal preference. Attendance for most grades of staff needs to be agreed with those responsible for managing them. Agreement will depend on satisfactory arrangements being made to cover work. This kind of staff development may also take place in the evening or at weekends i.e. in the individual's own time.

6 Access to staff development + appeal procedures

- 6.1 The School believes that staff should have access to the appropriate level of staff development. Where staff development is an essential requirement, this will be made available through the core staff development provision. Staff development that is encouraged will normally be identified between individuals and those responsible for managing them, through the performance review. It is the responsibility of the manager to ensure that the appropriate resources and cover arrangements are available for the staff development actions to take place. Progress should be monitored and outcomes evaluated.
- 6.2 The difference between staff development that is encouraged and that which is personal preference must be clarified. Factors to be taken into account include:
- the relevance or value of the staff development activities that staff may wish to undertake;
 - the amount of staff development that it is reasonable for any one member of staff to undertake in a given period;

- the options available within the School/Directorate to cover staff from their duties.
- 6.3 In the event that an individual shows reluctance to undertake staff development activities required by, or agreed with managers the reasons for this should be explored and investigated and alternative approaches evaluated.
- 6.4 Where a member of staff covers (with no additional payment) the work of someone undertaking a staff development activity, managers will need to ensure that, as far as is possible, arrangements are perceived as equitable by all concerned.
- 6.5 Where difficulties do occur, the School's Staff Development Unit and Human Resources staff can assist both individuals, and those responsible for managing them, to resolve problems, to mediate, conciliate and negotiate acceptable outcomes.

7 Evaluation of staff development activities

- 7.1 All staff development activities require evaluation. Managers should, together with individuals participating in staff development activities, evaluate the extent to which development activities undertaken achieve the intended objectives and, where necessary, agree appropriate next steps.
- 7.2 The planning process, including performance reviews (see section 2.2), that is used for identifying staff development needs, can be used to evaluate staff development activities. The evaluation of staff development undertaken in one period can be used to help identify the staff development needed for the next period.
- 7.3 The Staff Development Unit and other providers of in-house staff development activities are responsible for evaluating the effectiveness of what they provide, and are accountable for this to the Staff Development and Training Sub-Committee.
- 7.4 The School is committed to continuous improvement of its staff development provision. Where improvements to staff development activities (of any kind) are identified or where activities are not perceived to have met the needs of the individual, this should be notified to the Staff Development Adviser.

8 Recording & Monitoring

- 8.1 The School is committed to monitoring uptake of staff development activities to ensure equitable provision, and adherence to the requirements of equal opportunities legislation. To do this, the School needs to keep records of staff development activities undertaken –

those organized by the School, and those organized by individuals for themselves.

- 8.2 Individual members of staff are responsible for keeping records of their own staff development activities. This record should be agreed and signed off by the individual's manager. This record can also be attached to an individual's Personal / Professional Development Plan.
- 8.3 Providers of in-house staff development programmes are responsible for keeping attendance records and submitting these to the Staff Development Unit for annual monitoring.
- 8.4 Central records will be kept in a format that enables monitoring as required by the School's Equality Action Plans and legislative requirements.
- 8.5 Statistical data and trends from this monitoring information are reported to the Staff Development & Training sub-committee.