

# **Initial and Continuing Professional Development Policy**

January 2013

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Initial and Continuing Professional Development Policy January 2013		
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## General principles

The University values its employees and their expertise and talent and understands the impact they have in achieving its Strategy and contributing to its continued success. As such, the University recognises the importance of providing appropriate learning and development opportunities to ensure all employees are committed, motivated, competent and developed in their jobs, with staff working in partnership at all levels.

The University is committed to creating an environment that encourages development for all members of its community. The University Strategy states that the University approach to the experience of its students and staff is characterised by excellence sitting 'at the heart of our Strategy. We aim for the highest quality in all we do, achieved through a culture of evaluation and continuous enhancement. The full commitment of our staff and constructive staff support and development are essential to the delivery of our vision for the success of the University'.

The University focuses on three key areas for staff development which, depending on roles, will vary in balance for different staff:

- strategic areas, to enable staff to meet the requirements and expectations of the University Strategy;
- operational and professional areas, to enable staff to meet the requirements and expectations of the faculty/department/service plan and to make a full contribution to the work of their faculty/department/service;
- individual areas, to enable staff to develop their effectiveness and to increase job satisfaction and engagement in order to achieve their potential.

Professional development in the University of Portsmouth is defined as the acquisition and development of skills, knowledge and scholarship through a planned, deliberate and systematic learning process in order to improve personal, professional and organisational effectiveness. The University recognises continuing professional development (CPD) in the widest sense to include mentoring, self-directed learning, experiential learning, job shadowing, exchanges and conferences in addition to scholarship and course-based learning.

The University seeks to maximise individual contribution at all levels by providing appropriate opportunities for personal and professional development. The University endeavours to promote initial and continuing professional development and provides access to learning and development for staff at all levels so that they may undertake their roles and responsibilities effectively and with professionalism, enabling them also to respond effectively to the changing environment.

## Entitlements and responsibilities

### The University

The University recognises that the development of its staff is an essential part of its mission and expects all staff to undertake professional development. The driver for development will be the needs of the person, the team and the role, not a simple compliance with achieving a notional time allocation, so that staff will feel confident and competent in the duties they perform. The University will seek, through identified budgets, to encourage and support staff to undertake development relevant to their individual work, career needs and the University's strategic goals. Certain development activities and events will be identified by the University as mandatory and necessary for staff to undertake.

The University will support initiatives to encourage under-represented groups to take part in professional development opportunities. All professional development events will be conducted within the framework of the University's Equality and Diversity Policy Statement. The University will ensure resources are available to meet agreed priorities.

Initial development priorities will include:

- i) comprehensive induction to new roles for all staff;
- ii) learning and teaching programmes for staff supporting student learning;
- iii) development programmes for staff engaged in research and knowledge services activity;
- iv) change management programmes for staff;
- v) customer excellence programmes for staff;
- vi) leadership and management programmes for all staff with a leadership or people manager role.

## Managers

Professional development is most effective when the individual assumes responsibility for initiating their own development. However, professional development is also seen as a direct responsibility of all people managers. Most of the funds which support staff development activities and events will be held at a local level. In most cases, Deans and Heads will determine how resources can be prioritised effectively to meet faculty/department/service and individual needs. Managers are responsible for:

- i) ensuring that their staff are appropriately skilled and supported to deliver strategic objectives as individuals and through their teams;
- ii) ensuring Performance and Development Reviews (PDR) are conducted and followed up through the year so that objectives are set and identified, and professional development needs are informed by strategic, professional and operational issues;
- iii) ensuring that development needs not met through University-wide provision will be met through departmental plans and resources, using the advice and guidance of University learning and development providers;
- iv) evaluating the success of the development activity of their staff as part of the overall planning process review;
- v) ensuring that their own development as leaders and managers is also kept under regular review;
- vi) undertaking appropriate leadership and management development interventions so that they carry out their role effectively and adopt best practice;
- vii) ensuring that staff engage in development even though this may incur additional employment costs to the faculty/service (e.g. part-time hourly paid lecturers).

## Academic leaders

The University recognises that some staff do not have a direct managerial role but are required to exercise academic leadership as part of their duties. Such staff are responsible for:

- i) ensuring that their own development as leaders is kept under review;
- ii) undertaking appropriate leadership development so that they carry out their role effectively and adopt best practice;
- iii) ensuring that they develop leadership in other colleagues and staff with whom they have a collegial relationship.

## Individuals

Individuals have a responsibility and obligation to engage with and take full advantage of development activities and this must include:

- i) engaging in identifying development requirements;
- ii) ensuring activities are appropriate to their needs and role before taking part;
- iii) undertaking development related to their role, whether planned or *ad hoc*;
- iv) undertaking development which the University has described as necessary;
- v) keeping a record of the development they have undertaken;
- vi) discussing at PDR and other regular meetings how the development has improved and changed performance;
- vii) engaging with all relevant initiatives designed to support staff in the management of change;
- viii) sharing and using new learning in their work.

## Learning and development providers

Learning and development providers operate across the University, with the major providers being located in Human Resources, Department of Curriculum and Quality Enhancement and Research and Knowledge Transfer Services. Please see Appendix 1 for the links between providers, reporting mechanisms and the strategic planning and review processes operating within the University. Central providers hold a budget which is used to support a programme of development events for University staff. This central provision is guided by University strategy and priorities and by common faculty and service needs.

Learning and development providers are responsible for:

- i) ensuring that they develop an annual programme of activities and events which meet needs identified from the strategic planning process and PDR outcomes, focusing on the initial development priorities;
- ii) providing specific guidance and interventions for leaders and managers to support their development;
- iii) offering online resources available for all staff as a supplement or in some cases a substitute for event attendance;
- iv) working together with all providers to ensure that events and interventions are effectively coordinated and promoted;
- v) offering advice, guidance and support to managers in the provision of development interventions that cannot be met through an existing programme;
- vi) ensuring that details of their learning and development activities are available on the HR System;

- vii) undertaking, analysing, reviewing and reporting on appropriate evaluations of effectiveness;
- viii) contributing to the review and production of an annual staff learning and development report to the Organisational and Staff Development Group and other bodies as appropriate.

## **Identification of professional development needs and professional development planning**

Each member of staff will have a job description which sets out what is expected of them in their post. This will be used in defining the induction plan for a new role holder. The job description also forms a major part for the identification of ongoing development needs, particularly through the operation of the performance and development and review process (PDR). The PDR process aims to measure performance against agreed objectives and to identify staff development needs which contribute to the completion of the objectives, so that performance and effectiveness are maximised in accordance with the faculty or service objectives.

Development can be achieved in a number of ways, some of which may be less resource demanding than others, e.g. use of flexible learning materials, networking etc. When development needs are identified, consideration should be given to the most appropriate mechanisms for meeting needs.

The head of department or service has overall responsibility at departmental level for the collation and analyses of outcomes from the PDR process, including all agreed professional development needs. Collected outcomes should be discussed and prioritised at department/subject area or service level, with HR Business Partners and Management and Staff Development Advisers, so that action can be agreed and implemented. Heads are responsible for ensuring that CPD needs for individuals and teams are addressed throughout the year.

PDR professional development outcomes are drawn together by Human Resources and are informed by the strategic planning process. These are shared with the Staff Development Practitioners Group (SDPG) and the Organisational and Staff Development Group (OSDG) and are key drivers for professional development activity delivered in the University.

The SDPG operates to ensure the coordinated provision of development interventions, avoiding areas of overlap and gaps in provision. It specifically reviews collated PDR outcomes and identifies appropriate corporate- or department-specific responses. The OSDG provides professional guidance and leadership to the SDPG on the prioritisation, development and implementation of opportunities to ensure the University's workforce has the appropriate skills to deliver the core strategic objectives of the University.

## **Criteria for success including the monitoring and evaluation of staff development**

The University is committed to the evaluation of its learning and development programmes. The University spends a significant proportion of time and money on learning and development activities and it needs to be able to demonstrate value for money and, where possible, return on investment. The University will ensure that strategic objectives are addressed and that it maintains a competitive advantage in having skilled and knowledgeable staff.

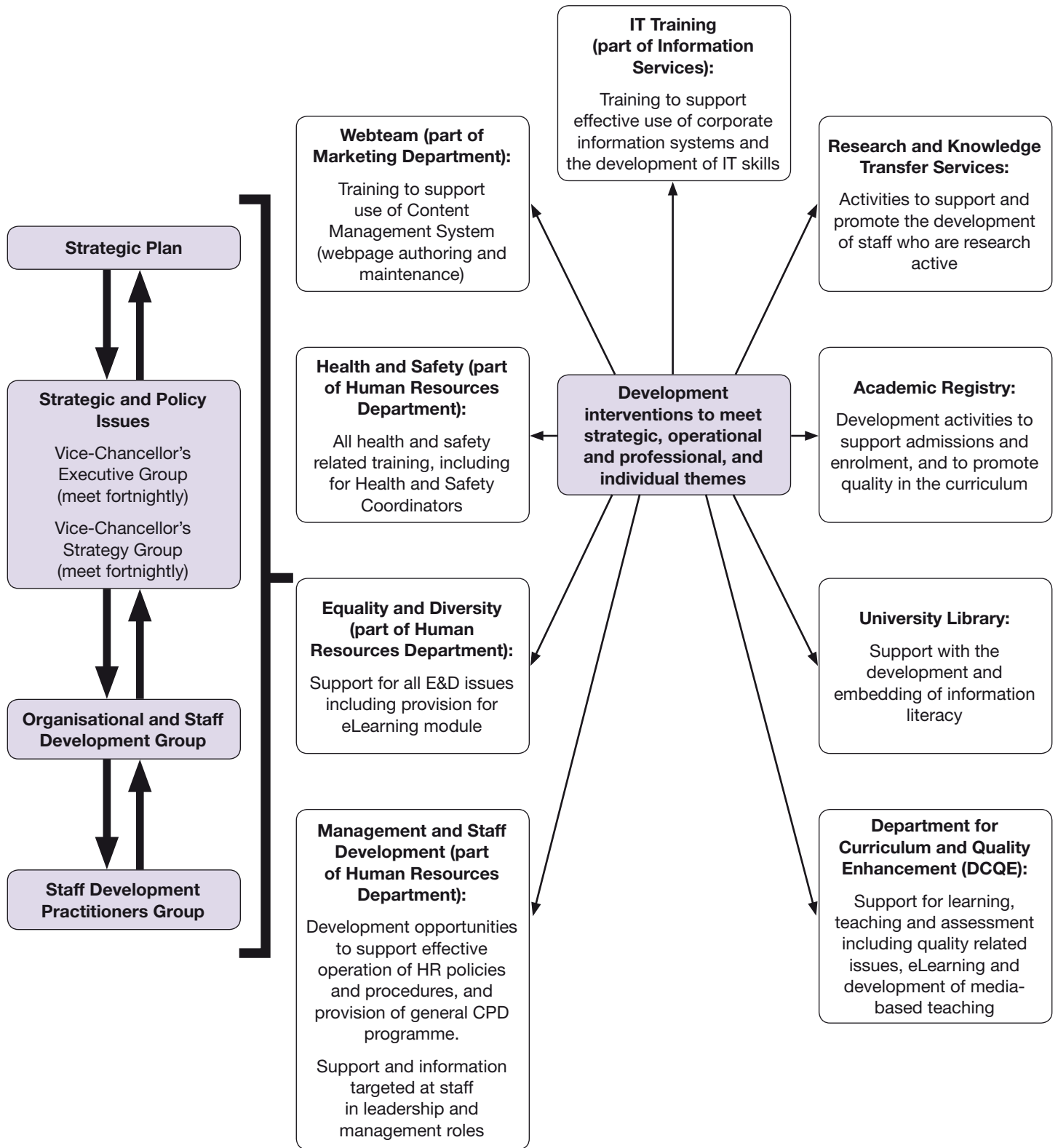
Evaluation is important as it should be used to ensure that the learning has worked or has measurable impact. It also acts as a control measure to ensure consistency or compliance requirements and can act as an improver for future interventions.

The effectiveness of all activities will be monitored and evaluated by the providers. Deans/Heads of professional service will monitor the effectiveness of staff development within their faculty/service within the University planning cycle. This will include periodic reviews of the PDR process and the implementation of action plans arising from the process.

In accordance with the University's Equality and Diversity Policy Statement, the take-up of development opportunities will be monitored and reported. Data will also be analysed to highlight any impact for under-represented groups and this report will act as a trigger for appropriate initiatives to promote take-up.

# Appendix 1

## Learning and development diagram



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