OUR PEOPLE PRACTICES/

Staff Development Policy:

Policy and procedure

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1.   Introduction

1.1   The University is committed to the provision of learning and development for all its staff, to enable employees to fulfil their potential and support the University in achieving its strategic objectives. It is recognised that Schools and departments may have differing strategic objectives and it therefore is appropriate for them to be able to individually manage approaches and access budgets allocated to the provision of learning and development for its staff, with relevant advice, guidance and support from a specialist Learning and Organisational Development (L&OD) function.

1.2   The central L&OD function will offer leadership development programmes and strategic workforce development courses, whilst Schools and Departments support local needs, using the guardian Fee Remission budget and Departmental and School training budgets as appropriate, informed through local strategic priority, discussions at Promotion and Probationary Committees, RPDs and guided by this policy and the central HR function.

1.3   Staff development refers to a process that supports the development, engagement and retention of staff at the University. It refers not only to participation at taught courses, but also to online learning, apprenticeships, traineeships, secondments, shadowing, taking on projects, guided experimentation, participation in conferences and exhibitions, coaching, mentoring, and any other activity which provides the opportunity to reflect and develop knowledge, skills, confidence and understanding. More information is provided in section 6.

2.   Glossary of terms

2.1   Terms used in this policy and procedure;

- **Appraisal (RPD)**: An annual meeting in which objectives, plans and development are considered from both 'looking back' and 'looking forward' perspectives, regardless of what they are called (including annual research planning meetings, 'reflect, plan and develop' (RPD) meetings, etc.) and includes discussion on objectives, challenges, successes and development.

- **CPD:** Continuing professional development

- **Induction**: the university wide process which should be undertaken by all new staff in conjunction with their line manager

- **Probation:** refers to the two types of probation processes engaged with at the University. The 6 month probation process for staff in Grades 1-10 (not Academic staff) and the separate three-year Academic probation process

- **Fee Remission:** the reduction of fees for staff (meeting the required eligibility criteria) who are accepted and register for a part-time course at the University of Kent

- **Language Courses:** courses provided by the Centre for English and World Languages (CEWL)

- **Accredited courses:** Study which leads to a recognised qualification or part-qualification e.g. Degree, AAT, CIPD, ILM

- **Non-Accredited Learning:** Study or attendance at events which does not lead to a recognised qualification but *may* be acknowledged by a certificate of attendance/participation

3.   Aims and objectives

3.1   The Staff Development policy aims to ensure the following:

3.2   That all staff are provided with development opportunities that help them maximise their contribution within their current roles and where possible are supported to develop their careers and maximise their learning potential;

3.3   That employee learning and development activities are linked to University and School or Department strategic objectives, at both institutional and local levels;

3.4   That Schools and Departments (with appropriate guidance from the central L&OD function) utilise and allocate local funds responsibly in order to support staff development activities to enable them to achieve their plans and priorities both in the immediate term and with a view to organisational resilience and future requirements;

3.5   That investment is focussed on staff development where it can have the maximum impact on the success of the University and the motivation of staff;

3.6   That equality of opportunity and diversity is encouraged and supported through consistent and regular assessment, reporting and response to learning and development needs;

3.7   That staff are encouraged and supported to achieve relevant work-related qualifications where applicable;

3.8   That staff learning becomes part of the University culture and is integrated into daily work.

4.   Scope

4.1   This policy applies to all members of staff members employed on a UK Contract of Employment. Arrangements will be made to ensure equal treatment for Hourly Paid Lecturers on Guaranteed Minimum Hour contracts although some administrative issues may be adapted for staff working low and variable hours.

4.2   Reciprocal agreements are in place for staff at Canterbury Christ Church University (CCCU), Mid-Kent College (MKC) and Kent Union (KU) staff in regards to Fee Remission.

5.   Responsibilities

5.1   The following sections provide information on the different roles and responsibilities of employees, their managers, Human Resources and Organisational Development and the University.

5.2   The central **L&OD** be responsible for providing programmes for staff development in the following areas:

- Strategic leadership and management development Programmes

- Strategic workforce development programmes

- Culture change Programmes

- Careers development programmes

- Policy related training (e.g. RPD, Recruitment, Equality and Diversity)

- Supporting access to mentoring through a mentoring scheme

5.2.1 L&OD Advisors provide advice to Heads, Directors and individual managers on the development and commissioning of learning plans, learning providers and will signpost managers interested in pursuing an apprenticeship/joining an apprenticeship scheme to an appropriate provider.

5.3 The **Deans and Heads of School (HoS)** and non-academic **Heads of Departments**, are responsible for;

5.3.1 The strategic planning of all L&OD activity in their Faculty, School or Department, engaging with appropriate support from the HR Business Partners and L&OD representatives;

5.3.2 Undertaking an annual review of workforce and planning, identifying hard-to-fill posts, that if unfilled could have a significant impact on continuity of service and undertaking an assessment of risk posed through the loss of key staff and ensuring development plans are in place to mitigate these risks as far as possible;

5.3.3 Agreeing and providing development opportunities for their Faculty/School/Department which are clearly aligned to strategic objectives of the University, Faculty, School or Department;

5.3.4 Ensuring appropriate funding opportunities are identified and used effectively to support the Faculty/School/Department development requirements in relation to work-related and career aspirations;

5.3.5 Nominating a key point of contact for communications related to developmental opportunities/needs to be used by the L&OD function;

5.3.6 Ensuring that every member of staff is aware of who their manager is for the purposes of this policy.

In addition, **Heads of School** are responsible for:

5.3.7 Supporting the Academic Promotions and Probationary processes, providing advice, guidance and feedback to staff regarding potential or draft applications, highlighting areas of development which need to be considered in order to meet the required promotions criteria, and probationary requirements;

5.3.8 Reviewing individual staff contributions and working with the Work Allocation Model (WAM), to ensure a balance of responsibilities (including teaching, research, student support, administration and good citizenship as appropriate) which will support staff development and promotions prospects, whilst meeting the strategic needs of the School;

5.3.9 Development needs for individuals in academic support are funded by the relevant school. These requirements are identified and gathered by SAMS and the associated funding required to deliver these must be discussed, agreed and approved by HoS, so appropriate budget planning can take place.

5.4 The following **Formal Committees** are responsible for advice, guidance and decision making as part of promotions and re-evaluation processes;

5.4.1 School Promotions Panel (SPP) – providing guidance to academic staff who are considering or drafting promotion applications. Once final applications have been submitted, the SPP will also provide an individual assessment of each application to forward to the Faculty Promotions Committee.

5.4.2 Faculty Promotions Committee (FPC) – reviews all applications made by academic & research staff recommending whether or not applications should be forwarded to the University Promotions Committee. Grade 8 applications will be directly reviewed and approved or declined by the FPC.

5.4.3 University Promotions Committee (UPC) - assesses each individual application and the recommendations from FPC, deciding whether to take the application forward. If progressed the UPC will seek to obtain further peer review before making a final decision on applications. Feedback will be provided to all applicants based on their application.

5.4.4 University Re-grade/Re-evaluation Committee for staff in Grades 1-9 (non-academic/research) – applications for re-evaluation of roles will be reviewed by the committee alongside the accompanying job evaluation scores. Where roles are not agreed at a higher grade, feedback will be provided by HR to the applicant.

5.4.5 Full details of the composition and responsibilities of these Committees can be found on the Promotion and Salary Review webpages

5.5 The **Unit for the Enhancement of Learning and Teaching** (UELT) is responsible for:

5.5.1 Providing a range of services for academic and teaching staff that promote a high quality learning experience at Kent

5.5.2 These opportunities will assist with the continued professional development of academic staff, including developing teaching skills for staff at all career stages through the Postgraduate Certificate in higher education (PGCHE) or Associate Fellowship Scheme (AFS) and guidance on recognition routes, including University teaching prizes and promotions

5.5.3 Assuring quality and standards of teaching and learning provisions by providing a regulatory framework and to provide guidance related to this through collaboration of the UELT Quality Assurance Office and Faculties Support Office.

5.6 The **Director of Human Resources & Organisational Development**, or his/her nominee, is responsible for:

5.6.1 Identifying the strategic learning needs of the organisation and proposing appropriate plans and central programmes for EG approval;

5.6.2 Ensuring that mechanisms are in place to review the effectiveness of learning and acting upon results

5.6.3 Ensuring that this Policy reflects UK employment legislation, has regard to best practice, and is reviewed regularly in line with University policy review timetables;

5.6.4 Engaging with the necessary staff and trade union representative bodies as and when any such review is undertaken;

5.6.5 Providing advice, guidance and support to both staff and managers in the use and application of this Policy;

5.6.6   Supporting staff and managers applying this Policy consistently across the University of Kent;

5.6.7   Providing additional supporting documentation and training, to help support the principles of performance improvement and learning and development activities.

5.7   **Managers**[1] are responsible for:

5.7.1   Ensuring an effective Induction and Probation period has been undertaken for new members of staff and probation checklists have been completed;

5.7.2   Ensuring that each member of staff has a at least one development discussion (Appraisal (RPD) per annum which is recorded within Staff Connect in which development needs are evaluated against (a) their objectives in helping the University to achieve its ambitions stated in the University Plan, (b) their career aspirations, and where relevant, particularly for Grade 9 and above[2] (c) their behaviours which may benefit from development to support achievement of strategic goals or career aspirations;

5.7.3   Utilising appropriate approaches outlined in section 6, to prioritise development needs within budget constraints and feed into the wider School/Departmental requirements. In addition, SAMs are required to feed development and funding needs into HoS for approval and budget planning purposes.

5.7.4   Ensuring that development discussions are undertaken, and the results of these in the School or Department, and any Promotion Committee results are considered, to enable identification of development needs and their prioritisation within University and School or Department strategic aims;

5.7.5   Ensuring that access to opportunities for development is fair and transparent for individuals, and aligned with strategic necessity as indicated above. Reviewing and identifying the range of development opportunities enabling those not prioritised for funded opportunities to access alternative routes to development;

5.7.6   Briefing staff regularly as appropriate, and ensuring they understand fully what is required of them in their role, and are able to clarify development needs in relation to personal work objectives;

5.7.7   Ensuring staff receive development and support to help them to achieve the appropriate level of performance and to maximise potential, including remaining up to date and aware of development opportunities available internally to the University;

5.7.8   Ensuring any concerns about performance are brought to the individual member of staff's attention, ensuring appropriate support is available to enable performance improvement.

5.8   **Staff** are responsible for:

5.8.1   Participating fully in any Induction and Probation activities, including undertaking the indicated mandatory aspects;

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[1] In a School environment, the 'Manager', for the purposes of this policy, will be the person assigned by the Head of School to provide constructive support and feedback relevant to performance and development and where appropriate pastoral care and health and safety oversight is undertaken
[2] As set out in the Leadership Behaviours Framework applicable at grade 9 and above

5.8.2 Seeking clarification on any aspect of their role of which they are unsure; this will ensure they have an understanding of the expected standard of work and progress required;

5.8.3 Identifying their own areas for development and sourcing potential opportunities which may be available internally to the University and discussing these with their line manager;

5.8.4 Fully committing to any development, training and support needed or received to ensure an appropriate and sustained level of performance, including remaining up to date and aware of development opportunities available internally to the University;

5.8.5 Preparing for their Appraisal (RPD) discussions, and considering and raising potential development needs, and raising concerns if appropriate;

5.8.6 Addressing any performance concerns brought to their attention;

5.8.7 Academic and Research staff should ensure they are aware of and understand the relevant University promotions process, the criteria set out within this and consider the National Academic Role Profiles to aid identification of necessary development requirements and to take a lead in pursuing development opportunities.

5.9 School/Departmental **Staff Development Contact** is responsible for**:**

5.9.1 Disseminating information provided by the central L&OD function relating to development opportunities and co-ordinating required responses;

5.9.2 Liaising with Pay Office and L&OD regarding any required repayments from staff regarding non-attendance or incomplete training/studies;

6. Procedure and methods

6.1 **Induction:** Induction should follow on naturally from the recruitment process and enable a smooth introduction to the organisation and new role. Line Managers must take responsibility for managing the induction programme, using the appropriate Induction guidance and the Induction Checklist provided (which outlines induction activities), to create a bespoke induction plan to be followed through with the new member of staff.

6.1.1 New staff members will be invited to the next available Induction event by the central L&OD Team at which they will be prompted to book onto the next available mandatory Unconscious Bias training workshop

6.1.2 For Academic and Research staff this induction will include specific information relating to the support and   development provision offered through the following internal services and key processes;

• Unit for Enhancement of Teaching and Learning (UELT) – developing teaching skills and providing workshops to develop and share practice in specific Academic areas

• Research Services– advice and guidance on making grant applications, increasing collaborative potential and networking

- Kent Innovation and Enterprise– providing advice and opportunities for Knowledge Transfer Partnerships and funding, community engagement, developing links with business, demonstrating impact and understanding Intellectual Property issues

- Academic Promotions is one of the ways in which the University seeks to recognise outstanding, ongoing performance of staff in support of the University's purposes. Through this process the University seeks to encourage staff to improve their performance, while maintaining compatibility with nationally and internationally recognised standards of excellence.

- Researcher Development – The Research Development Network Group can provide links to many different avenues of development specifically for Research staff including practical skills training, networking with research colleagues, managing staff within research projects and drafting impact case studies.

6.2   **Appraisal (RPD) Process and Discussions**

6.2.1   Appraisals (RPD), incorporating development discussions, are the key mechanism by which individuals are assisted to understand their role in the performance of their school/department and the University and the contribution they make; these discussions are essential to ensuring that contribution is recognised, there is joint action to facilitate optimum results and that appropriate staff development interventions are put in place. The University Plan provides strategic direction to enable Schools or Departments to plan for the forthcoming year, and provides a context within which individual contribution can be assessed and planned for.

6.2.2   Appraisal (RPD) at Kent does not take a single form but can be achieved through a range of joint structured discussions in accordance with the following principles:

- Discussions provide the opportunity to reflect on contribution to the School University etc. over the year, recognise successes and areas for development;

- Any obstacles to progress are discussed together with potential solutions

- Joint plans are agreed to maximise contribution in the forthcoming period including personal development and work plans

- Career development aspirations and promotion prospects are discussed and advice given;

- The discussion and the agreements it reached are written down and both parties retain a copy of this record;

- Such a discussion must happen at least once per year and the date of this discussion must be recorded in Staff Connect.

6.2.3   The University provides the Appraisal (RPD) process and documentation to support these principles but other vehicles can be used (eg Research and Teaching Plans and discussions) as long as the basic principles are observed.

6.2.4   Heads of School and Department are responsible for ensuring that appropriate arrangements are in place for all their staff and for keeping a record of the nature of the appraisal storage process adopted in their part of the organisation.

6.2.5   There are benefits of undertaking a regular development discussions for staff, the School or Department, and University. For staff they provide an opportunity to raise concerns, identify development needs, and discuss career aspirations and potential development opportunities, we well as receive feedback. For the School or Department they provide an opportunity for two-way communication to align individual objectives with School or Department objectives, discussion of work focus and WAM, and potential for Academic Promotion. For the University they will support the achievement of the University's aims and priorities by ensuring that these are disseminated throughout the organisation, and that staff receive appropriate support and training.

6.3   **School/Departmental Development:**

6.3.1   Central L&OD will support Schools and Departments to agree an appropriate portfolio of development opportunities to support the achievement of their strategic goals. These opportunities will:

- Be linked to strategic, directorate and service plans

- Address any identified competency, knowledge and other skills gaps which may impact on achieving these strategic goals and plans

- Support the Academic Promotions process

- Look at the best way to meet the identified needs

- Identify who will benefit from the training

- Make the best use of available budgets and forecast future required budgets to feed into annual planning rounds

6.3.2   Professional Service areas (or any other area where it is felt appropriate) will be supported by L&OD to identify local development priorities to achieve strategic goals. These plans will:

- Allow for prioritisation of development needs across the department

- Support finding the best ways to meet the identified needs

- Support departments to review and plan allocation for the best use of available budgets

- Advise on a variety of development opportunities provided both internally and externally to the university as appropriate

6.4   **Leadership & Management Development:**

6.4.1   In alignment with the requirements of the University Plan, L&OD will focus on the provision of leadership and management development;

6.4.2   Other strategic workforce development will be offered – identified as an organisational need or in response to specific School/Department development requirements;

6.4.3   Participation on these programmes and events will either be through a nomination process managed by central L&OD or by booking via Staff Connect. Key School/Department contacts will be notified by L&OD when these programmes become available for further dissemination;

6.4.4 Up to date event/programme overviews and next available dates can be found on the L&OD Events Calendar and on Staff Connect on the website.

6.5 **Academic & Research Development:**

6.5.1 After completing their bespoke Induction, academic and research staff should be given ongoing support to understand and work towards the requirements of the Academic Promotions Process. This support may take many forms including; the supporting Staff and Managers Guide for Talent Development, Academic Promotions applications workshops, information held on the University website, undertaking leadership/management development programmes, engaging with other development opportunities provided by the School, L&OD, UELT or Research Services (see section 6.1) and/or other identified training;

6.5.2 Development planning within Schools will be agile to meet emerging needs and strategic goals, whilst supporting the Academic Promotion Process and longer term planning rounds;

6.5.3 Academics may wish to consider Study Leave, Leave of Absence or Academic Visits to support their development and the School should consider potential for these requests in wider development planning, reviewing applications in line with the relevant Academic Leave policy and procedures;

6.5.4 Academic staff are encouraged to consider not only relevant development in the areas of teaching and research but to also undertaking duties which are necessary for the effective running of the school, active engagement with colleagues and working collaboratively on projects to demonstrate and promote good citizenship.

6.5.5 Research staff will find additional, specific support and guidance related to development via the Research Development Working Group and on the Researcher Development webpages and have potential to access an identified funding pot ring-fenced for Researcher Development via Research Services, to support development opportunities;

6.6 **Individual Development Opportunities:**

6.6.1 L&OD will provide strategic workforce development opportunities, and in collaboration with other University providers, develop provision to meet other University-wide requirements;

6.6.2 Participation on these events will usually be by application via Staff Connect;

6.6.3 Development opportunities are available from specialist providers within the University such as Safety, Health & Environment (SHE), Information Technology (IT), Unit for Enhancement of Learning & Teaching (UELT) and Postgraduate School. Details of these can be found at https://www.kent.ac.uk/hr-learninganddevelopment/

6.6.4 L&OD Advisers, in conjunction with HR Business Partner colleagues, can provide advice to managers where appropriate on how other individual development needs can be met (eg via open programmes, individual needs not met through corporate provision such as CPD);

6.6.5 Managers and staff should remain aware of and flag any emerging development requirements, consider available development activities and update personal development plans accordingly.

6.7   **Organisational Development Consultancy:**

6.7.1   Schools, Departments or teams may identify a need for focussed development specific to their current situations and may make an application to the L&OD consultants to outline needs (in response to staff survey results, change management, team dynamics etc.).

6.7.2   L&OD will review the requirements, provide advice and guidance on how best to proceed, and will provide details of any costs associated with providing any bespoke work.

6.8 **Fee Remission and Language Courses:** Fee remission - The University provides those staff who meet the eligibility criteria, a 50% reduction in tuition fees when accepted and having registered for a part-time course at the University. Full details can be found on the Finance webpages

6.8.2   Language courses - The Centre for English and World Languages (CEWL) provides staff with funding toward a variety of language courses they provide. Full details can be found on the CEWL Language Express webpages

6.8   **Externally Provided Qualifications/Events:**

6.9.1   Staff may wish to undertake an accredited external course/qualification or attend an event which may provide development opportunity, when budgets allow or by utilising the Apprentice levy funding, and where it has been identified as a need, as part of the School or Department development priorities or through the Appraisal (RPD) process;

Schools/Departments will be responsible for agreeing such courses/qualification or event attendance.

6.9   **Apprenticeship Levy Funding**

6.10.1 Apprenticeship levy funding is a way of enabling staff to develop and acquire qualifications whilst they are working. They can be funded through the apprenticeships levy, where approved training standards are in place and approved providers are used. This effectively increases the funding available to train members of staff. The University is both a provider and an employer of apprentices;

6.10.2 Existing members of staff can be eligible for apprenticeship levy funding;

6.10.3 Subjects for which current higher apprenticeships are offered at Kent can be found at https://www.kent.ac.uk/apprenticeships/current-apprenticeships.html

6.10.4 L&OD will signpost managers to appropriate providers of approved standards. The Centre for Higher Degree Apprenticeships can also provide advice to managers.

6.10.5 Information on how to request Apprenticeship Levy funding is available in the accompanying Staff & Managers Guide to Staff Development.

7.   Principles

7.1 **Time Off for Study:**

7.1.1 In order to be successful on any programme of study it is acknowledged that appropriate time needs to be set aside to undertake the required study. It is however vital to ensure that operational cover and service provision is not adversely affected by staff taking time away from their role to study.

7.1.2 Time off for study must be agreed by the line manager in advance of starting studies and will be discussed on a case by case basis considering the following principles:

7.1.3 Normally, the use of time off in lieu (TOIL) or annual leave will be required to attend classes/seminars falling within work time;

7.1.4 For revision and exams (not including mock exams) an allocation of 1 day study leave for revision plus an additional day for the exam will be allocated each term (up to 6 days in total in an academic year);

7.1.5 In exceptional circumstances applications for extra paid time off for study and/or exams can be made by putting an application in writing to the Head of School/Department with a supporting statement from the relevant line manager. Key to a positive determination will be: whether the qualification in question is essential to the performance of an individual's current work role or a predicted requirement for a post at a higher level, operational impact and sustainability. The Head of School/Departments decision is final.

7.1.6 Academic Study Leave is guided by a separate and specific policy (see section 6.5)

7.2 **Day or Part-Day Release:**

Accredited course attendance, where possible, should be sought outside of the staff members working hours. However, day release or part-day release is at the discretion of line managers within their departmental agreed processes and in line with the criteria for additional Time Off for Study (see 7.1 above).

7.3 **Examination & Module Re-takes:**

Funding to re-take examinations or to re-take study modules is unlikely to be granted. However, in such circumstances the School/ Department or the individual may wish to discuss the benefits of this in line with any departmental agreed processes. No additional study leave is normally granted in these situations and individuals are expected to take annual leave or agree in advance TOIL options with their manager.

7.4 **Repayment of fees for accredited courses and/or fee remission:**

7.4.1 All staff receiving funding for an *accredited course* will be required to sign a Learning Agreement

7.4.2 In certain circumstances staff members will be required to repay a proportion of the course fees as outlined. Key reasons for repayment of funds are outlined below;

- Where a member of staff resigns or leaves the employment[3] of the University within the specified time periods below

Or

- Where a member of staff withdraws or fails to complete the funded opportunity[4]

7.4.3 **Repayment amounts**:

- In relation to circumstances described in 7.5.2, the following repayments will be required:

Duration	Repayment
Before completion of the study opportunity funded (in the current funding year)	100%
Within 1 year after completion of the study opportunity funded	50%
Between 1 and 2 years after completion of the study opportunity funded	25%
More than 2 years after completion	0%

- In relation to circumstances described in 7.5.5, costs are estimated at £50 to £100 per day. The calculation for the event missed will be provided through a breakdown of the specific costs divided between the relevant number of delegates at the time of requesting the pay back for non-attendance.

7.4.4 **Notification of repayments:**

- Any repayments required under 7.5.2 & 7.5.3 will be notified to the staff member and normally deducted from final salary unless the staff member has discussed and agreed alternative arrangements with the Pay Office.

- Any repayments required under 7.5.5 will be made via journal transfer between the relevant School or Department

7.4.5 For internal programmes not attended, the School or Department of the delegate will be charged the estimated cost of the place for the day not attended

7.4.6 Further guidance on managing these principles can be found in the associated Staff & Managers Guide for Staff Development guidance document.

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[3] Exceptions are staff made redundant through organisational change or where GMH contracts are not renewed by the University.
[4] Where withdrawal or failure to attend/complete is due to ill-health, this will be discussed based on each individual circumstance

7.5 **Other Development Opportunities**:

7.5.1 There are many other types of development opportunities based on experiential learning such as coaching, mentoring, e-learning, job shadowing, secondments and project involvement, which provide sustainable and budget conscious development opportunities;

7.5.2 It is strongly encouraged that individuals, Schools and Departments engage with these opportunities as often as possible and further details around these options can be found in our Staff & Managers Guide for Staff Development or associated web pages (see section 9.).

8. Review

8.1 This policy is non-contractual and will be reviewed in line with developing organisational requirements and operational experiences as may be required.

9 **Associated Practices and Policies** This Policy complies with relevant UK employment legislation.

9.2 In addition, other relevant University of Kent People Practices include:

- Academic Promotions Process
- Academic Leave options
- Induction Checklist
- Leadership Behaviours Framework
- Performance Improvement
- Job Shadowing Guidance