Staff Training and Development Strategy

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OVERVIEW

Our mission is to foster a collegial environment in which learning, debate and the sharing of ideas is central, and in which all members of the College treat one another as partners in the quest for knowledge and intellectual enlargement.

The Staff Training and Development Strategy is designed to underwrite this mission.

There are three dimensions to the strategy:

(i) Careful allocation of roles and communication of expectations (a rigorous recruitment process; job descriptions and career progression criteria are made available up front and in writing).

(ii) Provision of formal and informal training, and facilitation of independent development (induction and training sessions, opportunities to take on new roles and responsibilities, pastoral care, research leave and budget).

(iii) Oversight and review: regular review meetings with line managers drawing on data from a range of oversight mechanisms including peer review, student feedback, examiners' reports, and external partner institutions.

The College additionally recognises the need to identify and ensure appropriate role-specific expertise on a case-by-case basis, through review mechanisms that are set out in its Staff Training and Development Programme.

The UK Quality Code, Chapter B3, expects higher education providers to systematically review and enhance their provision and teaching practices, ensuring a high quality graduate. It is expected that staff appointments are appropriate and training and developmental opportunities are available and encouraged. The aim of this strategy is to meet this expectation.

ALLOCATION OF ROLES AND COMMUNICATION OF EXPECTATIONS

The Academic Board is responsible for defining the academic needs of the College and recruiting and assigning roles to staff with relevant experience, expertise, and enthusiasm.

Recruitment procedures are rigorous as well as fair and transparent, with interviews for academic posts incorporating detailed teaching presentations.

Job Descriptions and Career Progression Criteria are made explicit during the recruitment process and are provided in writing. These will be referenced closely along with other sources in ongoing oversight and review to determine training needs and other opportunities for career development.

PROVISION OF FORMAL AND INFORMAL TRAINING, AND FACILITATION OF INDEPENDENT DEVELOPMENT

The College recognises a duty to provide a stimulating working environment for all who belong to it and to provide opportunities for its staff to increase and evolve their expertise as a result of their employment at the College.

The Academic Board is responsible for approving the Staff Training and Development Programme across the College on an annual basis, drawn from line managers' recommendations following the undertaking of internal monitoring and peer review, and also drawing on feedback from students and staff, and expertise from partner institutions, External Examiners, as well as from national quality assurance institutions. Regular training events are held to actively encourage and provide opportunities for staff to develop teaching and management qualifications as appropriate to their roles. Regular review meetings with line managers identify additional specific needs on an individual basis, so that staff are enabled to attend external workshops and conferences where appropriate.

Key areas of focus for Training and Development include:

- Teaching and learning
- Research
- Use of technology
- Pastoral care
- Quality Assurance processes
- Appraisal

The Staff Training and Development Programme sets out the detailed mechanisms by which it identifies and implements appropriate training and development activities.

OVERSIGHT AND REVIEW

The College is committed to making its staff aware of the type of collaborative relationship the College has with each of its awarding bodies and to seeking opportunities to work with partners to ensure ongoing understanding, updating, and communication of existing requirements of partners and quality agencies.

Academic Board is ultimately responsible for the oversight of Staff Training and Development matters which arise from the following (updated and set out in more detail in the Staff Training and Development Programme and associated documentation):

- Faculty meetings
- Student-Staff Liaison Committee meetings
- Programme Team meetings
- NCH/SSU Quality Assurance Network meetings
- Academic review and end-of-probation meetings
- Programme annual monitoring meetings

Resources for these reviews will include (but not be limited to):

- Student-Staff Liaison Committee minutes
- Student Programme and Course questionnaires

- Peer review feedback

- Partner liaison feedback

- Exam results

- External examiners' reports

- Programme annual monitoring reports

- Subject Benchmark Statements

- Publications and events from the Higher Education Academy and other quality assurance institutions

All of the above is informed by an emphasis on teaching and learning enhancement, in line with the central mission of the College.

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