

Continuing Professional Development Policy for Academic Staff (CPD)

Policy no:	7.3
Version no. & date	V23.3
Last review date:	March 2023
Next review due:	September 2024
Author:	HR Manager
Responsible:	Academic Board
Approved by & date:	Academic Board July 2022
External reference points	<p>UK Quality Code Expectation for Quality Core Practice <i>Q3 The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.</i></p> <p>Guiding Principle for Enabling Student Achievement <i>Clear, accessible and inclusive policies and procedures to enable students and staff to identify when support mechanisms may be required for academic and personal progression</i></p> <p><i>Actively seek the feedback and engagement of students and staff to ensure continuous improvement of the learning environment.</i></p> <p>Certified Management & Business Educator (CMBE) scheme of the Chartered Association of Business Schools (CABS).</p>
Linked policies	<ul style="list-style-type: none"> • Human Resources and Staff Development Policy • Staff Appraisal Policy • Observation of Learning and Teaching Policy • Learning Teaching and Assessment Strategy.
Audience	OBC Academic Staff

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1. Introduction

This policy sets out the College's approach to continuous professional development (CPD) for academic staff. It explains how CPD for Academic Staff is aligned to the College's strategic plan, the Learning, Teaching and Assessment Strategy, and the Human Resources and Staff Development Policy. It gives the rationale for CPD with the types and content of CPD provided, and how they are selected. It explains how CPD is managed and delivered by the CPD Coordinator, and how it is monitored and reviewed by the Quality and Enhancement Committee. This policy should be read in conjunction with the Human Resources and Staff Development Policy, the Staff Appraisal Policy, the Observation of Learning and Teaching Policy and the Learning Teaching and Assessment Strategy.

2. Purpose

The Academic Staff Continuous Professional Development (CPD) Policy sets out the College's commitment to the professional development of its academic staff. The Policy ensures that academic staff have and develop the knowledge, skills and personal qualities they need, in order to provide the highest possible quality of learning, teaching and assessment to students at the College, in accordance with the College's vision, mission and strategic priorities. The Policy supports the work of the Quality Enhancement Committee, by improving staff performance through focussed training and workshops that harnesses the collective expertise of internal and external stakeholders and adds value to the student experience. The CPD policy for academic staff will enhance their career prospects, increase their learning capacity, encouraging participation in and commitment to lifelong learning, and ensure they are able to adapt to ongoing change in Higher Education and particularly the field of Business Studies and Management.

3. Scope

This policy covers all types of CPD activity carried out by academic staff working on all of the College's programmes including:

- Bucks New University (BNU)
- University of West London (UWL)
- Ravensbourne University, London (RUL)
- Unified Seevic and Palmer's (USP)
- OBC International Foundation
- Any other programme

The policy covers internal in-house CPD as well as external training; accredited training as well as non-accreditation training; courses funded by the College and those funded by individual staff independently.

4. Aims of CPD

In order to ensure that academic staff are able to support the achievement of key priorities from the College's Strategic Plan, the Learning, Teaching and Assessment Strategy, and the Human Resources and Staff Development Policy, the Academic Staff CPD Policy has the following aims:

- Provide academic staff with the training and support they need in order to ensure students attain academic excellence
- Promote and equip academic staff with the knowledge and skills required to enhance the graduate employment outcomes of students
- Ensure that CPD supports the College's Learning Teaching and Assessment (LTA) Strategy
- Provide academic staff with the training and support they need for their own personal development and career progression including the attainment of professional qualifications
- Motivate and inspire academic staff to collaborate as a team towards the achievement of the College's vision, mission and strategic plan

5. Objectives of CPD

In order to achieve its aims, the CPD policy has the following objectives:

- Ensure that CPD covers a broad range of training and support, which is relevant to all academic staff at different stages in their professional development and career
- Encourage and support individual academic staff to adopt an approach to CPD that will satisfy their own personal and professional needs and aspirations, and includes a combination of internal and external training and support where possible
- Ensure that observations of learning and teaching as well as staff appraisals are used to inform the content and timing of professional development training and workshops for academic staff
- Ensure that academic staff feedback on questionnaires and module and College-wide evaluations, inform the content and timing of their professional development training and workshops
- Ensure the academic staff contribute towards a consistent, personalised and supportive student experience, with added value at all campuses.
- Provide a programme of tailored professional training and support throughout the year for academic staff, which is designed to ensure that they are equipped to provide students with an excellent learning experience.
- Ensure that academic staff take opportunities wherever possible to enhance relevant employability competencies of students.

- Support academic staff in developing pedagogies that enhance learning in multiple ways, specifically taking advantage of affordances offered by digital tools.
- Develop and embed research as a core component of continual development of pedagogy in the classroom and beyond.
- Carry out research and networking with other organisations in order to remain up to date with pedagogical developments in higher education, and particularly in the field of Business Studies and Management.
- Ensure that the College engages with external bodies for professional recognition and accreditation of staff CPD, such as the HEA Fellowship and Certified Management & Business Educator (CMBE) scheme by the Chartered Association of Business Schools (CABS).

6. Types of CPD for Academic Staff

CPD for academic staff may consist of the following activities, though not exclusively so:

- Formal study leading to a qualification such as a PGCert
- Short training courses and workshops provided by external bodies or partner organisations
- The College's own tailored CPD programme comprising of in-house training and workshops
- CPD events and activities provided through College membership of professional bodies e.g. the Certified Management & Business Educator (CMBE) scheme of the Chartered Association of Business Schools (CABS).
- Events organised internally or by external bodies such as conferences and exhibitions
- Private study by an individual that has been recorded on a personal professional development plan, observation of learning and teaching action plan or staff appraisal development plan
- Authorship of articles, periodicals or books on relevant subjects
- Skills training such as languages or IT such as use of databases
- Contribution towards the local community e.g. through charitable work or supporting SMEs

7. Costs of CPD

All in-house CPD will be provided to all eligible staff free of charge. If staff are required to attend training, they may be remunerated for their time depending upon the terms of their employment at the College.

Staff seeking to attend external training may submit a request to the Director for College financial support. The decision to provide financial support for external training will be decided by the Director on a case by case basis. There is no guarantee that the College will fund external training. Staff must also ensure that they gain permission from their line manager for being absent due to any external training they choose to undertake.

7.1. CMBE Recognition for CPD

As a member of the Chartered Association of Business Schools (CABS) the College can offer staff an opportunity to join the CMBE Certified Management & Business Educator. This is the CABS scheme for teaching faculty, which provides professional recognition and supports the ongoing development of staff teaching practice.

Some staff may be funded for joining the Certified Management & Business Educator (CMBE) scheme, which requires staff to complete 40 hours of CPD over one year. Staff may also be funded for an application for HEA Fellowship. Staff wishing for funding must submit a rationale to their line manager, who will pass it on to the Senior Management Team for a decision.

For eligibility to receive College funding for the CMBE annual fee (currently £100) or the HEA Fellowship, staff will normally be required to meet the following conditions:

- Work as a lecturer/tutor or involved in educational management at the College e.g. Programme Coordinators
- Work for the College full-time
- Has worked part-time for the College for one year or more

See Appendix 1 for the Categories of CPD in the CMBE.

8. Sources of CPD Activities

CPD activities for training and workshops will be planned and implemented according to some or all of the following criteria:

- Areas of development identified in observations of learning and teaching
- Areas of development identified in staff appraisals and the personal and professional development plans of staff
- Skills gaps identified in skills audits
- Requests from lecturers regarding their own needs taken from informal requests, feedback forms, module and course evaluations
- Action points identified in the College's Annual Monitoring Review (AMR) and Annual Development Plan
- Recommendations or essential actions provided in reports by external bodies e.g. Pearson
- Regulatory requirements from external bodies including partner organisations, awarding bodies, accreditation bodies and professional membership bodies
- Areas for improvement highlighted by students in module and college-wide evaluations, including reports from Student Committees and the Student Council submitted to the Academic Board

- Areas for development identified by the Personal Tutor Committee (PTC) and the Student-Tutor Liaison Committee (STLC)
- Areas for enhancement identified by the Quality and Enhancement Committee (QEC)
- Areas for development in relation to the resourcing of a new partnership or programme by the Partnerships and Programmes Review and Development Committee (PPRDC)
- Findings from internal and external research on relevant pedagogical developments e.g. use of digital technology for blended learning

9. CPD Coordinator

A member of faculty will be appointed as the CPD Coordinator by the Quality Enhancement Committee (QEC), with delegated authority for ensuring that the CPD policy is fully implemented, and all its objectives are met. The CPD Coordinator has the following responsibilities:

- In reference to the Sources of CPD activities above, consult with key stakeholders and conduct needs analysis in order to determine what CPD to provide for all academic staff at the College
- Create a CPD plan and calendar of in-house academic staff development training and workshops
- Prepare and maintain the CPD training record
- Report and make recommendations to the Quality and Enhancement Committee on the selection and monitoring of CPD for academic staff at the College
- Keep records of completed feedback forms for any CPD training conducted by staff
- Oversee the progression of academic staff through the maintenance of individual CPD plans, including progress towards 40 hours of CPD per annum for staff on the CABS CMBE scheme
- Ensure there is a conducive environment (online or in-person) for individual and group professional and personal development.

10. Communication

All staff are required to read the CPD Policy. It should be discussed by the Quality Enhancement Committee, the Personal Tutor Committee and during other staff meetings where relevant. There will be a workshop on the CPD policy for all academic staff as and when the policy is amended.

11. Review & Monitoring of the Policy

The CPD Coordinator will review and monitor the CPD policy and procedures and report to the Quality Enhancement Committee on implementation. The policy will be reviewed, and a revised version of the Policy will be submitted to the Quality and Enhancement Committee as and when required within two years for further amendments and approval.

Appendix 1: CPD Categories in CMBE

The CMBE provides professional recognition for CPD in three categories:

- Enhancing teaching & learning practice
- Scholarship of teaching & learning
- Academic leadership

Enhancing teaching & learning practice

Examples of professional development activity

- Participate in workshops, seminars and webinars to enhance teaching practice
- Designing and delivering a workshop about an aspect of teaching practice e.g. how to teach large cohorts
- Developing the understanding, knowledge and skills in order to employ TELT (technology enhanced learning and teaching) e.g. class response systems, interactive use of VLE, flip teaching, use of learning analytics, technology-enhanced assessments
- Participate in online course relevant to CPD, developing and updating your subject-specific knowledge (through reading or attending relevant events)

Reflection and development leading to:

- Course design/redesign/accreditation
- Review and update of course content with appropriate reference to employer requirements and expectations of the discipline
- Module design/redesign
- Development of materials to support teaching
- Levels of HEA Fellowship
- Teaching awards (internal and external)

Scholarship of teaching & learning

Examples of professional development activity

- Design and deliver a presentation about scholarship in business school education
- Attend institutional/other seminars and workshops pertaining to FHEA and similar accreditation
- Attend seminars etc. as part of PGCert/MEd and similar
- Conducts research into learning methodologies and disseminates best practice
- Edits and reviews a teaching journal or conference submissions

Reflection and development leading to:

- Publication of conference presentation

- Publication of conference paper
- Publication of journal article
- Publication of official website
- Publication of textbook or textbook chapters
- Completion of module of study for e.g. PGCert
- Achievement for the first time of PG Cert/HEA/NTF/other accreditation

Academic leadership

Examples of professional development activity

- Active membership of committees (e.g. learning and teaching committee) or Task and Finish groups (must be supported by evidence (i.e. minutes) and informs your practice)
- Acts as External examiner for taught courses
- Community engagement with other external bodies (e.g. Chartered ABS working group or committee)
- Mentoring educators
- Relevant leadership programmes
- Develop or lead institution's professional development programme/framework

Reflection and development leading to:

- Programme director/course convenor
- Other leadership activities in relation to programmes
- Leading a Course/Programme review or new Course/Programme development
- Senior/Principal Fellow of HEA, National Teaching Fellow, or other accreditation
- Internal promotion/recognition