

Staff Development and Appraisal Policy

Policy no:	5.13
Version no.	V24.11
Next review due:	September 2025
Last Review date:	November 2024
Responsible Board:	Corporate and Planning Board
Approved by & date:	SMT October 2020
Linked policies and documents:	Staff Development and Appraisal Policy
Audience:	Website

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1 Introduction

The College views all its staff members as a vital part of the organisation. This can be seen through our staff development policy and annual appraisal scheme,

The College views systematic training and development (staff development) as critical to the success of the institution, its employees and its students. Structured, well-planned and cost-effective training and development at all levels within the organisation makes a positive contribution to the efficient, effective and profitable operation of the College.

2 Purpose

The purpose of a Staff Development and Appraisal Policy is to:

- 2.1 Establish a structured and consistent approach to staff development and performance appraisal, ensuring that all employees receive regular feedback on their performance and opportunities for professional growth.**
- 2.2 Align employee performance with the organisation's strategic objectives, fostering a culture of continuous improvement and promoting organisational success.**
- 2.3 Create a supportive environment that encourages open communication between employees and their line managers, allowing for constructive feedback, recognition of achievements, and identification of areas for improvement.**
- 2.4 Provide a framework for identifying and addressing employee training and development needs, promoting skill enhancement, career progression, and personal growth.**
- 2.5 Encourage employee engagement and motivation by setting clear performance expectations, providing regular feedback, and recognising outstanding performance.**
- 2.6 Ensure a fair and transparent process for performance appraisals, allowing employees to understand how their performance is assessed and what is expected of them in their roles.**

2.7 Facilitate the identification and resolution of performance-related issues in a timely and constructive manner, promoting a positive work environment and employee satisfaction.

Staff development activities can take many forms. This policy recognises that these can include:

- **formal structured training programmes and seminars**
- **informal learning on the job**
- **mentoring**
- **action learning**
- **external qualification programmes**
- **short briefing sessions**
- **group activities**
- **conference attendance (either as a delegate or to present a paper)**
- **research activities**
- **peer review and mentoring**
- **study visits**
- **individual reflection and learning logs**
- **reading specialist journals**
- **job swaps and role reversals**
- **job rotation**
- **planned delegation**
- **secondments and work placements**

- **team building activities**
- **creativity development**
- **coaching sessions**
- **professional discussion**
- **case studies**
- **individual research**
- **sabbatical leave**
- **online learning**

Training and development activities may be viewed as being on a continuum from highly structured to unstructured and also ranging in terms of involvement from large conference presentations through small formal training seminars to a wide variety of focussed individual activities.

3 Scope

This policy applies to all employees of Oxford Business College.

4 Aims and Objectives

The overall aim of the policy is to ensure that all employees can work effectively within an appropriate framework of defined procedures that is reasonable, fair and compliant with current employment legislation. In addition, the policy aims to ensure that all employees have the knowledge, skill, experience and confidence to meet the required standards of occupational performance, together with the opportunities for personal advancement and development in the case of those individuals who demonstrate appropriate motivation, enthusiasm, ability and potential.

The objectives of the staff development policy are to ensure staff members are aware of their personal development opportunities. They will also be made aware of the annual appraisal scheme.

5 Staff Development:

Staff development refers to the process of providing employees with opportunities to develop their skills, knowledge, and expertise to enhance their job performance and career prospects. This can include a variety of activities such as training programs, workshops, mentoring, coaching, and job shadowing.

- 5.1 To ensure that each employee participates in an effective induction programme, which covers a detailed introduction to the College and also relevant health, safety and legal requirements relating to the individual`s job role.**
- 5.2 Staff members can apply for relevant CPD via their line managers for relevant learning tailored to their job roles.**
- 5.3 Assess staff needs: The college will develop CPD programmes with the staff at the focal point of all aspects. The college will create plans that assess the needs of staff to determine their current skills and knowledge levels and identify areas where they need improvement. This could be done through staff surveys, performance appraisals, or other forms of evaluation.**
- 5.4 Based on the needs assessment, develop a CPD plan that includes specific goals, objectives, and actions for staff to improve their skills and knowledge. The plan should be tailored to the individual needs of each staff member and aligned with the institution's goals and objectives.**
- 5.5 Provide funding and resources: The institution may provide funding and resources to support staff in attending conferences, workshops, training courses, and other CPD activities. This could include covering registration fees, travel costs, and other related expenses.**

- 5.6 Encourage collaboration and sharing of best practices: Encourage staff to collaborate with colleagues and share their knowledge and best practices. This could be done through informal networks, online platforms, or formal communities of practice.**
- 5.7 Monitor and evaluate progress: The college will monitor the progress of staff in achieving their CPD goals and evaluate the impact of the CPD program on their performance and the colleges objectives.**
- 5.8 To ensure that each employee participates in an effective induction programme, which covers a detailed introduction to the College and also relevant health, safety and legal requirements relating to the individual`s job role (see UK Quality Code Chapter B3);**
- 5.9 To ensure that all employees are made aware of the College`s policies and procedures and that they take particular note of those policies and procedures which most closely relate to their job role;**
- 5.10To provide, following induction, appropriate introductory training and support, which may include mentoring and peer review, to enable new employees to reach their expected level of performance;**
- 5.11To ensure that appropriate training and briefing is provided for all staff in health, safety and accident prevention and also in relevant statutory and regulatory requirements;**

- 5.12 To ensure that all staff are aware of the expectations of the UK Quality Code and other relevant external reference points and that they understand how these relate to the operations of the College;**
- 5.13 To ensure that particular attention is paid to the development of staff involved in student assessment (see UK Quality Code Chapter B6);**
- 5.14 To facilitate, where appropriate, group training and development activities in the context of work teams so as to improve team cohesion and build stronger teams;**
- 5.15 Through the performance review process and, in the case of teaching staff, through the additional use of data derived from teaching observation and student feedback, to identify current and potential individual training needs on the basis of identified need, effectiveness and fairness (see UK Quality Code Quality standard 3) ;**
- 5.16 To make available appropriate resources including a designated training and development budget to ensure, as far as practicable, that all learning which takes place through both formal and informal training and development activities is shared and disseminated in a realistic and systematic fashion.**

6 Promotion Guidelines

- 6.1 During your employment with the college, you may see internally posted vacancies that might be of interest to your further development. Eligibility for a promotion to a specific role can be discussed and determined by your line manager after 1 full year of employment at OBC.**
- 6.2 If an employee is performing well and meeting or exceeding their goals, they may be considered for a promotion. However, promotions may also depend on factors such as the availability of positions, the employee's qualifications, and the organisation's budget.**
- 6.3 Potential job vacancies, both internal and external will be posted on our website with directions on how to apply via the correct channels.**
- 6.4 If an employee is performing well and meeting or exceeding their goals, they may be considered for a promotion. However, promotions may also depend on factors such as the availability of positions, the employee's qualifications, and the organisation's budget.**
- 6.5 Interim promotions can provide employees with an opportunity to develop new skills and gain experience, while also allowing the organisation to maintain productivity and continuity in the absence of a permanent employee.**

6.6 It's important to note that interim promotions are usually temporary and may not lead to a permanent promotion. However, they can be a valuable steppingstone in an employee's career development and can demonstrate their ability to take on increased responsibilities and leadership roles.

6.7 A salary increase in line with a promotion refers to a raise in an employee's salary that is given when they are promoted to a higher position within the organisation. Typically, this salary increase is based on the higher responsibilities, skills, and experience required for the new role.

6.8 The specific amount of the salary increase may depend on a variety of factors, such as the employee's current salary, and the market rate for the new position. It's important to note that a promotion does not always guarantee a salary increase.

7 Appraisal Scheme:

The appraisal scheme is designed to help the institution achieve its goals by providing a framework for assessing and developing the performance of its employees. The scheme is intended to be a collaborative process between employees and their managers, with the goal of identifying strengths, areas for improvement, and professional development opportunities.

- 7.1** The appraisal scheme will be conducted annually, with the process typically starting in the fourth quarter of the year.
- 7.2** Participants: All employees, including full-time and part-time staff, will participate in the appraisal scheme.
- 7.3** Evaluation criteria: Employees will be evaluated based on clear performance standards that are aligned with the institution's goals and objectives. These standards will be communicated to employees at the start of the appraisal process.
- 7.4** Self-evaluation: Employees will be asked to complete a self-evaluation, which will be used as a starting point for discussions with their manager.
- 7.5** Manager evaluation: Employees will be evaluated by their direct manager, who will use the performance standards to assess their performance.
- 7.6** Feedback and development: Employees will receive feedback on their performance from their manager, along with suggestions for professional development opportunities to help them improve.
- 7.7** Records: Documentation of the appraisal process will be maintained in the employee's personnel file.
- 7.8** Appeal: If an employee disagrees with the evaluation, they may submit an appeal in writing within a specified time frame