

PROFESSIONAL AND PERSONAL STAFF DEVELOPMENT POLICY

1. Introduction

1.1 The University recognises that its staff are critical to enabling the organisation to meet its strategic goals and objectives and to provide the skills, expertise and knowledge necessary to the fulfilment of its vision and mission. The University believes that commitment to continuous professional and personal development (CPPD) is vital in order both to meet the University's strategic goals and to facilitate a culture which enables transformational change. In particular, investment in and commitment to CPPD will contribute to the achievement of University priorities in relation to:

- Working with greater devolution
- Focusing on students as customers
- Delivery of a high quality service and improved efficiency
- Improved student retention

1.2 Commitment to CPPD will encourage the development of a learning organisation, promoting lifelong learning and excellence in service provision. Additionally, it will enable the University to take full advantage of emerging opportunities in both technology and collaboration.

1.3 This policy sets out the University's broad approach to professional and personal staff development. It is supported by policy and procedural documents as listed below:

- Recording and Monitoring Professional and Personal Staff Development
- Evaluation of Staff Development and Training

These are attached as appendices A and B.

2. Definitions

2.1 Continuing Professional Development (CPD) is defined as: any activity which improves the effectiveness and efficiency of:

- the individual in his/her role,
- the operation of the various parts of the organisation
- the University as a whole.

2.2 Continuing Professional Development occurs across a spectrum of activities from the formal and structured to the informal, both

within the University and outside of it. CPD frameworks have been put in place for both academic and support staff which provide clear direction on appropriate CPD activities for academic and support staff.

- 2.3** Personal Development activities are those that support the individual's broader career aspirations and support career progression.

3. Principles

- 3.1** All personal and professional development activity will be linked to the strategic objectives of the organisation.
- 3.2** Professional and personal development opportunities will be provided on an equitable basis for all staff including those who are part time and hourly paid.
- 3.3** Mutuality of benefit will be provided through training and development opportunities which lead to the enhancement of performance and contribution and support individuals in the development of their careers.
- 3.4** Both the individual member of staff and the institution (through the appropriate manager) have responsibility for identifying and addressing training and development needs within changing career patterns and varying organisational requirements. These needs are identified through formal processes, including the use of induction, Professional Development Review (PDR) schemes, and the integration of staff development into University, Faculty, Department and Central Service Strategic Plans.

4. Objectives

- 4.1** The objectives of this policy and supporting documents are to:
- Facilitate the creation of a 'high performance culture' and enable individual members of staff to achieve high levels of performance.
 - Ensure the provision of a systematic framework for the planning, management, recording and evaluation of all staff development and training.
 - Promulgate the requirement for every employee to discuss and agree their training and continuing professional development needs with their line manager on an ongoing basis, at least once per year, as part of the PDR schemes.
 - Ensure that each employee understands that they are expected to engage relevant training and development

activities that are necessary to their role and to engage in CPPD.

- Achieve and maintain high standards of quality in the development of MMU staff

5. Responsibility

5.1 The development of staff is a shared responsibility between individual members of staff, managers and supervisors, the Staff Development and CPD Forum, central training providers, the Director of Human Resources, Organisation Development, Training and Diversity, and the Directorate.

5.2 Loci of Responsibility

5.2.1 Directorate

The Directorate has responsibility for:

- determining the strategic direction of staff development;
- articulating the specific strategic priorities on which the University Staff Development Priorities will be based;
- ensuring the identification of staff development needs as part of the strategic planning process and incorporating appropriate actions into the Faculty/Group strategic plan to address both institutional and local staff development priorities;
- supporting and nurturing a culture where staff development can flourish;
- ensuring that managers have a mandatory responsibility for planning and resourcing SD&T and CPPD and to demonstrate in their annual strategic plans how they plan for, and intend to resource, SD&T and CPD activities that will enable both faculty and wider institutional objectives to be met.

5.2.2 Staff Development Forum

The Forum exists to:

- ensure proper strategic planning of staff development;
- ensure staff development is planned to reflect internal need and external imperative.

The Forum acts as the central focus for the planning and provision of a range of staff development activities.

The Forum has responsibility for:

- advising the Directorate on strategic priorities;
- ensuring co-ordination of and collaborative working between the various central SD&T and CPD providers. In addition, through the membership of the Forum, processes will be established to ensure greater communication, coherence and consistency between University-wide and local faculty/departmental staff development and CPD providers;
- the evaluation of the University's staff development activity both to measure take up and to evaluate the effectiveness of the approaches taken to achieve stated objectives.

5.2.3 Central Training Providers

Central Training Providers have responsibility for:

- meeting the University's identified and agreed staff development priorities;
- contributing to the provision of staff development to the various staff groups through the central training programme;
- working with all parts of the University to meet staff development needs.

5.2.4 Director of HR

The Director of HR has responsibility for ensuring that:

- A strategic development and training framework is in place to enable the maximum effectiveness of the workforce
- Within available resources, a workforce which is well equipped to fulfil their current and future roles
- Available resource is utilised to maximum effectiveness

5.2.5 Organisation Development, Training and Diversity

In addition to its responsibilities as a central training provider, Organisation Development, Training and Diversity is also responsible for:

- the operational central co-ordination of staff development and CPD within the University;
- carrying out equalities impact assessment on this policy and the provision of staff development and CPD;
- production and circulation of the University Staff Development Programme;
- co-ordinating activity to evaluate the impact and effectiveness of staff development and training;
- providing an annual Staff Development Overview for consideration by the Staff Development and CPD Forum and the Directorate;
- creating opportunities for communication, innovation, sharing and developing good practice;
- facilitating the Staff Development and CPD Forum;
- compiling an Annual Staff Development Report;
- providing guidance to managers on how they can ensure fair access to staff development;
- providing guidance on the operational aspects of the policy.

5.2.6 Line managers

Line managers are responsible for:

- carrying out PDR discussions with all staff;
- formally identifying individual development needs through existing processes including staff induction, Professional Development and Review (PDR) schemes;
- ensuring that planning and allocation of both funds and time provides equitable access to provision for all staff;
- ensuring that their staff become familiar with mandatory¹ training requirements and the range of SD& T and CPD opportunities available;
- ensuring that their staff engage with appropriate staff training and encourage them to engage in CPPD;
- participating in briefings on appropriate CPD schemes and provision and undertaking training where necessary in order to embed CPD within the PDR processes;

¹ 'mandatory' in this context means development or training that has been designated by the University as essential to that person's role. For example, training that is required in order for the University to meet a statutory duty.

- discussing and reviewing the impact of staff development and CPD with the individual member of staff;
- evaluating the extent to which provision has met needs, been embedded, and provided value for money.

5.2.7 Individual members of staff

The process of development is most effective when individuals take responsibility for their own progress. Prime responsibility for development rests with the individual, working with their line manager.

Individual members of staff have responsibility for:

- discussing and agreeing development plans with their manager on an ongoing basis, and at least annually through the appropriate PDR or PDP scheme;
- discussing the purpose of development activities to be undertaken and to review the benefit with their line manager after an activity has been undertaken;
- taking personal responsibility for updating their expertise on a regular basis, and as appropriate to their post;
- recording SD&T/CPD, together with reflections on the application of learning, as part of the PDR or PDP process;
- engaging with appropriate mandatory staff development and training, for example: the 'Management Essentials' suite of training, the PG Certificate in Academic Practice and Equal Opportunities and Diversity training.

6. Review

- 6.1** This policy will be subject to review on an annual basis by the Director of Human Resources in conjunction with the Staff Development Forum.

7. Equalities Impact Assessment

- 7.1** The Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 2005 and the Equality Act 2006 include a requirement for all Higher Education Institutions to carry out Impact Assessment, on all policies and procedures, both formal and informal and written and unwritten. This scheme is currently undergoing an Equality Impact Assessment to determine equality relevance for the following equality groups: Race, Disability, Gender and Age. Initial screening took place in February 2008 and will conclude during the Autumn Term 2008 using available equalities monitoring in order to determine whether a full impact assessment should be carried out and for which groups.

Gill Hemus
Director of Human Resources

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August 2008

EVALUATION OF STAFF DEVELOPMENT AND TRAINING

1. Introduction

- 1.1 Staff development is an important part of assisting performance improvement at organisational, faculty/central department, unit and individual levels. It is therefore important that the transfer of learning into the workplace is assessed through a process of review and evaluation so that its success or otherwise can be established and so that we can demonstrate the contribution learning makes towards overall organisational success.
- 1.2 Evaluation is the process of finding out how the development or training process has affected the individual, team and the organisation.
- 1.3 The benefits of evaluating training and development are to:
 - Promote business efficiency by linking efforts to train and develop staff to operational priorities, goals and targets.
 - Identify cost effective and valuable training events or programmes, leading to better focused learning and development.
 - Ensure the transfer of learning into the workplace.
 - Use and reinforce techniques learned to help improve quality and customer service within the organisation.
 - Help define future development objectives.

2. Stages of Evaluation

- 2.1 There are four key stages at which training and development should be evaluated:

Reaction: At this stage evaluation provides information on the attitudes and opinions of participants to the learning they have undertaken typically via evaluation forms or comment sheets. It provides useful information to allow assist with modifying the curriculum/training programme. *What did the participant think about the development activity?*

Learning attained: Evaluation at this stage looks at the extent to which learning objectives have been achieved. Evaluation of learning can take place during the activity using interactive

sessions, tests and practical application and after the activity by re-testing knowledge and skills and comparing them with pre-training results, observing the learner's new knowledge and skills in context. *Did the participant learn what was intended? Were the learning objectives met?*

Performance: Evaluation at this stage looks at the impact of a learning experience on individual/team performance at work. Key to this level of evaluation is the need to have agreed clear learning objectives prior to the learning experience so that when evaluation takes place there are measures to use. *Did the learning transfer to the job? How has the development activity improved individual performance, for example specialist knowledge or professional approach?*

Organisational Impact: At this level evaluation assesses the impact of learning on organisational effectiveness, and whether or not it is cost effective in organisational terms. *How has this development activity affected the organisation, faculty, central department or unit in terms of improved performance – for example, better results, enhanced quality or standards, financial stability, fewer complaints, increased morale, professional image?*

3. Responsibility for evaluation

- 3.1 Responsibility for evaluation of staff development rests at the following levels:

Individual: The University's Staff Development Application Form and Record (Appendix 1) requires individuals to identify their objectives linked to strategic development and training priorities and job role for the requested development activity.

A discussion between the individual and their manager after the development activity has taken place should enable an assessment of whether the learning objectives were met. Ongoing discussions between the manager and individual will allow for an assessment of whether the individual has been able to transfer the learning to the job after a reasonable timescale.

Manager: The manager is responsible for ensuring that staff have identified learning objectives for any development activity they plan to undertake and to agree on the methods to be used to evaluate learning (additional guidance for managers is set out in Appendix 2). The manager should have a discussion with the member of staff after the development activity has taken place to discuss the learning and to identify ways in which the application

of the learning to the job can be assessed. The manager should ensure that training undertaken during the year is reviewed and evaluated as part of the annual Professional Development Review (PDR).

Faculties/Central Departments: The Staff Development Plan template requires Faculties and Central Departments to annually set out their planned staff development activities and an explanation of how they will be evaluated. Deans and Directors should assess their entire staff development efforts by reviewing progress against their plan. It is suggested that for local staff development activities that are of significant size or scope the evaluation exercise should involve assessing reaction, learning attained, performance and organisational impact. This level of evaluation will be helpful in evaluating the impact of the development activity on the achievement of business goals and objectives. Evaluation can be conducted in a number of ways e.g. feedback forms completed by participants, focus groups, face-to-face interviews or questionnaire based surveys. Further guidance on how to conduct such an evaluation can be provided by Organisation Development, Training and Diversity (ODTD).

Central Training Providers: All training courses delivered by central training providers are assessed by the University end of course review form. At this level evaluation provides information on the attitudes of a participant to learning but does not measure how much they have actually learned. In addition central training providers will use appropriate tests and exercises to measure the learning of participants during the development or training activity.

Organisation Development, Training and Diversity (ODTD): ODTD will carry out follow up evaluation of a sample of centrally delivered courses/programmes 3-6 months after the event to measure how learning has been applied in the workplace. In addition, ODTD will carry out organisational impact evaluation exercises on selected training interventions or programmes to assess the impact of learning on organisational effectiveness and whether or not it is cost-effective in organisational terms.

THE MANCHESTER METROPOLITAN UNIVERSITY
HEAD OF ORGANISATION DEVELOPMENT AND TRAINING

Appendix 1

Staff Development Application Form and Record

Section One – Application Form *(to be completed **before** activity takes place)*

Personal Details		Name	
Job Title		Phone	Email
Department/School		Site/Bldg	
Employee Number (from payslip/PC user name)			
Activity Title and brief description of proposed staff development e.g. training course, development programme, conference, exhibition, seminar etc. including the date, duration and name of the training provider			
Name of Event		Date	Duration
Description			
Why should this staff development be undertaken <i>(delete as appropriate)</i>			
Statutory requirement		Mandatory	
University Staff Development priority		Local Staff Development priority	
Other			
How was this development need identified? <i>(please circle)</i>			
PDR	Induction	Other	
What are the specific objectives or desired outcomes you wish to achieve from this activity and how will you apply the learning?			

Costs *Please set out the known/anticipated costs for the development activity*

	£
Fees/attendance charge/administrative costs	
Travel & subsistence costs	
Total	

For an internally delivered event please set out below any additional requirements to support your participation as this form will also act as the booking form:

Applicant's signature
Request approved/not approved <i>(delete as appropriate)</i> <i>If not approved, reasons for non-approval:</i>
Staff Cover arrangement <i>(if appropriate)</i>
Line Manager's Name Signature
Request endorsed/not endorsed by budget holder <i>(where different to Line manager)</i>
Budget Code:
Budget holder counter-signature <i>(where appropriate)</i>
Name Signature

What impact/benefit has the development activity had on:

- a.) Your own skills, knowledge and professional capacity*
- b.) The team that you work in*
- c.) The departments objectives*

What additional support (if any) do you need from your line manager/others to help implement learning?

Date of Evaluation discussion:

Applicant's Signature

Line manager signature

Name:

Comments

Appendix B

RECORDING & MONITORING PROFESSIONAL AND PERSONAL STAFF DEVELOPMENT

1. Introduction

- 1.1 The University is committed to monitoring uptake of staff development activities in order to measure take up of staff development and training and to ensure equitable provision and adherence to the requirements of its equal opportunities policies and legislation. To do this, the university needs to keep records of all staff development activities including those that are organised by the University, and those organised locally.
- 1.2 The University's current arrangements for the electronic recording of staff development will be revised with a view to introducing a fully integrated system during 2008/9. Until a fully integrated system is in place central training providers will be required to record staff development and training data using the HR Empower system or to ensure that their records can be imported to Empower Personnel. Managers are asked to use the Staff Development Application Form and Record (Appendix 1) to document locally organised or agreed staff development activity.]

2. Recording

- 2.1 Individual members of staff are responsible for keeping records of their own staff development activities. A copy of the Staff Development Application Form and Record for each activity undertaken should be retained by the member of staff as it will be used to assist in the review and evaluation of development.
- 2.2 Copies of all completed Staff Development Application Form and Records should be retained by Budget holders and collated by the appropriate senior manager annually so that the information can be used as part of the annual staff development reporting process.
- 2.3 Deans and Directors are responsible for ensuring that data on the completion of PDRs and a report of the staff development undertaken by their staff during the year (against the planned staff development activities set out in the Faculty/Group/Department Staff Development Plan) are submitted with their annual staff development report to the Head of Organisation Development, Training and Diversity (ODTD).

- 2.4 Central training providers (the list of Central Providers is attached at Appendix 2) are responsible for keeping attendance records for all staff development and training courses, programmes and events they deliver and for submitting these records through the Empower training system to the Empower Personnel database on an ongoing basis. Where a central training provider does not use the Empower training system they must ensure that the records of attendance can be imported and integrated into the Empower personnel system in order to ensure that individual staff records are up to date and accurate. Records should be updated on a monthly basis.
- 2.5 Organisation Development, Training and Diversity will maintain central records of all staff development activity in a format that enable monitoring as required for the University's strategic planning purposes, equality action plans, and legislative requirements.

3. Monitoring

- 3.1 Organisation Development, Training and Diversity will monitor the statistical information gathered centrally on an ongoing basis.
- 3.2 Organisation Development, Training and Diversity will carry out an annual monitoring exercise through which the data supplied by Faculties, Groups and central departments and central training providers will be collated and analysed.
- 3.3 Monitoring will be carried out by course/programme/event and will be broken down by:
- Staffing group
 - Faculty/Group
 - Gender
 - Working pattern
 - Ethnicity
 - Disability
 - Age

4. Reporting

- 4.1 The Head of Organisation Development, Training and Diversity will produce an annual Professional and Personal Staff Development Monitoring Report setting out statistical data and analysis of trends from the annual monitoring exercise described in paragraph 3.1 above. This report will be submitted to the University Directorate and to the Diversity and Equal

Opportunities Committee (DEOC) during the Autumn Term each year. This report will be shared with the recognised trade unions.

4.2 In addition to providing the annual Professional and Personal Staff Development Monitoring Report the Head of Organisation Development, Training and Diversity will twice yearly produce a Staff Development Report which provides attendance statistics for centrally organised training and development broken down by faculty/ group and central department and by the headings set out in paragraph 3.3. This report will be issued to Directorate, the Diversity and Equal Opportunities Committee (DEOC) and copied to the recognised trade unions.

4.2.1 The twice yearly report will include an analysis of the data gathered. In addition to sharing this analysis with Directorate, the DEOC and the Trades Unions, the Head of Organisation Development, Training and Diversity and her staff will:

- a. Discuss the results and trends with Deans and Directors of central Groups and departments with a view to supporting them in monitoring and reviewing the staff development undertaken by staff in their faculty/Group or Department.
- b. Use the report as the basis for joint monitoring with the Trades Unions to address any identified under representation or equality issues.

Gill Hemus
HR Director

Josie Moores
Head of Organisation Development and Training

June 2008

THE MANCHESTER METROPOLITAN UNIVERSITY
HEAD OF ORGANISATION DEVELOPMENT AND TRAINING

Appendix 1

Staff Development Application Form and Record

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Description			
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How was this development need identified? <i>(please circle)</i>			
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Request endorsed/not endorsed by budget holder <i>(where different to Line manager)</i>
Budget Code:
Budget holder counter-signature <i>(where appropriate)</i>
Name Signature

What impact/benefit has the development activity had on:

- a.) Your own skills, knowledge and professional capacity*
- b.) The team that you work in*
- c.) The departments objectives*

What additional support (if any) do you need from your line manager/others to help implement learning?

Date of Evaluation discussion:

Applicant's Signature

Line manager signature

Name:

Comments

CENTRAL TRAINING PROVIDERS

Training and Development for MMU staff is provided by a number of different teams within the institution as set out below.

- a) Organisation Development, Training and Diversity, HR
- b) Health and Safety Unit, HR
- c) Financial and Legal Services
- d) Marketing, Communications and Development
- e) Facilities, Services Group
- f) Information and Communication Technology Services (ICTS), Services Group
- g) Library Services, Services Group
- h) Environmental Sustainability, Services Group
- i) Centre for Academic Standards and Quality Enhancements (CASQE), SAS
- j) Recruitment and Admissions, SAS
- k) Planning and Management Information, SAS
- l) Centre for Learning and Teaching (CeLT), SAS
- m) Research and Enterprise Services (RES), SAS
- n) Student Services, SAS

Guidance for Line Managers

1. Introduction

1.1 Evaluation of development and training starts before the activity or event at the point where the need is identified. The stages of evaluation are therefore:

- Identify the development needs
- Discuss possible solutions/interventions
- Implement/undertake the development activity
- Assess and evaluate the impact

2. Identification of Development needs

2.1 Most team development needs will be identified through the planning process. The departmental or unit goals and objectives will suggest areas for development for teams and individuals. At this stage you should ask yourself the following key questions:

- What attitudes, knowledge and skills are required to undertake the tasks/actions necessary to achieve our goals and objectives?
- What is the existing level of knowledge, attitudes and skills in relation to the objectives we have to achieve?
- What gaps can we identify which need to be filled?
- What learning and development needs to be undertaken to fill these gaps and bring knowledge, attitudes and skills up to the required level?
- What training is needed? Who needs it? By when?

2.2 Identification of personal development needs will usually take place through the Professional Development Review (PDR) process. In discussing development needs with a member of staff it will be helpful to get them to focus on the following:

- What do I need to achieve?
- What do I need to learn?
- Why do I need to learn it?
- How will I learn it?
- When/where does it need to be learnt?

2.3 Prior to undertaking any staff development activity, you and the member of staff/team should agree what the activity is intended to achieve thereby establishing criteria against which its effectiveness can then be assessed. It is therefore helpful to establish clear learning objectives with the member of staff/team.

2.4 It may be helpful to ask the question:

What does the individual/team want to do differently or as a consequence of the development activity?

2.5 Once you have agreed the learning outcome you should then establish the learning objective. It is helpful to use the SMART acronym to do this.

2.6 Setting SMART learning objectives:

Specific: do people understand what is expected of them?

Measurable: will people know when they have been successful?

Achievable: what barriers do people have in their minds that may prevent them from achieving the learning?

Relevant: How relevant is the development activity to the person's role or future role?

Time bound: By when must the activity be completed and when will it be reviewed?

3. Planning the evaluation of training and development

3.1 Any development or training activity that is undertaken is an investment, whether financial or in terms of time. It is therefore important that you have considered what the return on your investment will be. In addition to agreeing learning objectives with individuals you should also consider how any development undertaken by a member of your team can benefit the whole team and the organisation. In order to assess the impact of any planned training or development it is therefore helpful to consider the following points:

- How will the individual/team/organisation benefit?
- How can the benefit be measured/demonstrated?
- Can the training or development be passed on to other

staff?

- Is the amount of development realistic?

4. Post-learning and development evaluation

4.1 Evaluation of all development activities is an essential part of the development process. Discussion between you and the member of staff following any development activity will enable an assessment of its usefulness and relevance and help to identify ways to applying the learning to their job.

4.2 Soon after the learning has taken place line managers need to meet with the individual member of staff to review whether the learning outcomes have been met and to debrief participants in order to identify individual and joint actions so that the new learning is embedded in day-to-day work. The climate set by you is vital; active encouragement of the learner to demonstrate his/her new abilities will build confidence and confirm that the learner is achieving the agreed development objectives.

4.3 During the discussion to evaluate the effectiveness of the training or development you should aim to:

- Determine the extent to which an individual/team's behaviour and/or performance has changed as a result of the training or development.
- Analyse the perceived value of the training or development to the individual/team.
- Consider the costs and benefits of training or development to the organisation.

4.5 Evaluation questions

Some good evaluation questions for reinforcing learning include (with the underlying rationale for each question following in brackets):

- What was the most important or valuable learning for you? Why? How did you learn this? (reflecting on the immediate past experience and looking for insightful, long-lasting 'ah-ha' moments that help people to see that they can learn, and how they learn).
- How can you apply what you learned to the needs of your job, your team/department, and the priorities of the business? (thinking about the present and looking for wider learning)

application and its relationship to the business and its chosen metrics).

- How could you integrate what you learned into further learning opportunities available to you, and the developing requirements of your job, your team/department, the organisation as a whole? (pointing to the future and looking for the multiplicative effects of the variety of ways people can learn).
- How could you share your learning with others in the team/organisation?

5. Further evaluation

- 5.1 Where the development activity has been organised by a central training provider Organisation Development, Training and Diversity (ODTD) will contact a random selection of attendees and their managers approximately 3-6 months after the event to evaluate the extent that learning has been applied in the workplace.