

# Professional Learning and Development Policy

Document Control Information	
Approved by the Finance and Resources Committee:	26 November 2024
Date of Next Review:	31 July 2027

The Board of Management (or any person/group with delegated authority from the Board) reserves the right to amend this document at any time should the need arise following consultation with employee representatives. **This Policy has been subject to an Equality Impact Assessment this can be accessed on: <https://www.glasgowkelvin.ac.uk/wp-content/uploads/2022/01/Equality-Impact-Professional-Learning-and-Development-Policy-2021.pdf>**

# Glasgow Kelvin College

## Professional Learning and Development Policy

### Contents

1. Purpose .....	3
2. Scope.....	3
4. Professional Learning and Development .....	4
4.1 Professional Development Review Process.....	11
4.2 Commitment to Support Professional Learning Activities .....	12
4.3 Line Manager Expectations.....	<b>Error! Bookmark not defined.</b>
4.4 Staff Expectations .....	<b>Error! Bookmark not defined.</b>
4.5 College Expectations .....	<b>Error! Bookmark not defined.</b>
5 Compliance Training.....	<b>Error! Bookmark not defined.</b>
6 Digital Literacy .....	<b>Error! Bookmark not defined.</b>
7 Funding for Professional Learning and Development Activities ....	<b>Error! Bookmark not defined.</b>
7.1 Professional Learning Application Procedure.....	13
7.1.1 Professional Development Activity Bookings .....	13
7.1.2 Travel, Accommodation and Subsistence Claims .....	14
7.2 Teaching Qualification in Further Education (TQFE) .....	15
7.2.1 Timetabled Support for TQFE .....	18
7.3 Professional Development Award: Teaching Practice in Scotland's Colleges .	<b>Error! Bookmark not defined.</b>
7.4 Learning & Development Units.....	<b>Error! Bookmark not defined.</b>
7.5 Professional Development Fund .....	18
7.6 Peer Review Process.....	19
7.7 Programmes Offered by Glasgow Kelvin College.....	19
7.8 Examination/Formal Assessment and Study Leave .....	20
8. Evaluation.....	<b>Error! Bookmark not defined.</b>
8.1 Monitoring.....	20

## **1. Introduction**

Glasgow Kelvin College is committed to maintaining a culture that values continuous professional learning and development. All professional learning and development activities are open equally to all staff.

The College provides opportunities for all staff to develop their skills and knowledge, with the aim of enhancing the services that it provides to learners, communities and stakeholders; increasing job satisfaction and commitment and improving productivity.

## **2. Scope**

This Policy applies to all staff employed by the Board of Management of Glasgow Kelvin College.

## **3. Aims and Objectives**

The main of this Policy is to set out the College's commitment to staff development which enables staff to enhance their performance and effectiveness in line with College strategic objectives. It provides a framework that supports and encourages the professional learning and development of staff and in which all professional learning and development and associated review, planning, decision-making, activities and procedures will be managed for College staff.

This Policy aims to ensure that:

- Staff development is informed by College strategic aims and operational requirements, considering the needs of the department and the needs of individuals career aspirations, where possible.
- Departments work alongside the People and Culture Team to develop a coordinated approach to planning staff development, maximising the use of available resources.
- Leaders and Managers are provided with the skills, knowledge and competencies they need to work in partnership with their staff to support their continuous development.
- Standards of professional performance are maintained and enhanced in all roles<sup>1</sup>
- All staff discuss and review their training, professional learning and development needs with their line manager.

---

<sup>1</sup> [Professional Standards for Lecturers in Scotland's Colleges | General Teaching Council for Scotland \(gtcs.org.uk\)](http://gtcs.org.uk)

- All staff are supported and encouraged to acquire and develop the relevant knowledge, skills and competencies to enhance their performance in their current role and, preparing for their next role.
- An appropriate balance is created between the desire for individual staff members to maximise their potential and for the College to obtain a return on its investment in staff development.
- All staff receive an appropriately organised College, departmental and individual induction in timely fashion.
- Staff develop the skills to respond effectively to internal and external demands.
- There are appropriate controls in place to enable all staff to be trained at the levels appropriate to their role, in order to ensure the College is compliant with respect to its statutory and legal obligations.

#### **4. Professional Learning and Development**

The professional learning and development needs of staff will be appropriately reviewed, planned, prioritised and met in line with the strategic and operational objectives and needs of the College. Key College development priorities will generally be identified on an annual basis to inform and guide centrally provided development activities.

The professional learning and development approach supports the College [Strategic Plan](#) and its [People Strategy](#).

The sources used to compile development opportunities include:

- Key strategies (including digital, learning and teaching, people, ICT and others)
- The College Regional Outcome Agreement
- Needs of learners, employers, partners and our communities
- Student/classroom observation feedback
- Team meeting discussions and outcomes
- Curriculum development, pedagogical innovation and quality enhancement
- Reflection and evaluation activities and outcomes
- Team and individual feedback
- Education Scotland reviews and audit / aspect reports
- Professional Development Review feedback and output
- Developments in legislation/practice
- Joint Negotiation and Consultation Committee

Identification of team and individual training needs will take place primarily through the CPD systems and processes, with other opportunities considered through centrally devised professional learning and development priorities in discussion with relevant College staff.

To ensure delivery of excellent College services for our students, partners and communities, a number of key professional learning themes, strands and activities are considered essential components of the CPD process. These include:

- **Induction processes** which ensure that new staff, including existing staff taking on new responsibilities, receive effective induction to their job role and to the College.
- **Teaching Qualifications** delivery and support, ensuring all full time and part time staff are qualified to teach through the professional pathway for lecturers (which culminates with TQFE or equivalent recognised by the General Teaching Council Scotland (GTCS)).
- **Ongoing development** supporting high quality and innovative teaching and expertise in vocational specialisms and the delivery of effective services.
- **Managerial and Leadership development** to ensure that all managers are adequately trained and supported, enabling them to lead their teams effectively and to ensure that all managers are well-briefed in Policies and Procedures, Agreements, employment legislation and people related issues.
- **Improving existing qualifications** where appropriate, to meet changes in market demand, and/or to aid individual career development, ensuring staff are well equipped for the roles that they undertake.
- **Improvement of technical, commercial or professional expertise**, focusing on supporting industry engagement and work experience.
- **Equality and Inclusion** within the College community.

## 5. Responsibilities

There is a shared responsibility for the development of staff at the College, which is summarised below.

### 5.1 Senior and Operational Managers

Senior and Operational Managers are responsible for:

- Demonstrating appropriate behaviours, especially commitment to excellence and continuous development.

- Identifying needs for development of their staff arising from internal and external change at Departmental and College levels.
- Liaising with the Head of Human Resources (HR) and Organisational Development (OD) or OD Business Partner regarding the provision of appropriate developmental interventions.
- Providing appropriate resources (time, sharing experience and providing support) for Staff Development activities.
- Ensuring training opportunities are supported in accordance with the College's policy on Equality, Diversity and Inclusion.
- Identifying nominee/s, where appropriate, among their teams to undertake some aspects of these responsibilities.
- Approving, where appropriate, the attendance at relevant staff development activities and make appropriate provision for the release of staff from their duties.
- Recognising and taking into account that disadvantaged groups may require particular encouragement, or positive action training initiatives, to help overcome historical inequalities.
- Ensuring equal opportunities in access to staff development is in accordance with the College's Equality, Diversity and Inclusion Policy.
- Briefing and de-briefing their staff who participate in staff development activities, to facilitate effective consolidation of their learning and in some cases dissemination more widely.

## **5.2 Line Managers**

Line managers have a key role to play in the development of staff and should:

- Ensure that individuals have the opportunity at regular intervals, to discuss their Staff Development needs.
- Conduct an annual Professional Development Review for their staff.
- Expect staff members to ask for any additional one-to-one meetings required to discuss their individual learning and development.
- Identify appropriate opportunities for staff development in conjunction with the Head of HR and OD or the OD Business Partner.
- Promote Professional Standards (for Lecturers and requirements regarding GTCs Registration for academic staff, and any other relevant standards for academic and support staff)
- Encourage all team members to participate in professional learning and development activities and approve, where appropriate, the attendance at relevant staff development activities and make appropriate provision for the release of staff from their duties.

- Support staff development by ensuring suitable time is available to staff to undertake professional learning and development activities as appropriate.
- Encourage staff to reflect on their learning, development and practice and complete and maintain their Professional Learning Log or MyPL.
- Develop their own practice through regular professional learning and development and engagement with relevant standards associated with their role (Professional Standards for Lecturers and GTCS Registration for academic managers).
- Give staff constructive, honest and timely feedback on their areas for development.
- Recognise and consider that disadvantaged groups may require particular encouragement, or positive action training initiatives, to help overcome historical inequalities.
- Ensure equal opportunities in access to staff development is in accordance with the College's Equality, Diversity and Inclusion Policy.
- Brief and de-brief their staff who participate in staff development activities, to facilitate effective consolidation of their learning and in some cases dissemination more widely.

### **5.3 Staff are responsible for:**

- Reflecting at regular intervals on their performance in their current job and future career aspirations and identifying their appropriate development needs.
- Discussing their development needs with their Line Manager regularly and participate in the Professional Development Review meetings with a view to establishing priorities in relation to their individual, departmental or College objectives.
- Taking full advantage of professional development opportunities.
- The upkeep and maintenance of their individual Professional Learning Log as evidence of their development and achievement which is of benefit to the individual (engaging with PDR processes for academic staff through GTCS registration and with relevant GTCS systems, MyPI).
- Applying newly developed knowledge and skills to their work and the development of their careers.
- Raising issues with their line manager, where difficulties occur to identify suitable training and development.

### **5.4 Staff Expectations**

Staff at Glasgow Kelvin College staff should expect to:

- Be inducted into the College and assisted in understanding its processes and how they are expected to contribute.

- Be supported to develop and maintain the competence and capability for the role in which they have been employed.
- Have the opportunity to develop new competencies and capabilities of relevance to their employment in the College, or which enhance career prospects and lifelong learning opportunities (subject to the constraints of resource allocation).

## **5.5 College Expectations**

In meeting the expectations of this Policy, the College expects that each member of staff (with support from the College, where appropriate) will:

- Develop their competence and capability aligned to College strategy at operational, service, team or individual level.
- Actively participate in the Professional Development Reviews process and engage with opportunities for reflection upon success / individual targets and identification of future plans for development aligned to operational and strategic needs.
- Take professional responsibility for updating specific expertise on a regular basis including any agreed outcomes as appropriate to the nature of the individual's post.
- Take professional responsibility for engaging with Professional Standards, Industry Standards, etc, relevant to the role (specifically Professional Standards for Lecturers and GTCS Registration for academic staff).
- Contribute to team / College professional learning and development opportunities when appropriate.
- Reflect upon their own professional learning and development and maintain their Professional Learning Log and/or MyPL (including meeting awarding body guidelines relevant to course delivery).
- Ensure that they participate in any professional updates and maintain membership/recognition with appropriate regulatory bodies in line with their professional role. It is the responsibility of individual staff members to comply with the requirements of professional registration associated with their role and to meet the costs of all professional association membership fees and subscriptions.

## **5.6 People and Culture Team**

The People and Culture Team is responsible for:

- Effective staff development provision, from clarifying the need, to design and selecting methods, through to the delivery and evaluation of interventions.



- Providing all line managers and those involved in the identification and prioritisation of staff development activities with the relevant support.
- Maintaining effective partnerships with departments, trade unions and other staff development providers to ensure individual and team objectives are supported by appropriate development activities.
- Offering guidance on external provision of staff development interventions.
- Ensuring such activities are conducted in accordance with the College's approach and policies for equality of opportunity.
- Providing the mechanisms to ensure accurate training records are maintained.
- Evaluating staff development activities in order to assess impact and enhance the quality of provision.
- Reporting back to College relevant Committees on matters relating to staff development.

## **6. Compliance and Mandatory Training**

All staff will be required to undertake mandatory professional learning activities, which will be predominately required by statute or as required by the College. Details of compulsory training will be maintained by People and Culture with input from the relevant managers and registered on the College Human Resources and Payroll System (HRPS).

### **6.1.1 All Staff**

The modules available on WorkRite are compulsory for all staff, these are listed below:

- Health and safety – Assess Rite (Display Screen Equipment) and firerite.
- Health and safety – specific to role or personal circumstances – Asbestos Awareness; Working at Height and New and Expectant Mother).
- Equality and diversity.
- Safeguarding and corporate parenting.
- Data Protection - GDPR.
- Coronavirus Awareness & Homeworking Essentials.
- Home Workers – this will assist the College to identify the equipment you need to work from home.
- Risk Assessment Course.
- Cyber Awareness.
- Any other qualification, recertification, training or instruction relevant to the role.

Where modules have a feedback / completion form / quiz at the end of the training, you **must** complete this section otherwise your training completion **will not be recorded**, and you may be asked to complete the module again.

### 6.1.2 Managers

It is the responsibility of managers to:

- identify the statutory and compliance training appropriate for their staff in conjunction with their Director or Head of Department, including:
  - identifying training which should form part of an individual's induction programme.
  - arranging for any statutory and compliance training required in liaison with the Head of HR and OD or OD Business Partner.
- agree with their staff members that this statutory and compliance training is both relevant and timely.
- determine if any prior learning is sufficient to meet the College's requirements (although some staff may have received training elsewhere, much of the statutory and compliance provision will be placed in the context of the practices and processes of the College) and liaise with the OD Business Partner to organise any training required.
- prioritise the attendance of staff at training events based on factors such as relevance, timeliness and training availability
- ensure staff are booked on the identified training liaising with the OD Business Partner
- assist the OD Business Partner to keep records of their staff's attendance and follow up should any staff:
  - fail to attend.
  - fail to reach the appropriate level of competence.
- address repeated non-attendance/ completion by staff.
- take appropriate action based on any update or amendment to the College's statutory and compliance training provision.

**When identifying training, it is important to consider the relevance and timeliness of the training to an individual.** By the special nature of their duties, some staff will require to undertake specific mandatory training in order to evidence their continuing professional competency. In such instances, it is the responsibility of individual member of staff to liaise with their line manager to ensure that their qualifications and training are current.

### 6.1.3 Individual Staff

It is your responsibility to:

- agree with your line manager the statutory (i.e. the College is legally required to provide) and compliance (i.e. the College has identified this as a training requirement) training which is appropriate for your role.
- attend and complete the training to the level of competence required.
- help ensure that accurate training records are kept by providing the OD Business Partner with a copy of your qualification and for example, by making sure you sign attendance registers and updating your MyPI or Professional Learning Log.

## 7. Digital Literacy

Digital literacy is the ability to use technology to find, evaluate, organise, create, and communicate information safely and responsibly.

Within learning, teaching and assessment this includes how to access, manage, integrate, analyse and evaluate information, construct new knowledge, and create and communicate with learners.

In this digital age staff are expected to develop their literacy skills in line with current and future needs of the College and learners' expectations in order to both support and enhance the student experience.

The College will provide ongoing professional learning and development activities for staff through its Digital Services Team. Activities and events will be delivered at Staff Development Days and throughout the academic year. The College's commitment to digital transformation is demonstrated in its [ICT Digital Transformation Strategy](#).

## 8. Systems and Processes

The professional learning and development budget is established annually and aims to support a wide range of learning and development activities for all staff and across the College.

All requests for support from this budget should be made on:

- Value for money
- Strategic and operational planning targets and outcomes
- Prioritised needs discussed with relevant teams and line managers

## **8.1 Professional Development Review Process**

An Entry PDR proforma will be carried out by the line manager for new entrants within the first week of commencement as part of the induction process, after which an annual PDR will take place.

The annual PDR process supports professional learning and development across the College. All staff have at least one formal professional development review, and in practice this should support ongoing one-to-one meetings and discussions with the line manager throughout the academic year.

The ethos around professional learning and development at the College also empowers individuals to identify development opportunities through the PDR framework on an ongoing basis, or to create opportunities, focusing on what is right for them in relation to their role, needs and aspirations. Where an individual believes an opportunity will support their professional and/or personal development, with a positive impact on their work performance and will, in turn, contribute to the College, the College will endeavour to support it.

Information on [Professional Development Reviews](#) can be found on the People and Culture Section of the Staff Intranet under Organisational Development.

## **8.2 Commitment to Support Professional Learning Activities**

The College believes that effective and wide-ranging professional learning activity underpins our values, and People Strategy, and is essential to meet our ambitions whilst ensuring job satisfaction and continuing commitment. The College is committed to providing support, opportunities and arrangements necessary to ensure that staff can undertake and benefit from professional learning and development opportunities on an ongoing basis throughout their careers.

The following are examples of the types of activities that support professional learning and development:

- Experiential, action or enquiry-based learning.
- Professional dialogue with colleagues, other professionals, and learners.
- Focused professional reading and research.
- Leading or engaging in practitioner enquiry/action research.
- Critical analysis of reading, learning and impact on professional practice.
- Learning about aspects of the curriculum or pedagogical practice.

- Peer support e.g. coaching or mentoring.
- Classroom visits/peer observation.
- Self-evaluation and critical reflection processes.
- Online learning/blogs.
- Work shadowing.
- Industrial placements and work experience.
- Co-operative or team teaching.
- Participation in collaborative activity e.g. inter-college activity.
- Leading or participating in a working or task group.
- Planning learning which is inter-disciplinary or cross-sector, industrial experience.
- Volunteering activities, internal or external.
- Employer engagement.
- Project based learning.
- Participation in activities relating to assessment and moderation (e.g. IV, EV, standardisation meetings, SQA or other awarding body meetings/training).
- Secondments, acting posts and placements.
- Post-graduate study and qualifications.
- Vocational skills study and qualifications.
- Updating skills in implementing learning technologies.
- Accredited courses or activity related to achieving national professional standards for teachers.
- Professional/ Academic conferences.
- Staff Development Days.

## **8.5 Professional Learning Application Procedure**

When a member of staff wishes to attend an external professional learning event, they should submit a Professional Learning Application in accordance with the [Professional Learning Application Procedure](#).

Where a member of staff has received support from the College to attend an external professional learning event, they may be required to provide an evaluation of the event and/or requested to share their learning and knowledge in dissemination activities with their Team or wider staff, when requested to by College managers.

### **8.5.1 Professional Development Activity Bookings**

Development requests and associated requests for travel, accommodation and subsistence should be made as far in advance of the event as possible.

The College reserves the right to refuse applications submitted less than 10 working days prior to an event, taking into account the considerable additional cost this can add to rates, travel and accommodation.

The budget may cover:

- Course / workshop / attendance cost / tickets for approved development activity (or part thereof)
- Travel to and from the approved development activity where the mode of transport is bus, train or flight using the most suitable mode of transport, reserving the right to select the mode of transport to ensure best value for money. **NB:** If staff choose to use their own vehicle, fuel costs should be claimed via department budgets using the monthly online mileage claim process
- Overnight accommodation, where required to attend an approved professional learning / development activity, the College reserves the right to select the accommodation which ensures best value for money

For all approved activity, the OD Business Partner and the Administration Team will work with individuals and teams to arrange any necessary tickets, booking confirmation/s, currency etc. to the appropriate individuals. The responsibility to ensure receipt of tickets / currency etc. lies with the requestor.

## 8.6 Travel, Accommodation and Subsistence Claims

The College will endeavour to meet all reasonable expectations and requests regarding travel, accommodation and subsistence relating to approved development activity, however they also reserve the right to make final decisions based on value for money.

Staff within the Finance Team are responsible for booking travel and accommodation relating to **approved** professional learning and development activity only. Rules and regulation regarding subsistence payments relating to professional learning and development activity are the same as those laid out in the [Travel and Subsistence Procedure](#).

Cost of travel related to attendance at meetings or similar operational activity should be claimed via department / team budgets using the monthly [online mileage claims](#) process.

This includes and is not limited to:

- Travel between campuses for operational matters and meetings
- Travel between campuses to attend internal training courses

- Attendance at operational awarding body meetings and events, i.e. markers' meetings, updates to qualifications and anything else relating to day-to-day operational delivery of a course / unit / qualification etc.
- Other activities arising as a matter of course

When considering development activity, a case can often be made that an event or activity could be classed as either or both operational and developmental. However, to ensure best use of and value for money from the centralised budget, other budget holders are asked to act in accordance with this Policy and sign off monthly travel claims including the above activity.

Enquiries can be made to the Human Resources and Payroll Team for further discussion if required.

## **8.7 Professional Pathway for Lecturers**

Glasgow Kelvin College has procedures in place to support all academic staff to attain relevant teaching qualifications and engage in Continuing Professional Development (CPD) that supports the development of teaching skills.

These procedures underpin the achievement of the College's strategic ambitions for learning and teaching and ensure compliance with Awarding Body and other regulations by providing flexible routes to qualification reflecting the differing needs of Glasgow Kelvin College staff.

### **8.7.1 Requirements of Promoted and Unpromoted Lecturers**

Holding a TQFE or equivalent qualification is necessary for registration with the [General Teaching Council for Scotland](#) (GTCS). Registration with GTCS is a requirement for all promoted and non-promoted lecturing staff in all Scottish colleges.

It is therefore a condition of employment for teaching staff that they undertake teaching qualifications that enable them to teach in further education / colleges and to register with GTCS. The College will support staff to register with GTCS as soon as possible, provisional (conditional) registration or full registration, supported by the professional pathway for lecturers.

Teacher training will commence as soon as a lecturer commences employment. The line manager and new teaching member of staff will complete an Entry PDR proforma. The PDR proforma will confirm to the manager and the member of staff what qualifications within the Professional Pathway for Lecturers programme must be undertaken.

Normally, the professional pathway for lecturers will consist of three or four separate elements (which may be subject to change):

- **Teaching Essentials Programme:** to be completed within first six months of being in post.
- **L and D units** – where appropriate – the Curriculum Manager will confirm if L and D units are required in the Entry PDR proforma. This will commence after they complete the Teaching Essentials programme.
- **PDA (and L and D units):** to be completed 12 – 24 months of being in post. Staff will be registered for this programme after they complete the Teaching Essentials programme (and L and D units where applicable). Will check how much notice is needed to register someone on the PDA.
- **Teaching Qualification in Further Education (TQFE)** is delivered by our partner universities over the course of a year.

### 8.7.2 Teaching Essentials

On appointment, new members of teaching staff will undertake the teaching essentials programme, normally lasting for 6 months.

The Teaching Essentials programme provides lecturers with a practical framework for planning effective learning and teaching. It helps to prepare lecturers for progression to the Professional Development Award (PDA) Teaching Practice in Scotland's Colleges and the Teaching Qualification in Further Education (TQFE).

The reading material provides a framework for considering key ideas about effective learning and teaching, and 12 weekly 50-minute tutorials provide an opportunity to reflect with colleagues on how to apply these ideas to one's own practice.

### 8.7.3 Learning & Development Units

The line manager will identify if the employee requires to undertake L and D units. If so, a new employee, once completed the Teaching Essentials programme, will be registered for L and D units.

Staff may register for [Learning and Development units](#) when this has been agreed by their line manager. The Learning and Development units will be delivered internally, and priority will be given to staff where these qualifications have been identified key for their work area.



Teaching staff who wish to undertake these qualifications will be invited to apply for sponsorship in May of each academic year for the following session. The selection of candidates will be made by the Senior Management Team in consultation with the Directors of Curriculum based on College priorities.

#### **8.7.4 Professional Development Award: Teaching Practice in Scotland's Colleges**

Staff who do not already hold an initial teaching qualification, must undertake the Professional Development Award (PDA): Developing Teaching Practice in Scotland's Colleges (Group Award Code: GG87 49).

The College will support an agreed number of teaching staff annually to undertake the PDA.

On completion of this programme, staff will be eligible to progress onto the TQFE waiting list.

#### **8.7.5 Teaching Qualification in Further Education (TQFE)**

The College will support an agreed number of teaching staff annually to undertake the Teaching Qualification in Further Education (TQFE) at one of the approved Initial Teacher Training providers.

The College has established and will maintain a waiting list for teaching staff who do not yet possess a TQFE based on two criteria:

- Start date in a teaching role with Glasgow Kelvin College.
- Achievement of the Teaching Essentials Programme, where appropriate.
- The date the employee achieved the Professional Development Award: Developing Teaching Practice in Scotland's Colleges either with Glasgow Kelvin College or another teaching institution.

The College may have to adjust the waiting list due to operational requirements however where the College is unable to release a member of staff in one academic year, they will be supported to undertake the TQFE the following Academic Year.

TQFE is delivered externally by a University as agreed by the College and supported internally by a member of teaching management.

Staff with degree level qualifications, or equivalent, may join either the undergraduate (SCQF Level 9) or postgraduate (SCQF Level 11) programme.

Each staff member must undertake a minimum of 120 hours of teaching for the academic session in which they will be completing the TQFE qualification. All other necessary entry requirements (as stipulated by the university provider) must be met to gain entry to the qualification. The College will support staff in meeting the entry requirements for TQFE.

Where lecturers face barriers to completing the qualification within the provider's stipulated timeframe (e.g. part time staff, staff with extenuating personal circumstances), this may be reasonably adjusted to allow completion over a longer period of time in consultation with the staff member, the provider, EIS-FELA and the College.

The recognised lecturing qualification will be TQFE or equivalent to a minimum SCQF level 9. 'Recognised' lecturing qualifications for this purpose will be those recognised by GTCS for the purpose of registration in colleges or schools in Scotland or otherwise agreed by the NJNC.

#### **8.7.6 Timetabled Support for TQFE**

Lecturers participating in TQFE are entitled to access the guidance and support provided for them through the College.

Staff are available at a designated point each week, designed to complement the workshops offered by the TQFE provider. All candidates' timetables (whether part time or full time) should make it possible for staff undertaking TQFE to attend. 150 hours of remission across the course of study will be clearly marked on the member of staff's timetable, 4 hours per week, and will be applied equitably irrespective of hours worked.

Managers putting together timetables must give early consideration to the timetables of lecturers completing their TQFE to ensure that they are compiled in such a way that allows the lecturer to regularly attend TQFE classes and support sessions as outlined by the Human Resources.

The TQFE programme runs from September to May each academic session. The times and locations of each of the sessions will be advised no later than the beginning of June preceding the following academic session.

#### **8.8 Professional Development Fund**

An employee who wishes to seek support from the College for a professional qualification may apply for financial or other assistance from through the [Professional Development Fund](#) Procedure. The Fund will be opened on an annual basis and staff who wish to seek financial support will be invited to apply.

Employees are responsible for ensuring that the course is at the right level for them and that they have the ability, resources and the commitment to succeed.

In most cases, successful applicants will be expected to undertake their studies outside normal working hours. If it is not possible to do so, the time should be made up in agreement with their line manager.

Staff undertaking a professional qualification will be required to sign a Learning Agreement. This is an agreement between the staff member and the College and shall be signed, when appropriate, and submitted with the [Application Form](#) seeking support from the College. Applications for the Professional Development Fund should be submitted to the Organisational Development Business Partner.

## **8.9 Peer Review Process**

The College has a voluntary peer classroom/workshop review process for teaching staff to support professional development.

Teaching Activity Exchange (TEA) develops classroom practice and teaching as a reflective and enquiring profession, supported by your peers. The voluntary peer classroom/workshop review process aims to support professional development and encourage collaboration and the sharing of ideas and practice.

The outputs from the peer reviews will be confidential however a participants' evaluations of the process will be used to inform professional learning priorities, along with the outputs from observations conducted through TQFE and PDA delivery.

## **8.10 Programmes Offered by Glasgow Kelvin College**

Employees wishing to register on a course offered by Glasgow Kelvin College must first discuss this with their line manager.

If this is agreed, then a [CPD application form](#) must be completed and sent to the Organisational Development Business Partner. The Organisational Development Business Partner will arrange for staff records to be updated and for a fee waiver to be granted by the College.

## 8.11 Examination/Formal Assessment and Study Leave Evaluation

In accordance with the College's [Family Friendly and Flexible Working](#) Policy leave with pay will be granted to employees for the purpose of studying, sitting appropriate examinations or formal assessments.

Time off for one resit of a formal assessments or examination may be granted. Each case will be dealt with on its own merits.

## 9. Evaluation

The quality and effectiveness of professional learning and development activities can be assessed formally and informally to show alignment to organisational performance.

Evaluation of professional learning and development activities may involve systems and processes that assess:

**Impact** – demonstrates how the interventions have impacted on performance – this can include financial or operational performance indicators.

**Transfer** – demonstrate how any learning undertaken has been transferred back into the staff role and team – these can include performance goals and how new skills and knowledge have been used.

**Engagement** – demonstrate how staff are engaged with learning, this can be at organisational level where a positive learning environment is the goal, at individual or at team level – evaluation of learning and development events and individual reaction to an individual events.

The College will utilise a range of evaluation approaches to assess the quality and effectiveness of its professional learning and development provision to ensure return on investment for staff and the College.

### 9.1 Monitoring

The overall Policy and the effectiveness of its implementation will be reviewed regularly in line with the College planning cycles in a number of ways:

- At an individual level using professional learning and development activity, including reporting of Professional Development Review activities and outcomes.
- At a departmental level using operational plans, and the inputs of appropriate managerial staff.

- Through structured evaluation of impact and reflection / evaluation on outcomes and relevant metrics.
- At a strategic level using the College's Regional Outcome Agreement and input from the Senior Management Team and the Finance and Resources Committee of the Board of Management.

As well as internal monitoring, every college's performance is also measured via audits and reviews, such as the Education Scotland (HMI) reviews and other activities.