Professional Learning and Development Policy

Document Control Information	
Reviewed by the Finance and Resources Committee:	**30 November 2021**
Date of Next Review:	**30 November 2024**
Approved by the Board of Management:	**13 December 2021**

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:** **Policies and Reports - Glasgow Kelvin College**

Glasgow Kelvin College

Professional Learning and Development Policy

Contents

1. Purpose

Glasgow Kelvin College is committed to providing ongoing professional learning and development opportunities for all staff to develop their skills and knowledge, with the aim of enhancing the services that we provide, job satisfaction and commitment and improving productivity. All professional learning and development activities will be open equally to all staff.

The purpose of this Policy is to provide a framework 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:

- Standards of professional performance are maintained and enhanced in all roles[1]
- All staff will discuss and review their training, professional learning and development needs with their line manager in relation to College objectives
- All staff are encouraged and, where appropriate, assisted in the enhancement of their role or their careers
- All staff have an opportunity to contribute positively to the identification of development needs for individuals, teams and the College
- The College maintains an effective balance between achieving strategic aims and meeting the needs of individuals and teams
- There is effective promotion and achievement of College strategies
- Benefits are maximised to the College, teams and individual members of staff by creating access to prioritised, evaluated professional learning activities which are relevant, effective and efficient
- We meet the needs of employers by ensuring staff have access to industry-relevant experience and opportunities, therefore effectively preparing learners for the workplace

2. Scope

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

3. Principles

Glasgow Kelvin College is committed to developing a workforce of effective professionals, with a depth of related skills and expertise in their own field along with the broader abilities to respond to a rapidly changing environment, to

---

[1] Professional Standards for Lecturers in Scotland's Colleges | General Teaching Council for Scotland (gtcs.org.uk)

collaborate across disciplines working with experts in other areas and to contribute their knowledge in areas of expertise other than their own.

The College will provide professional learning and development opportunities, both internally and in collaboration with a range of partners, to cultivate a creative and innovative mindset within our workforce. Staff will be encouraged, through professional learning and development activities, to reflect upon their own practices and to implement new and innovative approaches to the delivery of our services.

Priorities for professional learning and development activity will be aligned with and determined by strategic priorities of Glasgow Kelvin College. These priorities, along with our commitment to equality and inclusion, underpin the decision-making criteria to be applied in reaching decisions about the allocation of our resources for professional learning and development opportunities.

The ongoing development of staff is a joint responsibility shared by individual staff members, line and senior managers in conjunction with the College. As professionals, individual staff should seek out appropriate professional learning and developmental opportunities and managers are expected to facilitate access to relevant and high-quality professional learning and development opportunities for both individuals and groups of staff. Trade Union representatives (and where appointed Learning Representatives) from EIS/FELA and Unison work collaboratively with the College to inform and support professional learning and developing expectations and opportunities in the interest of our staff and students.

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's strategic aims and its [People Strategy](#) through the targeted development of people by:

- Formulating and informing strategy regarding people development across the College
- Promoting best practice in leadership and management in people development
- Helping leaders and managers to enhance team, departmental and operational effectiveness
- Enabling individuals to take charge of their own development through self-directed learning

- Supporting targeted development initiatives for under-represented groups
- Promoting equality, diversity and inclusive management practice through our work

The sources used to compile development activities organised by the College, include:

- College ambitions and vision
- Key strategies (including digital, learning and teaching, People, ICT and others)
- The College Regional Outcome Agreement
- Needs of learners, employers, partners and our communities
- Classroom observation feedback
- Team meeting discussions and outcomes
- Curriculum development, pedagogical innovation and quality Enhancement
- Reflection and evaluation activities and outcomes
- Individual and team 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 individual and team 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 Glasgow Kelvin College
- **Teaching Qualification** delivery and support, ensuring all full time and part time staff arequalified to teach through the teacher training pathway (which culminates with TQFE or equivalent)
- **Ongoing teaching development** supporting high quality and innovative teaching and expertise in vocational specialisms
- **Leadership development** to ensure that all people 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 trained for the roles that they undertake, providing access to professional qualifications, skills development and legislative training
- **Improvement of technical, commercial or professional expertise**, focusing on supporting industry engagement and work experience
- **Equality and Inclusion** within the College community

4.1 Professional Development Review Process

The annual Development Review Process supports professional learning and development across the College. All staff have at least one formal professional development review, and in practise this should be supported by ongoing one-to-one meetings and discussions with the line manager.

The ethos around professional learning and development at the College gives individuals the power to identify development opportunities through the Professional Development Review framework on an ongoing basis, or to create opportunities, focusing on what is right for the individual in relation to their role, needs and aspirations. Professional learning is not necessarily attending a training course, it can be any kind of professional learning and/or development, formal or informal.

If any individual believes there is something that will really support their professional and/or personal development, will have 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 of the Staff Intranet.

4.2 Commitment to Support Professional Learning Activities

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 is an example 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.

4.3 Line Manager Expectations

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

- Hold regular Development Review and one-to-one conversations with members of their team.
- Expect staff members to ask for any additional one-to-one meetings required to discuss their individual learning and development.
- Promote Professional Standards (for Lecturers and requirements regarding GTCS Registration for academic staff, and any other relevant standards for academic and support staff)

- Encourage participation in professional learning and development activity for all team members.
- Support staff development by ensuring suitable time is available to staff to undertake professional learning and development activities as appropriate.
- Ensure staff complete [CPD logs/records](#) and reflect on their learning and practice.
- 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)

4.4   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 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).
- Participate in the Professional Development Review process, which will provide opportunities for reflection upon success / individual targets and identification of future plans for development aligned to strategic and / or operational plans.
- Maintain an individual record of professional learning and development activity (CPD Log) which is of benefit to the individual (engaging with PDR processes for academic staff through GTCS registration and with relevant GTCS systems).

4.5   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.
- Maintain and reflect upon their own professional learning and development record (CPD Log) (including meeting awarding body guidelines relevant to course delivery).
- Must 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   Compliance 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.

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;
- 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; and
- any other training or instruction relevant to the role.

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 ensure that their qualifications and training are current.

6   Digital Literacy

Digital Literacy is the interest, attitude and ability of individuals to use digital technology and communication tools 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 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 Digital Transformation Strategy.

7   Funding for Professional Learning and Development Activities

The professional learning and development budget is established to support a wide range of activities across the College, including professional learning and development activity.

All teams requesting support from this budget should be aware that decision regarding funding will be made on:

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

7.1   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 an knowledge in dissemination activities with their Team or wider staff, when requested to by College managers.

All staff undertaking recognised teacher training qualifications will sign a relevant learning agreement. This agreement will specify the support entitlements provided by the College along with the commitments and

expectations of staff in undertaking the qualification. Through this agreement the College will waive the relevant fees associated with the qualification.

7.1.1 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 / seminar fees / attendance cost / tickets for approved developmentactivity (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, reserving the right to select the accommodation which ensures bestvalue for money

For all approved activity, the Organisational Development Lead 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.

7.1.2 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 Administration 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 SQA (and other awarding body) meetings and events, i.e. markers' meetings, updates to qualifications and anything else relating to day-to-dayoperational delivery of a course / unit / qualification etc.
- Other enquiries arising as a matter of course

When considering development activity, a case can often be made that an event or activity could be a 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.

7.2 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 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.
- Date Professional Development Award: Developing Teaching Practice in Scotland's Colleges achieved 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 provided support

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.

In accordance with the National Working Practices Agreement (NWPA) there is a contractual requirement for any lecturer commencing employment on or after 1 April 2019 who does not hold a recognised lecturing qualification to successfully complete such a qualification within two years of taking up a position in any Scottish college, subject to local operational requirements. Local operational requirements will take account of factors such as the ability of the College to release the lecturer for the period of study, the abilities of providers to accommodate the number of lecturers seeking toobtain a recognised lecturing qualification and any extenuating personal circumstances of the lecturer.

From 1 April 2019, the College will facilitate opportunities for all lecturers not holding a recognised lecturing qualification to complete such a qualification after commencing employment within the resources available. Equally, there isan expectation that lecturers will commit to successfully completing the qualification within the provider's stipulated timeframe.

150 hours of remission will be provided to each lecturer undertaking the TQFE qualification during theiryear of study.

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 and the College.

Where the College is unable to facilitate a lecturer completing a recognised lecturing qualification within the NWPA two year timeframe (either due to local operational factors, extenuating personal circumstances of the lecturer or as a result of limited availability from providers), the individual lecturer will not be subject to an artificial barrier to progression on the pay scale, will be entitled to progress to the next point on the NSP (professional gateway) on an annual basis and will be supported to complete the qualification as soon as is practicable.

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.

7.2.1 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 and will be applied equitably irrespective of hoursworked.

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 regularlyattend 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.

7.3 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: Developing Teaching Practice in Scotland's Colleges (Group Award Code: GG87 49). On completion of this programme, staff will be eligible to progress onto the TQFE waiting list.

Staff will be required to complete this within the first 18 months of employment.

7.4 Learning & Development 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.

7.5 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 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 PDR1 Application Form seeking support from the College. Applications for the Professional Development Fund should be submitted to the Organisational Development Lead.

7.6 Peer Review Process

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

The Quality of Learning Experience: Peer Review develops classroom practice and teaching as a reflective and enquiring profession supported by your peers. The voluntary peer classroom/workshop review process for teaching staff aims to support professional development.

A team of reviewers will be trained annually by the College HMI to conduct the reviews. The outputs from the peer reviews will be confidential however a College-wide summary of the key points will be used to inform professional learning priorities, along with the outputs from observations conducted through TQFE and PDA delivery.

7.7 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 Lead. The Organisational Development Lead will arrange for staff records to be updated and for a fee waiver to be granted by the College.

7.8 Examination/Formal Assessment and Study Leave

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.

8. 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.

8.1 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 logs (CPD logs), 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.