



EMPLOYEE DEVELOPMENT

AN OVERVIEW OF THE POLICY AND PROCESS AT THE UNIVERSITY

CONTENTS

	Page
1.Employee Development Policy Statement	3
2.Introduction to the Policy	3
3.Employee Development Aims and Objectives	4
4.Staff Induction	4
5.Academic Qualifications	5
6.Advance HE	5
7.Fee Waiver Policy	5
8.Apprenticeship Levy	6
9.STEAM	6
10.Graded Teaching Observations	6
11.Performance Review Process	7
12.Talent Management and Succession Planning	7
13.Leadership and Management Development	7
14.Mentoring Academy	7
15.Internal Employee Development Opportunities	7
16.Mandatory Training	7
17.Annual TIRI Conference	8
18.Approach to Evaluation	8

EMPLOYEE DEVELOPMENT POLICY

1 Employee Development Policy Statement

The University of Bolton's most important resource is its staff. The University's ability to achieve its mission is dependent on their skills, knowledge and behaviours. The University is committed to an ongoing programme of staff development in order to enhance the professional and personal development, sector knowledge, skills and performance of all staff within the context of the University's strategic objectives.

This policy statement links to the University's People Strategy (2015-20) which outlines as its key strategic themes:

- A culture of positive individual and collective performance
- High quality staff communications and engagement
- Employ the most talented academic and professional support staff
- Identification and retention of top talent
- Employee development and progression
- Promote diversity and wellbeing
- Intelligent shaping of the University
- HR governance
- HR Operational Excellence

The University's HR team lead on employee development at the institutional level at the University. The University operates a business partnering structure through which employee development activities are identified, reviewed and implemented. These activities and requirements are reviewed on an annual basis through the annual organisational development report which is formally reported through the University's committee structure.

Activities deemed to be of strategic importance are funded centrally. Where Faculties and Services allocate individual budgets for employee development activities, these must be discussed and agreed with the relevant HR Business Partner.

In addition to HR designed interventions, other departments in the University also design and deliver interventions to support employee development at the University.

2 Introduction to the Policy

The University of Bolton believes that:

- ❖ All staff should be able to develop their full potential within their job role
- ❖ Staff should be able to plan their professional development through the teaching and learning observation process, Teaching Intensive Research Informed (TIRI) Walks, mentoring, annual performance review, staff development review and engaging with industry experts to enhance staff skills and performance.

- ❖ Financial support for staff development/CPD will be available where possible. However, due to financial constraints individual applications for support will be considered on merit.
- ❖ Strategic and operational aims are paramount and personal and professional development must directly support the Universities strategic aims, objectives and the needs of our students, employers and key stakeholders.
- ❖ All applications for staff development / CPD will be considered fairly, transparently and in line with the Universities commitment to equality of opportunity.

3 Employee Development Aims and Objectives

HR and other stakeholders commit to the development of skills by:

- ❖ Providing a framework for allowing appropriate development opportunities that are designed to improve the sector knowledge, skills and behaviours of staff which will enhance personal & professional growth and effectiveness and assist the Universities pursuit of outstanding teaching & learning in all of its activities and strategies.
- ❖ Initiating activities designed to meet the staff development needs, which are identified from the Universities Quality Enhancement plan and self-assessment process, and its plans for building the future, as outlined in the Universities strategic aims.
- ❖ Contributing to the process of organisational change & developing University ethos.
- ❖ Embedding all staff development activity into the University academic calendar.
- ❖ Ensuring the maintenance and active promotion of equal opportunities in all its staff development provision.
- ❖ Organising, promoting, piloting and developing a wide range of activities to help staff to reflect, update and extend their sector knowledge, skills and capabilities.
- ❖ Encouraging the dissemination of 'best practice' including industry best practice in all areas through staff development activity.
- ❖ Monitoring and evaluating staff development activity in order to improve organisational development, service provision and learner / customer experience.
- ❖ Acting as a source of information, advice and support on staff development matters for the University.
- ❖ Ensuring compliance with statutory requirements.

4 Staff Induction

The University is committed to ensuring that staff are fully inducted into their roles at the University to enable staff to quickly get up to speed, perform their duties effectively and begin to make a contribution to the University. The University recognises that all roles are different and in addition to a comprehensive corporate induction, staff will also undertake an induction at a local level within their School or Service.

For staff who have been recruited to managerial positions, the University runs a new line manager induction programme. This programme is applicable for both staff promoted internally to managerial positions as well as staff recruited externally. The line manager induction provides an overview of the key policies and processes that you will be expected to follow as a line manager to enable you to be fully effective in your role.

The University also runs a specific academic induction programme. The programme is designed for all new academic staff to outline specific University policies and processes which you will be expected to follow in

your role. For those staff new to academia, the University offers a range of more in depth opportunities to support you in your early career development.

5 Academic Qualifications

As part of the induction process for new academics, line managers will complete a qualification and training diagnostic with the new employee. This will enable line managers to have a clear understanding of the employee's previous experience and details of the highest level of qualification received. Following this, line managers will work with new employees to ensure that a comprehensive induction programme including CPD is in place.

It will be the responsibility of line managers to work with new starters to ensure that they are registered on the relevant academic programme and that any additional CPD is proportional with the needs of the School/Faculty. All academic staff are required to complete a teaching qualification and PhD within an allocated timeframe.

6 Advance HE

The University encourages and supports all of its higher education staff who teach and support learning to gain professional recognition with Advance HE. The University subscribes to Advance HE and staff can gain fellowship free of charge if they successfully complete one of our in-house accredited routes. We offer taught provision and experiential routes to professional recognition for Associate Fellow, Fellow, and Senior Fellow. The University is also a member of Advance HE which includes access to numerous resources available on their website.

The University's Staff Teaching Enhancement Programme (STEP) has pathways to help staff evidence their claim for professional recognition. The University's Professional Recognition team assists staff by providing staff development and mentoring support.

7 Fee Waiver Policy

The University Group is made up of a number of education providers (i.e. the University of Bolton, Bolton FE College, Alliance Learning, Anderton Centre and the UTC).

Where employees wish to pursue an academic qualification and/or course of study at any establishment within the Group employees are eligible to participate in a fee waiver provision, where it can be evidenced that the programme of study directly links to the development of skills, knowledge and/or behaviours that are beneficial to their employment (i.e. impact directly on their performance in their current role or potential future role within the University Group).

Employees should refer to the University's [Fee Waiver Policy](#) for further information.

8 Apprenticeship Levy

As a levy paying employer, the University wishes to assist employees who want to take advantage of development opportunities through apprenticeship schemes. Employees wishing to pursue apprenticeship opportunities should speak to their line manager in the first instance.

9 STEAM

The University's professional development platform – STEAM – is designed to support all employees in developing in their roles. The platform is built around 3 distinct areas of development – personal, professional and institutional development. The platform enables staff to access all current development opportunities in one place and to gain a full understanding of the development opportunities available.

10 Graded Teaching Observations (Academic Staff)

The University is committed to teaching excellence and has trained and experienced learning and teaching specialists who carry out graded teaching observations (with TIRI Professors playing a supportive role).

The process involves:

- the observer and teacher having a pre-observation meeting and initial discussion
- the observation itself
- the observer and teacher having a post observation meeting
- recording the observation result.

There are nine aspects in the criteria:

- planning and differentiation support best outcomes for all learners with opportunities to stretch and challenge
- promotion and management of positive learner behaviour, motivating and inspiring students to learn
- demonstration of a depth of subject knowledge to support learners in acquiring understanding and skills
- use of creative and innovative teaching and learning strategies (including integrating the development of other skills)
- utilisation of available resources, including using technology in supporting learning
- use of a variety of assessment strategies to monitor progress, provide feedback and check impact on learning
- promotion of equality and diversity, creating a positive, inclusive learning environment
- use of reflective practice and research to develop evidence-based practice
- demonstration of professionalism in practice.

In addition to the formal graded teaching observations process, the University also operates a Peer Observation process and informal 'TIRI Walks' to provide additional mentoring, support and development.

11 Performance Review Process

The university's annual review/appraisal process is known as Performance Review (PR). The purpose of the PR process is to allow employees to discuss their role and previous year's objectives/targets with their line manager. It also allows you to set new objectives/targets linked to any local plan of the school, institute or

service for the forthcoming year and determine what support (if any) will be required to achieve these objectives. The process links to the achievement of the University's key performance indicators in relation to student experience, teaching and learning and employability and enterprise.

Further information is available in the University's [Performance Review Policy](#).

12 Talent and Succession Planning

The University's Talent & Succession Planning Process supplements and is a natural progression to our Performance Review process. It has been developed and implemented as a simple yet structured and fair process to enable the identification and development of future managers as well as individuals to fill other business critical positions. Further information can be found in the [Talent and Succession Planning Guide](#).

13 Leadership and Management Development

The University is committed to providing support for employees in leadership and management positions. In addition to the new line manager induction programme, the University also operates a mentoring system to ensure staff have access to experienced mentors who can support them in their development. The University also encourages staff to continue to develop their leadership and management capabilities through formal training programmes.

14 Mentoring Academy

The University of Bolton Mentoring Academy is designed to provide a standardized approach to mentoring across the University. Below are some examples of where a mentor may be beneficial:

- Staff who are new to the University.
- Staff who feel a mentor could help them in their professional development.
- Academic staff undertaking the Postgraduate Certificate in Teaching and Learning in Higher and Professional Education, and/or working towards HEA professional recognition,
- Academic staff undertaking duties that are new to them (including research, writing publications and/or postgraduate research supervision, undertaking TIRI roles).
- Professional Support staff undertaking duties that are new to them.

Further information is available on the staff area of the University website.

15 Internal Employee Development Opportunities

In addition to the fee waiver programme, the University also offers internal development opportunities on an ad hoc basis.

16 Mandatory Training

There are a number of mandatory online training programmes that all employees are required to complete as part of their probationary period. These include:

- Health and Safety
- Equality and Diversity
- Prevent
- Safeguarding
- Mental Health Awareness

There may be a requirement for staff to repeat this training on a regular basis in order for the University to meet its statutory obligations.

17 Annual TIRI Conference

The University hosts an annual conference focussing on enhancements to teaching and learning and to allow colleagues to learn from best practice. This conference is aimed at all staff within the University and is open to partner institutions.

18 Approach to Evaluation

The University undertakes an annual review all staff development activity which is reported to the Organisational Development/ Equality and Diversity Committee.