



“The University of the Arts’ mission is to be at the forefront of learning, creativity and practice in arts, communication and design. In our work to achieve the mission, the University commits to develop staff expertise and ability to respond to change.”

http://www.arts.ac.uk/docs/devt_staffdevpolicy.doc

Library and Learning Resources Staff Development and Learning Policy

This policy is divided into six sections:

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Section Three:	Evaluation, Feedback and Monitoring
Section Four:	Administrative and Financial Processes
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Section One: Policy Framework

1.1 Introduction

The purpose of this policy is to provide a background to staff development and learning within Library and Learning Resources (LLR), and to clarify some of the practical steps involved in identifying and seeking support for appropriate development and learning opportunities that fit within LLR’s Medium Term Strategy and contribute to the success of individual staff members and the University community as a whole.

The Library and Learning Resources Staff Development and Learning Policy, (LLR SDLP) operates within the framework of the University of the Arts’ Staff Development Policy which itself provides clarification for staff in relation to legal obligations, personal and professional development and learning. The University Policy explains that staff development should be derived from the objectives of the strategic and academic plans at all levels throughout the University and that appropriate resources will be made available.

The Library and Learning Resources Staff Development and Learning Policy has been designed to support the LLR Medium Term Strategy. In creating our Medium Term Strategy for 2008-2012, Library and Learning Resources places itself at the centre of the University and aims *‘To be at the heart of discovery and learning in the Arts’*, and as such recognises that having a fully developed and motivated staff will enable LLR to be successful in the delivery of the Strategy. The LLR Medium Term Strategy identifies LLR’s key priorities which we have named as our ‘vital few’. One of these relates to staff and holds the aim of:

‘Refining the staff structure and developing new roles and skills to achieve our goals’.

The policy applies equally to all LLR Staff, regardless of grade, career family, qualifications or pattern of work and is fully compatible with the University’s Diversity Policies and Strategy. Development and learning can take many different forms, the key objective is to ensure that the activity is appropriate to both the individual and the role, for example, this may include coaching, job shadowing, professional reading, keeping a reflective diary (or learning log), visits to other UAL sites, visits to other organisations, learning from colleagues as well as the more traditionally understood form of training, such as attending courses, conferences and other training activities.

Senior Managers within LLR recognise that our staff are our key resource and wish to encourage each member of staff to take up development and learning opportunities. By taking up these opportunities, the resulting success will support the individual as well as contributing to the ongoing success of LLR as a University-wide department. By providing opportunities for learning, development and training, balanced with reflection, LLR is confident that our staff will continue to offer an excellent professional service to all our users.

It is the intention of this policy to support the University’s goal to be ‘an *employer of choice*’ and as such will contribute to the recruitment and retention of well qualified and motivated staff. Working within the learning environment of the University, LLR regards learning as part of its day-to-day activity and wishes to develop a learning culture within the department where staff are able to interact and share skills and knowledge.

1.2 Responsibility

The responsibility for the implementation of the LLR Staff Development and Learning Policy belongs to all LLR staff – however, the following information is offered as clarification for managers and reportees:

Line Managers are responsible for:

- identifying any training needs early on in the induction process so that colleagues are fully equipped with skills training suitable to the post;
- identifying any training needs for staff moving within LLR as part of a new role and developing an induction programme tailored to individual need;
- using the appraisal process (PRA) to identify learning, development and training needs for all reportees;
- ensuring that all development and training needs are fully supported where appropriate and working with other managers to ensure that service delivery is upheld;
- identifying any team training needs to Learning Resources Manager or Assistant Director (Resources & Systems) depending on the scope of training;

Learning Resources Managers, Learning Zone Manager, Archives and Special Collections Centre Manager are responsible for:

- ensuring that all staff attend UAL training which is compulsory in terms of UAL Policies and Strategies and current legislation;
- providing updates of local staff development, learning and training activities to the ADQ Staffing Administrator on a termly basis using the template provided;

- allocating and planning the use of any local Staff Development Budget in line with this policy, to ensure that the budget is fully utilized by the end of the financial year.

Individual colleagues are responsible for:

- suggesting, discussing and agreeing to attend any development, learning and training sessions identified by line managers as part of the induction process;
- suggesting, discussing and agreeing any development, learning and training needs for any new appointment within LLR as part of new-role induction;
- raising any suggestions for development, learning and training with the line manager in a timely fashion so that service provision can be maintained and resource allocation identified;
- suggesting any other individual or team training needs to the line manager, Learning Resources Manager, Learning Zone Manager, ASCC Manager or Assistant Director (Resources & Systems) for consideration;
- attending any UAL training which is compulsory in terms of UAL Policies and Strategies and current legislation;
- providing feedback in a format previously agreed with the line manager; this can take the form of verbal, written or presentation to colleagues.

The Assistant Director (Resources & Systems) is responsible for reporting on the previous year's staff development and learning activities, and for creating an operational plan to identify key learning objectives for the coming year, based on the information provided by line managers. The latter will be discussed by LLR Managers and the agreed plan tabled at LLR SMT. Information will be disseminated to staff via e-mail, with the LLR SDL Operating Plan and related documentation held on Cyberoffice in the Staff Development folder.

Section Two: Development and Learning Opportunities

2.1 Induction programme for new staff

On their first day of service all new staff will receive an ADQ Induction Pack. This pack will contain details of the induction programme and other relevant details regarding UAL, ADQ, LLR, plus role specific information. New starters will meet regularly with their line manager and progress through the programme, which may be tailored to suit individual and local service needs. The responsibility for the successful completion of the induction programme is shared between the line manager and the appointee. Once the induction programme has been completed, this must be signed off by both individuals and sent to Human Resources (HR). These returns contribute to the statistical gathering undertaken by HR.

The ADQ Induction pack includes:

- Welcome to ADQ
- Summary of ADQ
- Information on LLR
- Job Description and Person Specification
- Communications information
- Introduction to voicemail
- Key courses Diversity at Work
- Welcome Event and Introduction to Higher Education
- UAL local induction checklist
- Probationary Procedure
- Introduction to staff development
- Staff development log
- UAL Equal Opportunities Policy
- UAL Education abbreviations and acronyms
- UAL Staff Induction Policy

The following LLR Documents will also be included: LLR Medium Term Strategy, LLR Organizational Chart, LLR Annual Report and LLR Staff Development Policy.

A copy of the pack can be found on LLR's Blackboard Site – LLR Cyberoffice, Staff Development and Learning.

Any feedback regarding the induction pack and recommendations for updates should be sent to the ADQ Staffing Administrator. The pack will be reviewed on an annual basis – but any updates in response to staffing changes, HR guidelines, legislation etc. will be amended electronically on receipt. The ADQ Staffing Administrator will notify Managers of any changes during the year via email. Evidence of the success of the pack and the programme will be sought from new managers and appointees.

2.2 Induction programme for existing staff

An initiative that is currently being considered is a modified version of the Induction Pack for staff who have changed roles within Library & Learning Resources. Feedback will be sought from LLR Colleagues who have changed roles during 07/08 and, if it is considered helpful, an amended LLR Induction Pack will be developed.

2.3 Development for staff during the Probation Period

For new members of staff, there is a probation period of ten months. During that time the line manager and the probationer will meet at regular intervals: one month, three months, six months and ten months. Any learning, training and development needs will be discussed at these meetings and a programme implemented in order to support the new member of staff to fully engage with their new position. Staff are expected to focus on internal training to support their role during this period.

2.4 Mentoring

LLR is currently considering the introduction of a mentoring scheme for new appointees and staff who have changed role. Mentors will usually be on the same grade as colleagues and their role will be to support and guide colleagues during the early stages in post. This will be an action point for consideration within the LLR Staff Development and Learning (SDL) Operating Plan for 2008/9.

2.5 Compulsory Training

There are a number of training courses held within the University that are compulsory for new staff:

All new staff	University Welcome	e-learning module on diversity
Staff with recruitment or line-management responsibilities	Recruitment and Selection	Managing Planning, Review and Appraisal (PRA)
Budget or Financial Responsibilities	Budget Monitoring	Fraud Awareness (recommended)

In addition, and to support current and changing legislation, the University may confirm that specific training sessions are obligatory.

2.6 Methods of Identifying Development, Learning and Training Needs

The following list is not comprehensive – but offered as a guideline:

- When making a new appointment
- When revising services and roles
- As part of the induction programme
- During probation interviews with line manager
- During PRA interviews
- As a result of coaching and / or mentoring – either by the coach or coachee
- During Chartership interviews with supervisor
- Personal identification at any time – in consultation with line manager
- To support team activities, special projects, new initiatives
- Specific activities relating to the LLR Medium Term Strategy

After the cycle of PRA interviews is completed, the Learning Resources Managers, Learning Zone Manager, Archives and Special Collections Manager will each draw up a list of learning, development and training needs for staff in their sections and forward this to the ADQ Staffing Administrator. Ideally, this list should be received by early September so that the information can be considered for the LLR Staff Development, Learning and Training Operating Plan. The plan will be tabled for consideration during the early part of the autumn term.

2.7 Priorities for Development and Learning Opportunities

Priority will be given to:

- Learning, training and development activities which have been identified during the PRA process.
- Activities that support the LLR Medium Term Strategy or LLR Business Plan. The ADQ Business Plan will also be taken into consideration.
- Any training that is in response to legislative changes will be prioritised and may be deemed compulsory.
- All applications for external training should normally be by staff who have successfully completed probation.

2.8 Internal Courses

All staff are encouraged to attend courses that are offered internally by the University. These may be courses offered by UAL Development & Training (D&T), <http://www.arts.ac.uk/hr/development-learning.htm>. Applications can be made online for these courses, but staff must still complete the LLR Staff Development & Learning Request form, and gain the support and agreement of their line manager. During the year, there may also be training sessions organized directly by LLR to support specific operational and strategic needs, or the requirements of a particular group of staff.

2.9 External Courses and Courses with Professional Qualifications

Colleagues are also encouraged to attend external courses and conferences, and courses that will result in a professional qualification which will assist their work or career development. Support will be subject to strategic priorities, service requirements and budget availability. Staff who wish to undertake a professional qualification, and who seek the support of LLR, will have normally successfully completed their probationary period and will have been confirmed in post. However, any decision to support an external course for a member of staff on probation is the responsibility of the Learning Resources Manager, Learning Zone Manager or ASCC Manager.

Section Three: Evaluation, Feedback and Monitoring

3.1 Evaluation and Feedback

As part of the agreement to attend a development or learning activity, the line manager and individual will discuss what form the feedback or the reporting after the event should take. Feedback will be sought on whether the activity was worthwhile in terms of the individual's experience, the organisation of the activity, etc. A decision will be made on how to cascade this information to other colleagues: whether in the form of a verbal feedback at a team meeting, a written paper to be circulated or a presentation made to groups of staff. All feedback beyond the 1-1 with the line manager and the individual will be available on Cyberoffice. Feedback from colleagues will contribute to the decision making for future staff development and learning activities.

3.2 Monitoring

It is the responsibility of the Learning Resources Manager, LZ Manager and the ASCC Manager to forward a list of all staff development and learning activities to the ADQ Staffing Administrator termly, by the last week of each term. The information will be included in a database and will inform staff development reports, annual reports, ADQ Staff Development Report, and budget monitoring.

Section Four: Administrative and Financial Processes

4.1 Applying for Staff Development and Learning

A Staff Development and Learning Form should be completed for all staff development and learning activities, whether held internally or externally. The application must be first discussed and agreed with the line manager. When completing the request form the applicant should clearly outline the benefits to the individual, the benefits to the work of the individual, and how the training will support priorities within LLR. If the line manager supports the application and there is a financial element to the application, the line manager must then pass the form through to the local service manager (Learning Resources Manager, LZ Manager, ASCC Manager) for consideration for support from the local Staff Development Budget.

If support is sought from the LLR Central Staff Development Budget, the senior manager will forward the application to the Assistant Director (Resources & Systems) to be considered along with other applications to the Central Staff Development Budget as part of the annual cycle. Requests for staff development and learning will normally be carried out as part of the PRA process or at the regular 1-1s, but a request for staff development and learning can be made to the line manager for consideration at any time. During the probation year, the emphasis will be for the line manager to prioritise support of activities as identified in (2.6) above.

The manager will also take into account:

- operational requirements and the impact of individual's absence (although cover should be sought by the individual wherever possible);
- budget availability;
- any previous support given to the individual.

4.2 Resources - Individual Responsibilities

Any commitment to a course of study must not be taken lightly, and staff must fully explore the implications, whilst taking personal responsibility for any impact that may result from this activity. Although LLR is keen to support staff to succeed, individuals need to be aware of the additional personal time and other factors that will be involved in order to achieve a successful outcome.

4.3 Resources - Funding

Each financial year staff development funds are identified as part of the budget cycle. The aim for the LLR Staff Development Budget is in the region of 1% of the annual LLR Staffing Budget.

The Central Staff Development Budget covers the LLR Conference, managers' conferences, conferences where individuals represent LLR, activities which result in professional qualifications and support of cross-LLR training. Local budgets are devolved to local managers to support local training needs and conference requests.

Wherever possible, 100% of the fees will be paid for individuals undertaking a course of study, with a limit of £3,500 per year. However, this may result in some staff being put on a waiting list until funding becomes available. All funding is subject to budget availability, which may change year on year. Applications to the Central Staff Development Budget for credited courses must be made by June for consideration as part of the following year's budget allocation. Applications must be signed as approved by the senior line manager: Learning Resources Manager, Learning Zone Manager or ASCC Manager and then forwarded to the Assistant Director (Resources & Systems). The LLR Directorate (Director of LLR, Assistant Director (Academic Services) and Assistant Director (Resources & Systems)) will consider and approve requests. A paper, listing the decisions made, along with any waiting list, will be tabled by the Assistant Director (Resources & Systems) at LLR SMT in July.

Funding is not guaranteed for the full course of study if it continues beyond one academic year. Decisions will be made on an annual basis with priority being given to staff who have successfully completed the first year of their course, in order that they can fully meet the obligations of their agreed course of study. There may also be a decision regarding the number of years that a course can be supported. Managers are responsible for making this clear to individuals when the initial request is signed off. Decisions may also be modified in response to any changes in strategic

direction or legislation.

There is also the possibility of applying to the ADQ Staff Development Budget – particularly for training that increases collaborative opportunities across ADQ and that also meets the ADQ Staff Development priorities, as identified in the current ADQ Staff Activities Report.

4.4 Resourcing – Time

Staff are expected to undertake staff development and learning as part of their normal working hours. However, where the activity is credited (whether internally or externally) the amount of time offered for day-release will be 0.5 day for a full-time member of staff, which will be pro-rataed for part-time colleagues. Any additional time required may be taken as annual leave. There is also the possibility to work additional hours in advance, that can then be taken off as TOIL, provided that this is both operationally viable and has the agreement of the Learning Resources Manager, Learning Zone Manager or ASCC Manager. There will be no time reimbursed for weekend attendance at conferences, or for time taken for travelling involved in staff development activities. Any request to the line manager for day-release is subject to operational requirements, and may be re-considered if circumstances change.

For those staff who wish to undertake distance learning – the same amount of study leave will be made available as those staff physically attending a course, provided it is for the same amount of time.

4.5 General Points

Financial support will be subject to availability of the Central and Local Staff Development Budgets and the number of individuals being supported at the time of application. This may mean that staff will go on a waiting list until funds are available in the following or subsequent years.

If a member of staff withdraws from a course, or fails to complete it successfully without good reason, Library & Learning Resources reserve the right to request that the fees be returned by the individual to the Staff Development Budget for re-allocation.

In the case of attendance or performance concerns, Library & Learning Resources may consider the withdrawal of support.

Section Five: Definitions and Explanations

ADQ (ADQ): Academic Development and Quality; this the Pro-Rectorate led by Elizabeth Rouse to which LLR belongs.

Continuous Professional Development (CPD): “CPD is the planned acquisition of knowledge, experience and skills, and the development of personal qualities necessary for the execution of professional and technical duties throughout working life.”

(Taken from the CPD Project: CPD Statement of Purposes, Principles and Benefits) ‘Continuous Professional Development (CPD) is characterised by the individual taking ownership of their development by engaging in planning, action and reflection’.

Human Resources (HR): the department in the University that has overall responsibility for staff recruitment, employment, conditions of service, staff development and training, health and safety and diversity considerations (www.arts.ac.uk/hr).

Induction: when a new member of staff starts they will receive a folder outlining an induction programme providing information on the University and Academic Development and Quality, as well as local LLR contacts. The programme will be followed in collaboration with the line manager and may be adapted locally to ensure that the new member of staff has a thorough introduction to the roles and responsibilities of their new post. Once the programme has been successfully completed it will be signed off by the line manager.

Learning: the activity of gaining knowledge.

Line Manager: the designated person who has overall responsibility for the management of a member of staff, and who also conducts the probation and PRA processes with the individual.

Mentor: an individual who can offer support and guidance to a new member of staff. The mentor may be a member of the peer group but will not be the line manager or supervisor.

PRA: Planning, Review and Appraisal is an open and transparent means of constructively discussing the job, and includes opportunities for self-assessment and for feedback between the manager and member of staff, and from others for whom the member of staff works.

Secondment: an opportunity for staff to gain experience by working in another part of the service, University, or with an external employer.

Shadowing: a process by which a member of staff can work alongside a colleague in another part of the service ,or University, for an agreed period of time.

Staff Development: any activity which contributes to an individual's personal and professional development.

Training: activities which result in the member of staff being able to achieve the necessary job-related skills and knowledge to enable them to carry out their duties efficiently and effectively.

Section Six: Development and Learning Request Form

Request for development and learning activity

(this can take the form of job shadowing, visits across sites, attending a training course, conference etc.)

All requests for development and learning activities must be discussed, agreed by and supported by the individual's line manager prior to actual event.

Name:	
Manager's name:	
Section:	
Title of development and learning activity:	
Date and time involved:	
Type of activity: visit, short course, etc.	
Location:	
Cost of course/event:	
Other expenses (travel/subsistence etc.):	

1. Why do you want to take part in this development and learning activity?
2. Can you identify three things that will help you in your role?
3. How will this activity assist in your personal development?
4. What support is required from your manager to ensure that you get the most from this opportunity?
5. What do you need to do to get the best out of this activity?

Date of review:

Agreed by line manager:

Date:

Agreed by LRM, LZM, ASCCM (where appropriate):

