
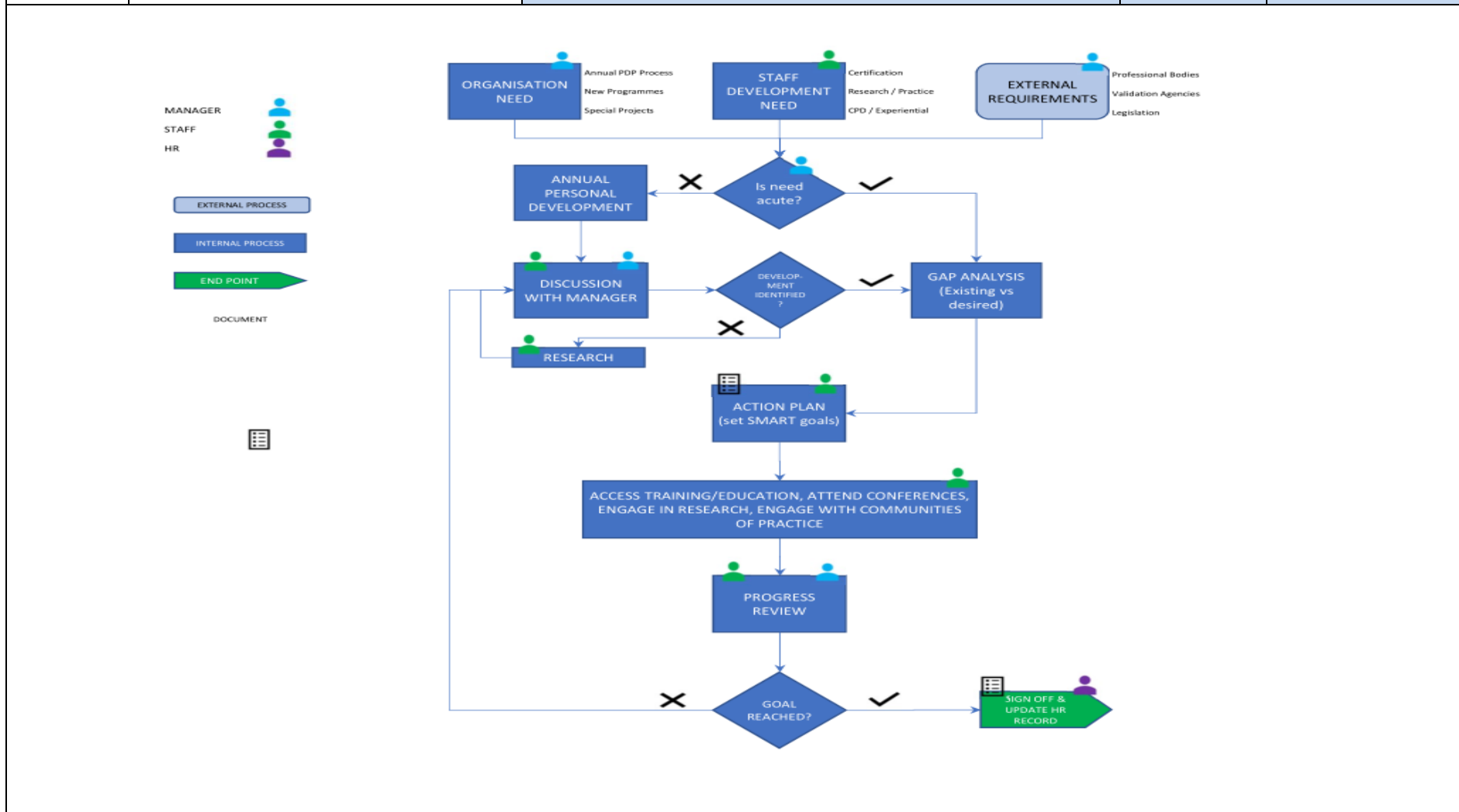


#	POLICY TITLE	POLICY AREA:	VERSION:	DATE ADOPTED :
	<b>4.3 PROMOTING PROFESSIONAL DEVELOPMENT</b>	5) STAFF RECRUITMENT, MANAGEMENT AND DEVELOPMENT	3.0	August 2020



### **Introduction and Context**

- A key determinant of the quality of a programme is the capacity of those who are responsible for its day-to-day running; academic and administrative.
- Having appointed staff, SNMCI has a strong commitment to their on-going professional development.
- The College is committed to providing on-going feedback and support to all staff
- The College is keen to promote professional development initiatives as appropriate and beneficial to the individual and to the College as a whole.
- Professional development initiatives grow and develop in response to programme needs identified through review and monitoring processes such as Programme Reviews (QA 11.2) and also through less formal discussion and consultation which takes place on an ongoing basis throughout the year
- Professional development initiatives also grow as a result of supportive and useful feedback.

The purpose of this document is to set out some common College practices related to SNMCI's policy and practices for Professional Development which have been developed with reference to

- QQI Core: Statutory Quality Assurance Guidelines (2016)
- ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area(ESG, 2015)
- National Forum: National Professional Development Framework for all Staff who Teach in Higher Education (2018)

### **Principles underpinning Professional Development at SNMCI:**

SNMCI endeavours to align its approach to Professional Development with that of the National Forum for the Enhancement of Teaching and Learning in that it is:

- Inclusive** - It supports all staff and allows for flexible pathways for different staff specialisms and changing work contexts
- Authentic** - It allows for genuine and personally relevant engagement by participants
- Evidence based** - It encourages staff to link with established best practice in professional development
- Collaborative** - Although focused around individual learners it emphasises the social learning that is the key to learning in the workplace context. It encourages staff peer dialogue and supports the mentoring of other staff.

### **Staff Involved: All Staff**

<b>Policy and Guidelines for Professional Development:</b>	<b>Person/s</b>	<b>Records generated</b>
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	Responsible	to ensure evidence of follow through
<p><b>General:</b></p> <ul style="list-style-type: none"> <li>- It is SNMCI policy to invest in professional development initiatives for all staff who support SNMCI to implement its strategic and operational plans.</li> <li>- While recognising the primary responsibility for self and career development lies with the individual staff member, SNMCI will endeavour to provide appropriate support, feedback, guidance and encouragement to each employee to maximise opportunities for development.</li> <li>- All staff members will receive induction training to assist them to adjust to their work environment, roles and responsibilities. <b>(QA 4.2: Lecturer Induction)</b></li> <li>- All staff members are provided with opportunities for increased involvement and advancement in the College (e.g. through participation in Programme Committees, organisation of events, expanding roles, mentoring of and by other members of staff).</li> <li>- SNMCI's approach to performance review is based on on-going feedback and support and centred on opportunities to work with staff to allow them to achieve professional goals.</li> <li>- SNMCI employs a feedback system that is mentor based, forward looking and encourages discussion and goal setting.</li> <li>- All new positions offered by the College are first circulated internally. In particular, when appointing new full-time members to the teaching staff, the College has a policy of canvassing applications from the part-time staff cohort.</li> <li>- Staff training is provided periodically for all staff members and is delivered by internal and / or external trainers as appropriate e.g programme development, Moodle, IT, assessment, instructional design etc. In-house Staff CPD days are organised by the Director of Quality and Academic Affairs.</li> </ul> <p><b>Staff Engagement with Educational Technology:</b></p> <ul style="list-style-type: none"> <li>- Staff are encouraged and supported by the Director of Quality and Academic Affairs (DQAA) and the Instructional Designer (ID) to be innovative in terms of their teaching approaches and the use of new technologies in relevant teaching contexts.</li> <li>- Academic staff responsible for the delivery of programmes and assessment of learners at</li> </ul>	<p><b>Programme Director's DQAA</b></p> <p><b>CEO PD'S DQAA</b></p> <p><b>Line managers Functional managers</b></p> <p><b>CEO</b></p> <p><b>DQAA</b></p> <p><b>DQAA ID</b></p> <p><b>DQAA</b></p>	<p><b>QA Annual Programme Reports Committee minutes Participation</b></p> <p><b>Minuted discussions of PD opportunities, goals etc</b></p> <p><b>Internal advertising</b></p> <p><b>Agendas Minutes CPD days Workshops Staff Surveys Attendance Participation Completion</b></p> <p><b>Attendance Participation Completion</b></p>

<p>SNMCI will be required to complete a ‘technical skills induction’ and attend on-going CPD/in –service days where training in digital pedagogy will be offered in a structured manner e.g. related to Virtual Learning Environment (VLE) functions relevant to teaching and learning.</p> <ul style="list-style-type: none"> <li>- SNMCI will require staff working on blended programmes to remain up to date with technological advances as well as developments specific to their area of work.</li> <li>- The College’s ID will support academic staff in developing the confidence and skills to deliver blended learning and will advise on appropriate digital pedagogical approaches.</li> <li>- Ad-hoc training and support can also be arranged e with the Instructional Designer to <ul style="list-style-type: none"> <li>- discuss how students learn through different media;</li> <li>- increase awareness of innovative approaches to teaching and learning using educational technology;</li> <li>- improve staff digital literacy, confidence, and competency;</li> <li>- highlight any software updates that may impact on user interface;</li> <li>- provide opportunities to co-develop learning resources.</li> </ul> </li> </ul>	<p><b>ID/PD’s</b></p> <p><b>DQAA HR/CEO</b></p>	<p><b>Technical Skills Induction course</b></p> <p><b>Records of sessions with ID</b></p>
<p><b>Professional Development: Formal and Informal:</b></p> <ul style="list-style-type: none"> <li>- All full time members of staff wishing to undertake academic or professional programmes within the College may do so at a discounted fee of 50% of the programme fee. In doing so, the College requires them to maintain exemplary attendance and commitment levels throughout.</li> <li>- Lecturing staff members are actively encouraged to pursue advanced postgraduate and doctoral studies related to their field of interest. In the case of full-time College lecturers, the College will assess each application for financial support on its merits, taking into account budgets and the needs of the College. The College will endeavour to support such applications up to a level of 50% of the fee involved. Staff members are also supported in terms of study leave.</li> </ul>	<p><b>DQAA/HR/CEO</b></p>	<p><b>Registration Accounts</b></p>
<ul style="list-style-type: none"> <li>- SNMCI has inter-institutional agreements with 8 HEI’s internationally and academic and administrative staff are encouraged to engage in the ‘teaching mobility’ scheme and the ‘staff shadowing’ schemes. Staff from these HEI’s will also be regularly invited to visit SNMCI and to present to staff and to learners.</li> <li>- As part of its Strategic Plan SNMCI will increase the quantity and quality of its research.</li> </ul>	<p><b>International Officer DQAA</b></p>	<p><b>Documented travel arrangements Staff presentations (abroad) Staff presentations</b></p>

<p>Staff contracts will reflect time allotted to research activity (See SNMCI Research Strategy)</p> <ul style="list-style-type: none"> <li>- Staff are encouraged to value all instances of PD, informal, individual, collaborative, formal structured and accredited, in line with the National Forum: <i>National Professional Development Framework for all Staff who Teach in Higher Education</i> (2018) (See QA Form 4.3 PDF)</li> <li>- As part of Professional Development all staff are encouraged to use the table below (adapted from the <i>National Professional Development Framework for all Staff who Teach in Higher Education</i> (2018) as a personal record of all Professional Development engaged in across an academic year. This record may be used to identify opportunities for further PD.</li> </ul> <p><b>Note:</b> SNMCI encourages all staff, both academic and administrative, to use the table and the related Form (FQA 4.3: PDF) to acknowledge, value and record instances of PD and to use it as a guide for further PD opportunities.</p>	<p><b>Staff</b></p> <p><b>DQAA</b></p>	<p><b>following trip</b></p> <p><b>Contracts</b></p> <p><b>QA 4.3 PDF Form</b></p>
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Non-Accredited Professional Development			Accredited
Collaborative Informal	Collaborative Formal	Structured	Accredited Programmes of Study
<p><b>Examples: –</b>            Conversations with colleagues; Peer networking;            Peer observations;            Online blogs;            Discussion forums.</p>	<p><b>Examples</b>            Reading articles;            Following social media;            Self-study;            Watching video tutorials;            Keeping a reflective teaching journal;            Keeping a portfolio;            Preparing an article for publication.</p>	<p><b>Examples</b>            Induction;            Workshops;            Seminars;            MOOCs;            Conferences;            Summer schools;            Structured collaborative projects.            Teacher mobility;            Reviewing Policies and Procedures;            Co-teaching;</p>	<p><b>Examples</b>            Professional Certificate;            Graduate Diploma;            Masters;            PhD;            Ed.D in Teaching and Learning;            ELearning;            Leadership in Education;            Education Policy.</p>

Type	Type	Type	Type
<p>Learning from these activities comes from their collaborative nature. It recognises and supports the development of communities of practice</p>	<p>These activities are independently led by the individual. Engagement is driven by the individual's needs/interests. Individuals source the material themselves</p>	<p>These are organised activities (by an institution, network or disciplinary membership body). They are typically facilitated and have identified learning objectives. They encourage staff to link with established best practice. They support the scholarship of Teaching and Learning</p>	<p>Accredited programmes of study (ECTS or similar credits)</p>

### Policy Control Sheet

<b>Policy</b>	<b>QA 4.3 Promoting Professional Development</b>
<b>Version</b>	3.0
<b>Adopted/Effective</b>	August 2020
<b>Supersedes</b>	3.0
<b>Monitoring/ Next Review Date</b>	Yearly: August 2021
<b>Responsible Officer(s) Designated Reviewer(s)</b>	DQAA
<b>Scope</b>	All Staff

### References

<b>SNMCI Policy area</b>	<b>4) Staff Recruitment, Management and Development Vol 2</b>
<b>Developed with reference to</b>	<p>QQI <i>Core: Statutory Quality Assurance Guidelines</i> (2016)          ESG: <i>Standards and Guidelines for Quality Assurance in the European Higher Education Area</i>(ESG, 2015)          National Forum: <i>National Professional Development Framework for all Staff who Teach in Higher Education</i> (2018) QQI's (2018) <i>Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes</i></p>
<b>Related SNMCI Policies / Forms</b>	<p>QA 4.1: Staff Recruitment          QA 4.2 Lecturer Induction;          Staff Surveys; Lecturer Feedback; FQA 4.3 PDF Form;</p>

### Revision

<b>Revision Number</b>	<b>Revision Description</b>	<b>Originator</b>	<b>Approved By</b>
2.0 08/2020	Review for Blended Status application	Office of DQAA/CEO	

