OUR PEOPLE PRACTICES/
Staff Development:
Management Guide
14 Aug 2017
INTRODUCTION

This document forms part of the guidance available to managers and departmental Staff Development Contacts in supporting development planning and activities. It draws together relevant information about development opportunities, how they might be funded and the processes for requesting central funding support.

This guidance is designed to give managers, Heads of School/Departments and those involved administering development opportunities an ‘at a glance’ view of specific employment practices and further guidance on how to set in place staff development opportunities; they should be read in conjunction with the Staff Development Policy and other associated policies outlined by web links throughout this document.

Staff Development

The University recognises that developing staff is key to maintain an effective, motivated and agile workforce who are able to effectively work towards the strategic aims of the organisation; The University therefore provides support for various development activities in order to ensure the delivery of its objectives is possible.

It is also recognised that schools/departments need to be able to determine how to prioritise developmental needs within their own specific strategic goals and the aims of their particular remit, based on the constraints of budgets available to them.

The ability to fund development activities should considered during yearly planning cycles by each school/department but there is also an opportunity to apply to a central fund (the Central Development Fund - CDF) to assist with supporting identified development needs. It is also acknowledged that staff members should be prepared to contribute to the costs of their development where opportunities lead to accredited qualifications which are personal to them and portable. This contribution may be at the initial stage of funding and/or on leaving the organisation if within two years of completing a qualification which remains personal to them.

Development opportunities come in many forms and the University is able to offer a great selection of both informal and formal learning opportunities to our staff members.

Example development activities;

- Coaching
- Mentoring
- Internal training provision
- Accredited qualifications
- Action Learning Sets
- Job shadowing
- Secondments
- Project work
- Online free learning (eg. MOOCS)
**Staff Development Activities: AT A GLANCE**

**Discussing and Identifying Development Needs**

Staff development needs can be identified in many ways; a staff member may determine areas they would like to develop or learn more about, or a manager may identify areas which could be improved or developed to aid current or future performance of an individual or as part of a wider team, or the introduction of new processes/legislation may prompt the need for staff members to learn new skills.

The identification of these development needs will start on day one of an employee’s journey at the University. As a manager you should be considering these as part of the following processes;

**Induction**

Induction is the starting point for your new staff member’s journey, welcoming them to The University of Kent. It plays an important part in supporting them to become familiar with The University, its values, strategy and vision, as well as providing all important information about their new role. As a line manager you will be required to prepare an Induction programme and guide your new staff member through a variety of Induction activities ensuring they work through the Induction Checklist with you or other relevant members of their team.

It is important to consider who it is relevant for your staff member to meet from across the organisation to enable them to start making connections and building networks.

During Induction, it is important to begin discussions about any areas of the job role that you or your staff member feel they may need support in or require additional development to effectively undertake. Doing this will enable you to work together to identify adequate support within the probation period to develop these areas to the required level for the role.

**Probation (Staff Grades 1-10 Inc. Research)**

Staff newly appointed in Grades 1-10 (non-academic roles) are subject to a structured Probation period over six months. This period includes completing the Induction process and following a 4-Stage Probation Process comprising of a series of meetings with your staff member. During these meetings you should raise any positive observations regarding strengths, any concerns regarding areas needing development and identify any areas which could benefit from development activities within the role. These needs may be for informal or formal development activities (see page 5-6 for more detail).

As a manager you must ensure that all completed paperwork for probation, including the checklist, is forwarded to HR for the staff member to be confirmed in post. If issues with performance levels are identified during this period, you must ensure these are effectively managed and appropriate support set in place.

For further detail of these processes click the relevant link – Induction or Probation

**Probation (Academic Staff)**

Newly appointed staff in academic roles are also required to undertake a period of probation. The length of this period will be dependent on experience and the level of role they are coming in to and this will be agreed at offer and contract stage. Normally at Lecturer level there will be a requirement to undertake a three year probation period. During this period, planned induction, training and support will take place within a clear framework.

Academic staff members on probation are not required to have an RPD/appraisal, as the allocated Probationary Supervisor will undertake regular performance reviews. Please click the link for full details of Academic staff probation and sources of additional support across the University.

**Development Discussions:**

The University requires that each staff member have at least one development discussion each year. The format of these discussions will depend on the type of role they are undertaking. For Professional Services or academic support roles, it is recommended that you undertake a Reflect Plan Develop (RPD) conversation with your staff member. RPD is the University’s appraisal process and is an ideal format to
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discuss learning and development priorities, alongside more frequent 1:1 meetings. Training resources are provided to support you in undertaking these discussions with your staff. In academic roles there are a variety of ways these development discussions may occur and further detail can be found in section 6.2 of the Staff development Policy.

The development discussion you hold with your staff member should focus on supporting the delivery of agreed objectives within the role and ensuring that your staff member is equipped to effectively reach their full potential within their role, team and department.

Compliance Training

All staff will be required to undertake certain compliance training outlined within the induction programme and you should check to ensure they have undertaken any outlined requirements. The University is committed to providing appropriate health and safety training to all staff and as line manager you should flag any workshops or training activities which you feel appropriate for your staff member.

It may be that certain roles also have specific compliance training needs. Often these will be where specialist trade skills, regulated activities or use of equipment is required. Where you identify that compliance training is required in a role you manage, you will responsible for ensuring the staff member is aware of the need for this training or refresher training and that the staff member attends as required.

Where a role requires specific compliance training, it is expected that the school/department will budget accordingly for these needs in their planning. The CDF is not in place to meet compliance training needs.

Internal training provision

The central L&OD team provide development activities in the following areas;

- Briefing sessions related to policies and processes (such as RPD)

Internal course bookings:

- Can be made via the website
- Staff members should discuss and agree attendance at any activity with their line manager PRIOR to booking
- Staff wishing to cancel from a booked session must ensure their line manager to notifies L&OD in good time
- Non-attendance at a booked session will incur charges to the department unless prior notice and agreement is made with L&OD

The L&OD Calendar will outline which activities are currently available and how staff should register for these.

Your staff members should always discuss their attendance on any programme or workshop with you as their line manager and they will need your approval before booking. You will need to consider what the objectives are for attending the development activity and how the staff member will demonstrate the impact of learning once back in their role.

Some of our programme cohorts are identified through a nomination process and you should familiarise yourself with these programmes to determine which staff members might be appropriate to attend.

- New Senior Leaders Programme (NSL)
- Leaders in Areas of Significant Responsibility (LASR)
- Foundations of Management

Once you have identified a member of staff to nominate, you should pass the details to your Staff Development Contact so the relevant names can be put forward when the call for participants is made to Heads of Schools/Departments.
If the activity is available for open bookings, once you have agreed their attendance, your staff member can book themselves on to the course via the website. You will need to provide them with the relevant cost code for training in your school/department.

If your staff member subsequently cannot attend or wishes to cancel for any reason, you must notify ledev@kent.ac.uk prior to the activity date, so we can agree the cancellation.

Please be aware that non-attendance at any workshop or session booked will incur a charge to the department should this not happen.

Accredited courses

In discussion with your staff member you may identify that they could benefit from undertaking an accredited training course (an activity which provides a recognised qualification at the end). As line manager you may ask your staff member to identify potential providers and find out relevant costs. You will then need to consider the impacts of the various options in order to determine what will work best to ensure minimal disruption to the ‘day job’. You will then need to forward all the relevant information to your school/departmental Staff Development Contact.

In many cases, staff will be expected to make a minimal contribution towards the costs of this training and/or expected to undertake study in their own time, as it provides a qualification which will move with them and be recognised by other employers. The school/department will also able to request some financial support for this type of training from a central fund but you will need to discuss with your staff member how much funding they may be expected to contribute and how study time might be managed. The principles of time off to study, travel expenses and costs associated books and other resources can be found in the policy.

It will be important to discuss the need for a learning agreement with your member of staff, outlining the requirement to repay funding if they leave the organisation within two years of completing the qualification. You will be expected to complete the agreement template with them, ensuring they have signed it before passing the development request information to your staff development contact.

How will development be funded?

Development opportunities can be funded in three key ways; by the school/department, from the Central Development Fund (CDF) and/or by the staff member themselves. In many cases funding for development activities will be split between these three sources. (Please see worked example on page 8 of this document)

Schools/departments should consider the potential requirements for development budget during each annual planning round. To assist with supporting development the University provides the CDF which schools/departments can apply to on a monthly basis. The CDF will contribute 40% of the total amount on the monthly request placed by schools/departments, whilst funds remain available. The fund is finite each financial year and once it is allocated, no further funds will be available.

Applying to the CDF

As line manager you will be required to;

Consider and discuss the following your staff member;

- What are the objectives to undertaking the development opportunity?
- How will the learning activity positively impact the work currently undertaken or add value to the school/department, now or in the future?
- What practical effects could undertaking the development opportunity have and how could these be countered (for
example; need for time away from the office or increased requirement for colleagues to cover work in their absence)

- How much of a financial contribution can they make, if requesting accredited training
- The requirement to sign a learning agreement to allow for repayment of funding should they leave the University

You will also need to ensure all the relevant information related to the development activity being requested is sent to the school/department Staff Development Contact for consideration by the Head of School/department. We have provided a Development Request Form Template for you to use, for the required information, which includes:

- Options for providers and quotes for costs
- Rationale for any preferred delivery styles (eg. online or classroom) or preferred provider
- A drafted and signed Learning Agreement where the provision is accredited

The CDF:
- supports schools/departments in funding development opportunities
- will provide 40% of the total request made by any school/department in any given month (whilst funds permit)
- is finite and once allocated, will close until the next financial year

Your Staff Development Contact will be required to:
- collate the Development Request Forms provided for submission to the Head of School/Department for consideration
- once individual requests have been agreed and signed off by Head of School/Department the individual requests should be summarised on the Monthly CDF Application Form and sent along with any required Learning Agreements to L&OD by the deadline of noon 17th each month (or 17:00 on the Friday before the deadline if 17th falls on the weekend)
- notify all line managers which of their requests have been approved within the school/department and confirm how the funding is to be managed (see worked example)
- ensure line managers/staff members undertake required enrolment on the course and arrange for relevant invoicing processes
- notify L&OD of any courses subsequently not registered for, not progressed or withdrawn from at any stage

Head of School/Department (or nominee) will:
- Review individual requests for development opportunities in line with current agreed objectives/goals
- Consider and agree what level of funding the department will provide to cover the development opportunity
- Agree which development requests are to be approved for that month and sign the request forms

L&OD will:
- L&OD will calculate 40% of the total amount requested on the monthly form
- confirm back to your school/department the amount being paid from the CDF
- return a scanned copy of any approved, signed Learning Agreements for distribution to relevant staff members
- process a journal transfer for agreed CDF on or around the last working day of the following month.

Alternative Development Options
Job shadowing
This informal development activity can be beneficial to give staff practical knowledge and experience in a new area. Undertaking a period of Job Shadowing with a colleague from another departments/schools or even another team in the department helps to increase their understanding of processes, explore other roles and work areas, facilitate the breaking down of internal barriers across the
organisation and generally improve communication.

**Secondments**

Similarly to Job Shadowing, secondments (where a member of staff works in another role or team for a fixed period of time) can be an excellent way for your staff to develop new skills and expand their knowledge. The University has an Internal Secondment policy and procedure which will help you understand the framework for a member of your staff to undertake a secondment from their current role, into another. You should always discuss the objectives for undertaking a secondment with your staff member and gain understanding of how the anticipated learning goals will be applied and benefit their role, once they return after secondment. It is acknowledged that it is not always possible for you to release staff to undertake a secondment but you should consider any request carefully and in line with the secondment policy.

**Project Involvement**

Projects are another way for staff members to develop current skills, get involved in new areas of work, and focus on refining skills or specialising in certain areas of work.

Project work may become available as internal secondment opportunities advertised on the University website (see secondments) or within your own school/department/team. It is important to remain aware of your staff member’s areas of interest or development needs and consider these when new projects are starting up so they may be considered as development opportunities.

**Mentoring**

Mentoring can be a valuable way for your staff to benefit from insight and advice from more experienced members of staff. Mentoring relationships provide a truly individual way to address many development needs. Our Mentoring webpage will give you full information about what mentoring is and how staff can get involved.

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**Get involved in Mentoring;**

- Mentoring is a mutually beneficial, supportive relationship
- A member of staff more experienced in a particular area, activity or task supports another member of staff
- It can motivate, support and help both individuals to build confidence
- KEW-Net is a self-managed, professional mentoring and networking platform which allows mentees to find a suitable mentor

**Coaching**

Similarly to mentoring, coaching can be a constructive way for staff to develop confidence and problem solve, especially in relation to particular situations, challenges or at key stages in their career. The University has a number of trained coaches who may be able to undertake a period of coaching with staff. Alternatively, L&OD are able to advise on engaging with external coaches.

**L&OD Consultancy**

Schools/Departments may identify particular developmental support needs at certain times, for certain groups of staff.

Examples of these times may be;

- During organisational change processes (restructuring)
- As team composition changes
- When relationships or team dynamics have become strained
- When work processes, systems or external environments change
Worked Example

Department A has 3 requests for development opportunities in January.
- L3 Certificate in IT = £600.00 plus text books £60.00 and travel for 3 x study days in London @ £32.00 each. Total costs £756
- 1 day conference = £150.00 plus travel @ £56.00. Total costs £206.00
- 2 day non accredited presentation skills course = £350.00, no other costs. Total £350.00
- Total costs = £1312.00

The school/department would need to;
- decide if these development requests fit with their current strategic and operational goals or are essential for effective performance in the specific role
- review the total costs and determine what financial support can be provided by the department.

Remember the CDF could be asked to pay a maximum of 40% = £524.80 of the total costs. The remaining £787.20 would need to be agreed between the school/department and the individual members of staff making requests.

How do you decide and agree on how the outstanding £787.80 is funded?
Consider the following aspects;
- Review how the need has been identified – is the development directly linked to current performance in a role? Was it identified as a key requirement during RPD/appraisal or something the individual has flagged as a ‘would like to do?’ It would be reasonable to place more priority on supporting the former.
- Are there alternative ways to meet the development need? Have all internal options been reviewed, could internal specialists help with job shadowing/mentoring, are there more local courses available, are there online options?
- What development opportunities have each of the staff members had in recent years? Is this the first development opportunity they have requested or have they previously benefitted from funding?
- Is the provision accredited? Usually, it is more reasonable to expect a staff member to contribute to an accredited qualification or associated costs than for attendance at a conference, for example. The exception to this, is when training is due to a compliance or contractual requirement. Remember; a Learning Agreement will be required for these activities.
- As a school/department you have the ability to determine how to prioritise and allocate funds for development but it is key to have a consistent and fair approach for decision making. It is advisable to determine a clear and transparent process for managing development and creation of a development plan for the school/department is a useful way to manage this.
- If the school/department wishes to fund accredited training without additional financial support from the CDF a training agreement should still be completed and forwarded to ldev@kent.ac.uk so the funding can be logged for repayments should the staff member leave the organization and so the school/department can be re-allocated funding.
SUMMARY: STEP BY STEP PROCESS

Are there internal options available?

Is it a compliance or contractual?

Refer to your departmental Staff Development Contact

Complete online booking

Source available providers and collate info on costs/providers

Discuss requirement for Learning Agreement and potential for repayment of fees with staff member

Discuss potential for staff member to contribute to costs

Are they happy to continue on this basis?

Start to draft the learning agreement and pass all information to your departmental Staff Development Contact for

Collate all requests and information

Names of applicants
Type of development activity
Costs breakdown
Providers
Learning Agreements

Pass to Head of School/Department or nominee for approval

Finalise the CDF request form and return to L&OD by noon 17th of month

Arrange for payment direct with the supplier

Request journal transfer from L&OD once provider payments have been made

Follow the relevant guidance to set the opportunity in place

Contact Learning and Organisational development for advice/guidance

Have you identified a potential opportunity?

Yes

No

Review the Learning and Organisational Development website for information on options

Staff Development Requirement Identified

Does this relate to training or other learning activities?

Other learning activities

Training

Is it an accredited course or activity?

No

Yes

Start to draft the learning agreement and pass all information to your departmental Staff Development Contact for

Collate all requests and information

Names of applicants
Type of development activity
Costs breakdown
Providers
Learning Agreements

Pass to Head of School/Department or nominee for approval

Finalise the CDF request form and return to L&OD by noon 17th of month

Arrange for payment direct with the supplier

Request journal transfer from L&OD once provider payments have been made
CONTACT DETAILS

For further information about Staff Development opportunities and the Staff Development Policy, please visit the Learning and Organisational Development website.

Alternatively you can contact your designated L&OD representative, details of whom are available on the Who to Contact section of the HR website.