

**ISTITUTO MARANGONI LONDON
PROFESSIONAL DEVELOPMENT POLICY
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Professional Development Policy

1. Introduction

A key element of Istituto Marangoni's group mission is supporting and developing the potential of our teaching and administrative staff through constant and thorough training. The skills and knowledge of IML's people are core to achieving the school's goals of providing high quality education, training, research and delivering an excellent student experience.

IML recognises that the development of the staff body plays a crucial role in enhancing the school's capabilities and knowledge base, and is the key to the achievement of our strategic goals now and in the future. The school is committed to improving the efficiency and effectiveness of the individual and the institution by:

- Enabling staff to identify their professional development needs and goals;
- Embedding reflective practice by supporting staff to review and plan their continuing professional development;
- Supporting staff and others working with the school to acquire and/or update knowledge and skills which will allow them to perform their role to the highest possible standards;
- Helping staff to develop skills and/or gain qualifications which contribute to the achievement of IML's strategic goals and objectives;
- Support the development of teams and effective team working;
- Ensure that all learning and development activity is evaluated and the impact monitored to ensure the intended outcomes are realised.

Continuing professional development is an essential part of professional life and all staff have a responsibility, in conjunction with their managers, for ensuring that their knowledge and skills remain current over time. Most job roles evolve in response to internal and external factors and ongoing staff development enables individuals to develop the competencies required to adapt to these changes. As an institution, we are committed to maintaining the currency of our sector and subject knowledge and to meeting the needs of employers, students and staff.

2. Scope

Professional development includes any learning opportunity or activity which:

- Supports the ability of individuals and teams to deliver IML strategy;
- Enables staff to develop new skills or update the knowledge required for their current role, or for potential future roles within the school;
- Brings new insights, knowledge and skills into the school;
- Enhances the quality of teaching, assessment, programme delivery, learning support and professional services.

Professional development embraces all aspects of formal and informal training and development including: self-directed study, online or eLearning, face-to-face courses, webinars, workshops, seminars, conferences, coaching, mentoring, shadowing, secondment and exchange. Some training is mandatory and is required by an individual's terms and conditions of employment or contractor agreement, which will be provided and monitored by the HR department.

All staff employed by the school can access professional development opportunities, regardless of role or length of contract. Professional development beyond mandatory training is also available to those engaged

by the school on freelance agreements (typically those in tutor roles) for a minimum of three consecutive years.

This policy should be read in conjunction with the Research Strategy and Learning and Teaching Strategy, which include further guidance in relation to research and scholarly activities.

3. General Principles

- The school will provide professional development activities based on evaluation activities such as; probation meetings, individual target setting, peer observation, staff and student surveys, external examiner reports, annual monitoring reports, monitoring of sector developments and dissemination of good practice.
- All staff will have equitable access to appropriate professional development activities relevant to their role and individual objectives.
- All professional development activities delivered internally will uphold the principles of equity, equality, diversity and inclusion and will be designed to be both inclusive and accessible.
- The frequency and type of professional development opportunities offered internally will be dependent on the resources available in each academic year. A separate budget will be available each year to support individuals to undertake external development activities.
- All staff are expected to participate in appropriate professional development activities. Managers are expected to support and encourage all staff to reflect on their individual development and to participate in professional development opportunities relevant to their job role.
- Funding and/or study leave for professional development must be approved by an individual's line manager and where applicable the relevant budget holder.

4. Identifying professional development needs

Individual learning and development needs are identified in several ways:

- As part of the programme of induction;
- Through any development or update to the school's strategies, regulations, policies or procedures;
- Through periodic review by the school's validating body;
- In response to changes to the school's statutory and regulatory responsibilities;
- Through student voice surveys and other student feedback mechanisms;
- Through feedback from external examiners, unit leaders, programme leaders and director of education;
- From school development needs identified in IML Plan and strategy;
- From curriculum, programme, academic needs identified by the academic management;
- Through the annual departmental reporting process;
- In response to developments identified through sector networks and publications.
- Through the yearly performance appraisals

Managers are expected to discuss professional development with each of their staff members at least once a year during their end of year performance appraisal meeting, however a dialogue should be maintained throughout the year that enables additional development needs and opportunities to be addressed as they arise.

5. Responsibilities

There is a shared responsibility for professional development at IML as summarised below.

Individuals are responsible for:

- Regularly reflecting on their performance and their career aspirations and identifying relevant development needs.
- Discussing their development needs with their line managers during annual performance appraisals and one-to-one meetings and identifying development priorities related to personal, departmental and institutional objectives.
- Actively participating in approved development activities and subsequently applying and disseminating the resultant knowledge, skills or ideas within the school.
- Participating in the evaluation of internal development activities and providing feedback on the extent to which they fulfilled relevant development objectives.
- Raising any difficulties with the line manager or the HR team.

Directors and Department Managers are responsible for:

- Establishing a culture of learning and development, leading by example through a commitment to their own continuous professional development.
- Identifying development needs for their team(s) arising from internal and external change.
- Liaising with the HR department about the organisation of internal professional development activities.
- Providing appropriate resources for professional development activities.
- Ensuring that all staff members have equitable opportunities to access professional development activities.
- Ensuring that staff carry out the mandatory training required for their role.

Line Managers are responsible for:

- Ensuring that direct reports have regular opportunities to discuss their professional development needs and aspirations, including during end of year performance appraisal meetings.
- Providing constructive feedback on individuals' performance of their role.
- Identifying and prioritising individual and team development needs that take account of internal and external changes.
- Ensuring that individuals are able to take the time to engage in their own professional development, including approving requests for external activities, ensuring that there will be no departmental disruptions.
- Debriefing where appropriate to enable knowledge and skills to be shared within the school.

The Human Resources team is responsible for:

- Leading on the development, organisation and delivery of professional development priorities in line with IML's strategic goals.
- Undertaking ongoing training needs analysis in liaison with managers to ensure that the school's professional development offer is relevant and timely.

- Developing a programme of internal professional development activities that reflects the needs of the school, departments, teams and individuals.
- Arranging and track completion of mandatory training activities.
- Maintaining records of teaching staff qualifications.
- Managing applications to the central staff development budget.
- Ensuring that staff development activities are conducted in accordance with the school's EDI Strategy.
- Evaluating internal professional development activities to gather feedback and learning objectives are met.

6. Induction

To enable all staff to become effective and efficient in their role as quickly as possible, it is essential that all staff new to the school, or their role, receive a timely induction. This ensures that each individual feels informed, welcomed, valued and settled in their new role and enables them to perform most effectively. All new staff will be invited to an induction with IML HR, Facilities and other relevant departments to welcome them to IML and to give them an overview of the school.

A well-planned and executed induction should:

- Ensure new members of staff feel welcome;
- Provide an introduction to IML and its operations and give an overview of its purpose and current priorities within the context of issues facing higher education in general;
- Give an insight into the work of key departments and staff across the IML;
- Consolidate the individual's understanding of the duties and responsibilities of their role;
- Clarify job expectations and initial objectives;
- Provide important health and safety information;
- Introduce benefits, support services and sources of help;
- Confirm the programme of mandatory training and identify other immediate development needs;
- Discuss Other HR aspects and core messages about IML as a whole.

Each individual's induction programme will be designed by the line manager and tailored to the individual based on their skills and knowledge and the requirements of the role. Those with academic roles should be specifically directed to the school's Learning and Teaching Strategy and the Research Strategy.

7. Mandatory Qualifications

For some roles, such as teaching roles, individuals may be recruited subject to completion of a recognised teaching qualification within a specified period of time. In most cases the required training and assessment will be organised or funded by IML. It is the responsibility of every member of staff to keep their curriculum vitae up to date and at least once a year, to submit the latest iteration to Human Resources.

8. Staff Development Programme

Each year IML offers a core programme of internal professional development activities based on identified training needs. These activities may be available to all staff or staff in particular roles, and are publicised by email and on the school's learning and teaching resources site.

The professional development programme is developed by the HR department in consultation with managers and typically includes, in-house training events delivered by external experts, online training courses, Industry related events and training and workshops delivered by specialist IML staff, mentoring and coaching.

The school holds a number of institutional memberships of sector bodies, including Advance HE, QAA and GuildHE which enable all staff to access a range of free resources and events, and to attend additional events and courses at discounted rates. Professional Staff also have access to a wide range of courses through LinkedIn Learning.

The Professional Standards Framework¹ (PSF) developed by Advance HE is used by the school and its academic staff to identify opportunities to develop professional values, core knowledge and the areas of activity that support the delivery of effective practice. The PSF maps to the different levels of Advance HE fellowship, Associate Fellowship (AFHEA), Fellowship (HEA), Senior Fellowship (SFHEA) and Principal Fellowship (PFHEA). Individuals in teaching and academic-related roles will be supported to gain the appropriate level of fellowship, either through the completion of an accredited course, or through direct application to Advance HE, as determined by the Director of Education.

Where more appropriate, professional staff may also be supported to apply for fellowship of the Association of Higher Education Professionals (formally AUA).

9. Scholarly Activities and Research

All staff and freelance workers with responsibilities for teaching or supporting learning are expected to engage in scholarly activities and/or research in order to develop their practice and enhance the student experience.

Staff on full time or fractional contracts will be encouraged to engage in activities that enhance the currency of their knowledge and skills and make a contribution to the development of their academic or professional area regionally, nationally and internationally. Such activities may include:

- External examining
- Membership of peer review or accreditation panels
- External membership of panels and committees within other HE providers
- Consultancy to industry or policy making bodies
- International exchange
- Applying for or assessing national recognition schemes (e.g. National Teaching Fellowships)
- Writing for publication in books and scholarly journals;
- Presenting at conferences or symposia
- Studying for higher or research degrees;
- Applied/practitioner research;
- Pedagogical research;
- Participating in exhibitions and academic competitions;
- Applications for external research opportunities and bids;
- Participation in curriculum development events

¹ Advance HE, [Professional Standards Framework for teaching and supporting learning in Higher Education](#), 2023

All external scholarly activity must be agreed in advance with line managers to ensure their feasibility alongside a staff member's core duties.

10. Budgets

A professional development budget is allocated on an annual basis to support the needs of the school across all areas. All staff and tutors are able to apply for funding to help cover the costs of external courses and qualifications, attendance at conferences or network events and other one-off activities by completing a professional development expenses application form. The applicant is required to outline how the activity will benefit the individual, the department and the school, and to gain authorisation from their line manager. The level of funding allocated will depend on the nature of the activity, its expected impact and its relationship to the school's strategic goals.

Support for costs associated with research, publication and conference presentations is available via an application to the Head of Research.

For external engagements, it is expected that the external organisation will cover any expenses associated with undertaking the role.

11. Study Leave

Where a member of staff has been supported by the school to work towards a qualification relevant to their role, individuals may be granted study leave to attend a course or complete assessments, by agreement with their line manager. In some instances, adjustments to working hours may also be considered to facilitate attendance of learning activities and examinations.

12. Evaluation of Professional Development Activities

The school is committed to the continuous improvement of its professional development provision and actively seeks feedback from individuals and teams. Staff should be given time to reflect on their learning and to discuss these reflections with their line manager. The HR team or the organising department is responsible for all internal professional development activities are evaluated through a suitable questionnaire or another similar mechanism, in order to assess and improve effectiveness.