

Professional development

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Cross reference/related documents:	UAE Labour Law Offer Contract 1.0 Policies and procedures manual 4.0 Staff handbook 8.5 Annual appraisal 8.6 Academic promotions 9.2 Benefits 9.3 Leave 9.5 Conference and special visits	

1.0 Rationale and principles which this policy seeks to uphold

- 1.1 The University recognises that the quality, responsiveness and professionalism of its employees are inextricably linked to the achievement of its mission and strategic direction.
- 1.2 The University acknowledges that continuing professional development contributes to personal job satisfaction, workplace productivity, and recognition.
- 1.3 The University will have in place a framework that addresses individual aspirations and development needs.

2.0 Scope

- 2.1 Applies to all members of staff of the University.

3.0 Definitions

- 3.1 Staff development may be viewed as a continuous cycle which starts with recruitment and selection, induction, probation, guidance, mentoring, and practice. It is embedded in the annual appraisal process which provides feedback. It identifies further developmental needs and assesses career advancement opportunities either for lateral or vertical advancement in line with the organisational requirements and individual potential.

4.0 Policy

Responsibilities

4.1 The University:

- 4.1.1 expects all staff to keep abreast of developments in their own area and in higher education;
- 4.1.2 encourages professional development that is consistent with individual interests and those of the department or the faculty to meet the University's objectives;
- 4.1.3 provides appropriate support for staff seeking professional development, within its resource constraints;
- 4.1.4 supports the principles of equal opportunity that all staff are eligible for learning and development.

4.2 Members of staff of the University will:

- 4.2.1 strive to develop their capabilities as necessary to perform their role;
- 4.2.2 develop themselves and their careers, enhancing their performance in current positions and being prepared to assume additional responsibilities;
- 4.2.3 seek opportunities to upgrade the skills and knowledge and to constructively use the performance appraisal process to communicate developmental needs and strategies to their line manager;
- 4.2.4 adapt to change;
- 4.2.5 support the development of others.

4.3 Line managers will:

- 4.3.1 ensure that identified developmental activities are consistent with priorities and the requirements of the immediate job, the department or the Faculty, and the University;
- 4.3.2 offer leadership and support for professional development of staff reporting to them;
- 4.3.3 have primary responsibility for the management of professional development in their department or Faculty. To this end they will:
 - 4.3.3.1 encourage and counsel staff to manage and identify their career developmental needs;
 - 4.3.3.2 support them to pursue activities to meet those needs;
 - 4.3.3.3 recommend, assess and monitor the effectiveness of the staff development plans.

4.4 Human Resources will:

- 4.4.1 conduct induction for new members of staff;
- 4.4.2 provide staff handbooks and relevant information to new members of staff;
- 4.4.3 produce a budgeted professional development plan for the University, based on statements of professional development need contained in the outcomes of Annual Appraisals;
- 4.4.4 coordinate applications to attend conferences and other similar forums.

Formal mechanisms for monitoring professional development

- 4.5 The annual appraisal provides an opportunity to discuss professional development needs and to create strategies for resolving needs.
- 4.6 Professional development activities related to specific areas of an individual's function are monitored by the line manager within the annual appraisal process.
- 4.7 The University provides regular training, seminars, and workshops geared to the professional development of its staff. Staff are expected to attend these events.
- 4.8 Expectations:

Academic staff	
Demonstrate effective teaching and learning skills/processes	Engage in Peer Review at least once per year Maintain course files for modules taught Maintain a portfolio of all teaching plans, resources, self-reflections and measures to be taken based on student feedback survey responses
Participate in professional development activities	Attend at least one professional development seminar/workshop arranged by the University Reflect on seminars/workshops attended and outline implementation of what is learnt in portfolio
Contribute to the University's professional development activities	Deliver/teach at least one professional development session for peers, or Deliver/teach one study skills session for students within the Doctoral Training Centre
Administrative staff	
Participate in and contribute to the University's professional development activities	Attend at least one professional development session delivered or arranged by the University
	Are encouraged to deliver one skills session to peers/students