



STAFF TRAINING AND DEVELOPMENT POLICY

Introduction/ Principles

The UK College of English (UKCE) Staff Training and Development Policy and accompanying guidance notes, has been developed to provide a framework within which decisions can be made to the development of staff to achieve the College's overall vision, values and objectives. The identification of training and development needs is a principal purpose of all appraisal processes. UKCE believes that training and development is a continuous process and as such, staff training and development makes UKCE a more effective organisation.

The implementation of the Policy will involve monitoring and satisfying the development needs of individual staff members.

The College will make every effort, so far as resources permit, to ensure that College staff are able to develop professionally through investment in staff training and development as part of its overall Human Resource management strategy.

Staff training and development activities will take place, as far as possible, during office hours. Cover for College staff at training and development activities will be arranged where necessary.

The College will monitor and evaluate training and development activity so as to continually improve provision. As a result, all staff are expected to participate in the evaluation of training and development.

Staff undertaking training and development activities under this Policy may be expected to be given leave of absence without loss of salary to attend scheduled sessions and to complete any formal assessment. This must be discussed with the Head of Studies. Any additional study-leave should also be negotiated with the Head of Studies.

An evaluative written report on completion of any of the activity needs to be submitted to the Head of Studies and, where possible, any certificates of completion awarded.

Objectives

The objectives of the Staff Training and Development Policy are:

- To increase staff effectiveness in teaching, learning and research
- To motivate staff to achieve their full potential
- To provide a framework for staff training and development programmes
- To ensure that the Staff Training and Development Policy and provision is implemented through the continuous professional development (CPD) framework
- To ensure all staff have equitable access to training and development opportunities, appropriate to their roles



Staff training and development activities

The College will provide a range of training and development opportunities for staff according to their position. Training and development activities are divided into three categories:

- 1) All academic employees are required to attend two external training and career development courses per year.
- 2) All administrative and sales staff will receive regular in-house training courses on a quarterly basis.
- 3) All compliance and student support staff will receive regular updates on current changes affecting The British Council's accreditation criteria as well as those of English UK on a quarterly basis.

At UKCE, we also run Teacher Development (TD) sessions for staff every other Friday usually from 13.45 to 14.45. These sessions are to assist the development of EFL teachers both inside and outside UKCE. Attendance is mandatory for one session every month, but teachers are encouraged and expected to attend all sessions. Teachers are paid at their normal teaching rate for delivering a TD session. When attending and not teaching the sessions you will be paid at the admin rate.

If a teacher is interested in attending an external CPD session or thinking about extending their EFL qualifications, they can discuss this with the Head of Studies, to evaluate their options.

UKCE is committed to providing opportunities for staff development and will pay the fees of most CPD sessions. Teachers are required to attend at least one every six months and are strongly encouraged to demonstrate their own commitment to CPD by attending more sessions.

TEACHERS' OBSERVATION PROCEDURE

UK College of English believes it is the duty of all academic staff to deliver academic excellence in every aspect of teaching. It is therefore crucial that we maintain a professional manner and constantly review our skills and our knowledge of the many changes in education today. The aim of the Teachers' Assessment is to help teachers to continually develop their language teaching skills. The Academic Management team mould the continuous personal development (CPD) sessions to the needs of the teaching staff by using the outcomes of the teachers' assessments.

Formal observations are carried out by a member of the Academic Management team twice a year. Teachers are informed at least a week in advance. The exact time of the observation will be agreed between the Director of Studies and the teacher.

Teachers are encouraged to be observed in classes where they feel they might need extra support or new ideas etc.



A planned observation

The purpose is for the observer to see a well-planned and appropriately staged lesson with clear lesson aims that are achieved by the end of the lesson.

- The teacher will complete the lesson plan in the format provided. The observer will meet with the teacher and discuss the lesson plan, usually a few days before the observation. The observer could make helpful suggestions. However, should he/ she feel the lesson plan is inadequate, he/she may ask for it to be rewritten and this will be noted as part of the observation evaluation.
- The feedback will also include advice and an action plan regarding the teacher's strengths and areas to develop.
- The teacher is asked to evaluate their own performance by completing the reflections form.
- During feedback, both teacher and observer discuss the lesson and agree on an action plan. If a lesson is deemed below standard for the teachers' level of qualifications and experience, a second observation (possibly with another qualified member of the academic team) will be scheduled. A copy of the feedback is kept in the teacher's file as a measure of progress.

The grading criteria are as follows:

Grading Criteria

0-14: Below standard: The teacher has displayed insufficient skills, methods and techniques expected at their level of qualifications and experience. Where the teacher has scored low in particular areas, he/she is expected to develop and make changes to his/her teaching practice. Teacher development will be supported by the academic management team.

Fully achieved	1
Partially achieved	0.5
Not achieved	0

15-24: Standard: The teacher has displayed appropriate skills, methods and techniques expected at their level of qualifications and experience. The teaching practice shows room for improvement and the teacher is expected to undertake sufficient measures for further development.

25-30: Above Standard: The methodology and techniques applied in the classroom are of a high standard with clear benefit to the learners. The teacher is expected to share best teaching practices with their colleagues through peer observations, CPD sessions and mentoring.

Drop in Observations

Drop-in observations are carried out at any time and without notice, in order to ensure that high quality teaching is always delivered and that teachers are fully supported in their professional development. Teachers may be notified of the time of the drop-in observation usually the week in which it will occur, but the Academic Team reserve the right to conduct



an unannounced observation. Drop-in observations are also used as part of the action plan resulting from a planned observation.

Peer Observations

UKCE welcomes the use of Peer Observations as a useful tool in teacher development. It is the College's policy for each teacher to observe and be observed by a peer each year. It is hoped that the teacher being observed will use the feedback from the planned observation as a focus for peer feedback.

STAFF APPRAISALS

Every six months staff are given an appraisal by the Head of Studies or the Chief Executive. The staff appraisal is a performance review process that is an important part of the College approach to training and development. The staff appraisals provide a guide to identifying training and development needs, a plan as to how these should be addressed and an evaluation of the effectiveness of development activities previously undertaken. Therefore, UKCE's policy on training and development is closely related to that of the staff appraisals.

Outcomes

UKCE appraisal may include the following outcomes:

- Providing staff with enhanced job satisfaction and appropriate training.
- Clarification of the standards expected by all staff.
- Staff participation in the review of operational strategies.
- Reflecting on and evaluating staff performance within the last six months, to ensure the Continuous Professional Development (CPD) in order for training to meet the needs of the College.
- Identifying realistic, specific and jointly agreed objectives to achieve in the coming year.

Confidentiality

Confidentiality underpins the appraisal process. All College appraisals are consistent with the requirements of the Data Protection Act whereby appraisals are kept in staff files to which access is restricted. Appraisal records shall not be used by the College, unless by mutual consent, for any purpose outside the appraisal process.

All issues discussed within the appraisal are to be kept confidential between the staff member and the Chief Executive / Head of Studies. Any failure to uphold confidentiality of such matters may lead to disciplinary action by the College.

Appointment and role of appraisers

UKCE staff appraisals are only conducted by the Chief Executive and the Head of Studies.



Appraisers are required to be aware of their responsibilities under the equal opportunities legislation to ensure no discrimination in the conduct of the appraisal. In addition, appraisers are required to have a sound knowledge and understanding of the job description of the employee and appraisal procedures.

The role of appraisers is to: (1) offer a supportive and positive approach towards employees during the appraisal and (2) ensure clear arrangements are made for data collection and the appraisal interview.

Staff and management may agree to conduct appraisals more frequently should they feel the need to do so. In such circumstances, the following need to be adhered to: (1) A reasonable period of notice of no less than two weeks of a new appraisal date will be given to the staff member to allow for adequate preparation and (2) the Chief Executive / Head of Studies will provide the staff member with a self-assessment form to allow them the opportunity to evaluate their progress during the previous months.

Appeals

Employees have a right of appeal against any of the entries in the written appraisal report. Where an employee believes that the feedback received from the appraiser is unduly negative, or disputes the assessment of their performance, then the employee is encouraged to exercise their right of appeal and discuss concerns with the relevant appraiser.

Structuring an appraisal interview

Continuous staff appraisals are vital to help members of staff continue working at a level that is both satisfactory to them, to the company and as part of their continuous professional development (CPD).

Appraisals should be given by the employee's line manager at the following times:

- Probationary review is conducted after an employee's initial 3 month probation (or during the employee's probation, if deemed necessary)
- At the end of the employee's first full year of employment
- Bi-annually thereafter

If a problem arises during any appraisal, managers should ensure to schedule another review appraisal 3 months later to ensure the issue is resolved.

Preliminaries

- Take time at the start of the interview to relax the employee and establish rapport.
- Explain the purpose and scope of the interview and what the intended outcomes are.
- Remind the employee of the overall objective of appraisal, i.e. that it is intended to assist the employee to maximise his or her job performance, both for the employee's benefit and for that of the organisation as a whole.
- Clarify the main duties of the employee's job and his or her areas of responsibility.



- Recap on the objectives and targets that were set for the year.

Performance review

- Before providing feedback, encourage the employee to put forward his or her views about performance.
- Discuss aspects of good performance first.
- Give sincere praise for good performance. Use examples, and place particular emphasis on any tasks that required special effort.
- Discuss how far agreed targets have been met.
- Discuss any instances of poor or below-average performance, and the likely causes. Use specific examples and ensure that the discussion is frank and considers the problem areas in detail.
- Explore any constraints that may have prevented performance to maximum capacity, and their causes.

Discussion of the future

- Discuss and agree any training and development that would benefit the employee in the coming year.
- Discuss and agree any action that the employee needs to take to improve performance.
- Discuss and agree objectives and targets for the future, and how these will be assessed.
- Give the employee the opportunity to discuss his or her career aspirations and aims by asking the employee where he or she would like to see him- or herself in the short, medium and long term. Take care not to raise false hopes or make promises that perhaps cannot be kept.
- Share with the employee any plans that the employer has which may affect the employee's work and his or her aims.
- Refrain from making an assumption that an older employee may retire in the near future

Close of interview

- Summarise what has been discussed.
- Summarise the action points that have been agreed.
- End the interview on a positive note.

Good feedback, including the giving of constructive criticism, is essential to an employee's development and is a fundamental element of effective appraisal interviews. Line managers should ensure that they provide their employees with regular feedback throughout the year, not just at the time of the appraisal interview.

The key rules for making criticism constructive are to concentrate on the person's actions or behaviour, not his or her personality, and to concentrate on the future and not the past. The aim should be to correct, not to punish.

In giving criticism the line manager should:

1. Future Facing
2. Achievement through quality
3. Supporting a global community
4. Commitment to the individual

- give criticism promptly after the event to which it relates;
- ensure that the criticism is clear and specific;
- avoid generalisations;
- use specific examples;
- remember to ask for the employee's input and be prepared to listen without prejudging;
- deliver criticism objectively and unemotionally, ensuring that no annoyance or disapproval is implied;
- make sure that the employee understands what he or she has done wrong, why it is wrong, and how he or she should do it next time;
- explain the effects of the employee's actions or behaviour on colleagues, the department and/or the organisation as a whole;
- encourage the employee to take full responsibility for his or her actions;
- make it clear that he or she wants to work with the employee to seek solutions to any problem areas;
- let the employee know if, in the manager's opinion, the employee is capable of improvement;
- since receiving criticism is difficult for most people, and there is a high chance that misunderstandings may arise, check after giving criticism that it has been fully understood;
- where possible, use praise to cushion criticism;
- finally, end the conversation with a positive statement, for example one about the manager's confidence in the employee's overall competence to perform the job.

Setting objectives

If an employee is to be able to perform to the best of his or her ability, the manager should ensure that clear and specific objectives are identified and agreed. There are three overlapping areas for objectives:

- **Job objectives:** Targets defining specific tasks to be completed or projects that the employee agrees to achieve. Job objectives would be relevant no matter who was performing the job in question.
- **Career objectives:** The setting of projects that will assist the employee's future career development.
- **Skills-related objectives:** Areas in which the employee agrees to take specific action to develop his or her skills, for example the goal of becoming proficient to a defined standard in the operation of a new computer system. Such objectives will be specific to each individual.

Having clearly defined objectives will give the employee a sense of direction and be likely to create commitment and enhance motivation.



Objectives should:

- clearly define what is to be done;
- clearly define the end result that is expected;
- be expressed in precise terms;
- where possible, be measurable;
- be agreed with the employee;
- be set at a level that the employee believes to be realistic and achievable;
- challenge the employee;
- have a realistic time deadline placed on them.

POLICY IMPLEMENTATION PROCEDURES

The responsibility for identifying training and development needs and carrying out agreed training and development activity is shared between the Head of Studies and the Chief Executive. In certain circumstances, members of College staff may seek training and development outside the agreed activities organised by management.

Mechanisms are in place to identify training and development needs according to the categories mentioned above and these are summarised in the College training and development plan.

The Head of Studies or the Chief Executive will construct a training and development plan based on the needs identified and in consideration of budgetary constraints.

Budget

The budget for training and development activities is set by management. The budget is based on College resources and according to the training and development plan. The mandatory budget allowance per training per staff member is £50 for a six month period.

Where staff members wish to engage in additional training and development activities outside the plan and require College funding, such activities need to be discussed in advance with management and are subject to availability of funds and management approval.

Continuous Professional Development should:

- improve staff morale and motivation
- lead to an entitlement of professional development according to need
- be regarded as a positive rather than an enforced action
- encourage the development of confident and professional judgement among staff
- increase staff's participation in decision-making and develop their involvement
- identify the resources and facilities needed to support staff

Although there is a minimum requirement of two external CPD sessions per teacher per year, there is an expectation for teachers to go more often than this and to take a proactive



approach to their own development within the EFL field. The Head of Studies will consider this in staff appraisals if staff members seem to be adhering to the bare minimum.

Entitlement

All members of staff and management in our school are entitled to professional development opportunities. These opportunities are linked to local and national priorities such as:

- Assistance in achieving teaching qualifications, such as the DELTA
- Guidance for newly qualified and experienced teachers as appropriate
- Training programmes relevant to other employees' field of work, e.g. administrative courses, database training workshops, shadowing
- British Council best practices

UKCE ensures that all staff and management have equality of opportunity without discrimination in seeking the highest level of personal achievement

DELTA Funding

UKCE supports its teachers through yearly appraisals and classroom observations, and offers them appropriate training through regular internal and external CPD sessions. This commitment to their progress also includes supporting teachers who would like to do the DELTA.

If a teacher would like to be funded, UKCE will loan half of the DELTA fees under the conditions that the teacher:

- has worked at UKCE for a minimum of one year
- has passed a successful appraisal
- has shown growth & development through observations and attending CPD programmes both internally & externally
- is able to contribute to half of the funding contribution and UKCE will contribute the second half.

The trainee will be bound to complete the DELTA training within a period of 26 months. The company pays the full amount of the course to the training institution and will fund the trainee to the extent of 50% of those course fees. The remainder of the total sum will then be paid back to the company by the trainee on a monthly basis through their payroll.

The teacher will have to reimburse the loan amount in full under the following circumstances:

- If he / she leaves before completing their 26 month period
- If he / she does not pass the DELTA successfully

Reviewed in October 2019. Reviewed annually or more often if required