

Document Title	Professional Development of Teaching Staff
Policy Area	Area 4: Staff Recruitment, Management and Development
Document Code (version #)	QAP4-4 (V2.0)
Applies to	<input type="checkbox"/> All <input checked="" type="checkbox"/> Specific (<i>Teaching Staff</i>)
	<input checked="" type="checkbox"/> Staff only <input type="checkbox"/> Learners only <input type="checkbox"/> Staff and Learners

Document Owner	Director of Quality and Academic Affairs
Approved by	Academic Council

Approval date	14/12/18
Effective date	17/12/18

Related legislation, policies, procedures, guidelines and local protocols	<p>This policy has been designed with due regard to the following:</p> <ul style="list-style-type: none"> - Core Statutory Quality Assurance Guidelines (2016), Quality and Qualifications Ireland - Sector Specific Independent/Private Statutory Quality Assurance Guidelines (2016), Quality and Qualifications Ireland - Qualifications and Quality Assurance (Education and Training) Act 2012 - European Association for Quality Assurance in Higher Education (ENQA), et. al (2015), Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
--	--

Table of Contents

1. Purpose	3
2. Scope/Application	3
3. Definitions	3
4. Responsibility	3
5. Policy	3
6. Procedure for Monitoring CPD of Teaching Staff	4
7. Policy Monitoring	5
8. Document Control.....	5

1. PURPOSE

This document outlines the purpose, scope, responsibilities, and monitoring/approval mechanisms with respect to Continuous Professional Development (CPD) of teaching staff.

2. SCOPE/APPLICATION

This policy / procedure applies to all teaching staff (Programme Directors and Tutors).

3. DEFINITIONS

- **Continuing Professional Development (CPD)** refers to the skills, knowledge and experience gained both formally and informally by teaching staff during a person's working life and the tracking and documenting of same.

4. RESPONSIBILITY

The responsibility for on-going training and personal and professional development rests with the Tutor. However, this is monitored and supported by the Training Partner and SQT through discussions at Programme Boards, staff development meetings and the annual review of Tutor CPDs by the Programme Director and SQT.

Where possible, SQT will work closely with Training Partners to facilitate Professional Development opportunities across its Tutor cohort. Examples are as follows:

- All Tutors are afforded the opportunity to attend any SQT training programme at a nominal fee.
- A Tutor training day is organised by SQT annually. All staff involved in the delivery of SQT programmes are expected to attend and are invited to make suggestions on items to be included on the agenda. The event usually includes workshops, presentations and open reflective discussion amongst internal SQT staff, Programme Directors and Tutors. At the end of the training day, those involved are asked to complete an evaluation form and provide suggestions for future events.
- Specific training and / or webinars to support programme or organisational developments are organised by SQT, as required.

5. POLICY

SQT recognises that staff development and training is a necessary and valuable commitment to ensure that Tutors remains abreast of advances and developments in their field. SQT require that all Tutors undertake a minimum of 3 days CPD annually. This may comprise formal and informal methods and

must include both pedagogical and technical (subject matter) skills. Examples of CPD activities are set out in Table 1 below.

Updating Teaching & Learning Skills	Updating Subject Area / Specialism
Mentoring new colleagues / Tutors	Gaining further qualifications in your subject or industrial expertise through accredited courses
Acting as an Observer in Peer Review sessions	Being a member of a special interest group or professional body
Peer coaching (coaching others and being coached in your subject or vocational area)	Presenting / attending conferences / seminars in your subject area
Sharing teaching ideas and resources with other Tutors	Annual SQT Tutor training day, benchmarking or site visits
Participating in seminars associated with all aspects of teaching and learning such as educational technology etc.	Planning or running a staff development activity
Formal education – Teaching and Learning courses	Reading and reviewing books or journal articles
	Publication in professional and peer reviewed journals.
	Work based learning and engagement with the relevant professional bodies
	Action based research and publications in collaboration with learners

Table 1: Examples of CPD Activity

6. PROCEDURE FOR MONITORING CPD OF TEACHING STAFF

1. Each Tutor records details of all training and other relevant professional development in the SQT Tutor CPD log.
2. This log is reviewed and approved by the relevant Training Partner prior to submission to the Director of Quality and Academic Affairs in January each year.
3. CPD Logs for Programme Directors are reviewed and approved annually by the Senior Management Team.

7. POLICY MONITORING

Responsibility	Frequency	Methods
Director of Quality and Academic Affairs – Document Update	Per QA audit schedule	- Review of documentation as set out in QAP2-1: Ongoing Review and Update of QA Documents.
Director of Quality and Academic Affairs	Annual	- Review of CPD logs. - Review of minutes of Programme Board Meetings.
Training Partners	Annual	- Review and Sign off of Tutor CPD logs. - CPD Needs Analysis with Tutors. - Review of Minutes of Team meetings.

8. DOCUMENT CONTROL

Version No	Approval Date	Description of Revision	Originator	Approved By
2.0	14/12/18	Policy and procedure updated to add Training Partner approval for CPD logs prior to submission to SQT.	Senior Management Team	Academic Council

