Document Title	Professional Development of Teaching Staff
Policy Area	Area 4: Staff Recruitment, Management and Development
Document Code (version #)	QAP4-4 (V4.0)
Applies to	☐ All ☒ Specific *(Teaching Staff)*
	☒ Staff only ☐Learners only ☐ Staff and Learners

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

Approval date	15th November 2024
Effective date	18th November 2024

Related legislation, policies, procedures, guidelines and local protocols	This policy has been designed with due regard to the following:
	- 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)
	- Statutory Quality Assurance Guidelines for Blended and Fully Online Learning Programmes (2023), QQI

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1. PURPOSE

This document outlines the purpose, scope, responsibilities, and monitoring/approval mechanisms with respect to Continuous Professional Development (CPD) of teaching staff, including those delivering both on-site and online programmes.

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.

SQT will work closely with Training Partners to facilitate Professional Development opportunities across its Tutor cohort. Examples are set out in Section 5.

5. PROFESSIONAL DEVELOPMENT OPPORTUNITIES

SQT offers a variety of professional development opportunities for Tutors internally and through external professional bodies and communities to enhance their skills and foster a collaborative learning environment. Examples of these opportunities include:

- **Attendance at SQT Courses:** All Tutors are afforded the opportunity to attend any SQT training programme at a nominal fee.

- **Tutor Community of Practice:** This forum was created to provide an opportunity for discussion and collegial support amongst all Tutors, including virtual training and webinars delivered by internal and external experts and online discussion groups to facilitate support and collaboration among Tutors. Recordings of all sessions are made available on the Tutor Portal.

- **Peer Review of Teaching Staff:** Policy **QAP4-2: Peer Review of Teaching Staff** focuses on improving teaching through instructional mentorship and development. The introduction of online delivery and video conferencing platforms enhances opportunities for Tutor observation and peer review.

- **Tutor Resource Portals:** A key information resource for Tutors is the Tutor portal on Moodle. The Portal brings together learning and development resources in one central location. It includes an area where Tutors can share their knowledge and learnings with colleagues. Additionally, QA guidelines, internal documents, forms, and operational items are easily accessible within the portal. A specific UDL portal for Tutors has also been developed.

- **Online Instruction Training:** Workshops on effective online teaching strategies, including engagement techniques, online assessments, and online classroom management are delivered through the Tutor Community of Practice. This includes the use of various educational technologies and platforms to enhance online teaching. In addition, developing subjects such as Artificial Intelligence (AI) are also included.

- **Webinars and Online Conferences:** Participation in webinars and online conferences focused on the latest trends and best practices in online education is encouraged.

- **Universal Design for Learning (UDL) Training**: Workshops and courses on UDL principles to create inclusive learning environments that accommodate diverse learner needs in both on-site and online classrooms.

- **Professional Learning Networks (PLNs):** Access to online communities and professional learning networks to share experiences, resources, and support with other virtual educators.

6. 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 requires all Tutors to undertake a minimum of 3 days CPD annually. This CPD can be achieved through both in-person and virtual methods, ensuring a blend of pedagogical and technical (subject matter) skills tailored for both on-site and online environments. Examples of CPD activities are set out in Table 1 below.

Updating Teaching & Learning Skills
Mentoring new colleagues / Tutors
Acting as an Observer in Peer Review sessions
Peer coaching (coaching others and being coached in your subject or vocational area)
Sharing teaching ideas and resources with other Tutors
Participating in seminars associated with all aspects of teaching and learning such as educational technology etc.
Participating in SQT Tutor Community of Practice sessions
Formal education – Teaching and Learning courses
Updating Subject Area / Specialism
Gaining further qualifications in your subject or industrial expertise through accredited courses
Being a member of a special interest group or professional body
Presenting / attending conferences / seminars in your subject area
Annual SQT Tutor training day, benchmarking or site visits
Planning or running a Tutor development activity
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

7. 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, which should include activities specific to online teaching.

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.

8. 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.

9. 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
3.0	25/11/22	Inclusion of Section 5 – Professional Development Opportunities	Senior Management Team	Academic Council
4.0	15/11/24	Updated to include specific professional development for online delivery.	Senior Management Team	Academic Council