General Policy G08 Staff Development Policy

1.   Purpose

The purpose of this Policy is to provide sustained and targeted support for staff professional development activities which lead to the acquisition and development of knowledge, skills and expertise that are relevant to the changing demands of the vocational and higher education environments and which are aligned with the strategic priorities of SAE Institute.

2.   Scope

This policy applies to all campuses and operations of SAE Institute in Europe, Licensed operations and campuses offering programmes in collaboration with Middlesex University.

3.   Associated Policies and Procedures

This policy should be read in conjunction with the following policies and procedures:

- Strategic Directions
- A01 Academic Standards and Quality Assurance
- A02 Quality of Learning, Teaching and Assessment Policy
- G01 Code of Conduct

4.   Principles

SAE recognises that its continued status as a world leader in education and training in the fields of creative media technologies will be heavily dependent on the ongoing excellence of its staff. The Institute is committed to the provision of opportunities and support for staff development in order to ensure that staff are best able to serve the needs of students and industry. Support for development activities related to extending current disciplinary and technological knowledge, professional expertise, and learning and teaching skills to ensure the effective transmission of knowledge and encouraging self-directed lifelong learning for students and staff will have the highest priority.

It is characteristic of SAE that many staff members have outstanding credentials through industry experience and professional expertise. Further, given the relative 'newness' of the 'disciplines' in which SAE works, it is not surprising that, on the world market, there are few who have both outstanding industry credentials and high-level academic recognition. Currently, world-wide demand for 'hands-on' training in these creative media areas (a hallmark of SAE's style of education and training) is increasing at a speed significantly greater than the current development of properly experienced and qualified staff. Therefore, as SAE Institute moves to provide more higher education courses, particular support for staff to make a successful transition on many campuses to working within the environment of higher education will be needed.

We are moving from a "know what" to "know who and how" world and recognise that significant learning will take place in the context of the daily work. We recognise the power

of social and experiential learning and we commit to increasing awareness that significant learning happens through practice in the workplace. To help our staff thrive in this environment a 70-20-10 framework was introduced as a model and incorporated into the SAE Performance and Development Planning Procedure. The designation of the framework is set out in the table below:

70% (Experiential Learning)	20% (Social Learning)	10% (Formalised Learning)
Learn & Develop through experience	Learn & Develop through others	Learn & Develop through structured courses & programs
- On the job experience - Apply new learning in real situations - Complicated problem-solving – special assignments - Project Reviews, reading guides and manuals - New accountabilities, increased autonomy/control - Exposure to other departments/roles - Committee and Working Party membership	- Mentoring - Coaching - Informal feedback - Internal & external networks - Teamwork - Professional Memberships - Staff Meetings - Peer Groups	- Structured programmes - Activity-based workshops - Seminars and masterclasses - skills training - E-learning modules and courses

SAE as a niche organisation, will commit to providing the opportunities to apply new skills in real situations and to reflect and learn from research, projects and assignments focused on new product offerings and new initiatives. SAE will provide opportunities to work in a regional as well as a functional context as part of an international organisation, offering both cross-regional/cross-functional work opportunities and by fostering equal opportunities for long-term careers across the Navitas Group.

As a matrixed structured organisation, SAE offers opportunities for staff to learn through functional and regional partnerships, teamwork and collegial activities, strong governance structures, professional memberships and promoting internal and external networking.

SAE provides support for staff development and will actively encourage staff to take advantage of this support complementary to SAE's strategic growth plans. Opportunities for completing higher degrees, professional qualifications, research, publication, and active professional dialogue is supported, taking full advantage of the facilities available throughout SAE.

These development principles apply equally to all. The major objectives of the SAE professional development strategy are to:

- Increase the capacity of the individual staff member and the organisation to meet the ongoing requirements for both higher education and vocational training
- Enable all staff to develop a practical understanding and application of a higher education learning culture
- Enable faculty to deepen and broaden expertise in content knowledge, and best practice teaching and learning strategies for higher education
- Enable staff to effectively implement policy and procedures relevant to a higher education provider, and
- Promote a culture of continuous and free intellectual inquiry.

5.   Staff Needs Assessment

Annual performance reviews will be carried out for all staff and will involve retrospective evaluation of performance and achievement and assessment of prospective development needs. In the annual review of performance outcomes and developmental need, SAE takes into account:

- The assessment of senior staff and peers;
- Informed views by external examiners, industry and representatives of professional bodies;
- Staff performance and ability measured against prescribed sets of accountabilities, competencies, critical success factors, key performance indicators and criteria in role;
- Feedback gleaned by formal and informal interview, discussion with students and student representatives, and the results of student questionnaires and other feedback mechanisms;
- The quality of service already rendered.

Campus Managers are responsible for the organization and conduct of annual performance reviews for all campus staff. Part of this review process will include assistance with individual professional development planning for each staff member for the twelve months ahead related to their performance and their needs in relation to their assigned responsibilities, and subsequent performance reviews will assess progress with those objectives.

6.   Development Strategies

SAE sees the primary aim of staff development as the need to align staff development with the strategic aims and development plans of the Institute. SAE therefore recognises that the employer and employee have a mutual responsibility for staff development, and views staff development as a self-directed activity proactively supported by SAE.

This is a two-stage process involving:

- *Career Planning*: The employee's development of a career plan through the analysis of their own aptitudes, skills, qualifications, interests and values.
- *Career Management*: Support provided by the Institute, through the mechanisms outlined below, to produce a better workforce to address strategic priorities.

In implementing staff development procedures, SAE seeks to:

- Provide targeted opportunities through the design, delivery and coordination of in-house workshops and professional learning opportunities at the workplace;
- Expand upon current collaborative arrangements and partnerships with a view to creating staff development programs designed specifically for the unique learning environment catered for by SAE;
- Prioritise planned activities within realistic resource constraints;
- Increase awareness, amongst its employees, of the development opportunities available;
- Make development programs available to all staff;
- Regularly update and review its staff development procedures.

7. Professional Development Activities and Approval

Following is a list of Professional Development activities that may be supported by SAE Institute which is illustrative and not intended to be exhaustive. It is important to stress that the provision of support for any of these activities will depend on the individual's approved performance review outcomes, the needs of the organization and any prevailing resource constraints or opportunities.

In principle, any levels of support to be provided and any approved related expenses should all be planned, discussed and approved before any commitments are made or activities undertaken.

Onboarding

It is the responsibility of the SAE Institute to ensure that effective arrangements are made for the organisation of a series of induction sessions of new members of staff. Such programme should constitute an equal balance of information, stakeholder meetings and activity and will include but is not exhaustive to a general introduction to SAE Institute and the internal network of support for each role, the relevant local Campus operations and programmes, and the role of the specific position. Where appropriate, it should also include an initial discussion of development needs and opportunities in terms of soft skills and hard skills training.

Courses, conferences and seminars

SAE Institute provides targeted in-house training sessions and workshops to all full-time and part-time staff and encourages relevant staff attendance at qualification courses, short courses, conferences and seminars. Time off may be granted to full-time staff for attendance

at courses and other development events and, where appropriate, for taking examinations, guided by the principles of this policy.

Leave of absence

The Campus Manager in consultation with other staff may approve leave of absence for Professional Development purposes for up to one day, but should consult with the Regional Manager over longer periods.

Curriculum development

Academic staff may be included in teaching, learning and curriculum development projects for SAE which relate to their areas of expertise, and this may involve approval of allocated time for such activities.

Job enhancement

Opportunities exist for staff to undertake special responsibilities or projects to enhance their experience. Special projects can arise which a member of staff can be asked to undertake individually or as a member of a team, and which can involve partial or complete absence from their normal duties.

Secondments

A member of staff may be seconded to another part of the Institute or to an external organisation. This may include industrial exchanges to enhance staff professional knowledge of current or future industry priorities. Such arrangements need to be discussed initially with the Campus Manager, and final approval with the Regional Manager.

Research and further relevant qualifications

Research seeks to advance knowledge and understanding and is, therefore, developmental by its nature. It is important to SAE Institute that the importance of research is recognised, and therefore staff may be assisted in relevant research projects with resources and in-kind support. Staff are also encouraged and supported to gain further qualifications relevant to their areas of teaching expertise and these may involve postgraduate research degree programs.

Professional Practice

Professional practice can serve a range of objectives and needs for maintaining industry currency for SAE Institute academic staff and can be an approved developmental activity.

Peer Observation

It is essential that all teaching staff continue to enhance their skills as lectures. A mechanism used to continuously evaluate teaching quality can be by way of observation and feedback.

Campus Academic Coordinators are responsible for the implementation of this practice and have the necessary documents.

8. Annual Reporting

All staff development activities, as an integral component of performance planning and review, are to be monitored across SAE Institute campuses, and a yearly summary of all professional development activities undertaken should be maintained by the Campus Manager and collated for the region by the Academic Manager.

9. Policy History

Last Review: February 2012

Policy Review Date: 1 December 2017