



BISHOP GROSSETESTE UNIVERSITY

Document Administration

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Version Control Table –

Version Number	Date Authorised	Summary of Key Changes
1.0	July 2016	New Policy
2.0	May 2022	Updates to terminology e.g., reference to Heads of Schools replaced by HoPs, HEA replaced by AdvanceHE, PAT scheme renamed DELTA. The revised policy also provides for the inclusion of apprenticeships within formal qualifications and greater clarity on nature of training, learning and development provided.

A. Staff Learning and Development Policy

1. Purpose and Scope

- 1.1. For Bishop Grosseteste University (BGU) effective staff learning and development contributes to the achievement of our objectives and benefits the individual and the institution as a whole. Continual learning development of the staff community facilitates the provision of a high quality, supportive educational experience for our learners / learning community.
- 1.2. This policy has been developed, is aligned to the [University Strategy 2019-25](#) and reflects a belief in the need to develop all permanent and fixed-term employees, whether on a full-time or part-time basis.
- 1.3. It is based on the principles that:
 - 1.3.1. the workforce as an asset for which investment is required
 - 1.3.2. staff training and development opportunities will be based on the business needs of the University and reflected in decisions about investment in them
 - 1.3.3. line managers have a key role to play in people development
 - 1.3.4. all employees have the potential to grow, both in their work role and personally, and that the University will seek to provide opportunities to enable this growth
 - 1.3.5. responsibility for training and development should be shared between the University and its workforce with staff members taking some ownership of their own development supported by their managers and the University as a whole
 - 1.3.6. appropriate procedures are provided to plan, deliver and evaluate training and development activity
 - 1.3.7. there is regular review of overall level of investment in staff training and development to ensure that adequate and appropriate resources are provided
 - 1.3.8. training and development activities are aligned with sector standards and the expectations of external professional bodies and regulatory organisations.

2. Aims of the policy

- 2.1. The aims of the policy are to ensure that:



- 2.1.1. the University's objectives are met
- 2.1.2. each employee understands what their role involves
- 2.1.3. employees are prepared and equipped to deal with changes
- 2.1.4. each employee is encouraged to develop personally and professionally.

3. Mechanisms for Identifying and Planning Staff Learning and Development

- 3.1. Development needs may be identified at several levels – for the University as a whole, for a team or department, and for the individual.
- 3.2. Mechanisms are in place to identify needs at each of these levels (see 3.3 to 3.5 below). Collectively, these needs will be summarised in an annual Learning and Development Plan.
- 3.3. Institutional Level
 - 3.3.1. Learning and development objectives will be aligned to strategic priorities in the *University Strategy 2019-25*. The Human Resources (HR) Department will also consult with the Senior Management Group (SMG) to ensure that internal and external priorities are considered.
 - 3.3.2. The University is committed to reviewing training initiatives so that relevant training and development is provided for skills in specific job areas, where work procedures have changed, or where new standards are introduced.
 - 3.3.3. The University will make use, where appropriate, of e-learning, and training will be provided to staff in how to access materials in the workplace or remotely.
- 3.4. Department / Team Level
 - 3.4.1. Learning and development needs will be identified by line managers and recorded through the business planning cycle and the associated workforce planning process.
 - 3.4.2. Sources of information are likely to include individual performance review documentation, informal and formal discussion within teams, local priorities, and feedback from staff and student surveys.
- 3.5. Individual Level



- 3.5.1. All new members of staff and all those changing job role will receive an induction to their job role. The University provides a full programme of general induction training, as well as health and safety, safeguarding and Prevent (which are set out in separate policies).
- 3.5.2. The annual performance review process is the main vehicle for recognising and planning learning and development. It consists of a yearly meeting and mid-year review. The process also records the employee's engagement with development needs identified.
- 3.5.3. Annual performance review is a formal process required of all employees to reflect on the previous year's objectives and outcomes, set objectives for the next year and identify learning needs to develop their role.
- 3.5.4. All employees have regular team meetings and 1-2-1 meetings through the year to discuss on-going performance and to reflect on and implement development learning undertaken.
- 3.5.5. Line managers are encouraged to provide coaching and mentoring support for staff who are undergoing training and development. They also have a responsibility to ensure that the skills and knowledge of more experienced staff members are shared with less experienced employees to ensure that learning occurs in a planned way, to provide succession planning and to avoiding essential knowledge and skills being held by one person only.
- 3.5.6. Employees can request training and development at any time but this will usually be done within the performance review process (see 3.5.2 and 3.5.3). Employees should channel requests through their line manager. Final approval for training and development will be made by the Director of HR.

4. Training, learning and development initiatives

- 4.1. Training, learning and development needs of employees reflect the diversity of roles across the University. Some require engagement with specific targeted training activity whilst others are required to enhance their development through self-determined scholarship, research, knowledge exchange and professional practice activity.
- 4.2. The University provides a range of training, learning and development opportunities to staff:
 - 4.2.1. Opportunities relating to the enhancement / updating of the knowledge and skills for an employee's current role. These include technical training (e.g., use of software packages) and specialist training relating to the skills that employees require. It is expected that academic and professional support staff engage with self-determined development activities such as webinars, workshops, conferences, professional practice networking events as well as self-enquiry (see appendix A).



- 4.2.2. Opportunities leading to a professional or academic qualification. The University encourages employees who wish to do so to pursue continuous professional development and where appropriate to gain further qualifications (e.g., Degree Apprenticeships, first degrees, EdD, PhD awards) and professional certification or accreditation (e.g., Advance HE Fellowship, CMI accreditation).
- 4.2.3. Opportunities that have a specific management or supervisory focus. These include internal and external courses on manager development, supervisory skills for line managers, and leadership development programmes.
- 4.2.4. Mandatory training. This includes courses relating to health and safety (e.g., manual handling, risk assessment, fire safety, first aid, food and hygiene regulations) and to safeguarding and Prevent.

4.3. Decisions on the suitability and applicability of programmes will be determined through the annual performance review process, during which individual training and development needs are identified within a personal development plan. Progress on the acquisition and implementation of new skills and knowledge will be monitored throughout this process.

5. Monitoring and evaluating the impact of and investment in training and development

- 5.1. It is critical to the success of the planning and delivery of training and development activities that the resources invested are monitored and the outcomes achieved are measured at an individual and/or departmental and/or institutional level.
- 5.2. Line managers should encourage their staff to undertake relevant training and development opportunities. Employees are expected to take up the opportunities provided and report back to their line manager on their applicability once completed.
- 5.3. Line managers have a responsibility to monitor and evaluate the effectiveness of learning for employees who have undergone training and development. Line managers should ensure that employees implement the skills that they have gained through training.
- 5.4. Senior managers have an important role to play in this process. The University uses its evaluation findings for future business planning and the planning of continued investment in staff training and development. Accordingly, the evaluation findings are regularly shared with the University Executive Group.

6. Equal opportunities



- 6.1. Decisions relating to training and development should be made fairly and consistently, and equality of opportunity should be provided for all staff and monitored through routine equality, diversity and inclusion reporting.

7. Data protection

- 7.1. Data collected as part of the operation of the training and development policy are held securely and accessed by, and disclosed to, individuals only for the purposes of managing training and development. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the University's [Data Protection Policy](#) immediately. It may also constitute a disciplinary offence, which will be dealt with under the [University's Disciplinary Procedure](#).

B. Staff Learning and Development Procedure and Guidance

8. Roles and Responsibilities

- 8.1. Individuals – should take responsibility for their own learning, including planning, undertaking the agreed activities and evaluating their effectiveness.
- 8.2. Line managers – are responsible for implementing the policy to ensure that learning and development needs are identified and appropriately addressed. They also have an important role in providing guidance and feedback about the skills and knowledge required for their current role.
- 8.3. Senior management – is responsible for actively encouraging learning and development as a means of supporting the University to achieve its ambitions and for ensuring that resources are made available for this purpose.
- 8.4. Human Resources department – has a facilitation role in relation to learning and development which includes:
 - 8.4.1. providing the mechanisms to support learning and development (e.g., the policy framework, and the performance review process)
 - 8.4.2. coordinating the delivery of activities that are organised centrally
 - 8.4.3. managing a central budget for cross cutting learning and development activity
 - 8.4.4. maintaining records
 - 8.4.5. preparing the annual Learning and Development Plan.
- 8.5. Centre for Enhancement in Learning and Teaching (CELT) – has a responsibility to provide opportunities to tutors and those who support learning and teaching including:
 - 8.5.1. researching, collating and showcasing good practice in learning and teaching
 - 8.5.2. acting in an advisory capacity to implement innovation and enhancement in practice
 - 8.5.3. providing institution-wide development opportunities for staff through internal events and conferences, e.g.,
 - regular one-hour drop-in workshops throughout the academic year
 - tailored workshops requested by subject / programme delivery teams
 - BGU’s annual 2-day learning and teaching conference where good practice is shared by staff, collaborative partners and invited external practitioners provide key insights



- 8.5.4. supporting the acquisition of professional qualifications relating to learning and teaching for all relevant staff.
- 8.5.5. implementing the framework for professional accreditation of learning and teaching consisting of the Advance HE DELTA Accredited Portfolio Scheme (supporting applicants for recognition as Associate Fellow, Fellow, Senior Fellow of Advance HE) as well as the PGCHE.
- 8.6. Heads of Programmes/Heads of Departments – have responsibility for individual and team learning and development including:
 - 8.6.1. ensuring that performance reviews are conducted effectively within their area of responsibility
 - 8.6.2. ensuring that individual development needs are followed through
 - 8.6.3. ensuring that resources are identified to meet the needs identified in the performance reviews
 - 8.6.4. supporting individuals to complete development activities providing coaching and mentoring as appropriate
 - 8.6.5. identifying team learning and development activity that emerge in line with institutional priorities and business planning
 - 8.6.6. providing details of the team and individual learning activity to HR for consolidation into an annual Learning and Development Plan.
- 8.7. Department of Marketing, Recruitment and Communications – any new training and development programmes offered to staff will be publicised through the University's normal communication channels, including the staff portal and departmental meetings.

9. Annual Learning and Development Plan

- 9.1. Each year HR prepares an annual Learning and Development Plan for the following year which will be based around the budgetary and business planning cycle. The plan summarises the development needs identified for the University as a whole, for teams and for individuals. It is drafted in collaboration with CELT and will support priorities identified in the Academic Health of the Institution Report, in the Learning, Teaching and Assessment Strategy, and in other institutional strategies as appropriate.
- 9.2. Performance reviews submitted to HR are reviewed to identify where there are common themes emerging to be incorporated into the annual plan.



- 9.3. Quarterly reports are submitted by HR which outline the learning and development activity that has taken place. The information for this will be provided by the CPD reports and evaluations that are completed when individuals undertake the learning activities, and the approvals for more formal qualification routes.

10. Access to learning and development programmes

- 10.1. Entitlement to financial support – the extent to which learning activity will be funded will depend on different factors including but not limited to:
 - 10.1.1. the alignment of the development need in achieving the University's ambitions
 - 10.1.2. the desirability of all staff involved in learning and teaching to be appropriately qualified as a practitioner
 - 10.1.3. financial cost
 - 10.1.4. additional cover that may be required and the impact on colleagues
 - 10.1.5. previous support already provided to an employee
 - 10.1.6. hidden costs (e.g., the amount of work time required to complete the activity, accommodation and travel costs)
 - 10.1.7. parity with similar applications.
- 10.2. The proportion of funding for all learning and development activity will be determined considering the following:
 - 10.2.1. learning and development that is necessary for an employee to do the job – normally up to 100% of the fee will be met.
 - 10.2.2. learning and development where there should be some benefit to the University and where staff might be given some support to recognise this – normally up to 50% of the fee will be met.
 - 10.2.3. learning and development that is principally about personal development / interest where there is little or no direct benefit to the University – normally up to 25% of the fee will be met.
- 10.3. These percentages are indicative, any funding will largely be dependent on the extent of demonstrated benefit to BGU and this will determine whether it could be supported to a greater or lesser extent.

11. Time allocation

- 11.1. Learning and development activities required by the University will usually take place during work time. Where the activity takes place in normal work hours, the line manager will arrange cover if necessary.
- 11.2. Part-time staff who work additional hours to attend learning and development activity required by BGU outside of their usual work pattern (but within normal work hours) will usually be able to agree time off in lieu. Hourly Paid Lecturers may be paid for essential staff development activity if agreed with their line manager.
- 11.3. Activities that are encouraged by BGU but not essential may take place during work time or may involve study in the individuals own time or a combination of both. For time to study for formal qualifications please see below.

12. Non attendance

- 12.1. Staff should make every effort to attend learning and development activities that they have committed to attend. If staff withdraw they should inform their line manager and contact the organisers to give apologies.

13. Application process for learning and development programmes

13.1. Individual

- 13.1.1. Individual requests should be submitted to line managers for approval on the Staff Development form SD1 (see annex 1).
- 13.1.2. This will be considered and may be agreed at local level in line with institutional priorities and performance review.
- 13.1.3. This process will include attendance at conferences for the individual to remain current in their area(s) of expertise. ¹
- 13.1.4. Expenses should be claimed on form SD2 (see annex 2).
- 13.1.5. An evaluation form SD3 (see annex 3) must be completed for all activity supported by BGU and returned to HR. This information will inform the quarterly report on learning and development activity prepared for UEG. Expenses will not be paid until the SD3 has been returned.

¹ Requests to present papers at research conferences will be administered by the Research and Knowledge Exchange Office.



13.2. Team

- 13.2.1. Team learning and development will be resourced by HR and a requests must be submitted in writing to HR.

13.3. Institution

- 13.3.1. Institutional development needs will be communicated to the relevant staff and where attendance is mandatory this will be made clear. Central records will be kept of attendance at institutional learning and development activity.

14. Academic programmes or apprenticeships for formal qualifications

14.1. Application process

- 14.1.1. An employee seeking to undertake a qualification should seek advice from HR directly or via their line manager before discussions reach an advanced stage.
- 14.1.2. The request for a formal qualification should be discussed as part of the performance review meeting and the employee seeking to apply for either financial assistance or study leave² should submit a written request to their line manager stating how the qualification will benefit the department, or University as a whole. The applicant may also be asked to supply further details about the proposed activity.
- 14.1.3. The line manager will be asked to comment on the desirability of the proposed qualification considering the criteria in 14.1.6 below.
- 14.1.4. Dependent on affordability, BGU will consider funding a first degree or a higher or degree apprenticeship, where the individual does not have one. Preference will be given to formal qualifications most relevant to the business need of BGU and this will be reflected in the proportion of funding BGU may be willing to grant.
- 14.1.5. All decisions are at the discretion of the SMG budget holder. If the budget holder is making the application the decision will rest with the Vice-Chancellor or designated deputy.

² Requests for Sabbatical leave will be administered at Faculty-level in the case of cost-neutral activities and by the University Executive Group for those that have financial implications.



- 14.1.6. The following criteria will be used to judge whether the qualification will be supported:
- relevance of the study to do the job, or high level of demonstrated benefit to BGU
 - present qualification – assistance towards a qualification at the same level as that already achieved will not normally be given
 - study leave and funding already given to the individual
 - success in completing previous qualifications
 - impact on the department of arranging cover for any periods of study
 - budget availability.
- 14.1.7. If approval is granted in principle, the proportion of funding will then be determined.
- 14.1.8. Programmes of study for PhD and EdD at other institutions will only be funded exceptionally.
- 14.1.9. Requests for continued funding on courses leading to qualifications need to be made separately for each year of study. A decision to support after the first year of study will be dependent on budget availability and evidence of satisfactory progress by the individual.
- 14.1.10. For PhD and EdD programmes, a copy of the progression report from the Supervisor must be submitted to the Head of Research and Knowledge Exchange prior to application for continued funding.
- 14.1.11. Staff are expected to provide their own course learning materials if these are not included as part of the course fee.
- 14.1.12. Staff are expected to update their line manager on their progress and to notify them immediately of any issues affecting the potential completion of their studies.
- 14.1.13. Staff will be asked to sign an agreement (see 19 below) which sets out the repayment guidelines. HR must be notified in advance of any agreement with the employee to enable records to be updated and a formal agreement to be put in place.

15. Time for study and exam leave

- 15.1. Regular time off to attend a delivered session as part of the qualification will be agreed at the time the request is considered. For apprenticeship qualifications BGU will release the employee for the required 'off the job' training.
- 15.2. Otherwise, qualifications are generally expected to be undertaken in the individual's own time. Time off to study will usually be taken as annual leave or lieu time. BGU will



consider applications for paid time off for exams and study leave (see 1djkhdsjhf). The timing and amount of leave allowed for this purpose will be discussed with the relevant line manager and decided at the outset before the Learning Agreement is approved.

15.3. Criteria used to decide how much study and exam leave will be granted include:

15.3.1. The duration of the qualification (i.e. candidature)

15.3.2. The percentage level of funding being offered to support the qualification

15.3.3. The level of qualification being undertaken

15.3.4. Whether work time or the individuals own time is being used to attend delivered sessions.

15.4. Once study and exam leave have been granted in principle as part of the support offered, an individual who requests to use study and exam leave should provide their line manager with details of when and how this is being used. Documentary evidence of exam dates may be required.

15.5. In considering requests for study and exam leave to be used the line manager will need to be reassured that the team can make adequate alternative arrangements for office cover.

16. BGU Courses

16.1. Full-time and part-time staff on 0.5 FTE contracts or greater will be eligible to study for any taught course or enrol on an apprenticeship at BGU at nil fees subject to satisfactory progress and continuing to meet the criteria. Staff on fixed term contracts will only be eligible for the fee waiver where the length of the appointment is sufficient for completion to be achieved.

16.2. The examination fee for courses at BGU will also be at nil cost. The application process for time to study a course a BGU will be the same as for an external formal qualification, including the consideration of study leave.

16.3. There is no guarantee of a place on any programme at BGU as part of this arrangement.

17. PGCHE

- 17.1. All newly appointed staff without a formal teaching qualification who are involved in learning and teaching will be expected to have a target relating to successful engagement with the DELTA accredited framework. This will normally be achieved by completion of the PGCHE. (However, it is recognised that alternative routes may be more appropriate in some instances.)
- 17.2. Successful completion of the probationary period is conditional upon engagement with the appropriate programme. This will be paid from the budget for the relevant portfolio. It is anticipated that the workload allocation in the first year of appointment will take account of this and there will be no additional 'buy out' of teaching time to undertake the qualification. Hourly Paid Lecturers may discuss this with their line manager and will normally be expected to pay for the course fees.
- 17.3. Current staff who are not enrolled onto the PGCHE will be expected to engage with the DELTA accredited framework and on a pathway to achieving accreditation with Advance HE. This will be managed through the performance management review process and overseen by CELT.
- 17.4. The cost of obtaining Advance HE accreditation will be paid by BGU for all staff on 0.5 FTE contract or greater.

18. Learning Agreement

- 18.1. If a decision is made to support a formal qualification through fees paid or time off to attend sessions and exams a learning agreement should be in place. Where fees are being paid the agreement will contain a repayment plan.

19. Repayment plan

- 19.1. Other than for courses offered by BGU any course fees will be claimed back if the employee resigns or is dismissed within two years of completing the course.
- 19.2. The repayment provision will be on a sliding scale and the following payments must be settled either in advance of leaving date or be offset against final salary payments:
 - 19.2.1. Leaving date within first year of study, or failure to complete the study or sit the required examinations within reasonable timescale – 100%
 - 19.2.2. Leaving date within 12 months of completion of the qualification or relevant part – 50%
 - 19.2.3. Leaving date within 12 and 24 months from the completion of qualification or relevant part – 25%.

19.3. The University will not normally fund any retake fees or any time to attend resits.

20. CPD Recording and evaluation

20.1. All staff should maintain records of development activities in which they have been involved. The collated information should be referred to and recorded in the Performance Review form.

20.2. HR will maintain records of staff development (using the SD3 returns) and will use this to produce management information including participation rates, costs, etc. This information will be shared with CELT and SMG on a regular basis.

20.3. Learning and development activities will be evaluated for effectiveness. The employee and line manager should agree how the learning will be put into practice back in the workplace and what support, if any, will be needed (e.g., identifying particular tasks where the new skill can be practised).

20.4. The learning and development evaluation form (SD3) will note any issues for the institution and to whom the information from the activity will be passed. This should be actioned and agreed with the line manager prior to a copy of this being forwarded to HR and kept on the employee's file. The line manager who receives the SD3 initially will review the feedback for the effectiveness of the learning and development activity and where necessary take follow up action. The evaluation data will inform future practice when advising their members of staff on the appropriate opportunities available to them.

21. Professional Memberships

21.1. BGU may support staff to maintain a professional subscription membership relevant to their role, by paying the fees, within reason, for one professional membership per member of staff each year. Staff may claim back the fee through staff expenses.

Appendix A: Expectations for staff on ‘Teaching and Research’ or ‘Teaching and Scholarship’ Contracts

- 22.1. For permanent (part-time or full-time) tutors delivering learning and teaching to learners on BGU’s portfolio of programmes it is expected they engage with appropriate opportunities, including:
 - 22.1.1. mandatory training for appropriate health and safety, safeguarding and Prevent compliance
 - 22.1.2. specific BGU (offered through CELT) and external training courses, workshops and conferences to update their subject-specific knowledge and skills and learning delivery skills as needed
 - 21.1.3. self-determined updating their knowledge and skills to maintain credibility and expertise through enquiry, scholarship, research, knowledge exchange and engagement with experiential professional practice.
- 22.2. For tutors on work-based learning programmes including apprenticeships, refreshing their engagement with professional practice knowledge and skills (e.g., engagement with professional practice networks and associations, attending professional practice conventions and conferences, and maintaining links with practice settings, own relevant professional practice).
- 22.3. The University’s workload planning recognises the need and provides time for tutors to maintain and enhance their subject expertise and teaching and learning delivery skills.
- 22.4. The identification of the learning development need of tutors, its implementation and evaluation will be managed throughout the annual performance review process.



Annexes (e-forms available on SharePoint)

- Staff Development Request Form (SD1)
- Claim for expenses incurred on staff development (SD2)
- Course and Seminar Evaluation Form (SD3)