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Continuous Professional Development

Policy and Procedure

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Continuous Improvement

Procedures are meant to be 'living' documents that need to be applied, executed, and maintained. If the procedure does not reflect the current, correct work practice, it needs to be updated. Please contact us on: +356 2145 6310

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1. Aim

This policy outlines the basic principles governing IDEA Academy's beliefs, vision, and commitment towards providing opportunities for continuous professional development of staff.

2. Definitions

CPD	IDEA Academy looks at Continuous Professional Development (CPD) as a necessary ongoing process of education to ensure that one's professional competences are always at the requisite level and match the unavoidable changes happening in the specific profession.
Staff	Lecturing, Management and Supporting
Stakeholders	Students, Management and Administration, Internal and External Staff and Collaborators

3. Policy Key Principles

1. IDEA Academy's ethos focuses on academic excellence and student-centeredness striving to continuously improve the academic experience, fostering a high-quality learning environment.
2. IDEA Academy recognises that all staff are key to achieving the Academy's vision and goals.
3. IDEA Academy believes in setting a quality standard of good practice and development of people to achieve its goals.
4. IDEA Academy is committed to developing high-quality staff to meet students' constantly changing educational needs and aspirations.
5. IDEA Academy is committed to its belief that CPD is a cornerstone towards developing and achieving good quality standards.
6. IDEA Academy is committed to lifelong learning and staff are encouraged to see development as continuing and lifelong.
7. IDEA Academy will ensure that CPD activity is managed, implemented, and monitored to achieve its purpose.

4. Scope

4.1 IDEA Academy looks at Continuous Professional Development (CPD) as a necessary ongoing process of education to ensure that one's professional competences are always at the requisite level and match the unavoidable changes happening in the specific profession.

4.2 CPD will be undertaken by the Academy's lecturing, management, and support staff.

4.3 IDEA Academy considers CPD from a self-directed approach towards enhancing staff competencies in order to enrich their professionalism, their learning and improvement and enriching the Academy.

4.4 CPD at IDEA Academy is planned and structured, as part of regular internal evaluations of provision, processes, achievements and staff request.

5. Organisational Aspects

Continuous Professional Development at IDEA Academy is planned and structured.

5.1 Planning

Development of CPD activities is informed by:

- Strategic Planning
- Operational Planning
- Academic Planning
- Quality Assurance and Enhancement

5.2 Defining CPD Activities

5.2.1 Any activity from which staff learn or develop professionally is considered appropriate for CPD.

5.2.2 Staff shall ensure that the CPD activities complement work practice and enhance the service provided to all stakeholders.

5.2.3 CPD activity encompass a range of methods including both formal, structured learning and informal, self-directed learning.

5.2.4 CPD activities incorporate a self-reflective approach towards learning, helping the staff to determine what worked and where one's strengths lie and how one can plan and improve future CPD activities.

5.2.5 CPD activities may include, but are not limited to:

- Attending educational oriented learning sessions;
- Attending conferences, seminars, webinars;
- Learning opportunities on the job;
- Mentoring and/or coaching;
- In-service coaching;
- Online / offline CPD sessions: e.g., lectures, seminars.
- Inhouse workshops

5.3 Responsibilities

IDEA Academy looks at CPD as the responsibility of both management and all staff members of the Academy.

5.3.1 Responsibility of Senior Management

5.3.1.1 IDEA Academy looks at CPD as opportunities provided to all staff to ensure their professional development, assuring quality standards are achieved, maintained and enhanced at the Academy.

5.3.1.2 It is the responsibility of all Directors / Senior Managers to identify the needs of the organisation, and the needs of the individual staff members.

5.3.1.3 It is the responsibility of all Directors / Senior Managers to ensure that staff members' continuous development needs are supported to meet the goals of the Academy.

5.3.1.4 The Academy provides feedback that challenges and deepens the staff's professional development.

5.3.2 Responsibility of All Staff

All staff members have a responsibility to ensure they undertake CPD and evaluate its effectiveness towards the achievement of their own objectives and the organisation goals.

6. CPD Procedure

This procedure describes the steps taken to ensure that the IDEA Academy policy on CPD is planned, managed, implemented, and evaluated.

6.1 Scope

6.1.1 This procedure covers all IDEA Academy Staff:

1. CPD for Lecturing Staff; and
2. CPD for Management and Support Staff.

6.1.2 All staff are supported in their personal and professional development to include both:

1. Informal, self-directed learning; and
2. Formal, structured learning.

6.2 Lecturing Staff – Informal, Self-directed CPD Activities

Lecturers are encouraged to undertake their informal, self-directed CPD activities. IDEA Academy provides support to Lecturers in their CPD activities.

6.2.1 Individual lecturers are encouraged to take responsibility of their own CPD process through a Learning Plan whereby:

- The staff member:
 - Identifies what s/he wants and/or needs to develop;
 - Seek opportunities to learn in order to achieve objectives.
 - The Quality Team provides support to the lecturer to achieve the identified objective through the development of individual and/or group CPD sessions when possible.

6.2.2 Individual lecturers are encouraged to take responsibility of their own CPD process by:

- Determining their needs in terms of, and aligned to, the Academy's goals;
- Setting goals;
- Identifying resources;
- Implementing a plan to meet their goals; and
- Evaluating the outcomes through a self-reflective approach.

6.2.3 Self-directed CPD activities may be, though not limited to:

- Incorporated into the operational tasks within the lecturing and assessment context; and/or
- Involve the lecturer in isolated activities, as for example to include:
 - researching information;
 - structured session as in a traditional educational activity session with experts and/or peers.
 - Appraisal observation session with a critical friend.

6.2.4 Lecturers are encouraged to keep a track of their CPD activities and incorporate this record in 'My CPD Profile'. Refer to *Doc_079_23 Guidelines for Staff – Building My CPD Profile*.

6.3 Lecturing Staff – Formal, Structured CPD Activities

Three main types of CPD sessions are planned and implemented for lecturing staff:

1. Induction Session for new lecturers;
2. CPD Continuing Sessions for all lecturers; and
3. Appraisal observation session with a critical friend.

Lecturers are encouraged to keep a track of their CPD activities and incorporate this record in 'My CPD Profile'. Refer to *Doc_079_23 Guidelines for Staff – Building My CPD Profile*.

6.3.1 Induction Session for Lecturing Staff

All new lecturers attend an Induction Session prior to start of their lecturing session, ensuring they integrate well into the Academy's system and organisation.

The introductory induction process may include meeting with the Director of Studies and other Management Support staff providing the new lecturer with information as to the purpose, direction and values of the organisation.

The induction session shall cover the following aspects, though not limited to:

- Orientation with the Academy's Policies, Procedures and Regulations;
- Familiarising with the Course Specifications;
- Guidelines towards developing a Scheme of Work;
- Briefing on Delivery and Assessment Processes;
- Designing Assignment Tasks;
- Orientation to IDEA Academy's Virtual Learning Platform
- Using IDEA Academy's IT technology for delivery

6.3.2 CPD Continuing Sessions for Lecturing Staff

Lecturers are encouraged to attend CPD continuing sessions offered by IDEA Academy.

These sessions aim to address the diverse educational dimensions of a learning environment which include, but are not limited to:

- The Andragogical approach towards delivering lecture sessions: on-line and face-to-face.
- The Assessment Processes:
 - Designing assignment tasks aligned to the learning outcomes of the study course;
 - Assessing student work against established assessment rubrics;
 - Providing feedback to the students;
 - Plagiarism.
- Professional Lecturer Behaviour
- The Quality Assurance process of Internal Verification for improvement.
- The Academy's Virtual Learning Platform.
- The Academy's software for detection of plagiarism.

6.4 Lecturing Staff – 'My CPD Profile'

6.4.1 Lecturers are encouraged to keep a track of all their CPD activities – formal and informal learning - by building a 'My CPD Profile'. Refer to *Doc_079_23 Guidelines for Staff – Building My CPD Profile*.

6.4.2 Lecturers are encouraged to discuss their CPD activities with the IDEA Academy Directors and the Quality Team who will provide feedback and support for further development.

6.4.3 IDEA Academy Directors/Senior Managers and the Quality Team report to Principal.

6.5 Management and Support Staff – Informal, Self-directed CPD Activities

All staff are supported in their informal, self-directed learning CPD activities.

6.5.1 Individual staff members are requested to take responsibility of their own CPD process through a Learning Contract whereby:

- The staff member:
 - Identifies what s/he wants and/or needs to develop;
 - Seek opportunities to learn in order to achieve objectives.
- The line manager pledges to support the opportunity to achieve the objective by establishing the time frame and task.

6.5.2 Individual staff members take responsibility of their own CPD process by:

- Determining their needs in terms of and aligned to the Academy's goals;
- Setting goals;
- Identifying resources;
- Implementing a plan to meet their goals; and
- Evaluating the outcomes through a self-reflective approach.

6.5.3 Self-directed CPD activities can:

- Be incorporated into the daily operational tasks; and/or
- Involve the staff member in isolated activities, as for example to include:
 - researching information;
 - structured session as in a traditional educational activity session with experts and/or peers.

6.5.4 Academy/Self-directed CPD Activities

As part of the Internal Quality Assurance processes the Academy holds regular Appraisal Observation sessions with Lecturing Staff. Appraisal Observation sessions consist of a sit-in observation and the filling in of an observation schedule which is discussed with the lecturer pre- and post- the observation, and a follow up session to check for changes and/or developments in practice. The criteria for the organisation of such sessions include but are not limited to:

- A routine appraisal as part of the yearly sample of QA appraisals.
- A need identified by the academy to observe and support the lecturer following feedback from students.
- A need identified by the lecturer himself/herself followed by a request for support.

6.5.5 Staff members are requested to keep a track of their CPD activities and incorporate this record in 'My CPD Profile'. Refer to Doc_079_23 Guidelines for Staff – Building My CPD Profile.

6.6 Management and Support Staff – Formal, Structured CPD Activities

6.6.1 Managers and Support staff are provided with formal structured learning as is relevant to performing their job responsibilities to include for example:

- Staff receive educational instruction in the Academy's policies, procedures and regulations and skills development to provide required service.
- Staff receive educational instruction in a range of subjects including:

- Financial management;
- Communication;
- Performance management;
- Further and Higher education management;
- Enhancing quality.

6.6.2 Staff members are requested to keep a track of their CPD activities and incorporate this record in 'My CPD Profile'. Refer to Doc_079_23 Guidelines for Staff – Building My CPD Profile.

6.7 Management and Support Staff – 'My CPD Profile'

6.7.1 Staff members are requested to keep a track of all their CPD activities – formal and informal learning - by building a 'My CPD Profile'. Refer to Doc_079_23 Guidelines for Staff – Building My CPD Profile.

6.7.2 IDEA Academy Directors of Studies/Senior Manager review the reports and reports to Principal as part of staff appraisal.

6.8 Evaluation

6.8.1 After formal, structured CPD activity, staff are required to complete a questionnaire to indicate satisfaction levels for:

- Delivery of CPD session;
- Usefulness, in terms of:
 - Improving teaching and learning;
 - Improving service;
 - Improving student experience.
- Intended outcomes achieved;
- Overall satisfaction

6.8.2 Line manager collects and review feedback from staff and reports to IDEA Academy Directors/Senior Management.

6.8.3 IDEA Academy Directors/Senior Manager review reports and refers to the Principal.

6.8.4 Other forms of CPD activities are discussed with the Principal / IDEA Academy Directors to evaluate the effectiveness of the professional activities undertaken in relation to particular professional needs.

7. Supporting Documents

- IDEA Academy's Internal Quality Policy.
- Doc_010_22 Equality and Inclusivity Policy
- Doc_013_22 IDEA Academy Ethos

- Doc_037_22 General Programme Regulations
- Doc_039_22 Code of Ethics
- Doc_079_23 Guidelines for Staff, Building My CPD Profile
- Doc_095_23 Evaluation of Faculty Members - Lecturers

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