



**CITY OF LONDON COLLEGE**

A UNIVERSITY SECTOR PREMIER COLLEGE

# Staff Development Strategy

Continuing Professional Development

2025 - 2026

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The College considers the development of its staff to be a key element of its Strategic Plan and Teaching, Learning & Assessment Strategy and expects, all tutors to engage in continuing professional development activities to develop the necessary skills and knowledge to deliver a positive and successful learning environment in support of the enhancement of learning opportunities and student achievement.

The strategy facilitates the continuing professional development of all academic and service area staff through the acquisition of key academic and vocational skills and knowledge, enabling the further development of their understanding of the structure and delivery requirements of higher education provision and its quality assurance at levels 4, 5, 6 & 7 of the Framework for Higher Qualifications (FHEQ) and equivalence.

The strategy also seeks to incorporate a distinctiveness and relevance of vocational skills and traditions and is designed to create a team environment sharing a common purpose and goal, individually and collectively contributing to the development of a community of self-critical and reflective practitioners. The College acknowledges that this requires the development of a high-performance culture, where professional development is supported, facilitated and encouraged.

Within this context, the College's ability to develop and maintain its learning and skills base to attract and retain quality staff is a key factor in ensuring delivery of its Strategic Plan and aims to ensure the provision of appropriate continuing professional development and learning strategies in support of the strategic mission and vision, up to, and beyond 2025.

Recognising the future diversity of its provision, the College acknowledges the need for flexibility in the development and implementation of its policies and procedures. As an organisation, the College further recognises that whilst there are some areas where generic procedures, responsibilities and obligations, for example, to the UK Quality Code and external benchmarks must be followed, there are other areas, for example, Staff Development, where the College can differentiate its approach in devising procedures appropriate to vocational, undergraduate and postgraduate provision.

This Staff Development strategy, defines Staff Development as a process which enables the development of essential skills and knowledge required by staff engaged with delivery to the specific nature and level of differentiated provision, to develop and enhance their personal and professional expertise as appropriate.

The Strategy aligns with the College's Strategic Plan 2025-2025: *Principle 3 - Innovation in Learning, Teaching & Assessment: Strategic Aims 1 & 3*, confirming commitment to the continuing professional development (CPD) and effectiveness of its staff through the development of a flexible, capable and reflective body of practitioners with continuous support and resource investment in research and pedagogical scholarly activities.

In supporting this strategy, the College aims to:

- Ensure exposure to relevant external benchmarks and regulatory structures including the UK Quality Code and the Framework for Higher Education Qualifications (FHEQ), facilitating effective design, delivery and maintenance of high-quality higher education provision.
- Further develop practitioner capabilities to assist staff in meeting or exceeding the expectations of the College in support of the regular monitoring and systematic management of academic standards and the quality of learning opportunities.
- Encourage staff to work collaboratively in order to fully understand and support the professional development implications of the College's strategy and business aims, ensuring that the strategic development needs of each discipline/course is captured and developed into practical professional development interventions, focusing on delivery.
- Ensure the availability and development of expertise in those areas of knowledge and skill, enabling all staff to contribute to the essential aspects of the College's mission and strategy.
- Facilitate the development of an environment where key learning and development needs are recognised and facilitated as a basis for enhancing performance, career potential, and quality of work experience.
- Develop leadership and management capability across the College.
- Develop the learning and skills base of staff across the College.

Through the provision of a range of training and development opportunities relevant to the needs of its staff within the context of its strategic direction, the College will ensure:

- all staff will have fair and equal access to relevant training and development opportunities.
- all staff will meet with their manager to discuss their work and development needs as part of the College's Staff Appraisal Scheme.

The College will also identify key development initiatives designed to ensure that all staff have the requisite skills to undertake their role fully and will be mindful of key developments in roles, and anticipated changes in skills and knowledge requirements. In addition, the College will ensure the provision of essential skills training as a basis for ensuring best management practice and compliance with all relevant standards and legislative requirements eg: Equality & Diversity training; Health and Safety training; Recruitment & Selection training; Teaching, Learning and Assessment in HE Programmes.

A Staff Development Group, comprising the Senior Management Team (SMT), Course Leaders, Tutors & where appropriate Student Representatives, will meet once a term to consider how this Strategy may be operationalised in terms of key actions and activities at the College. The group's remit will be to review key training priorities from all academic areas and courses as a basis for:

- Identifying any potential for joint working, across disciplines, to avoid duplication
- Prioritising central training provision for the next delivery/funding cycle.
- Reviewing the expenditure of all training monies from across the College with a view to encouraging an environment of joint working and as a basis for realising economies of scale where possible during the next funding cycle.
- Reviewing key change drivers within and outside of the College as a basis for agreeing key training and development priorities for the next delivery cycle.
- Reviewing relevant training evaluation processes to refine content, target audiences, management briefing routines, and delivery priorities accordingly.



## Staff Development Policy

The planned design and implementation of continuing professional development (CPD), is central to the overall approach to quality assurance, enhancement and the value of the educational experience offered to students. CPD activities are specifically designed to ensure that all staff meet or exceed the expectations of the College in terms of scholarship and pedagogical effectiveness. These activities are identified as a result of the processes of monitoring, review and evaluation within the College through Staff Observation, Peer Review, Appraisal, Annual Monitoring Review and Module review.

In addition to the overarching College Staff Development Framework, CPD takes place at both course and individual level, particularly in relation to subject or discipline development and professional practice. Staff are expected to continually update their understanding and knowledge of their disciplines and related professions.

Responsibility for the identification and administration of staff development activity in addition to that managed centrally, and also for operating systems that allow access to support for 'external' staff development activity, rests within the course management structure. The following guidelines are designed to support consistency of practice across the College:

- The Course Leader has responsibility to assist staff in understanding the potential of their role and communicating information relating to events, funding, and policy development.
- The Course Leader also has responsibility for the identification and recommendation for staff to attend courses, seminars and wider development activity, with the Senior Management Team having ultimate responsibility for supporting and approving all staff development activities
- The Staff Appraisal Scheme plays an important role in determining appropriate staff development activities and priorities. Criteria used include the

appropriateness of the development event based upon individual, course and College requirements and resources available. In addition, the Staff Appraisal process utilises outcomes of lesson observations & peer review sessions to contribute to performance assessment and identification of development training needs.

- Staff development plans are based upon a combination of staff occupation, future career, Course Development plans and College Strategic Principles.

Forward planning for staff development is informed through the tracking and recording of participation and fed into Annual Monitoring Reviews, with activities encompassing a wide range of activities and processes including:

- **Continuing Professional Development** events including both internal & external opportunities - Structured formalised and practical events providing insights into key activities and experiences and how these are handled and managed, with exposure to different activities, challenges and working methods. Relevant professional support, as a basis for experiencing different aspects of higher education work, will facilitate developing learning accordingly.
- **Coaching** - providing a facilitated means of working with individuals to assist in enabling them to identify how they can develop their skills, through one-to-one discussion, reflection and feedback.
- **Mentoring** - Expert individual support which enables discussion, reflection and guidance on key issues which provides ongoing support and develops learning and confidence. Mentoring opportunities can be arranged internally or externally and can often be identified via individual professional networks.
- **On-line learning** - The College recognises the potential of e-learning packages where appropriate in supporting individual learning styles.
- **Lesson Observation and Peer Review** - The College recognises the importance of management or expert feedback on key aspects of an individual member of staff's work as a basis for learning and development.
- **Higher Qualifications** - Achievement of higher, professional and technical qualifications.

Overall responsibility for academic research & scholarly activity lies with the Senior Management Team, however, it is the responsibility of Course Leaders to ensure that processes exist for the identification and facilitation of scholarship needs within their area of responsibility and to ensure adherence to the principles set out above.

Staff are expected, with the active support of Course Leaders, to take responsibility for their continuing professional development (CPD), ensuring that individual staff are prepared for the learning and development activities which they undertake and are given time to apply and consolidate their learning. Assessing the impact of such learning on performance, through the appraisal process, will ensure effective monitoring of the relevance of the provision both for the College and the individual.

The College reviews, promotes and supports staff learning and is committed to professional development and assesses the level of resources, including financial resources, to be budgeted for staff learning and development activities for all staff groups across the organisation.

Forward planning of the central programme of events (*The Reflective Practitioner*) for the next academic session reflect the priorities contained within the College's Strategic Plan and is mindful of the need to respond to the changing context of the alternative provider sector and higher education as a whole. Learning and development needs of staff are identified through discussion with the:

- Senior Management Team
- Course Leaders
- Lesson Observation/Peer Review & Staff Appraisal
- Feedback from external examiners/external agencies and regulators
- New policy developments & legislation

In addition to strategic priorities the Senior Management Team, in conjunction with Course Leaders, also identify generic topics for workshops that will equip staff with the necessary skills, knowledge and abilities to perform their roles more effectively, with the programme of events being made available to all staff on the College intranet.

The central Staff Development Framework programme also provides development opportunities for other College service providers including Admissions, Student Support Services, Careers & Registry. Should there be any problem in staff reaching an agreement about learning and development activities with the Course Leader, resolution of the problem is transferred to the Senior Management Team. If the issue remains unresolved it then proceeds through the line-management system and finally, if still unresolved, through the normal grievance process.

All new members of staff are expected to attend a central induction event. Course Leaders ensure time is available for all new staff to attend. All new members of staff are given a period of induction training within their area to provide them with essential and specific information about their role and tasks and about the area.

Day release activities are subject to the approval of the Senior Management Team and to the relevance of the course of study or training to an agreed Course Development Plan. External conference attendance funding requires initial event approval by the Course Leader, who will determine whether such attendance is in the interests of the Course/discipline area before seeking funding authorisation from the Senior Management Team. To ensure maximum benefit from any staff development activity, it is expected that the Course Leader and individual staff member agree all expected learning outcomes and any anticipated actions, such as how learning might be disseminated, resulting from such attendance.

This policy has been produced with the aim of supporting the College's overall Strategic Plan to embrace diversity and welcome individuals from all backgrounds. When using this policy, the College expects members of staff to treat all colleagues fairly and with respect and will take action against acts which breach the policy on Diversity.

Any data collected in the course of implementing this policy will be used for the purposes of monitoring, managing and reporting on staff development activity. Information will be kept electronically with additional paper records as necessary. For further information please refer to the College policy on Data Protection. The College will only pass personal information directly to any representatives who may be assisting individuals, if a written instruction to do so is received from the employee. Whilst this policy is to be followed by all employees of the College it does not form part of an employee's contract of employment.

**The End**