STAFF DEVELOPMENT

ANNUAL REPORT

2003/2004

“Supporting individual and organisational learning”
**STAFF DEVELOPMENT ANNUAL REPORT 2003/2004**

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INTRODUCTION

This report covers the academic year August 2003 to July 2004. This year we have continued to provide a full and wide range of training for all activities for all categories of staff. Catherine Garner, our Management Development Adviser, took a six month career break and July 2004 saw the retirement of Kerstin Mussell after many years with the Staff Development team.

Lucy Blantern, one of our Course Co-ordinators, left in February and was not replaced. Therefore, special thanks to Roger, Beckie and Mark for covering and maintaining the quantity and quality of training during this period.

This year we have provided 337 training events for the total number of 4644 attendees.

EXPENDITURE 2003/4

The past few years have seen significant increases in the revenue budget, however, this year the total remained unchanged from last year’s provision of £200K. The following table summarises our expenditure for this year.

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<th>BUDGET</th>
<th>£200,000</th>
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<tr>
<td>Plus additional income provided by our administration of the Modern Apprenticeship Scheme</td>
<td>£8,000</td>
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<td>GRAND TOTAL</td>
<td>£208,000</td>
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Staff Development Activity

1) Teaching & Learning Programme for new lecturers £40,000
2) Teaching & Learning Programme for contract research staff £20,000
   (the above resulted from a direct transfer to the Graduate School of Education to provide this level of training)
3) Management training:
   a. General Course Diary events (inc F&E recruitment training) £10,000
   b. Introductory Certificate in Management (inc CRS) £16,700
   c. HOD training & Fora £5,800
   d. New heads programme £19,800
   e. Management coaching £8,600
   (sub total for management training) £60,900

4) Staff review and development scheme (inc forms and training) £2,600
5) Research portfolio (events for CRS and research postgraduates, in addition to the Teaching & Learning Programme and ICM) £10,400
6) Personal Development portfolio
   a. Course Diary events £13,600
   b. NVQs £700

7) Investors in People £4,500
8) Safety training £6,000
9) Equal Opportunities
   c. Training £5,400
   d. Interpreter support £4,100

10) Equipment and resources (inc printing of folders and Course Diary etc) £9,300
11) Database £20,000
12) Other IT including European Computer Driving Licence
   (285+ staff enrolled at (£25 per person) £7,500

TOTAL SPEND £205,000
SPECIAL ACHIEVEMENTS 2003/4

1) Management Training

Our focus, in preparing leaders and supervisors for their management roles, has begun to shift over the past year, from predominantly open, self-select courses on generic management skills to more tailored, specific work, with individual and groups of managers. We have continued to evaluate both the quality of provision of the courses on offer and have worked hard to identify trainers whose style and level of input are appropriate to the composition of course participants. Consequently, the price tag on many open courses has increased. As we evaluate the effectiveness of our management courses, what becomes apparent is that whilst we are able to offer less, in terms of quantity, within our budget, what managers who undertake University courses experience is better quality training that has a greater impact on the way in which they lead staff and manage resources. What we have also noticed over the past year is that the hunger for management training that was evident in 2000/1 and 2001/2 has dwindled. This year alone 20 courses were cancelled due to lack of interest from staff. This is perhaps not surprising with such a low staff turnover rate and significant numbers of staff engaging in management training over the past couple of years. The challenge we now face is to engage those who would not naturally leap at the opportunity to commit time away from the primary focus of their jobs to develop new skills in management. We have begun to do this in a number of ways. Our primary route has been to spend time with individual managers in their offices and departments, to talk to them about the development and training needs in their areas and to encourage and support them in whatever way they feel would be most beneficial. This has involved a range of activities from facilitating away days for groups of managers or whole departments, to developing an online 360° appraisal tool for heads of departments and facilitating 360° feedback. The coming year will see more targeted activity with managers, including more work on self-understanding and development, using tools like MBTI and the Thomas System, which we have begun to use to support managers in understanding their personalities and work styles (respectively). What we are looking to do is to build on the generic skills base that many managers already have, and offer specific interventions that meet the issues and needs they face.

(i) Institute of Leadership and Management (ILM) qualifications

With over 150 staff having achieved the ILM Introductory Certificate in Management, we have for the first time introduced the Certificate in Management Practice, a new, higher-level qualification for managers. The programme has been developed in conjunction with the City of Bristol College and incorporates both online and face-to-face training, together with ongoing support from tutors. This Level 4 qualification involves a significant time investment from managers, taking around a year to complete and requires commitment from departments, both financially and in terms of the support they give managers undertaking the programme to use and develop their skills within the work environment.

(ii) Heads of Departments and Divisions (HODs)

There continues to be a great deal of activity focusing on the needs of HODs, who, arguably, have the greatest influence within the University in terms of the impact of their management practice on the work of the organisation. We have paid attention to three main areas:

(a) Information – In order to raise awareness of the services on offer to themselves and staff in their areas, as well as enhance the understanding managers have of the initiatives that are going on across the organisation, we have dedicated time to exchanging information to support HODs in gaining the knowledge they need to manage their areas effectively. Whilst no programme will meet this need without a robust and streamlined internal communications system, HOD Fora (lunchtime meetings for heads of departments and divisions and/or their deputies or representatives from across the University) aim to engage heads in discussion on the major University initiatives and how they affect the whole organisation. The result of this has been that academic and support staff regularly come together to hear each others’ perspectives and gain a greater understanding of the way in which our diverse organisation functions. HOD Fora are supported by materials (either the presentation or a summary of pertinent points covered within each forum) brought together in the HOD Handbook. The HOD website is well underway and this too is a place where information and ideas can be exchanged, enabling heads to have easy access to the information they need.
We spent some time asking each head of department and division to comment on the usefulness of the programme of HOD events. 72% were unequivocal in giving positive feedback on HOD Fora (see chart below) 23% gave ambiguous or neutral feedback, with a few failing to provide any value judgement on whether or not the events were useful and 5% suggested that HOD Fora were either irrelevant or poor. This indicates that there is much to celebrate as well as considerable room for improvement. The improvements planned for the year ahead include a full year’s programme in advance with a wider range of sessions, in response to requests from heads and needs that have been identified in other ways; a colour coding scheme which indicates the focus of each address and makes clear the intended audience; and tighter administration of the programme, with a booking system more akin to the very successful process for Course Diary bookings.

(b) Skills – In addition to the courses available to all leaders, managers and supervisors through the Course Diary, many of which have been shortened from a full to a half-day to make it easier for academics to attend, even shorter, intensive training sessions have been organised throughout the year for heads of departments and divisions. These two-hour intensive sessions have focused on essential skills identified by current and former heads of departments, including how to deal with ‘difficult’ people issues; delegating effectively; managing change; skills in departmental planning; reviewing staff; and recruiting and selecting staff. Next year’s programme will increase the topics covered within the dedicated programme of management skills for heads. The HOD website also includes a section entitled top management tips.

(c) Support - The most fundamental shifts in our development as individuals and managers often occur when we are faced with tough situations that stretch us to reach for solutions beyond our known capacities. When faced with tricky issues, we invite all heads of departments and divisions to take advantage of our management coaching service. The professional coaching service we offer is confidential and external to the University. The 25 sessions over the past year have enabled heads to solve problems, enhance their management practice and explore new approaches to leading their department or division. Other than management development personnel and the coach, no one knows that a head is using the coaching service so managers are free to express whatever frustrations or inadequacies they are feeling without anyone within the organisation knowing. A further two models of coaching are available in the 2003/4 session including coaching in management skills, which will support heads in dealing with specific management conundrums they encounter, and objective-based coaching, which offers a more proactive approach, helping heads to link their individual goals with departmental and organisation-wide objectives and develop a plan for achieving significant and measurable results. These supportive offerings will be complemented by a series of unstructured events for heads of departments and divisions to encourage discussions on a wide range of topics, sharing best-practice and networking without a formal agenda.

(iii) Supervisors of contract research staff (CRS)

CROS has demonstrated over a number of years that many employment issues, important to CRS, can be significantly influenced (positively and negatively) by supervisors. There are areas of very good people management practice in the University and it is important to identify these and spread good practice. To assist in achieving this the Staff Committee (sub-committee of University Council), agreed in June 2000 that all Supervisors (current and future) of CRS should attend a workshop entitled ‘Supporting and Developing Contract Research Staff’.

Since 2000 the workshop has continually evolved from a one-day to a half-day programme. Further development has taken place during 2003/4 including:

- Increase in the contribution of ‘Careers Advice’ information and discussion
Amendments to legislative information to include new FTC policy
Offer of a shorter 2.5 hour session that includes sandwich lunch
Updating with CROS 2004 data to demonstrate to supervisors the areas in which they can, according to CRS themselves, make a real difference.

The objective of these changes was to further focus the programme so that is a very valuable session for Academics, and also to increase participation rates amongst departments. Between 1 January 2003 and 31 July 2004 the following departments have run CRS Supervisor workshops for their academic staff:

- Graduate School of Education (2 workshops)
- Deaf Studies
- Earth Sciences
- Geographical Sciences
- Interface Analysis Centre
- Mathematics
- Experimental Psychology
- ALSPAC
- Cardiac, Anaesthetic and Radiological Sciences
- Medicine, North Bristol (2 workshops)
- Primary Health Care
- Civil Engineering
- Electrical Engineering

During this period 125 Academic staff have attended.

In addition the following departments have previously run such workshops:

- School for Policy Studies
- Bristol Colloid Centre
- Biological Sciences
- Chemistry
- Physics
- Veterinary Science (2 workshops)
- Anatomy
- Biochemistry (2 workshops)
- Obstetrics & Gynaecology
- Pathology & Microbiology
- Social Medicine
- Neuroendocrinology

Plus 7 ‘open’ courses attended by academic staff from a range of departments.

In total 36 workshops have been delivered with 352 academics attending. If it is assumed that 700 Academic and Related staff have such a responsibility, this means that 50% of all CRS Supervisors have now been trained. Whilst a very encouraging rate of attendance it is short of the objective set in the 2002 Annual Report, as a result further workshops will be delivered during 2003/4. One reason for this shortfall is the reluctance on behalf of some departments to book training. As CRS themselves become increasingly aware of changes in legislation and increase their expectations of supervisors, it is anticipated that departments yet to receive this training will be more enthusiastic to ensure they are up to date.

Evaluation of such an important workshop is crucial, a summary of post course evaluations is detailed in Table 6. This demonstrates that the session is well received.

Table 6: CRS Supervisors workshop post course evaluations (1 August 2003 and 31 July 2004, 60 responses)
Were course objectives met? 98% Yes
Was the pace appropriate 98% Yes
Was the content appropriate to your needs? 98% Yes
Would you encourage others to attend? 95% Yes
On a scale of 1 - 6 how much learnt? 4.8
On a scale of 1 - 6 how effective were tutors? 5.3

2) Staff Review and Development

We are continuing to encourage all staff to undertake Staff Review & Development. This year’s scheme was launched in September 2003 with a date for completion of July 2004. We have received feedback on this year’s scheme from departments and the following is the summary of the preferred timescales of activity.

![Preferred Months to carry out Staff Review](chart)

Training needs identified

Most of the needs identified from departments already exist in the current provision of training and were mainly in the areas of computing and personal development training. A number of new areas have been identified in the following areas:-
- Language provision
- Information on Financial Understanding and Accounting
- Information on how the University is run
- Workload/ planning

Impact of AUT action

Only 6 departments identified some disruption in the process following the AUT action, but this was not seen as a significant impact on this year’s process at all.

We are still making steady process with the full provision of staff review and development process for support staff, particularly in the area of technical staff, but work and discussions are underway with the Technical Managers Advisory Group to work on this issue further to ultimately gain full inclusion in the process.
3) Investors in People

This year has seen further expansion in the number of the Support Service Divisions to be recognised for this award together with a number of further assessments. I am pleased to report that the Department of Anatomy have gained recognition of this award during this year. Our thanks must go to Kerstin Mussell who has worked with all departments to achieve this over the year. There are still a small number of Support Divisions that need to fully engage in the process and we will continue to work with these Divisions over the next year to, hopefully, ensure full inclusion in this recognised award for the whole of Support Services.

4) Technical Staff Training

Background

Following the recommendations of the Technical Staff Working Party and the results of the survey of technical staff the following innovations have started on the development of technical staff. Professor Mike Ashfold chaired the group; membership included Derek Telling, several representatives who were technical staff, a trade union representative, and colleagues from Staff Development and Personnel Services. The group met for almost a year. Topics discussed included career structure, demographic profile and trainee scheme. During the lifetime of the group the survey of technical staff was launched. The response rate was over 50%, giving an indication to the validity of the results. The survey was Web based in the main, however paper copies were also circulated.

Technical Manager Development Programme
This group has been running since December of last year. Invited speakers give presentations on management topics. Group members give presentations on their area of work and expertise. An important aspect of the meetings is the networking between group members and includes updates on activities within the University regarding technicians. Sub-groups are being formed to examine training and development; fixed term contracts and reward; and communication. Roger Morley, Derek Telling and Christian Carter will chair these respectively. Technicians will be invited to join these sub groups. These groups will feedback to the main group at the regular quarterly meetings.

It is felt this important group of technical managers will act as a conduit influencing other groups within the University, in particular the technicians for whom they are responsible.

Management Development
In order to develop present and potential Technical Managers a dedicated management programme will be run for university technical staff in association with City of Bristol College. The Chartered Management Institute will accredit the course at introductory level. Should people wish to continue their studies in management, this course will give the underpinning knowledge for an NVQ in Management. The course is the precursor for the Certificate in Management run by the college on behalf of the University. Staff may wish to undertake this programme of learning in the future.

Trainee Scheme
It is hoped to introduce a trainee scheme commencing in the autumn of 2005. It is hoped that the scheme will attract school leavers with good A-level results who wish to continue studying but do not wish to go to university on a full-time basis. The University of the West of England have modular programmes of study that lead to HND/degree qualifications in science subjects and engineering. The trainees will receive quality practical experience and an academic qualification. HND’s can be gained in 3 years, degrees in 5. It may be wise to have the traineeship based on 3 years to HND level. With progress to degree level made optional, but encouraged by the University.

It is anticipated that 5 trainees will commence on the scheme. There is a cost implication, this will vary on the salary paid, but will be roughly £12k per year. There is also the time away from work for study, which may be day or block release and the course fees. At 2004 prices the cost of a modular degree, over 5 years is roughly £35k. Training to HND level would incur a correspondingly lower cost. Sources of funding have yet to be determined.

Collaborative Working
Meetings have taken place regularly under the auspices of HESDA throughout the region. We are working collaboratively with other key institutions such as Bath, Exeter, UWE and Plymouth. By offering learning programmes to all universities it is possible to offer training for low numbers of staff from individual
organisations. In this way we are able to support highly specialised courses that may only be required by a small number of people. The programme of learning is then economically viable.

As a result of this collaboration discussions are taking place regarding the employment of a half time regional training co-ordinator. The cost of employing this person will be shared between partner organisations; one will have management responsibility. The co-ordinator may be based in an institution or be home based. It is proposed the salary would be £14249, with on costs this would increase to £17344. Giving this person a budget of £15k to purchase training would realise a total cost of £49687. It is hoped a source of funding, for example HEFCE will be found to support this post.

A very successful train the trainer workshop was run earlier in the year for technical staff from around the region. This was partially funded by HESDA and partially by departments within the various institutions.

Web site
A dedicated website has been designed and is maintained by Personnel Services for technical staff. This will contain links to related sites, development opportunities and booking arrangements, together with the minutes of the Technical Manager Forum and other groups and working parties.

Conference
It is hoped to arrange a conference for University of Bristol Technical Staff on April 15th 2005. Depending upon the success of this, a regional conference may be planned.

5) Modern Apprenticeship Scheme
Staff Development continues to support department wishing to have a person under the Modern Apprenticeship scheme. During the year 2003-2004 3 Craft Apprentices and 4 Administration apprentices were employed under the scheme.

Leaflets encouraging departments to employ an apprentice for 18 months in the case of Administration, or 4 years in the case of Craft, were circulated in February 2004. This resulted in the appointment of 2 Administration and 4 Craft Apprentices. This number is lower than in previous years in the case of the Administration trainees. An influencing factor may have been the success of the scheme in previous years. Departments on completion of their courses have employed apprentices, thus reducing the necessity for another trainee.

6) Computer and Information Technology
(i) General training

IT AND INFORMATION SKILLS TRAINING

During the academic year 2003/4, Information Services (IS) continued to provide high-demand training in Microsoft and other IT packages. In addition, IS introduced:

- an introductory course in Microsoft Publisher;
- two new courses in Microsoft Access;
- new web courses aimed at ZOPE site managers and users including courses on planning departmental web sites, and maintaining ZOPE web sites using Edit-on Pro;
- training and documentation for Oracle Calendar, including hands-on training and an hour-long talk offered to departments as they registered for Calendar;

The year has also seen staff changes in the IS Training Team:

- Di Browning, Corporate Information Systems Trainer, retired at the end of July. Following her retirement, the Academic Registrar’s department took over training in the student system. Di’s replacement will work four days per week to provide training in other corporate information systems.
- Gillian Bladen left IS and was replaced by Jenny Gates. Jenny’s duties as Information Officer will include the responsibility for overseeing the style, quality and consistency of IS training and reference documentation.
Shortage of IT training space has continued to limit further expansion and development of Information Services' IT course programme.

(ii) LTSS

Over the last year the LTSS team have continued to develop their expertise in the area of eLearning. Academics, lecturers and support staff are now offered a first-class range of eLearning events, services and assistance that in many instances are tailored to suit their busy agendas. These include: one-to-one sessions; workshops; lunchtime seminars (lunchbytes); departmental visits; Blackboard support (Guides, Drop-in sessions). Other events have included a Digital Image Symposium, the 4th LTSS National Virtual Learning Environment Conference and a Summer School for those who find it difficult to attend workshops during term time. In addition the LTSS website has been updated and two issues of the LTSS newsletter, interact have been published (themes: Plagiarism and Distance Learning).

LTSS continues to contribute to the development of the University's eLearning and Education Strategies and has been instrumental in the setting up and support of the University's eLearning Advisers' Network (ELAN). This group includes a Senior Academic eLearning Adviser and an Academic eLearning Adviser in each Faculty.

(iii) European Computer Driving Licence (ECDL)

The University's European Computer Driving Licence scheme continues to be popular with staff of all disciplines. Since the scheme was launched in 2002 a total of 285 people enrolled. Of these 107 (38%) have completed, 132 are currently active and 46 have withdrawn. The percentage of starters that have completed or are currently learning is 83%. The main reason for people withdrawing from the scheme is that they have left the University.

We now have dedicated tutors and so we are able to enrol people within a few weeks. This is a great improvement as previously there was a wait up to a year.

Plans are in hand to test ECDL candidates on line. Software will be installed on computers in the MIS Training Room in Senate House and on PCs in the Computer Centre, Tyndall Avenue. This will enable a greater throughput of candidates and speed up the process considerably. Several manual staff have taken up the ECDL challenge since they have had PCs installed, demonstrating equity of learning through all areas of the University.

7) National Vocational Qualifications (NVQs)

National Vocational Qualifications have been on offer to University staff since the spring of 2004. Initially funding was available for all staff, usually funding is only available for people under 25 years of age. Unfortunately since the 1st of August the funding scheme has changed. There is now a small charge for people wishing to undertake NVQs, this is nominally £100, half of which is covered by Staff Development, half by the employing department.

Subjects on offer are Administration, Cleaning, and Customer Service at level 2; Administration, Customer Service and Engineering Maintenance at level 3.

The scheme was launched in April, following which the greatest number of people signed up. Interest continues, however enrolments are much lower in number now, which would be expected. Since the commencement of the project in April 56 people from all areas of the University are working towards their NVQ.

8) Diversity Training

Diversity training for this year has concentrated on the area of Race Discrimination. The Race Relations Amendment Act (2000) requires all organisations to eliminate discrimination on the grounds of race and to obtain full compliance with the Act we need to train all our staff accordingly.

During the Spring term we set up a Strategic Training events for all senior managers and members of Council, to be trained in the aspects of Race Discrimination. During the next academic year, training will be concentrated on front-line staff and we also need to develop a briefing session for all staff to be trained in this area.
9) The Teaching and Learning in Higher Education Programme

This report is structured around five principal sections, viz:

- Evaluation of programme
- Programme changes 2004/2005
- Completion statistics
- Future developments
- Issues identified

1. Evaluation of programme

The programme as a whole continues to receive positive evaluations, especially at an individual module level, where focus, purpose, provision and expectations are understandably clearer. Positive comments continue to emphasise the quality of tutor provision, the opportunity the programme provides to meet staff from other subject areas and to discuss alternative approaches to common difficulties/practice, and the provision of dedicated time for considering teaching, learning and assessment issues. More negative comments refer to the difficulty of sustaining energy and attention for a whole day and to the perceived lack of balance between small group discussion and didactic tutor input, with an implied request for more direct teaching and the passing on of tips, strategies and skills as opposed to discussions of why these may or may not work according to context, subject and circumstances.

At programme level, the purpose, rationale and development objectives are perhaps less well understood (or perhaps valued) initially. Feedback from completing participants indicates that it takes time to appreciate the full value of a programme designed to promote reflection on developing competence and skills, and that despite efforts to incorporate the ‘big picture’ approach in each module, the programme is initially seen as a chore, or a hurdle to overcome. In this context, it is not surprising that, for example, the portfolio is seen as an unwelcome burden except by those who have completed the exercise, when participants make frequent reference to the value gained from ‘thinking in a joined up way about teaching and learning issues’ – “The portfolio felt like gentle lead poisoning – until I started it. Once it was underway, again, it was a real source of personal discovery and it enabled me to develop thoughts about teaching and learning that I would never have otherwise entertained” (completing participant, in email feedback).

Evaluation of the programme also needs to be interpreted in the light of several comments that refer to institutional expectations and reward structures. Some departments, and hence individuals, see the programme requirements (particularly working with a mentor to produce evidence of growing competence and reflection on teaching and learning issues) as additional to the ‘normal’ duties of a new academic, rather than a formalisation of that which they should be undertaking during probation so that progress can be accelerated and informed judgements made. It is likely (or at least to be hoped) that the new career grade pathway concept will help address this by making expectations explicit, shared and more robustly monitored.


Major developments during the past year are outlined below:

2.1 Moves to make CRS and academic programmes congruent and allow progression.

The two principal strands of the support programme target two distinct groups, viz. newly appointed and inexperienced academic staff for whom the programme is mandatory, and contract research staff (CRS), for whom the programme is optional. The core programme for academic staff consists of four taught modules (plus follow-on tasks leading to the construction of a reflective portfolio of evidence of developing competence and thinking about teaching, learning and assessment issues). Academic staff may follow an accredited route leading to membership of the HE Academy (see 2.2 below).

The contract research target group are catered for in several ways. They can attend taught modules according to interest (and receive a certificate of attendance if requested), or they can follow a coherent programme following closely that provided for academic staff. On submission of the follow-on tasks and portfolio they will then receive a certificate of completion of the T&L programme which will enable exemption from the University’s mandatory provision should they go on to become full academic staff here, and which may enable exemption from similar programmes elsewhere. They may also follow the accredited route and gain Academy membership.
The programme also provides training for a third group – Postgraduate Teaching Assistants, and as far as is possible given the very different circumstances, progression from postgraduate to CRS and beyond is enabled by crediting attendance and assignments against future requirements. The three strands and progression pathways are illustrated in figure 2.

2.2 Reinstatement of dual pathways through the programme

When the programme was first accredited by the then ILTHE, a decision was made at Pro-VC level that all new academic staff without previous experience of training should follow the accredited route leading to the award of Advanced Certificate in Education. In practice, this caused a degree of resentment in some quarters, and programme tutors felt that the academic nature of the written tasks was in danger of overshadowing the development ethos of the programme. For some, an educational qualification and automatic ILTHE eligibility provided the motivation to engage fully with the programme and the issues raised. For others with no interest in gaining either qualifications or ILTHE membership however, the extended reflective writing was seen as a chore and an appropriation of valuable time. During 2004 a decision was taken, again at Pro-VC level, to reinstate a twin track policy. New academics may now choose whether to follow the basic probationary requirement route (attendance plus tasks plus portfolio) or the fully accredited route (attendance plus extended assignments plus portfolio). These options are shown in figure 2.

Note that it is possible to follow the basic route initially, and at a later date work up the evidence-based tasks into more formal academic accounts in order to gain M level credits and ILTHE accreditation. A number of staff have followed this option.

2.3 The tracking of progress - purpose and method

In the light of the above, it is clearly a major task to keep track of the progress made by individuals on the two major strands (academic and CRS). Liz Hankinson, the programme administrator, has made great progress in developing a database to record and report progress, and liaison with Personnel has improved. The former now allows us to report annually on individual progress (see sample copy attached). Copies of this are sent to participants, mentors and heads of department. The closer liaison with Personnel now means that it is increasingly difficult for probationary staff enrolled on the programme to complete probation without satisfying University and programme requirements (although perhaps not impossible – see point 5.2 below).

3. Completion statistics

As stated above, closer liaison with Personnel has had a significant impact on completion rates for the academic programme. Now that failure to complete results in extension of the probationary period, more participants are paying attention to the non-taught elements of the programme, particularly the portfolio requirement. As is evident from the completion figures provided, it is still the case that many of the reflective tasks/written assignments and portfolio are completed during the final stages of probation. Thus whilst the requirements of the programme are not onerous, this failure to manage portfolio construction during the probationary period through staging the follow-on tasks can lead to unrealistic workloads and negative perceptions of the experience. This is addressed in modules and during mentor training workshops, and is another reason for the progress tracking strategy outlined above.

The ‘completion’ picture for CRS staff is more difficult to both define and measure, given the flexibility of choice (i.e. elements or coherent programme) and the optional nature of things. However, substantial numbers of CRS staff are seeing the programme as an important training avenue and booking is vigorous, with several following the accredited route.

4. Future developments:

The programme is due for re-accreditation in 2004/5, and several developments are to be explored:

4.1 Re-structuring modules so that focus, engagement and number of issues are all enhanced

The first of these is to offer more module topics more frequently by reducing the time required for attendance to a half rather than a full day. Within constraints (e.g. by specifying a minimum number), this
would allow participants some element of choice as to which modules to attend according to interest and circumstances.
The second is to place more emphasis on the portfolio as the instrument of assessment as to whether progress from probation is indicated (at least in terms of teaching, learning and assessment). This is the model adopted by Bath, for example, and it fits with the assessment framework at the core of the emerging career grade structure.

4.2 Try to ensure that all routes – basic probationary and the current accredited – lead to some form of accreditation with the HE Academy. It is conceivable that, for example, the two routes currently offered could lead to different levels of membership. This is being explored with the HE Academy.

5. Issues:

5.1 Workload for new staff – real and perceived

As stated above, the requirements of the programme are not onerous, and nominally at least, extend over three years. The tasks that lead to the construction of a portfolio merely formalise what staff are doing as part of their duties (e.g. peer observation, reviewing practice and provision, supporting learning etc.). Importantly, they provide evidence of growing competence in the areas of teaching, learning and assessment that has often proved difficult to scrutinise in the past. It is the collapsing of the tasks into the last few months of probation that often leads to perceptions of unrealistic workload, and this indicates an induction issue. To some extent, the protecting of development time (and the expectation that it should be used for development in all areas) in the emerging career grade structure should both relieve pressure and provide an incentive.

5.2 Keeping track of those whose probationary period has been extended.

Several participants whose probation was extended to Easter 2004 have yet to fulfil all programme (and hence probationary) requirements. Tracking and encouraging people in this category is difficult at present.

5.3 Ensuring programme remains congruent with emerging career grade structure.

As the career grade structure becomes finalised, it is important that the programme adapts to reflect the needs of new staff in the light of requirements for teaching and learning development during the probationary period. It looks likely that a portfolio of evidence will be the major assessment instrument, and the changes/developments outlined in section 4.1 should help in this respect. There are implications, too, for mentor support and training during this critical time, and this is to be addressed as an ongoing part of the programme.

5.4 The need for some forward thinking on mechanisms for scrutiny of core probationary requirements.

At present, only the programme tutors scrutinise portfolios and assess these against published criteria. For those following the accredited route in the future, this will still be the appropriate approach. In the interests of equity and the sharing of standards, it will be important to widen the audience for evidence portfolios, especially for those (perhaps the bulk of new entrants) following the basic probationary induction route.

5.5 More robust mechanism for assessing claims for exemption/fast-tracking of new staff.

The current system for assessing claims in this area is weak, and open to abuse. If the career grade structure is to be successfully and fairly implemented, some form of wider assessment of the strength of claims needs to be in place.

Completion Statistics for the Teaching and Learning in Higher Education Programme for academic lecturing staff

<table>
<thead>
<tr>
<th>Year programme commenced</th>
<th>Status of new staff</th>
<th>Total number of appts for the year</th>
<th>Number exempt from the prog</th>
<th>Number starting the prog</th>
<th>Completed 4 modules + portfolio</th>
<th>Completed 4 modules, portfolio &amp; *assignments outstanding</th>
<th>Ongoing registration (modules, *assignments &amp; portfolio outstanding)</th>
<th>Withdrawn</th>
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<tbody>
<tr>
<td>2000/2001</td>
<td>Permanent</td>
<td>63</td>
<td>15</td>
<td>48</td>
<td>29</td>
<td>10</td>
<td>2</td>
<td>7</td>
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<tr>
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<td>Contract</td>
<td>38</td>
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<td>38</td>
<td>16</td>
<td>9</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>2001/2002</td>
<td>Permanent</td>
<td>31</td>
<td>7</td>
<td>24</td>
<td>11</td>
<td>10</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Contract</td>
<td>22</td>
<td>0</td>
<td>22</td>
<td>6</td>
<td>12</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>*2002/2003</td>
<td>Permanent</td>
<td>48</td>
<td>12</td>
<td>36</td>
<td>4</td>
<td>21</td>
<td>9</td>
<td>2</td>
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<td>29</td>
<td>4</td>
<td>16</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>2003/2004</td>
<td>Permanent</td>
<td>39</td>
<td>9</td>
<td>30</td>
<td>0</td>
<td>9</td>
<td>19</td>
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<td>15</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>285</td>
<td>43</td>
<td>242</td>
<td>70</td>
<td>89</td>
<td>54</td>
<td>29</td>
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</table>

Note: The probationary period for permanent academic appointments is 3 years. It is therefore expected that most staff in this category will not complete the programme until they are nearing the end of their probationary period.

*As from September 2002, completion of an assignment in each of the four core modules will form a mandatory part of the programme.

Completion Statistics for the Teaching and Learning in Higher Education Programme for Contract Research Staff
*2002/3 - 2003/4 *Programme started January 2003

<table>
<thead>
<tr>
<th>Year programme commenced</th>
<th>Status of staff</th>
<th>Total number of entrants for the year</th>
<th>Completed 4 modules, assignments and portfolio</th>
<th>Completed 4 modules, portfolio &amp; *assignments outstanding</th>
<th>Ongoing registration (same modules, *assignments, &amp; portfolio outstanding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002/2003</td>
<td>CRS</td>
<td>35</td>
<td>2</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>2003/2004</td>
<td>CRS</td>
<td>26</td>
<td>0</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>61</td>
<td>2</td>
<td>23</td>
<td>36</td>
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</table>
## 11) Summary of Staff Development Activities

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</thead>
<tbody>
<tr>
<td></td>
<td>No of events</td>
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<td>No of events</td>
<td>No of attendees</td>
<td>No of events</td>
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<td>Computing &amp; IT</td>
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<td>912</td>
<td>144</td>
<td>1376</td>
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<td>Equal Opportunities and Diversity</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>142</td>
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<td>Learning Technologies</td>
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<td>160</td>
<td>23</td>
<td>144</td>
<td>19</td>
<td>110</td>
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<td>Leadership, Management &amp; Supervision</td>
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<td>1253</td>
<td>60</td>
<td>770</td>
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<td>556</td>
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<td>Personal Development</td>
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<td>743</td>
<td>66</td>
<td>855</td>
<td>51</td>
<td>792</td>
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<td>Research</td>
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<td>40</td>
<td>457</td>
<td>32</td>
<td>494</td>
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<td>Safety</td>
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<td>225</td>
<td>25</td>
<td>201</td>
<td>13</td>
<td>138</td>
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<td><strong>MANAGEMENT ACTIVITIES</strong></td>
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<td>HOD Fora</td>
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<td>482</td>
<td>20</td>
<td>553</td>
<td>24</td>
<td>749*</td>
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<tr>
<td>Management Coaching and Support</td>
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<td>N/A</td>
<td>N/A</td>
<td>427#</td>
<td></td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>337</td>
<td>4073</td>
<td>378</td>
<td>4710</td>
<td>337</td>
<td>4644</td>
</tr>
</tbody>
</table>

*Number indicates bookings, but not necessarily the number of individuals who attended.

# This includes: 320 on New HODs small group sessions and other one-to ones, 57 on Away days and 50 on Coaching.

| **OTHER ACTIVITIES**                      |      |      |      |      |      |      |
|                                          | N/A  | N/A  | N/A  | 141  | N/A  | 239  |


12) Summary of evaluation of Staff Development events

Were the course objectives met?

![Chart showing % positive for various types of training]

Was the content appropriate to your needs?

![Chart showing % positive for various types of training]

Were the course booking arrangements satisfactory?

![Chart showing % positive for various types of training]
We are confident that the events we run, are, in the main, extremely well received by staff. This year we have developed a learning evaluation process for new courses, which asks delegates, three months after the event, how much they have learned. We have yet to develop and fully analyse this information, but initial feedback is very positive.

Kim England  
Assistant Personnel Director  
Personnel Services  
September 2004