

Castle College Professional Development Scheme



**EMFEC STAFF DEVELOPMENT
CONFERENCE 4TH FEBRUARY
2009**

PDS - WHAT IT ISN'T

Not an “appraisal” process

Not graded

Not linked to bonus



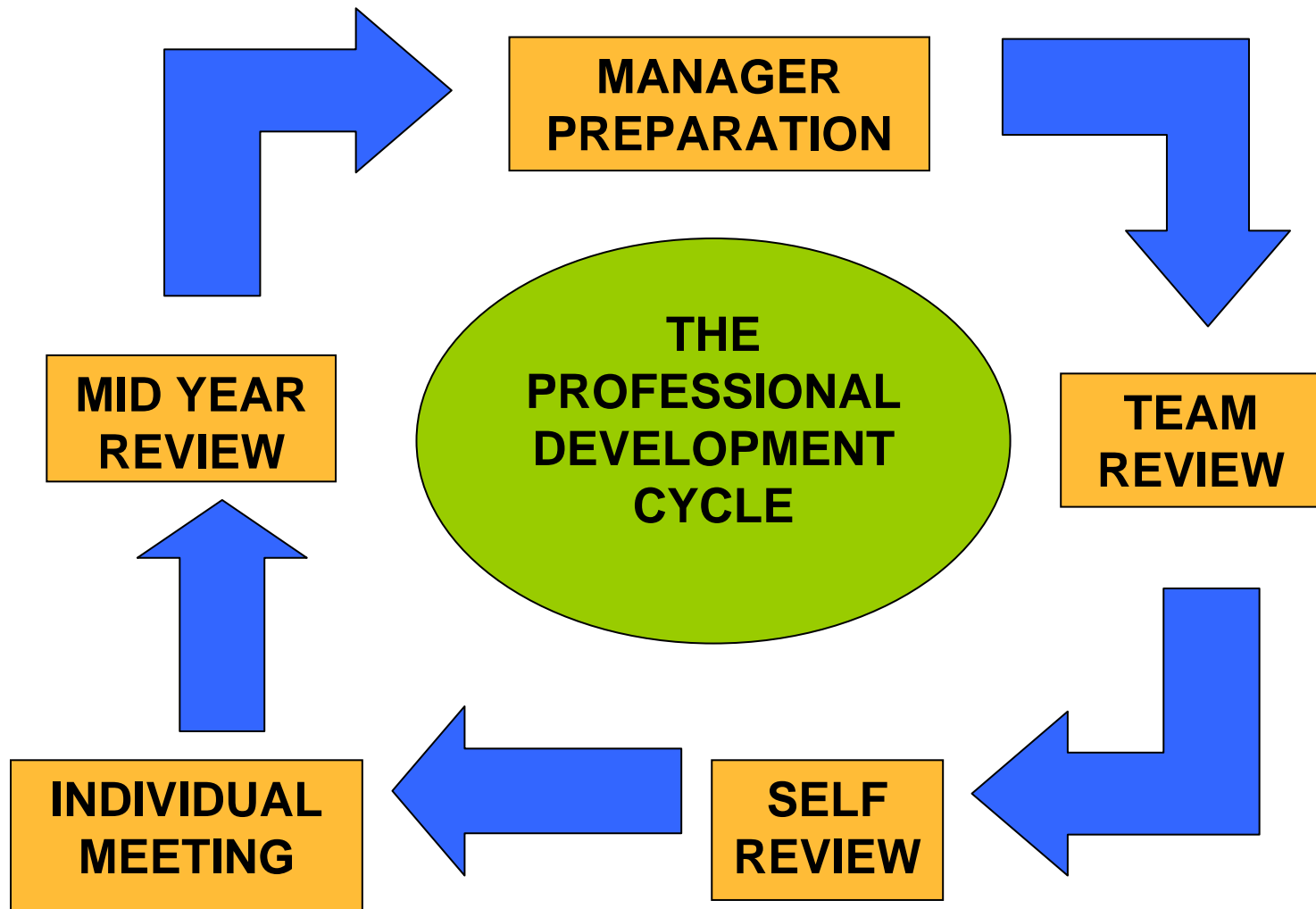
Why this approach?

PDS - AIMS



- ✓ To open communication channels
- ✓ To communicate a clear direction
- ✓ To provide a collective understanding
- ✓ To promote and support continuing professional development (CPD)

PROCESS & CYCLE



3 CORE ELEMENTS



COMPETENCIES

Example - **MANAGING AND DEVELOPING PEOPLE**

The ability to promote the organisation's values to staff, and to ensure the efficient and effective deployment of human resources, directing and developing individual and team performance and coaching staff.

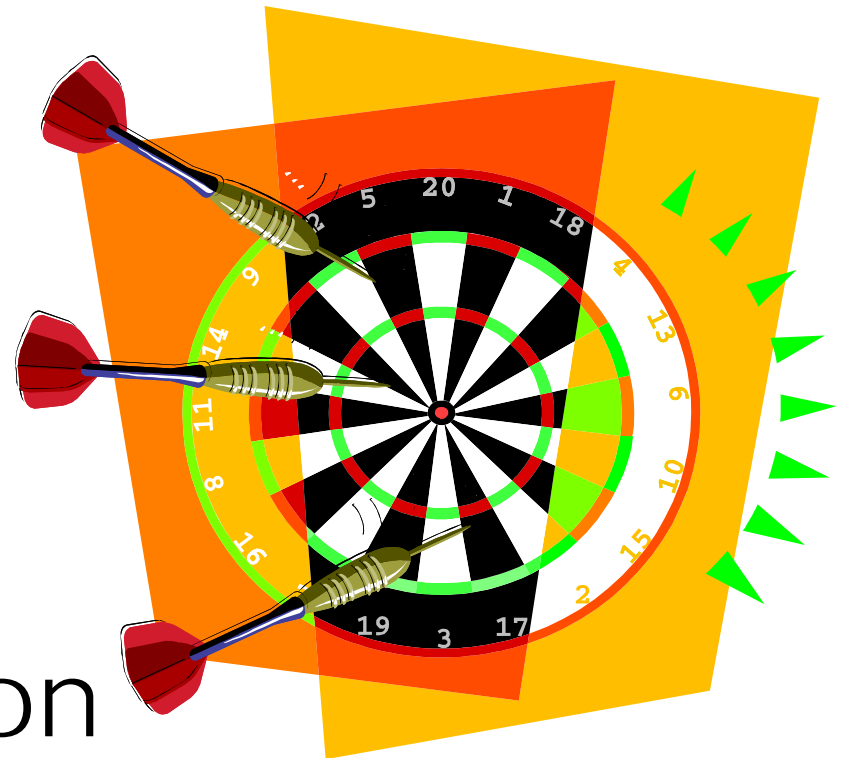
Indicates exceptional performance	Indicates fully effective performance	Indicates performance needs development
Delegates responsibility to staff to empower and develop their skills and knowledge.	Supports the development of individuals to reach their potential.	Is self-focussed and unable to delegate and share responsibility.

SOURCE OF PERSONAL TARGETS

Competencies

Team target

Career aspiration



THE PDS FORM



- ❖ Headline competence statements (reminder)
- ❖ Targets
 - ❖ Driver – why
 - ❖ Action – what
- ❖ CPD required to achieve target (if any)
- ❖ Progress towards CPD and target
- ❖ Impact of the CPD undertaken
- ❖ Achievement of personal action
- ❖ Any further action to be taken

Signed off at planning stage and year end.

THE PDS FORM

❖ Headline competence statements (reminder)

A. COMPETENCIES

PROFESSIONAL EXPERTISE: Possession and application of skills, knowledge and experience appropriate to the role. Understanding of the remit of the role and the ability to produce work of high quality to timescale.

ORGANISATIONAL
managing time

Definitions of the competencies are here to:

RESPONSIVE
completed suc

a) assist with the review process (see the guidelines for a full explanation)

COMMUNICATION
communicatio
others.

b) serve as a reminder of their importance i.e. the scheme is not just about what people achieve (targets), but also about how they achieve (competencies)

TEAMWORK:
sharing of info

EQUALITY AND DIVERSITY: Ensures that a climate of equality of opportunity is upheld by using appropriate language, taking positive action and challenging others so that discrimination is not tolerated.

MANAGING AND DEVELOPING PEOPLE (WHERE APPLICABLE): The ability to ensure the efficient and effective deployment of human resources, directing, coaching and developing individual and team performance, whilst upholding and promoting the organisation's values

THE PDS FORM

❖ Targets Driver – (why) Action – (what)

A. PERSONAL TARGETS AND CONTINUING PROFESSIONAL DEVELOPMENT

1. **DRIVER** – Organisational/Team target, Personal Competency or Career Aspiration

The “Driver” is the reason for the action, and should be either linked to an organisational or team target, a personal competency (whether this be a strength and action to make use of it, or an area identified for development), or simply an action that both parties agree will support career development.

2. **PERSONAL ACTION** – What are you going to do in support of the above? Include timescales.

This is fairly self explanatory, and whilst it doesn't need to be “SMART” it should be a clear statement of the intended action, including proposed timescales and proposed outcome.

THE PDS FORM

❖ CPD required (if any) and record of progress

1. **CONTINUING PROFESSIONAL DEVELOPMENT** – What development do you need to achieve your personal action and when will this be required?

The line manager and individual should agree whether any development is required to enable the personal target to be achieved. Remember that development is not just about attending courses, it could be something as simple as reading revised regulations, networking, or shadowing a more experienced member of staff. It is important that this is recognised as development and recorded here as such – for two reasons:

- 1 *To ensure that it happens*
- 2 *To ensure that it is recorded as CPD (Teaching employees should note the particular requirements of the IfL CPD log)*

2. **PROGRESS TOWARDS ACHIEVING YOUR CPD AND PERSONAL ACTION** (Please date each entry)

Individuals should use this space to record notable progress, either towards achievement of their personal action or the agreed CPD. This can then be discussed at review meetings with the line manager. It may also be used to retain any “evidence” of progress, e.g. notes from external course attendance, related e-mails, notes from meetings, etc.

THE PDS FORM

❖ Impact of the CPD undertaken

1. IMPACT OF THE CPD UNDERTAKEN

As and when development is undertaken the individual should consider the impact that it has had, primarily on their ability to achieve the related target, but also any additional effects it may have had. Where possible the effect should be quantified, or at least explained in some detail.

E.g, impact of Moodle training –

- Better understanding of Moodle*
- Notes produced during lessons and stored immediately, saving admin time and making them immediately available to students.*

THE PDS FORM



- ❖ Achievement of personal action
- ❖ Any further action to be taken

1. ACHIEVEMENT OF YOUR PERSONAL ACTION

This box is for completion at the final review stage, to indicate the extent to which the action has been achieved.

2. ANY FURTHER ACTION TO BE TAKEN

For example, the line manager may need to take action to enable the achievement of agreed development, or the individual may need to go away and explore options before deciding how to address their development needs.

THE PDS FORM

❖ Signed off at planning stage and year end

C. SIGN OFF

PLANNING STAGE Signed as agreed	YEAR END Signed as agreed
Employee	Employee
Line Manager	Line Manager

PROGRESS TO DATE



- 25% sample requested (x 2)
- Overall quality promising
- Non-Compliance (some areas)
 - Continue to train managers and staff
 - Shift the ownership
 - Add to quarterly business reviews