

	Bayan College	
	Bayan College Professional Development Policy	
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Bayan College will provide opportunities for employees to undertake relevant professional development consistent with the Mission and supportive of the strategic directions of the College. Professional development at BC is informed by several frameworks that express the College's expectations of staff. This ensures that professional development undertaken by staff in consultation with their nominated supervisor directly supports organizational success and sustainability.

These PDP was aligned with, BC Strategic Plan, BC Core Values Statement, BC Employee Handbook and Ministry of Higher Education Standards Framework.

Purpose

The purpose of this policy is to:

1. define the responsibilities of managers and supervisors at all levels in relation to professional development of their staff;
2. define the role of the Human Resources Department in coordinating the provision of professional development opportunities;
3. define the responsibility of the individual staff member; and,
4. describe the opportunities available for staff to pursue their professional development.

This policy applies to all employees at BC who are employed on a continuing or fixed term basis academics and non-academic staff.

Procedures

Responsibilities of managers and nominated staff

The College recognizes the critical role that managers and nominated supervisors have in building capability and shaping culture to achieve organizational success. Managers and nominated supervisors, therefore, have an important role in:

1. embedding the BC Core Values in the day to day leadership and management of staff. This is through identifying and developing individual staff and team competencies to levels of expectations and behaviors at Bayan;
2. identifying the professional development needs of staff under their leadership and direction. This can be achieved by observing performance, undertaking formal and informal discussions with staff, analyzing performance in relation to expectations and completing, with the staff member, the Professional Development Plan as part of the Performance Review and Planning process;
3. ensuring that staff in their area of responsibility undertake any compulsory training provided by the College to meet competency requirements;
4. assessing and implementing cost-effective methods for meeting the professional development needs of staff;
5. arranging the provision of targeted organizational professional development programs which meet the needs of specific work units and staff members, especially on-the-job training;
6. evaluating the outcomes of staff professional development and providing feedback to the staff they supervise in relation to their personal and professional development;
7. ensuring equity principles are upheld in providing staff access to professional development opportunities;
8. facilitating the transfer of, and use of skills introduced at professional development programs, by following up with staff members who attend professional development programs to assist with transfer of learning to on-the-job application;
9. funding, from organizational unit budget, where appropriate, the travel and incidental costs associated with attendance of staff under their leadership and direction at an approved training program; and
10. encouraging use of study support provisions so that staff may acquire relevant formal qualifications.

It is the responsibility of senior managers to consider and make appropriate arrangements, including budgetary allocation, for the support of staff professional development within their department. This should be included in the operational plan of the Department/ Office.

Responsibilities of the Human Resources Department

Human Resources staff are responsible for:

1. developing and coordinating a Professional Development Program based on established College priorities and the BC Strategic Plan, aligned with the core competencies of the Oman Qualification Framework;
2. the design and delivery of formal programs (in collaboration with relevant College subject matter experts) within the Professional Development Program;
3. Collaborating with other BC providers of professional development, these providers include, but not limited to the academic department, quality assurance office, library, finance, research, student affairs, IT, and the administration;
4. providing advice and guidance for managers and supervisors to identify and meet professional development needs of staff;
5. facilitating the development of a College-wide induction program, that has shared responsibility with managers and supervisors at all levels;
6. providing resources and expertise as available in support of on-the-job learning and development;
7. evaluating professional development programs in consultation with staff, managers and supervisors at all levels;
8. maintaining staff professional development records in the Human Resources Department record management system; and
9. ensuring equity principles are upheld in providing staff access to professional development.

Responsibilities of Staff Members

Staff members are responsible for:

1. understanding the College's expectations of them as to skills and capability, including the core competencies set out in the OQF;
2. actively participating in the Performance Review and Planning Process as a means of identifying professional development needs for current and future roles. The identification of strategies to meet these needs is the joint responsibility of the staff member and the supervisor;
3. assist individual staff members to achieve their developmental goals in directions which are relevant to the work of the higher education sector and BC in particular; and

4. developing and applying their knowledge and skills in the performance of their role to ensure continuous improvement and a culture of excellence. This involves actively managing their own professional and career development.

Professional Development Opportunities

The professional development of staff is an ongoing process of potential benefit both to the College and staff. There are a number of ways in which professional development can be facilitated. These include, but are not limited to:

1. Coaching is a training and development intervention, conducted by a subject matter expert. It aims to improve the performance of an individual or a team so that they can be more successful and more easily accomplish their assigned tasks. Coaching most often takes place on-the-job at a time when a development need is identified, which can be addressed without the need for formal training.
2. Mentoring is a form of coaching in which an experienced person supports and guides a staff member's development via ongoing guidance, counsel and example. A mentor is usually someone other than the staff member's supervisor who agrees to enter into a mentor relationship with the staff member.

In-house or On-the-Job Training

On-the-job training is an option that is utilized to assist a staff member learn a new skill, and where attendance at a formal training course is not appropriate or available. Time needs to be planned to ensure that on-the-job training is achieved.

Off-Campus or Off-the-Job Training Courses

Off-campus trainings are arranged to address professional development needs and supplement coaching, on-the-job learning and other forms of development. The College offers professional development programs to support manager/supervisor development and meet generic needs of staff. In addition, external staff development and training providers, the conduct of various courses and programs that, at times, can be accessed to meet specific learning objectives.

Special Work Assignments

The provision of 'special' work assignments is a practical way for a staff member to develop key skills.

Internal Transfers

Transfers to other work units within BC can provide another avenue for staff development. Approval for transfers to other positions which provide a staff member with an opportunity to develop additional knowledge and skills which will be of benefit to the College can be supported as an additional means of development. Functional alignment of staff to position is one of the best ways to induct employees to learn new skills.

Attendance to Conferences/Seminars

Attendance at conferences/seminars can provide developmental opportunities. Maintaining up-to-date knowledge of current trends, best practice and networking with external professional colleagues can be achieved through attendance at selected conferences/seminars. The College has membership with a range of Associations with MoUs where agreement benefits may include trainings or seminars.

Membership of Professional Associations

Membership and participation in the activities of professional associations provides another method of maintaining up-to-date knowledge of current trends, best practice and professional networks. Financial responsibility for such membership, however, rests with the individual staff member unless otherwise recommended by the management.

Policy Review

The College may make changes to this policy and procedures from time to time to improve the effectiveness of its operation or based on the Ministry of Manpower requirement directives. In this regard, any staff member who wishes to make any comments about the Professional Development for Professional Staff Policy may forward their suggestions to the Human Resources Department.