

Staff-members Continuous Development Program (CPD) Guide

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Introduction:

Faculty of Medicine, Northern Border University (FoM-NBU) is committed to providing a supportive and rewarding environment for employees and recognizes that the quality, responsiveness and professionalism of its workforce are inextricably linked to the University's achievement of its mission and strategic goals. The purpose of the Professional Development program is to encourage and support employees to actively pursue their professional and career development as an integral element of their employment with the University. The faculty acknowledges that continuing professional development contributes to personal job satisfaction, workplace productivity, reward and recognition.

This program applies to all faculty employees on fixed term and ongoing appointments and sets out the principles that underpin professional and career development.

The human resources planning process must project and predict as accurately as possible the human skills and talents necessary to meet system needs in the immediate and long-range future. Armed with this information, along with important ongoing recommendations from building-level personnel, staff development joins other personnel processes to build the human resources necessary to keep the school system alive and vital.

Definitions:

Staff development is defined as the process of providing opportunities for employees to improve their knowledge, skills, and performance in line with the goals and values of the organization and in relation to the interests and needs of the employee.

Professional Development includes the provision of learning and development opportunities and activities to extend and broaden the scope of professional capabilities of employees in relation to their role and responsibilities.

Professional development activities build on the collective knowledge and experience of employees and provide employees with opportunities to acquire, practice and adopt new knowledge, thereby enhancing individual, group and organizational learning and capabilities. Within this context:

- i. Capabilities refer to the combination of attributes, qualities, skills, knowledge and understanding of ethical principles that underpin the professional practices of employees and that enable a person to perform to a high standard in a given context and role.
- ii. Career Development refers to the process of enabling employees to plan their careers and engage in career development activities that will improve their career prospects and job progression or promotion.
- iii. Career Management refers to the process of actively planning, managing, developing and evaluating one's career.

- iv. Continuing Professional Development facilitates recognition of employees as a professional group and reflects a commitment to demonstrating high professional standards, building professional capabilities, continuous quality improvement in work practices, and optimizing career opportunities.

The cultural context of staff development Institutional culture is characterized by the complex set of values and beliefs of the institution's staff. An enabling culture, in terms of staff development, is one that values individuals and gives the highest priority to professional development in order to increase professional practice and enhance job satisfaction. External agencies influence culture by exercising indirect control over institutions, with increasing levels of accountability required for teaching and research.

Best practice is identified and sustained through quality assurance and enhancement. The challenges, opportunities and issues for staff development are mainly a response to these initiatives. For example, in the United Kingdom (UK), a review of care in the National Health Service recommended that the maintenance of quality at the heart of patient care and service delivery required the healthcare educators to keep up to date, encourage staff development and accept responsibility for change (Darzi, 2008).

The definition of development indicates that it is future oriented. Development implies learning that is not necessarily related to the employee's current job. Instead, it prepares employees for other jobs or positions in the organization and increases their ability to move into jobs that may not yet exist.

Development also may help employees prepare for changes in responsibilities and requirements in their current jobs, such as changes resulting from new technology, work designs, or customers. In contrast, training traditionally focuses on helping employees improve performance of their current jobs.

The term staff development generally is preferred to the term training in professional fields, although definitions of the two terms often are quite similar in the literature. Among the trends in human resources administration today is tying staff development to the motivation, deployment, and alignment of people within the system to increase the system's productivity.

Approaches and frameworks to staff Development

There are numerous frameworks and approaches to staff development including Investors in People (IIP) (2004), the European Foundation for Quality Management (EFQM) (2003) and the UK's Higher Education Academy (2004). These systems, techniques and strategies have a strong focus on the professional development of all academic staff. Teaching and research are, in principle, equally important, with research, reflection and enquiry being essential tools in the development of educators able to interrogate the production and communication of knowledge in their discipline.

Formal Education:

Organizations may support employee development through a variety of formal educational programs, either at the workplace or off-site. These may include workshops designed specifically for the organization's employees, short courses offered by consultants or universities. These programs may involve lectures by experts, simulations, experiential programs, and meetings.

Assessment: Another way to provide for employee development is assessment —collecting information and providing feedback to employees about their behavior, communication style, or skills. Information for assessment may come from the employees, their peers, managers, and customers. The most frequent uses of assessment are to identify employees with managerial potential to measure current managers' strengths and weaknesses. Organizations also use assessment to identify managers with potential to move into higher-level executive positions. For assessment to support development, the information must be shared with the employee being assessed. Along with that assessment information, the employee needs suggestions for correcting skill weaknesses and for using skills already learned. Based on the assessment information and available development opportunities, employees should develop action plans to guide their efforts at self-improvement.

Benchmarks: A development method that focuses on measuring management skills is an instrument called Benchmarks. This measurement tool gathers ratings of a manager's use of skills associated with success in managing.

Job Experiences: Most employee development occurs through job experiences. Using job experiences for employee development assumes that development is most likely to occur when the employee's skills and experiences do not entirely match the skills required for the employee's current job.

To succeed, employees must stretch their skills. In other words, they must learn new skills, apply their skills and knowledge in new ways, and master new experiences. The usefulness of job experiences for employee development varies depending on whether the employee views the experiences as positive or negative sources of stress. When employees view job experiences as positive stressors, the experiences challenge them and stimulate learning. When they view job experiences as negative stressors, employees may suffer from high levels of harmful stress.

Interpersonal Relationships Employees can also develop skills and increase their knowledge about the organization and its customers by interacting with a more experienced organization member. Two types of relationships used for employee development are mentoring and coaching.

At an individual level, educators can be helped to identify their development needs in a number of ways, including self-review, job analysis, peer review, informal discussion with their line manager or an individual appraisal interview. Development can be enabled through observation, reflection, planning and action. Critical to the success of these approaches is the need for flexibility when engaging with the process rather than a mechanical routine approach.

Individuals can learn alone or in a collaborative context and contributions from co-participants can encourage and make professional development more likely. Lifelong learning is central to developing and maintaining skills. Watson and Harris (1999) described the process as one that never formally starts or ends and viewed lifelong learning as an on-going process of critical reflection and questioning to arrive at new information or knowledge to inform action.

Weick (1995) considered lifelong learning as a sense-making process of constructing, filtering, framing and creating. Clearly, for effective staff development, it is necessary to work flexibly and eclectically in order to meet the demands of each situation. Reliance on any one approach may hinder effective development.

Objectives:

- Creating **tailored development programmes** across all elements of the academic role, supporting transitions through career stages
- Providing **expert consultation** on local learning and development needs
- Conceptualising and overseeing new **programme pilots**, from procurement to evaluation
- Collaborating closely with other professional services departments to identify, develop and champion **excellence in academic practice** across the University
- Taking an organisational development approach, promoting tools and practices which drive positive **organisational change**

- Guiding **policy development** related to the academic community, including progression, promotion and performance enhancement
- Creating an inclusive research environment and supporting Early Career Researchers, in line with our commitment to the Researcher Development Concordat
- Providing the learning necessary to enable the employee to perform at the level of competency required in current and future position assignments.

Responsibility:

The program is organized and evaluated by the planning and development unit.

While the program is implemented via collaboration between different units inside the college and different university deanships according to the area of development.

Collaborators:

- Faculty Units:
 - Medical education unit
 - Medical research unit
 - Quality and accreditation unit
 - E-learning unit
- University deanships:
 - Deanship of development
 - Deanship of scientific research
 - Deanship of quality
 - Deanship of libraries
 - Deanship of e-eLearning and distance learning

Need for improvement:

Essentially, staff development is an on-going process of education, training, learning and support activities and is concerned with helping people to grow within the organizations in which they are employed. An emphasis on lifelong learning, personal growth and fulfilment underlines the importance of sustained development. While the term ‘staff development’ has been defined in a number of ways, the primary purpose of academic staff development is to expand the educators’ awareness of the various tasks they must undertake to contribute to the effective education of their students and the accomplishment of the organization’s objectives. Broadly, these tasks will include those associated with teaching and learning, research and scholarship, professional updating, administration and management. For most educators, learning and teaching activities will be central and staff development will include an in-depth consideration of learning and teaching situations so the educators are able to adjust and develop their teaching competencies and activities.

Training themes:



The faculty will identify organizational goals and priorities, and develop and implement a range of strategies and programs to enhance and build the capacity, skills and professionalism of employees to enable them to contribute effectively to the Faculty's mission and strategic goals. The Faculty is committed to providing employees with:

- a. The opportunity to develop capabilities that contribute to organizational and work unit goals.

- b. The opportunity to develop a career plan and participate in career development activities that extend and enhance their capabilities and capacity for advancement within the Faculty.
- c. Equity of access to professional development opportunities.

Faculty units are required to plan and prioritize the development needs of their employees in alignment with organizational goals. Supervisors and Unit Heads are expected to consider staff access and equity issues and to apply the principle of assessing merit or achievement relative to opportunity in planning and determining professional and career development opportunities. Employees are encouraged to take an active role in their own ongoing development and to apply their learning to its most effective use.

Employees are required to participate in the annual performance planning and review process and identify development activities that support their performance objectives and their professional and career development.

The principles that underpin the provision of professional and career development at the Faculty comprise:

- a. Acknowledging Continuing Professional Development as a framework to support and encourage opportunities for continuous learning.
- b. Applying the principle of merit or achievement relative to opportunity to determine equity of access to professional development programs, resources and support.
- c. Recognizing that responsibility for professional development is shared between employees, supervisors and managers for the

planning and undertaking of professional development relevant to their roles and responsibilities.

- d. Ensuring the provision of training and development that meet the core requirements of the Faculty's and employees' roles and responsibilities and that comply with statutory obligations and Faculty policies.
- e. Using performance planning and career development processes as the primary means of ensuring alignment between individual, unit, and faculty plans and priorities and identifying individual and work unit training and development needs of employees. Planning processes including organizational unit planning; identifying professional development plans and priorities by Heads of Units; ensuring equity of access to professional development for all employees; and individual development plans prepared as part of the Faculty's performance, planning and development process for its employees.
- f. Evaluating employee participation, learning outcomes and the relevance and quality of professional development programs on an ongoing basis.

The faculty administration will ensure the provision of resources for professional development including allocation of funding for professional development in collaboration with the deanship of development. The Faculty may recognize other Continuing Professional Development activities including self-directed learning.

PROFESSIONSL DEVELOPMENT PROCEDULRES

Part A - Internal Faculty Professional Development Providers

The Faculty's Units (development and planning, medical education, medical research, quality and accreditation, and e-learning units) have primary responsibility for the provision of Faculty wide professional development programs and activities in collaboration with the supporting deanships of the university. In addition, Talent and Leadership Development provides support for organizational development and individual and team development.

Internal professional development programs will be arranged in response to:

- Staff members training needs
- Units training priorities
- Staff members annual appraisals
- Academic leaders suggestions

Annual training plan will be approved by the faculty council and informed to staff members. Training effectiveness for each training activity is evaluated using focusing on the Kirkpatrick model.

Part B - Short Courses and Conferences

An employee may attend a short course or conference that is directly relevant to the employee's work or career or professional development with the support of their Heads of departments. Support will be in the form of granting work time to attend the short course or conference and/or a contribution towards the registration fee and travel costs to be met from the Unit budget.

Where an employee is required and directed by the faculty administration to undertake a course, it is essential for carrying out their current duties and cover the required costs related to registration and travel. However, if the employee initiates a request to attend a course or conference that is relevant to the employee's work, the Faculty may approve a contribution towards the total cost of participation.

Staff members seeking to attend a short course or conference should discuss this with their HoDs and apply in writing to their Unit Head. The application should include the following:

- a. Description of the course or conference.
- b. Expected outcomes from participating in the course or conference.
- c. Costs and financial assistance applied for to attend the course or conference.
- d. Recommendation and support for participating in the course or conference by the line supervisor.

Where a Unit Head does not support an application to attend a short course or conference, they should provide a reason to the employee in writing.

Part C - Induction

New Employees

The Faculty provides an organizational induction program for new employees to ensure access to:

- a. Information on the Faculty's Vision, Mission and Strategic Plan; Governance, statutory and policy framework; organizational structure; Code of Conduct and core values; and conditions of employment; and
- b. Support, development and training in core skills or capabilities required for the carrying out of duties related to the position.

Part D – Teaching Peer review evaluation

It is a method to develop the teaching skills of the staff members via peer review evaluation by the senior staff members who give them confidential advices and recommendation to improve their teaching skills

Part E- Education Support Allowance

The Faculty will provide support to employees enrolled in an approved formal award course or program through payment of an Education Support Allowance. The Education Support Allowance is used to assist with course fees and living expenses

Part I – Administrative Duties

A temporary short term appointment to perform the duties in the faculty units and committees provides eligible staff with a career development opportunity by exposing to new managerial and academic duties and responsibilities with new tasks.

Training effectiveness evaluation:

Training effectiveness for each training activity is evaluated using focusing on the Kirkpatrick model. This is based on a four-level approach, which we can use for measuring any course or training program's effectiveness.

Here's what it looks like:

Level 1: Reaction	Level 2: Learning	Level 3: Behavior	Level 4: Impact
<ul style="list-style-type: none"> The first step is to evaluate the learners' reactions and responses to the training 	<ul style="list-style-type: none"> The second step is to measure the knowledge and skills learned during the training. 	<ul style="list-style-type: none"> Step three assesses the behavioral change (if any and to what extent) due to the training 	<ul style="list-style-type: none"> The final step is to measure the training's impact on business goals and results

Level 1: Reaction

The goal of the reaction stage is to get a good grasp of how satisfied your participants are with your training. In the process, you also notice recurring themes or patterns and potential areas for improvement.

How to measure

- On a scale of 1-10, how valuable did you find this training?

- On a scale of 1-10, how likely would you be to recommend this training program to a colleague?

Level 2: Learning

The learning stage's goal is to ensure your training has met its intended objectives, identify the skills that your training can develop within learners, and note any knowledge and/or skills that have been learned as a result.

How to measure

It can be useful to test learners in the key areas you want to evaluate before the training commences and after. This will bring clarity to what the training has specifically contributed to your learner.

Qualitative data: Pre- and post-interviews with employees. Questions might include:

How confident are you in your ability to perform in your job since your training?

What did you learn from your training to help you perform at a higher level in your role?

Level 3: Behavior

The behavior stage's goal is to see whether the employee's behavior has changed due to the training received and to what degree. In particular, how has the training influenced their performance and general attitude?

How to measure

Behavior change is most commonly measured through observations and reviews, pre- and post-training.

Qualitative data: This would include open-ended questions from observers such as:

- Do you feel like your behavior is different now than it was before the training?

Quantitative data: This may include third-party observation and text mining or analysis from email conversations or personal development plans.

In this stage, the work environment the trainee returns to plays a large role in whether they can apply their newly acquired skills. If the management and culture don't support the new behavior, it will likely revert and be lost.

Level 4: Results

The final stage's goal is to evaluate how effective the training program has been in driving results in your work. In this stage, it's common to measure results like productivity, efficiency, and customer satisfaction. Which can be evaluated by following the program KPIs.

جامعة الحدود الشمالية
NORTHERN BORDER UNIVERSITY
كلية الطب

