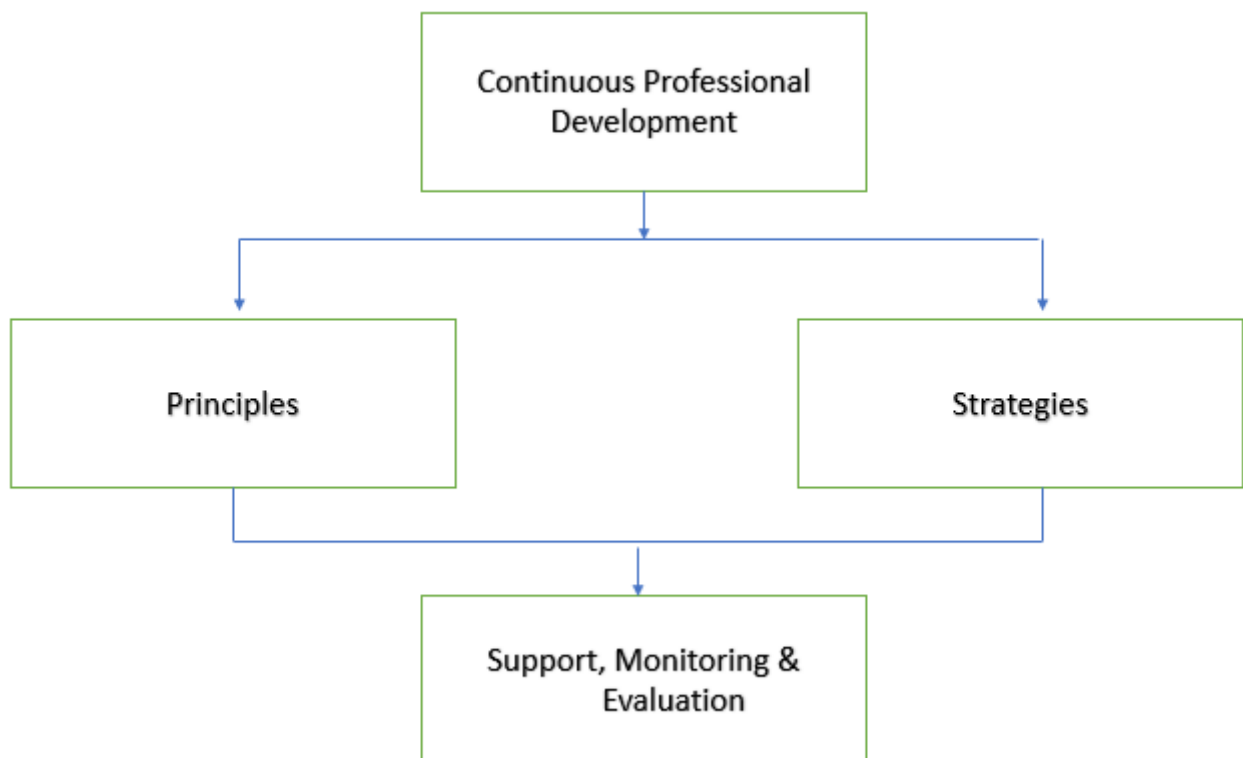


Policy No.:	P014
Name of Policy	Staff Development Policy
Date of issue:	October 2022
Status:	Approved
Responsibility for policy:	Administration
Responsibility for implementation:	Office Manager

Staff Development Framework



The purpose of the staff development policy is to promote a culture of continuous professional learning to improve the quality of work at IEU. We are legally liable for all the actions of all our staff and approved centers. Training therefore needs to be available to all responsible personnel:

- employees and contract workers
- full and part-time staff
- assessment panel
- Approved Centers

Principles

1. IEU is committed to the development of all our staff within the context of our mission, vision, policies and goals.
2. IEU recognises the importance of staff development and appraisal and offers opportunities for all staff to be involved in the program. The main focus for staff development will be the individuals and Approved Centers, with the Center Heads playing a vital role in the process.
3. There will be a structured developmental program of support for high quality teaching by approved centers and professionalism from the Assessment Panel.
4. Staff development is part of the process for implementing our strategic policies.

Strategies

A number of the strategies we use to encourage staff development to take place are:

1. Including disability issues in induction and approved center training
2. Provide encouragement and recognition of development through review and appraisal processes.
3. Ensure that all training is accessible to all centers at reasonable fees
4. Staff development will be managed, monitored and evaluated across IEU at three levels:
 - (i) the individuals
 - (ii) the awarding body
 - (iii) the approved centers
5. Staff development will be seen as a joint responsibility between staff and management. Colleagues will be encouraged to share their expertise, skills and knowledge across the awarding body by contributing at activities and staff development events.
6. The Staff Development policy seeks to maintain an appropriate balance between IEU 's work and the continuing career and personal development of its staff. Senior officers will support the process and develop strategies to ensure that monitoring and evaluation will take place.
7. Decision-making on staff development will be based upon information gathered about staff and their needs, the organisation and how it works, and internal monitoring.

Support, Monitoring and Evaluation

Monitoring is a systematic way of collecting information that will help us answer questions about our organisation, examinations, content, specifications and the way assessments are held. It is important that this information is collected in a planned, organized and routine way, so that we can use it to evaluate.

At the end, we should be able to answer the following questions:

- how well are we doing?
- are we doing the right things?
- what difference are we making?

Evaluation is about using monitored information to make judgements about our organisation. It is also about using this information to make changes and improvements. Evaluation aims to answer agreed questions and to make a judgement against specific criteria.

The questions such as:

- Why are we doing it?
- Who is the evaluation for?
- What are the key issues to address?

will help us decide whether we wish to self-evaluate or to have external evaluation.

The above questions will help us think about what we want to focus on:

1. Our organisational structure and how it works
2. How we carry out our services/activities
3. How candidates experience the examinations
4. What changes/benefits the examinations bring about

Monitoring and evaluations ensures:

- we meet our aims and objectives
- we know if we are doing things appropriately
- we can make improvements
- we can adapt to Centers and learners' changing needs
- we can meet requirements of Qualifications and Credit Framework
- we can provide evidence of the effectiveness of our work

Why evaluate?

Evaluation has two main purposes:

1. **For learning and development** – monitoring and evaluating our services will help assess how well we are doing in order to help us do it better. It is about asking what has happened and why – what is and what is not working. It is about using evaluation to learn more about our activities, and then using what has been learnt.

For learning, we should ask:

- what are the strengths and weaknesses?
- what are the implementation problems?
- why have things worked or not?
- what are the good practice issues?

2. **For accountability – to show others that we are effective** – We need to provide our stakeholders the evidence of success. To demonstrate achievements.

For accountability, the questions might be:

- are the current qualifications productive?
- should qualifications continue?
- how often should we change the qualifications

Monitoring and evaluation methods


1. **Questionnaires** – approved Centers and learners fill in questionnaires.
2. **Observing** – visit approved Centers and watch activities
3. **Keeping records** – internal recording systems (plans, meetings, records of learners’ performance etc)
4. **Feedback** – suggestion box, evaluation forms, informal discussion.
5. **Approved Centers** – number of approved Centers, enquiries. Ask questions, define why some qualifications are easily implemented and some are not.
6. **Survey** – both internal staff and associations


Learner disability and confidentiality

Approved centers are expected to take reasonable steps to find out about any learners disabilities. Once a learner discloses a disability, the center has a responsibility not to discriminate. Learners also have a right to confidentiality through the Data Protection Act.

- Do staff know how to encourage candidates to disclose a disability?
- Do staff know how to respond if a learner discloses a disability to them, and to whom any information should be passed.
- Are staff aware of the organisation’s confidentiality policy and what information should, or should not be communicated to others?

Approved October 4, 2022


 Robert Clarke, CFA, PhD



 Office of the President