



Policies and Procedures

Human Resources Department

Continuing Professional Development (CPD) Policy

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Continuing Professional Development (CPD) Policy

1. Defining CPD

Continuing professional development (CPD) and training is defined as learning undertaken by staff (both full and part time staff including those registered as self-employed, but who are committed to providing academic services to the institution) to maintain and advance their skills, knowledge and competencies, specifically as they relate and add value to their profession.

This is a dynamic process and may be achieved not only through participation in formal coursework but also through professional experience, collaboration, mentoring, participation in activities of professional organizations, and independent study and research.

2. Principles and Policy

Future Focus embraces and encourages educational and service excellence through continuous improvement of its academic staff. All staff will participate in professional development annually, and records are reviewed and evaluated. Responsibility for professional training and development extends to all levels of the organisation so that all lecturers, assessors and teaching staff are expected to keep abreast with the latest developments regarding the profession.

Additionally, Future Focus shall encourage professional development and training to enhance and build the capacity, skills, excellence, and professionalism of staff to enable them to contribute effectively and creatively to the Centre's mission. The management shall continuously strive to identify and

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communicate priorities and goals, as well as relevant developments and trends that seek to improve the Centre.

Future Focus strives to provide as many opportunities for training as possible. Typical modes of professional development which may take place within our Centre itself include:

- Individual reading/study/research,
- Attending to Erasmus + project meetings in Malta or beyond,
- Study groups among peers focused on a shared need or topic,
- Observation of peers,
- Coaching: an expert coaching one or more colleagues,
- Mentoring of new educators by more experienced colleagues,
- Team meetings to plan lessons, problem solve, improve performance, and/or learn a new strategy,
- Faculty, grade-level, or departmental meetings.

Other professional development

- National or international conferences, seminars, or workshops,
- Online.

Online professional development can be useful for learning content and even observing video demonstrations of effective teaching or leadership. Some online professional development also provides interactive, real-time discussion among participants and experts.



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In addition to this, our Centre directs our lecturers towards other sources of information, namely and inter alia:

- Online courses,
- College/university courses,
- Workshops to dig deeper into a subject,
- Conferences to learn from a variety of expertise from around the country,
- Programs by private vendors.

In furtherance to the above opportunities and Centre-initiated professional development, some lecturers take the initiative to engage in professional development they believe is necessary for them to meet goals, such as:

- Earning a master's degree,
- Credit toward recertification,
- New knowledge and skills to better serve their students,
- Additional qualifications.

We shall also be responsible:

- i. For assessing and communicating professional development and training needs of individual employees,
- ii. For administering this policy,
- iii. For identifying professional development opportunities to integrate efforts and optimize resources,
- iv. For providing an annual report reflecting the activities and events attended, as well as additional data regarding participation headcount.

3. Commitment by lecturers, assessors and other educators

Academic staff are responsible for engaging in the development of plans and for participating in designated learning experiences. They shall be responsible for assessing their job-related skills and knowledge, for maintaining a high level of performance throughout their employment, and for seeking appropriate professional development and training opportunities in conjunction with their supervisors.

All academic staff must complete a minimum of 15 hours of professional development and training per annum. Moreover, they shall be committed towards maintaining and developing professional expertise such as discipline development, instructional development, career development and organizational development.

Activities may include:

- i. Attending conferences, seminars, workshops, classes, teleconferences, or webinars,
- ii. Participation in workshops on classroom research, teaching methods or learning styles,
- iii. Courses in administrative training, project management, certificates in supervision,
- iv. Participation in strategic planning, change management, coaching, communication processes, group dynamics, performance management, systems integration and strategic goal alignment workshops or coursework,

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- v. Participation in professional networks associated with one's profession, job responsibilities or organization,
- vi. Any other activities as agreed upon by the lecturer and the Managing Director that support the mission of the Centre and student success.

4. Our commitment towards the learners

In addition, Future Focus strives to encourage and enhance other learning directly related to optimal job performance, such as:

- Knowledge of the Centre's policies, procedures, mission or governance structures,
- Communication skills, including basic skills, conflict management and resolution, negotiation and facilitation,
- Team communications and/or team building skills,
- Knowledge and skills related to acting as a member of an ethnically and culturally diverse Centre in an inclusive and respectful manner,
- Knowledge and skills in recognizing and responding effectively to discrimination and harassment,
- Knowledge and skills in the uses of technology to increase the efficiency and effectiveness of the Centre's educational practices.