

Procedure 6.11 Requests for Training and Scholarly Activity

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Procedure Owner : Principal / CEO

- ❖ This procedure is shared with our staff and/or can be obtained:
 - on our website <https://docklandsacademy.co.uk/policies-and-procedures>,
 - on our internal server via their desktops of all computers in the library on the top floor,
 - by emailing us at info@docklandsacademy.co.uk.
- ❖ Also, our staff are informed about the main aspects of the procedure in the Staff Handbooks and Staff Induction.
- ❖ The policy is reviewed and monitored on a regular basis for currency and fitness as part of our 1.9 Review and Revision of Policies and Procedures.

1 Introduction

This procedure states how requests may be made by individuals to participate in any training activities separately from the Academy's performance review / identification of training needs process.

It also clarifies what the Academy regards as scholarly activity and sets out the ways in which this might be supported by the Academy.

The CEO / Principal, in liaison with the Managing Director, will be responsible for signing off external training requests, applications for support to undertake external qualifications and to undertake any scholarly activities which may necessitate Academy's expenditure, and / or remission of teaching hours or other alterations to an individual's normal work schedule. These matters should already have been discussed with the individual's line manager.

2 Resource Allocations

The resource implications are financial: the direct cost of any agreed learning and development activity, together with any subsistence and travel expenses for the employee concerned and the cost of cover during any absence. Since this procedure relates to requests for training separate from the annual performance review / identification of training needs process, any agreed costs will not necessarily fall within the Academy's training and development budget.

3 Requests for Training

The Academy will only agree to requests for external training over and above those which have been identified by the annual performance review / identification of training needs process if the individual making the request can present a strong and coherent case for impact upon the student learning experience or business improvement in some measurable way.

External training which might be considered acceptable (given a sound supporting case) might include specialist seminars or conferences and, in particular, any training related to teaching or assessment skills.

1. The employee making the request should firstly discuss the matter with their line manager and, if the initial response is favourable, produce a short paper setting out the request in detail and specifying the likely impact if approved. A note about how the individual intends to disseminate learning, insights or information from the external training should be included (no requests will be approved unless this is provided)
2. If the line manager is unable to agree to the request, the employee will be informed immediately, reasons will be stated, and a written record made
3. If the line manager has agreed in principle to the original request, he/she should receive the formal written case from the employee and, if still in agreement, should sign off the request and add any additional notes or qualifying comments
4. The line manager should then forward the written case to the CEO / Principal for consideration and final sign off and authorisation of any expenditure
5. The CEO / Principal will contact the employee who has made the request and confirm the arrangements as well as reminding the employee to provide detailed feedback after the training has been completed
6. Once the training has taken place, the employee concerned should produce a short report on the outcomes and upon the measures being taken to disseminate any learning or insights and submit copies to their line manager and the CEO / Principal within 5 days.

The procedure described above also applies to requests from employees to undertake external qualifications with support from the Academy. It may occasionally be possible for the Academy to support appropriate external qualifications, which may include Masters programmes (either taught or by research), certain specialised professional qualifications or, in certain circumstances, PhD research.

In the case of requests for support for external qualifications, the employee should follow step 1 as above, with the added proviso that the written case should specify in detail the nature, duration and cost of the qualification concerned. The line manager will, if in agreement with the initial request, forward it to the CEO / Principal for consideration and the employee will be informed of the outcome by the CEO / Principal.

4 Conditions Applying if Support is Granted for External Qualifications

- The Academy will normally grant no more than 50% of the total of fee and associated costs
- Qualifications must have direct relevance to the work of the applying individual
- The final report submitted by the employee on completion of the qualification must include a detailed appraisal of the learning experience and an itemised breakdown of costs and expenses
- Any employee who has been supported by the Academy to undertake an external qualification is expected to remain in the employment of the Academy for at least two years. Should they leave before this, they will be expected to refund to the Academy 100% of the sum originally paid in support of their qualification.

5 Scholarly Activities

The Academy supports employees who engage in scholarly activity. In relation to teaching and learning, scholarly activity is taken to include:

- subject scholarship (latest research on the subject field),
- innovation (keeping up to date in technological developments and links with industry),
- pedagogic scholarship (latest approaches and techniques in the delivery and support of programmes and enhancement of student learning),
- application of new knowledge.

Scholarly activity may often take the form of individual reading (learned journals, professional body journals, latest textbooks, etc) and can also cross over into general training activities (including attending conferences and seminars).

The Academy will consider (either as part of the annual performance review process or under (2) above) requests from employees for support to undertake specific activities which might constitute scholarly activity. These could include preparing a paper for conference presentation, innovative work with students, promoting online learning or engaging in small scale research projects. In certain cases, appropriate professional body membership might be supported or part-financed by the Academy. Other relevant activities might involve visits to other institutions, presentations to local interest groups, engagement with Higher Education Academy subject centres or participating in a European study visit.

6. Related Documents

6.1 Policies

- **1** Governance
- **2** Academic Management
- **3** Teaching Learning Assessment
- **6** Human Resources
- **7** Information

6.2 Procedures

- 1.5 Equal Opportunities
- 1.7 Data Protection
- 1.9 Review and Revision of Policies and Procedures
- 2.6 Self-Assessment and Programme and Annual monitoring
- 3.1 Expectations from and Supporting Staff in Teaching Delivery
- 5.3 Equality, Diversity and Special Needs
- 6.3 Equality and Diversity
- 6.4 Personal Development Review and Appraisal
- 6.9 Continuing Professional Development (CPD)
- 6.10.1 Higher Education Lesson Observation
- 6.10.2 Peer Review
- 6.10.3 English Language Teacher Observation
- 6.12 Evaluation of Training
- 6.13 Staff Code of Conduct
- 9.1 Access Procedures
- 9.6 Business Continuity Plan

6.3 Terms and Conditions

6.4 External Reference Points

- Office for Students (OfS) Requirements and Guidance at <https://www.officeforstudents.org.uk/advice-and-guidance/regulation/>
- Higher Education Code of Governance (Committee of University Chairs, December 2014) at <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>
- Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers at <https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf>
- UKCISA Code of Ethics at <https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics>
- Equality Act – 2010 at <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Investors in People expectations and standards [framework for customers no case studies.indd \(investorsinpeople.com\)](https://www.investorsinpeople.com/framework-for-customers-no-case-studies.indd/investorsinpeople.com)
- CIPD Code of Professional Conduct at https://www.cipd.co.uk/Images/code-of-professional-conduct-april-2020_tcm18-14510.pdf
- UK Professional Standards Framework for teaching and supporting learning in Higher Education at https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/UK%20Professional%20Standards%20Framework_1570613241.pdf