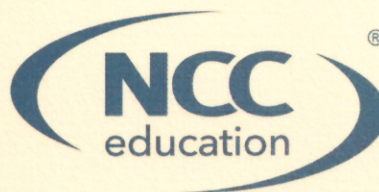




**SOUTH MEDITERRANEAN
UNIVERSITY**



**Awarding
Great British
Qualifications**

STAFF TRAINING AND PROFESSIONAL DEVELOPMENT POLICY



1. Policy Statement

South Mediterranean University recognizes the importance of continuous professional development and considers the ongoing training and development of its staff to be essential to maintaining high standards of academic, administrative, and professional performance. The University is committed to providing staff with appropriate opportunities to develop the knowledge, skills, competencies, and professional expertise required to perform their roles effectively and to contribute to the University's strategic and quality objectives. Where appropriate and subject to institutional requirements and available resources, the University will support staff participation in internal training, external training courses, workshops, seminars, conferences, professional events, and other relevant development activities.

All staff are encouraged to take responsibility for their own continuing professional development and to identify opportunities that enhance their professional knowledge, skills, qualifications, and career progression.

The University will, where reasonably practicable, notify staff of relevant development opportunities and facilitate access to appropriate learning resources and professional development activities.

2. Objectives

The objectives of this Policy are to:

- ensure that staff have access to appropriate training and professional development opportunities;
- support staff in acquiring and maintaining the knowledge and competencies required for their roles;
- enhance the quality of teaching, learning, assessment, and learner support;
- promote continuous professional development and reflective practice;
- support compliance with relevant professional, regulatory, and accreditation requirements;
- identify and address individual and institutional training needs;
- encourage the sharing of knowledge and good practice across the University; and
- contribute to the University's continuous quality improvement processes.

3. Scope



This Policy applies to all academic and administrative staff employed or engaged by South Mediterranean University, subject to the terms of their employment or engagement and the University's applicable procedures.

Training requirements may differ according to an individual's role, responsibilities, qualifications, experience, and professional or regulatory obligations.

4. Identification of Training and Development Needs

Training and professional development needs may be identified through one or more of the following:

- annual staff appraisal and performance reviews;
- peer observation or peer review of teaching;
- assessment and moderation outcomes;
- student or learner feedback;
- departmental or faculty recommendations;
- changes to curricula, programs, policies, or procedures;
- changes in professional, regulatory, or accreditation requirements;
- identified skills or competency gaps;
- individual requests for professional development; and
- the University's strategic and operational priorities.

Training needs identified through these mechanisms should be appropriately documented and considered as part of departmental and institutional development planning.

5. Quality Assurance and Staff Development

The University supports staff development as an integral component of its quality-assurance framework.

5.1 Peer Observation and Review of Teaching

The University may conduct periodic peer observation or review of teaching across relevant faculties and academic departments.

The purpose of peer observation is to:

- encourage reflective teaching practice;
- identify areas for professional development;
- promote the sharing of effective teaching methods;
- support consistency and quality in teaching delivery; and
- identify good practice that may be shared across academic departments.

Peer observation should be conducted in a constructive and developmental manner and should not be used solely as a punitive performance-management mechanism.

5.2 Moderation and Assessment Feedback



The University maintains appropriate arrangements for internal and, where applicable, external moderation of assessment.

Relevant moderation reports, recommendations, and feedback will be communicated to appropriate academic staff through suitable mechanisms, which may include:

- faculty or departmental meetings;
- assessment or examination boards;
- written moderation reports;
- individual feedback; and
- professional development or training activities.

Moderation outcomes should be considered when identifying staff development needs and opportunities for improving assessment practices.

5.3 Staff Appraisal

The University operates appropriate staff appraisal and performance-review processes for academic and administrative staff.

The appraisal process may consider:

- performance against role requirements;
- teaching, learning, and assessment responsibilities;
- professional conduct;
- contributions to departmental and institutional objectives;
- continuing professional development;
- training needs and development objectives; and
- opportunities for career and professional progression.

Training and development requirements identified through the appraisal process should be documented and followed appropriately.

6. Access to Training and Professional Development

The University aims to ensure that academic and administrative staff have equitable access to relevant professional development opportunities, subject to the requirements of their roles, operational needs, available resources, and applicable approval procedures.

Training may be delivered internally by the University or externally by recognized and appropriate training providers, professional bodies, academic institutions, or other organizations.

Priority may be given to training that:

- directly supports teaching, learning, or assessment quality;
- addresses an identified skills or competency gap;
- supports professional or regulatory requirements;
- contributes to accreditation or quality-assurance requirements;
- supports the University's strategic objectives; or



- is identified as a priority through the staff appraisal or departmental development process.

7. Procedure for Requesting External or Internal Training

Staff members wishing to participate in training or professional development activities should follow the University's approved procedure.

7.1 Identification of Training Need

The staff member, Head of Department, Faculty Dean, or relevant manager identifies a training or professional development need through appraisal, peer review, departmental planning, operational requirements, or another appropriate mechanism.

7.2 Submission of Training Request

A staff member wishing to attend an internal or external training activity should complete the University's Training Request Form and submit it to their Head of Department or designated line manager.

The request should, where applicable, include:

- the title and nature of the training;
- the training provider;
- proposed dates and duration;
- the relevance of the training to the staff member's role;
- expected learning outcomes;
- associated costs; and
- any anticipated operational or workload implications.

7.3 Review and Approval

The Head of Department or relevant manager will review the request and assess its:

- relevance to the staff member's role;
- alignment with departmental and institutional objectives;
- potential benefit to the University;
- impact on operational requirements; and
- financial implications.

Approved requests will be referred to the appropriate administrative function, including Human Resources, for further coordination and processing.

Approval of attending training does not constitute approval for expenditure unless the relevant financial approval has also been obtained.



7.4 Funding and Administrative Arrangements

Where financial support is requested, the Human Resources Department, in coordination with the Finance Department and the relevant management authority, will assess the availability of funding and applicable financial procedures.

The University's approval of training expenditure will be subject to the applicable budget, procurement, reimbursement, and financial-control requirements.

Priority may be given to training that has a demonstrable impact on teaching quality, assessment practices, professional competence, regulatory compliance, or accreditation requirements.

7.5 Confirmation and Attendance

Once the necessary approvals have been obtained, the staff members will be formally notified of the approved arrangements, including where applicable:

- training dates and duration;
- location or online access details;
- approved costs and funding arrangements;
- attendance requirements; and
- any additional administrative requirements.

Staff members approved to attend training are expected to attend punctually, participate fully, and comply with the requirements of the training provider.

7.6 Post-Training Requirements

Following completion of externally funded or otherwise significant training, the staff member may be required to provide evidence of attendance or completion and submit a brief Post-Training Report or Reflective Learning Report.

The report should, where appropriate, identify:

- the main knowledge or skills acquired;
- the relevance of the training to the staff member's role;
- potential improvements to current practice; and
- recommendations for sharing or implementing the learning within the University.

Where appropriate, staff may be requested to share relevant learning outcomes or good practice with colleagues through departmental meetings, faculty meetings, workshops, presentations, or other suitable mechanisms.

8. Responsibilities

8.1 Staff

Staff are responsible for:

- identifying and communicating relevant professional development needs;
- participating in approved training activities;
- applying relevant learning to their professional practice;



- maintaining any required professional or role-specific competencies;
- providing required post-training documentation; and
- sharing relevant knowledge and good practice where requested.

8.2 Heads of Department and Faculty Management

Heads of Department and relevant academic managers are responsible for:

- identifying departmental training needs;
- reviewing staff training requests objectively;
- ensuring that training is aligned with institutional and departmental priorities;
- monitoring the application of training outcomes; and
- supporting staff participation in appropriate development activities while maintaining operational continuity.

8.3 Human Resources Department

The Human Resources Department is responsible for:

- coordinating the University's staff development framework;
- maintaining appropriate records of staff training and professional development;
- supporting departments in identifying training needs;
- coordinating approved training arrangements;
- monitoring participation and completion where appropriate; and
- contributing to institutional workforce development planning.

9. Training Records and Monitoring

The University will maintain appropriate records of staff training and professional development activities.

Training records may include:

- training requests and approvals;
- attendance or completion records;
- certificates or other evidence of completion;
- post-training reports;
- identified training needs; and
- relevant professional development outcomes.

Training records may be reviewed periodically to assess the effectiveness of staff development activities and to identify institutional or departmental training priorities.



9. Continuous Improvement

The University will use information obtained through staff appraisal, peer observation, moderation, training outcomes, learner feedback, and other quality-assurance mechanisms to identify opportunities for continuous improvement.

Where recurring training needs or institutional skills gaps are identified, the University may develop targeted training programs or other professional development initiatives to address them.

10. Policy Review

This Policy will be reviewed periodically by the University to ensure that it remains effective and aligned with:

- applicable legal and regulatory requirements;
- professional standards;
- institutional objectives;
- quality-assurance requirements;
- relevant accreditation requirements, including those applicable to NCC Education programs; and
- identified staff and organizational development needs.

