

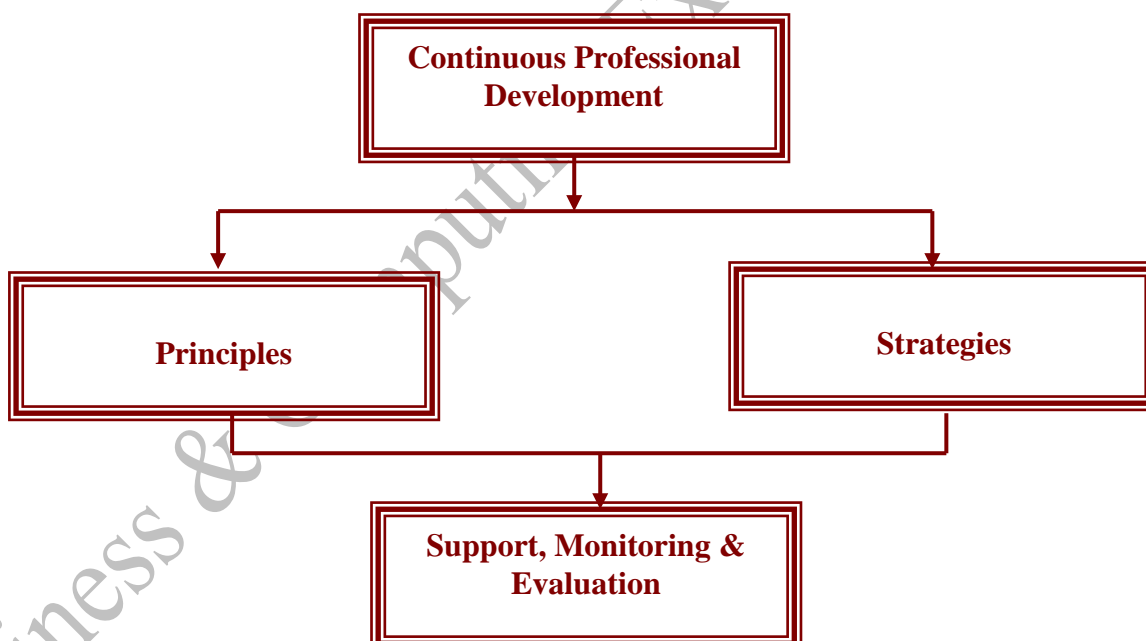


Business & Computing Examinations (BCE) LONDON (UK)

Staff Development Policy

Policy No.:	P015
Date of issue:	October 2011, revised September 2020
Status:	Approved
Responsibility for policy:	Administration
Responsibility for implementation:	Office Manager

Staff Development Framework



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

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

Principles

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

Strategies

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

1. Including disability issues in induction and approved centre training.
2. Provide encouragement and recognition of development through review and appraisal processes.
3. Ensure that all training is accessible to all centres at reasonable fees.
4. Staff development will be managed, monitored and evaluated across BCE at three levels:
 - (i) the individuals
 - (ii) the awarding body
 - (iii) the approved centres
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 BCE'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, specification and the way assessment are held. It is important that this information is collected in a planned, organised 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 Centres 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 Centres and learners fill in questionnaires.
2. **Observing** – visit approved Centres 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 Centres** – number of approved Centres, enquiries. Ask questions, define why some qualifications are easily implemented and some are not.
6. **Survey** – both internal staff and associations

Staff Development

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

- employees and contract works
- full and part-time staff
- assessors and approved Centres

Principles

5. As an organisation, we need to be committed to the development of all our staff within the context of our mission, policies and goals.
6. Recognise the importance of staff development and appraisal and offer opportunities for all staff to be involved with the programme. Analyse and focus for staff development to those who play vital roles in the process
7. There should be a structured developmental programme of support for high quality teaching by approved Centres, and professionalism from examiners.
8. Staff development is part of the process for implementing an organisation's strategic policies

Strategies

A number of strategies used to encourage staff development to take place:

1. Including disability issues in induction training and approved Centres
2. Provide encouragement and recognition of development through review and appraisal processes.
3. Ensure that all training is accessible to all Centres
4. Staff development should be managed, monitored and evaluated across BCE at three levels:
 - (i) the individuals
 - (ii) the organisation
 - (iv) the approved Centres
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 BCE by contributing at activities and staff development events.
6. The Staff Development policy seeks to maintain an appropriate balance between the organisation's work and the continuing career and personal development of its staff. The Staff Development team 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.

Learner disability and confidentiality

Approved centres are expected to take reasonable steps to find out about learners' disability. Once a learner discloses a disability, the centre 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?

[see BCE Reasonable Adjustment & Special Consideration, Equal Opportunity and Ethical Policies for more information]