

SCHOOL OF CHEMISTRY

Staff Training and Development Plan – Draft Document

This document is intended to outline the main focus of staff training and development which will be required to enable delivery of the Strategic Plan. Each of the key areas below will ultimately need to be mapped to a Key Performance Indicator.

Research, Teaching and Learning

Our research performance is a critical success factor for our stated mission and an extensive range of support programmes exists:

1. [New Academics Programme](#) intended to support academic staff in the full range of skills required for the role.
2. Mentoring skills; [Manchester Gold](#) is a campus wide programme available for all staff, in addition new staff in the School are encouraged to nominate mentors (who should not be their line manager) to help them. Further details are available from Christine.taylor@manchester.ac.uk
3. The role of the Line Manager is crucial to the development of all staff and a range of [Management Courses](#) is available from the Staff Training and Development Unit (STDU) to support them (see also Management Skills below)
4. [Performance and Development Reviews](#) are the lynch pin of the whole system; staff are entitled to at least an annual review and training for this is available
5. The [STDU](#) offers a wide range of other training opportunities to support research skills
6. The School runs an extensive programme of Research Colloquia and has strong links with other faculties and Schools who also run extensive programmes. For details of current programmes please visit the [Chemistry Internet](#)
7. Research training including skills: Attendance at Conferences and workshops often tethered to conferences offer excellent training opportunities in research. Staff are strongly encouraged to attend and participate
8. Sabbaticals. In line with the [Manchester 2015 Agenda](#) academic staff are encouraged to use these to develop their research programmes. Further information is on the [Intranet](#)
9. Grantsmanship courses for research staff are provided by the [Faculty](#) and also by the Research Councils, e.g. [Mock interview panels](#) are also available for PDRAs to prepare them for Fellowship Applications
10. The School values the input of its staff to the strategic planning process and will arrange Away Days to consult widely about teaching and research. Staff will be targeted and notified as and when these occur.

Management Skills

The School recognises that the cultural changes required to increase our performance to deliver the 2015 Agenda can be driven by good management practice at all levels of the School. Line managers and supervisors will be key in driving the ethos of continual improvement by training, development and review and their involvement in a programme of increased communication will be crucial. In particular these are important skills for Primary Investigators to acquire; many of whom find it difficult to find the time to undertake training.

Service Ethos

This is a relevant theme throughout the organisation; virtually all areas and categories of staff will be required to provide a service to another at some stage. Classic examples are stores, accounts and administration but academic staff provide a service to students, research staff provide a service to academic staff and all provide a service to the University.

A programme of concise tailored seminars should be developed to embed a culture change throughout the School.

Communication Skills

The School's administrative structures will provide the main route for dissemination of information, but other opportunities should be maximised, e.g. the regular use of [electronic distribution lists](#) to convey key decisions on policy and procedures. All staff should be aware of the importance of relevant and timely information flow.

Equality and Diversity

Attendance at the STDU Training in Equality and Diversity Issues is compulsory for all staff involved in recruitment, selection and promotion procedures and is recommended for many other staff roles. In addition, all new staff learn about equality as part of the University Induction process. Equality of Opportunity is fundamental to all School activities including training and development. Records, however, are kept centrally by the University.

Job-specific Skills

Training in cutting edge and specialist technologies is often a difficult area to address since there may be little local expertise available to tap into. In this area we will focus on one-to-one training internally where possible and use collaborative links where possible to acquire skills from visits to other institutions. The School is currently involved in the development of a national technical skills development programme to address this issue.

Understanding the Costs

Funding for the [STDU](#) is taken from University funds and therefore it is difficult to quantify in terms of an overall School of Chemistry spend. A significant increase in this funding however was provided by (originally) ring fenced funding for "Rewarding and Developing Staff" released as a result of the Bett Report on Higher Education.

For courses which are not provided in-house and/or funding is not available from other sources the School should [request funding from the STDU](#) indicating that the need has been identified as part of the Performance and Development Review process. The School will continue to seek out training wherever a need is identified and this may be from other universities, laboratory suppliers and equipment manufacturers, training organisations and other external bodies. Funding, including travel and accommodation costs for attendance at conferences, seminars and for visits to other laboratories to gain expertise is frequently available from research grants from a variety of sources and PIs are encouraged to take advantage of this when applying for research funding. The costs associated with conferences are tracked as part of our routine financial analysis.

In addition the School recognises the fact that there may be a training need for which funding is not available from any of the above sources and to this end sets aside an annual budget for training. Needless to say, however, the highest cost is the investment in staff time; time spent training which might otherwise have been used for productive output.

Evaluation

To ensure effective delivery all training received should be evaluated, primarily by the individual, but also by the line manager (has the outcome met the operational target?). The outcome should be recorded in the briefest way possible and records kept for reference. Many courses have an evaluation sheet as a routine; copies of these may be kept if useful. The School also has its own Training Evaluation Form (below). Courses receiving consistently poor feedback should be brought to the attention of the provider and if not improved alternative sources sought.

School of Chemistry
Training Evaluation Form

Name of employee
Date(s) of training
Description of Training and expected outcomes
Name of course provider and costs (if known)
How will this improve your skills and performance on the job (include dissemination of information to other staff or students where relevant)?
Your assessment of the quality training experience (please circle) Excellent Good Average Below Average Poor Comments (if any)
Would you recommend this course to anyone else?
Line managers comments and signature

Please keep this form with your PDR or training records and/or CV