

**Policy name: Continuing Professional Development (CPD) Policy**

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## 1. Context

- 1.1 The Royal Irish Academy of Music, hereinafter referred to as RIAM or the Academy, employs as teaching staff many who have careers in the wider world as professional musicians. The Academy believes that the non-teaching careers of such staff provide immeasurable benefit to its students, and therefore supports their Continuous Professional Development (hereinafter referred to as CPD) to the greatest extent possible, provided that it does not interfere with their ability to teach students in the manner required by their contracts of employment with RIAM. In addition, the Academy encourages all teachers to engage in CPD in order to reflect on their teaching practice and remain cognisant of current trends in their fields.
- 1.2 CPD is also important for non-teaching staff, as they upskill to support the Academy in delivering the highest quality experience possible to its students.

## 2. Purpose

- 2.1 The policy sets out the terms under which the Academy will support CPD for all staff. The purpose of this policy is to outline a framework to ensure that employees avail of and are trained on all aspects of their roles as well as the current and future needs of RIAM.

RIAM aims to provide support and guidance to employees in relation to both individual and career development.

Training needs will be identified through performance appraisal process in conjunction with your line manager. This will take account of changes in responsibilities, technical changes and flexibility requirements. During your employment you will be required to participate in any training that is relevant to your role.

Employees are obliged to cooperate fully with the organisation's training requirements.

## 3. Scope

- 3.1 This policy applies to all Academy staff.

## 4. Benefits

- 4.1 Teaching staff keep the Academy in the public eye as a result of external high profile work.
- 4.2 Such staff improve as teachers as a result of CPD and provide students with a rounded and inspirational education.

4.3 The Academy remains an attractive workplace for performing musicians at the highest level of their profession.

4.4 Academy non-teaching staff are stimulated and supported in their careers.

## 5. Principles

5.1 The Academy is a music performance and composition conservatoire.

5.2 The Academy believes in a holistic approach to teaching and encourages staff to expand their experiences in order to be more flexible and informed teachers.

5.3 CPD is also important to those working in professional support roles to develop the work of the Academy.

## 6. Policy

6.1 CPD comprises training and learning initiatives aimed at developing individuals' qualifications, knowledge, and skills base for the performance of their duties and for their personal growth and development. These initiatives may include:

- (i) pursuit of higher qualifications;
- (ii) research activities;
- (iii) participation at conferences and seminars;
- (iv) concerts/performance tours;
- (v) artistic endeavours;
- (vi) membership of professional bodies;
- (vii) external networking;
- (viii) sabbaticals;
- (ix) industrial placement;
- (x) skills dissemination;
- (xii) formal learning exchanges;
- (xiii) training courses;
- (xiv) such other mechanisms which facilitate continuing professional development.

6.2 To fulfil its responsibilities to students, the Academy must ensure that the skill and competence of its staff is continually enhanced.

6.3 CPD is a core part of staff appraisal systems.

6.4 CPD, as embraced by the Academy, relates to financial support given to individuals or groups who wish to pursue appropriate and relevant extra-curricular activity outside of their normal workplace functions.

- 6.5 The Academy has a limited annual budget for supporting CPD activities and will endeavour to assist applications entirely or partially depending on the availability of funds at the time of application. However, an application for funding is not guaranteed to be supported.
- 6.6 Monitoring and evaluation reports on CPD are considered annually by the Board of Studies

## 7. Induction

- 7.1 On joining the RIAM, employees will participate in an induction/on boarding process. This will be carried out by the relevant Faculty Head, Line Manager or HR. Information provided will include information on the RIAM, where policies and procedures can be found, health and safety requirements including information on mandatory H&S training, work practices, strategies and goals. During the induction period you will receive training appropriate to the role for which you were hired. This training will be designed to build the knowledge and skills necessary to meet the requirements of your work.
- 7.2 The induction process will help employee have an understanding of how the RIAM manage performance and support and help in the development of employees.
- 7.4 Overall, it ensures the employee has an understanding of the Academy, their faculty/office/department and individual duties and responsibilities, including any legal responsibilities relating to the role.

## 8. Identifying Training Needs

- 8.1.1 The performance appraisal system will allow for an analysis of individual work practices, strengths and weaknesses and places emphasis on CPD. Each employee will work with their manager/faculty head to identify both job related and personal training and development needs.
- 8.1.2 The organisation will:
- identify organisation development goals and objectives;
  - analyse individual training needs;
  - draw up a training plan;
  - select suitable and appropriate training methods;
  - implement the training plan;
  - assess effectiveness through evaluation;
  - keep records of all attendance and evaluation sheets for each employee.
- 8.1.3 The organisation's training plan reflects the organisation's objectives, targets and policies together with employees' skills, knowledge and attitudes. Therefore, employees will be assigned training that the organisation deems appropriate to your position and full cooperation with these requirements is expected. Ongoing coaching by managers is also encouraged.

Types of training and development methods may include, but are not limited to:

- on the job training;
- cross training in teams;

- classroom based;
- elearning;
- coaching and mentoring.

All commitments under this policy are subject to review and budgetary constraints.

You may be required to attend a seminar, workshop or other outside training course held during or outside working hours. Such training may be mandatory due to its value to you and the organisation's needs. The organisation will provide a flat rate payment for training time and expenses are subject to prior approval and budgetary constraints.

It is the responsibility of the line manager together with the HR department to review and identify the training needs of its department.

## 9. Procedure for Pursuing CPD

- 9.1.1 A member of staff who wishes to apply for financial support for Educational Assistance, and believes it is of benefit to the Academy and his/her role within it, must apply for support to the RIAM Director and RIAM Finance Officer or HR, in advance of committing to the undertaking.
- 9.1.2 Such funding, if granted, will be given within the limit of available funds and may be a percentage of the total costs.
- 9.1.3 There will normally be an upper limit of €1,500 per annum per applicant.

## 10. Records

- 10.1.1 The line manager and HR will retain a copy of all the training completed by employees and any relevant courses completed in line with the company data retention policy.

## 11. Responsibility

- 11.1.1 HR is responsible for overseeing this policy and its operational procedures.

## 12. Legislation and Regulation

- 12.1.1 [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(2005\)](#).
- 12.1.2 [Code of Practice for Provision of Education and Training to International Learners \(2015\)](#).
- 12.1.3 [National Framework of Qualifications \(NFQ\)](#).

## 12. Document Control

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