

Professional Development Policy

Better People, Better Business

Document control

Document reference:	P38V2
Document:	Professional development policy
Version:	Issue version – 2
Issue date:	October 21
Review date:	October 22 (annual review)
Replaces version/date:	Version 1 (September 2019)
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Summary:	This document sets out our policy and commitment to ensuring that all professional learning, training and development for our staff is relevant and effective.

Authorisation

Signature:	<i>J Hempstead</i>	Title	<i>Executive Chair</i>	<i>8th October 2021</i>
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Related Documents

Staff induction policy (PO2)

Standards of business conduct policy (P03)

Performance review policy (PO5)

Capability policy (P07)

Apprenticeship standard for teaching, learning and assessment (P30)

Equality and diversity policy (P13)

Purpose

The purpose of this policy is to ensure that all professional learning, training and development for our staff is relevant, effective and timely. It exists to support staff adequately to allow for the delivery of outstanding services to our apprentices.

We value the expertise and talent of all our employees and the impact that this has on contributing to our continued success and the achievement of our mission and values.

The framework through which The Apprenticeship College provides a continuous programme of staff and organisational development is identified through, and integrated into the following business practices and processes:

- Business planning
- Curriculum development
- Performance management
- One to one performance meetings
- Improvement planning
- Observation of teaching and learning
- The standard for teaching, learning and assessment
- Work scrutiny
- Standardisation

Professional development encompasses all the activities that staff undertake to raise their performance and professional knowledge. This includes, but is not limited to:

- External courses and training
- Internal courses and training
- Opportunities for curriculum development work
- Work shadowing and mentoring
- New responsibilities with associated support and training
- Self-reflection and identification of need
- Self-study
- Maintaining professional and industry currency (skills, practices and knowledge)
- Achievement of professionally related qualifications and accredited CPD

Everything we do is focused on improving outcomes for our apprentices. The most significant resource in ensuring our apprentices succeed is our staff. To this end we will ensure that our staff have the necessary skills to deliver and/or support outstanding teaching and that our systems are effective, efficient, and fit for purpose. Staff development covers three broad aspects:

- Induction to the company
- Training that supports competency in the job role
- Professional development for career maintenance and progression

Every member of staff is required to demonstrate continual development relevant to the professional role they carry out for the organisation and as such this policy is relevant for all staff.

Scope

We aim to maximise the contribution of all individuals at all levels within the company. As an organisation we endeavour to provide initial and continuing professional development by providing opportunities for professional development for all staff so that they are supported to undertake their roles and responsibilities effectively and with professionalism.

It encompasses all of the policies, practices and procedures provided to develop and support the capabilities of all staff.

CPD allows our staff to actively participate in, track and monitor their continuing professional development and recognises the range of development activities that add to or broaden their sector expertise, skills, knowledge and performance.

A guideline of 35 hours over 12 months is a recommended minimum. Within this framework is included any sector expertise maintenance or upskilling, mandatory or compliance-related training required from time-to-time relevant to statutory or legal obligations or application of policies or systems.

Context

We recognise that the successful achievement of our mission, strategic objectives and values is directly related to the quality of our staff.

We are committed to promoting and fully utilising the skills, knowledge, personal development and enthusiastic commitment of all our staff and recognise that the professional development of our most valuable resource is the single most important vehicle for developing individual effectiveness.

We believe that.....

- Better people equal better business and all our products are built around that ethos
- People are assets: the key to the growth of our business is investment in the growth of all our employees
- Continuous learning is key: we are open and honest with our people about their potential, learning by experimentation is encouraged and mistakes are not blamed
- Internal development is linked to succession planning: training is for individual and business success



Our mission, strategic objectives and our values characterise what we expect every member of staff to contribute towards regardless of job role. They are the foundation for our recruitment, performance management, training and identifying areas for development for our staff.

Our mission

- **Better people - better business**

Our actions and decisions are led by a relentless promise to put our customers at the heart of our business

Our strategic objectives

- **Customer Satisfaction**

We know who our customers are and build our products and services around their needs by providing excellent learning solutions that puts the customer experience at the heart of everything we do.

- **Learner Outcomes**

We develop and improve skills and behaviours that lead to the measurable achievement of learner outcomes based on their starting point.

- **Revenue and Profitability**

Our financial stability is achieved through growth where costs are aligned to revenue. Sales, retention and costs are everyone's responsibility and secure our individual and collective futures.

- **Professional Behaviours**

We develop our people to have the skills, confidence and attitude to maximise our business opportunities.

Our Values

- Fun
- Open
- Innovative
- Excellence
- One team

Roles and Responsibilities

Directorate

- Take responsibility for the implementation of this policy with their direct reports and their teams.
- Takes a strategic view of the development and learning needs of the organisation as a whole.
- Work with their direct reports to prioritise professional development needs in line with the organisations mission, strategic objectives and values and the requirements of external stakeholders.



- Report via the SLT the impact of professional development activities for their areas of accountability.

Line Managers

- Line managers are responsible for implementing the relevant business practices and processes for their teams and individual staff members to ensure that professional development activities are aligned to the organisation's mission, strategic objectives and values. These can include:
 - Business planning
 - Curriculum development
 - Performance management
 - One to one performance meetings
 - Improvement planning
 - Observation of teaching and learning
 - The standard for teaching, learning and assessment
 - Work scrutiny
 - Standardisation
- Take responsibility for identifying, agreeing and organising team level development needs for teams under their management.
- Take responsibility for assisting staff to identify their professional development needs in relation to their job roles.
- Take responsibility for approving professional development in consultation with their staff members and where appropriate the HR manager and /or directorate.
- Take responsibility for evaluating the effectiveness of personal development activities with their staff members.
- Take responsibility for ensuring that their teams and team members undertake professional development in line with appropriate external stakeholder requirements.

All Staff

- All staff have a responsibility to commit themselves to the continuous improvement of their performance at work.
- All staff have a responsibility to plan and manage their own professional development in line with the requirements of their job role, their ability to perform their job role to the expected standard and to ensure that their vocational / technical / professional expertise is maintained and up to date.
- In addition, for delivery staff, conditions stated within the apprenticeship standard / by the end point assessment organisation with regards to requirements to be able to deliver the programme must be planned for and met.
- Staff can discuss their development needs through the performance review process and one to one meetings with their line managers.
- Staff are responsible for ensuring they attend and participate in any agreed professional development activity.

- Staff are responsible for keeping a record of the professional development they undertake and providing this on request. This can be stored in their individual Breathe HR dashboard.
- Staff may not commit themselves to any development activity in worktime (internal or external) without the prior agreement of their line manager.
- Tender of resignation will result in any professional development agreed / assigned to be cancelled or delegated to another colleague.

Link to the standard for teaching learning and assessment

- The standard for teaching, learning and assessment policy is our core framework and sets out under seven key areas the delivery excellence that every apprentice deserves to experience.

This policy relates specifically to excellence area 1 of the framework: (extract below)

Excellence in Employee Professionalism

- a. Individuals are subject specialists and take responsibility to maintain currency and occupational competency.
- b. Individuals are highly competent, effective communicators (verbal, non-verbal, digital) and deliver engaging learning.
- c. Individuals uphold the organisations values and conduct themselves professionally at all times.
- d. Individuals have high expectations of themselves, their colleagues and their learners.
- e. Individuals are aware of the importance of, and strive to role model correct spelling, punctuation and grammar.
- f. Individuals are reflective practitioners and respond positively to ongoing feedback to maintain, develop and improve.
- g. Individuals share best practice to drive organisational improvement.

Outside authorities with influence on this policy

For each apprenticeship standard delivered by the organisation, the End Point Assessment Organisation (EPAO) may have in place specific CPD expectations and requirements that will be expected to be adhered to.

For each qualification delivered by the organisation, the Awarding Body may have in place specific CPD expectations and requirements that will be expected to be adhered to.

In some instances, staff members may be expected to be members of professional bodies or organisations that may have in place specific CPD expectations and requirements that will be expected to be adhered to.

Ofsted under the Education and Skills Inspection Framework will consider the following as part of an inspection:

In evaluating types of provision:

- *Inspectors will judge how well trainers, assessors, coaches and mentors communicate up-to-date vocational and technical subject knowledge that reflects expected industry practice and meets employers' needs.*
- *Inspectors will also consider whether arrangements for safeguarding young people and vulnerable learners are appropriate and effective.*

In making judgements on the quality of education:

- *teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise*
- *Teachers need sufficient subject knowledge, pedagogical knowledge and pedagogical content knowledge to be able to teach learners effectively. We recognise that there will be areas in which staff are not yet experts, so inspectors will explore what leaders are*

In making judgements on leadership & management

- *the alignment of continuing professional development for teachers and staff with the curriculum, and the extent to which it develops teachers' content and pedagogical knowledge over time, so that they deliver better teaching for learners*
- *the extent to which leaders consider the workload and well-being of their staff to enable them to deliver a high-quality education and to develop and strengthen the quality of the workforce*