

CPD POLICY

East Essex Vocational Training (EEVT) believes that all staff should be involved in a process of improvement and is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which the company is able to recruit, retain and develop its staff. This development takes place at a number of levels: individual, team, whole organisation and through wider networks. The focus of CPD will be on enhancing career progression, on improving standards and on the quality of teaching, learning and leadership.

EEVT believes that a carefully planned programme of CPD improves standards, raises morale and is integral to a culture that promotes learning at a high level for staff and learners alike. All those employed by EEVT have an entitlement to equality of access to high quality induction and continuing development.

EEVT focuses on three key levels for staff development:

1. Strategic - to enable staff to meet the expectations of the company strategy.
2. Operational - to enable staff to meet the requirements of the centre/service area.
3. Professional - to enable staff to develop their effectiveness and increase job satisfaction in order to achieve potential.

The purpose of this policy is to outline the principles by which professional development (CPD) is encouraged and supported at EEVT to deliver high quality training and apprenticeships. Our priority is to align all staff development activity to enhancing the learner experience via curriculum development and delivery.

PRINCIPLES

We believe that effective Continuous Professional Development (CPD) contributes significantly to organisational improvement. An investment in the staff at EEVT has a positive effect on their motivation and effectiveness and helps to create a climate for learning which affects both staff and learners. In particular we believe that CPD is most effective when it is:

Owned by staff – staff should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop. Where staff are given space and structure within which to determine their developmental priorities, they make astute judgements and commit to them.

Relevant to the context – any areas for development must be able to find application in the normal work context to allow staff to reflect and experiment and to be able to discover successful approaches.

Built on existing expertise – the starting point for any member of staff in developing their expertise must be to recognise what they already know and what they are capable of. This maximises the likelihood of success.

Collaborative and supported from within EEVT – the most powerful learning occurs when opportunities are provided for debate and reflection.

Sustained – the greatest impact in terms of changing and developing one's practice is gained through activities which involve a series of events.

Built using feedback - CPD is most effective when it builds on the feedback that colleagues have received from performance management meetings, classroom practice and observations.

The impact of engaging in these varying levels of activity is to enhance the learning experience by aligning all CPD activity to the curriculum and interventions in response to market needs.

EEVT will use a range of providers / types of provision and endeavour to source the provision of CPD according to the best value. Our Quality Assurance mechanisms ensure that EEVT accesses provision of a consistently high standard.

PLANNING FOR CPD

CPD is tailored to the role of the staff member and is identified in the planning processes and/or through annual professional review.

The job description and the appraisal process also form a major part in the identification of on-going development which aims to measure performance against agreed objectives and identify any staff development which may contribute to the completion of the objectives.

EEVT is determined that CPD opportunities should:

- meet identified individual, company or national development priorities.
- be based on good practice – in development activity and in teaching and learning.
- help raise standards of learners' achievements.
- respect cultural diversity.
- be provided by those with the necessary experience, expertise and skills.
- be planned systematically and follow the agreed programme except when dealing with emerging issues.
- are based, where appropriate, on relevant standards.
- make effective use of resources.
- provide value for money.
- have effective monitoring and evaluation systems, including seeking out and acting on user feedback to inform the quality of provision.

SUPPORTING A RANGE OF CPD ACTIVITIES

All forms of professional development are based on the following principles:

- a. all staff are encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work.
- b. all staff have regular opportunities to discuss their development needs and professional aspirations.
- c. all staff have a responsibility to participate in company focused CPD and personal career development.

All staff members undertake induction and mandatory specific CPD in Equality and Diversity, Safeguarding Children and Vulnerable Adults, Health and Safety, Data Protection, Freedom of Information, Bullying and Harassment, Stress Management, and training in Prevent.

EEVT support a wide portfolio of CPD approaches to match preferred learning styles of staff and to maximise the impact on teaching and learning within EEVT. These CPD approaches may include:

- attendance at a course or conference.
- in-house training using the expertise available within EEVT, e.g., team teaching, coaching/mentoring, skills in observation / assessment, sharing existing expertise.
- visit to observe or participate in good and successful practice, e.g., visit to a training venue or subject area with similar circumstances.

- shadowing opportunities to observe experienced colleagues in another educational setting.
- research opportunities
- distance learning, e.g., e-learning, relevant resources, training videos, reflection, simulation.
- practical experience, e.g., national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinate or support a learning forum or network, become involved in local and national networks.
- job enrichment / enlargement, e.g., a higher level of responsibility; front line working in someone else's job, job sharing, acting roles, job rotation, shadowing.
- producing documentation or resources such as a personal development plan, apprenticeship teaching materials for KSB development, assessment package, ICT or video programme.
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity.
- partnerships, e.g., with a colleague, group, subject, phase, team meetings and activities such as joint planning, observation or standardization, special project working group.
- creating an improved learning environment within EEVT.

LEADERSHIP AND MANAGEMENT OF CPD

The Director Jamie Manicom has responsibility for the leadership and management of CPD within EEVT.

The Director's main responsibilities are:

- Discuss with the Directors & SMT the main CPD priorities and the budgetary implications.
- Keep up to date with CPD developments locally and nationally.
- Promote CPD as a central element of performance management and company improvement.
- Identify EEVT's CPD needs through mechanisms such as: company self-evaluation, analysis of performance management targets, local/national priorities, internal/external monitoring, informal/formal discussions with individuals and teams.
- Ensure development is viewed and utilised as a toolkit to help support and motivate staff in performance capability situations, develop through and improve strategies to identify excellence in learning, teaching and assessment.
- Provide details on the range of CPD opportunities and disseminate information to the appropriate staff. Maintain and develop links with sources of CPD. Ensure procedures for accessing information on CPD are available to all.
- Provide managers with the skills, knowledge and competencies they need to work in partnership with their staff to support their CPD and promote lifelong learning.
- Report to the Directors & SMT on the provision and impact of CPD.
- Ensure whether any follow up is needed to the training, e.g., feedback to the provider and be responsible for any such actions.
- Provide guidance to colleagues on the most effective procedures for disseminating information following professional development training.



- Regularly and accurately update records of the training undertaken by colleagues and advise the appropriate bodies where there are issues of equality of access and involvement.

RESPONSIBILITIES

SENIOR MANAGEMENT TEAM

- To keep up to date with CPD development locally and nationally.
- To promote CPD as a central element of appraisal and organizational improvement
- To provide details on the range of CPD opportunities and disseminate information to the appropriate staff.
- To quality-assure providers of CPD
- To identify each CPD needs through mechanisms such as academy self-evaluation, analysis of appraisal targets, local/national priorities, internal/external monitoring, informal/formal discussions with individuals and teams.
- To discuss with the Directors and governing body the main CPD priorities and the budgetary implications
- To report to the on the provision and the impact of CPD
- To provide guidance to colleagues on the most effective procedures for disseminating information following CPD
- To produce a calendar for CPD opportunities which allows optimum participation.

Appraisers and Line Managers have responsibility to:

- Ensure that staff are undertaking appropriate and sufficient CPD.
- Support staff in developing longer-terms plans for their professional development based around career stages.
- Track and monitor learner progress across all programme levels.
- Keep SMT informed as to the impact of CPD programmes.

Staff have responsibility to:

- Identify their personal professional development needs which are relevant to the current role and any career development.
- Undertake any CPD offered diligently.
- Abide by any contractual commitments or changes made in line with this policy.
- Evaluate any CPD undertaken and its related impact on their development.

DATA CAPTURE

Data capture will provide a measure on individual staff performance with regards to meeting KPIs for:

- Attendance
- Retention
- Outcomes

These data sets provide information to enable employees and managers to understand current performance,

identify barriers and enable business goals to be met. This data will be used during appraisals and staff review meetings. Employees are responsible for monitoring their own data sets and implementing strategies to ensure they meet KPIs.

EVALUATION OF CPD ACTIVITIES

In order to ensure that training activities are efficacious to staff and learners, CPD activities will be evaluated on an individual, departmental, subject and whole organizational basis. The HR team will evaluate its provision by verbal feedback, questionnaire, focus groups and self-assessment, and will review practice thereafter.

Evaluations will measure the following:

- Learner and company attainment
- Improved teaching, learning and assessment.
- Increased learner understanding and enthusiasm.
- Increased staff confidence.
- Recruitment, retention and career progression/promotable staff.

Evaluations will take place with the following frequency:

- Staff members will evaluate individual CPD and training activities as they undertake them.
- Staff members are responsible for disseminating relevant professional development to OASIS community.
- The HR Manager will evaluate whole organizational CPD and training annually.

ASSESSING THE IMPACT OF CPD

The Directors report with the leadership team on an assessment on the benefits of CPD undertaken (and planned), especially as it relates to:

- learner and company attainment.
- improved teaching and learning.
- increased learner understanding and enthusiasm.
- increased staff confidence.
- increased evidence of reflective practice.
- recruitment, retention and career progression/promotable staff.

MAINTENANCE OF TRAINING RECORDS

Once staff have attended and completed a training course, their training record will be updated by the individual that is accountable for the training. This includes internal and external delivered courses.

It is the responsibility of the member of staff to ensure that records of any external training course are added to their record.

REVIEW

This policy is reviewed on an annual basis, or earlier where required, for example to respond to legislative changes.

Signed:



Jamie Manicom, Business Development Director.

APPRENTICESHIP STAFF DEVELOPMENT POLICY

(Supplement to our overarching CPD Policy)

EEVT aim to provide the highest quality services to our customers and achieving our organisational needs. To do this, we must have skilled and effective staff. It is our policy to develop our staff and to provide development opportunities for all members of the team, such that they are able to accomplish the organisations objectives now and in the future. This policy will take into account both individual and team development.

SECTOR KNOWLEDGE & EXPERIENCE

EEVT hold a wide range of internal meetings regularly throughout the year. One aspect of these meetings is to maintain and improve employees sector knowledge – to share updates, best practise examples, legislative changes and any areas of concern. In addition to this the Senior Management Team will regularly send email updates to the team featuring any articles or announcements that will be helpful and informative.

Employees are encouraged to engage with industry networks via a variety of social media platforms. For example, all employees are encouraged to have a LinkedIn profile where they can connect with current and future clients, find and share sector related news and articles and also nurture a professional approach to networking both for themselves, the organisation and the learners that they engage with.

TEACHING AND TRAINING KNOWLEDGE

EEVT is committed to providing a quality learning experience for all its learners. We aim to do this by:

- Identifying key processes and systems and developing effective organisational procedures
- Ensuring our learners are at the centre of all our activities
- Fostering ownership and commitment amongst staff
- Ensure we offer high quality, effective assessment / training provision
- Supporting our team through personal and professional development

Teaching, learning and assessment staff at EEVT are responsible for ensuring the learner has demonstrated the necessary knowledge, skills and understanding to pass their apprenticeship. Their work involves undertaking training & assessment (and associated support) through a blend of both work- place visits and through the use of our e-portfolio system OneFile. Professional competence in the area they are assessing is essential, which typically will have been gained through working in that industry for at least two years.

Our Quality Assurance Policy ensures that internal processes are in place to monitor the delivery of all programmes and to confirm there is consistency and that quality meets all Awarding Body standards. The Quality Assurance lead will carry out internal observations of teaching and learning which will inform staff appraisals and development recommendations. All teaching, learning and assessment staff are required to keep up to date with sector developments specific to their area of expertise. This will be reviewed and

discussed at appraisal or through one-to-ones if required.

INDUCTION

All new employees will receive a copy of their job role when they first visit EEVT. They will be given time to tour the premises, meet the team and ask any questions about the job role and the organisation. When new employees start work, they will usually spend the first week working through an induction process. The induction schedule will have been prepared in advance and will be printed out ready for the new employee to peruse. All necessary information will be provided throughout the induction process including specific information relating to Health & Safety, Policies & Procedures, job specific considerations and time with other colleagues to better understand the organisation and the way job roles work with each other.

Given the need for specialist skills in pastoral care and the unique needs of supporting apprentices, completion of the following mandatory requirements and training are required and recorded:

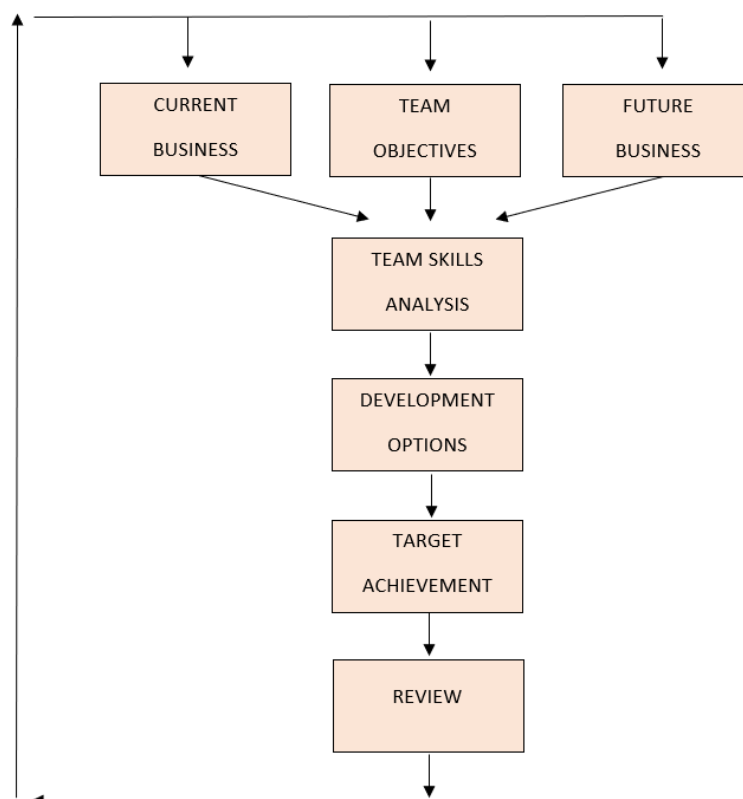
- Safeguarding
- Confidentiality and data protection
- DBS Checks
- GDPR
- PREVENT Duty
- Mental Health Awareness
- Awareness of the appropriate apprenticeship standard(s) and assessment plan(s)

IDENTIFYING AREAS FOR PROFESSIONAL DEVELOPMENT

A full probationary meeting will be held with the Director six months into employment. Supervision sessions will be held regularly to reflect on performance, identify targets and discuss anything that might support the new employee in carrying out their role effectively.

Appraisals are held annually and undertaken by the Directors, to provide feedback on performance, identify ways to improve performance, support the employee in developing new skills and realising their potential, set objectives for the next 12 months and identify any training needs. Our system of appraisal involves a level of self-appraisal and provides an opportunity for self-reflection on performance and a structured opportunity to raise issues for discussion. Learning objectives will be focussed for the individual and developed to best meet customer and organisational needs.

Should an employee feel that job specific training needs have been identified outside of this, they should discuss with their Line Manager who will raise the matter with the Directors to explore possible training options. The Directors will consider all requests in light of the job role requirements, both present and future, and can authorise such training with consideration of budgetary constraints. EEVT has a Training Policy that should be consulted prior to training being implemented. The following flow chart summarises the process by which we will recognise and develop the skills needed to achieve the organisations objectives:



Supporting Professional Development

To support staff in professional development staff will be able to (subject to resources, and agreement with the Director):

- Attend specific training courses relevant to future objectives
- Purchase training materials relevant to future objectives
- Have access to industry specific publications
- Borrow EEVT equipment for home use
- Share with each other the knowledge, skills and views that they acquire

Team Development

Regular staff development session will be organised. These sessions will provide a collective opportunity for development and to ensure that our present and future skills and competency requirements are recognised and addressed. Some sessions will be subject specific, to ensure a collective focus. Sessions will occur once every 3 months and should be expected to last for around 2 hours. The Directors in consultation with the Head of Apprenticeships Angela Ward, will lead on establishing the agenda for the meeting and delegate accordingly.

Monitoring Professional Development

All staff members have annual objectives, the achievement of which is monitored through the performance review process. Any training and development required to enable staff to meet their objectives are identified at this point. The Human Resources department provides guidance and assistance to line managers in identifying appropriate opportunities.

Regular one-to-ones between team members and their Line Managers will review progress against agreed



development targets.

Training and development needs are also identified through the operational planning undertaken by departments, for example in matching qualifications and skills needs to strategic aims. In addition, a defined policy on qualification support sets out the parameters for assistance with further study as part of professional development.

A competency framework for managers and staff outlines the key behaviours expected of them with individual development programmes are designed if required.

A record of all personal development activity undertaken by employees will be retained by the person responsible for HR. Copies of certificates will also be retained within employee personnel files. This record can be referred to prior to the appraisal process to help identify the employees learning journey.

REVIEW

This policy is reviewed on an annual basis, or earlier where required, for example to respond to legislative changes.