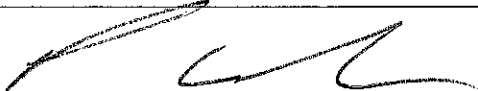




Professional Development of Employees Policy

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Date:	28/07/2021
Signature:	

This document incorporates how we will as a business:

- Improve our employees sector expertise, skills and performance – reference 3, 4.1, 4.2, 5, 6
- Improves our employees teaching and training knowledge, skills and performance – reference 3, 4.1, 4.2, 5, 5.2 6
- Improve our employees skills and performance – reference 3, 4.1, 4.2, 5, 6
- Ensure learning objectives are tailored to meet employee, customer and organisation needs – reference 3,4
- Monitor professional development – reference 8
- Our vision for professional development of employees – reference 3

1. SCOPE

- This policy applies to all staff employed by Guard Business Solutions Limited (GBS)
- Development activities which have no direct relevance to the individual's role or objectives of the Business are not within the remit of this policy.

Those activities are dealt with directly with the Commercial and Business Development Team

1.1 For the purposes of this policy, CPD is any activity which enables a member of staff to be more effective in carrying out his or her professional duties which can include but is not exclusive to; in house events; infill onto commercial courses; part time extended (vocational courses); attendance at external events and e-learning webinars.

1.2 GBS will aim to support individuals through a variety of means within the prevailing budgetary provision and identified business needs.

2. BACKGROUND AND PURPOSE

GBS values its employees and their expertise and understands the impact they have in contributing to its continued success. Teaching, Learning and

Assessment (TLA) is the Business main focus, which we continuously seek to enhance and improve. The purpose of this policy is to outline the principles by which continuous professional development (CPD) is encouraged and supported at GBS to deliver outstanding TLA. The CPD policy supports the Quality Statement and Policy to ensure our key area of activity is the development and support of staff to sustain outstanding TLA.

Our priority is to align all staff development activity to enhancing the apprentice and learner experience via curriculum development and delivery. The Business focuses on three key levels for staff development:

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

The impact of engaging in these varying levels of activity is to enhance the apprentice and learner experience by aligning all CPD activity to the curriculum and interventions in response to employer and geographical area needs. The identified training needs originate from various sources which include appraisals, observation action plans and suggestions via staff engagement for CPD to the HR department, in addition to sector led initiatives and changing skills needs and technologies.

3. VISION

Our vision is to employ only the best staff within our sector to enable our apprentices, learners and employers to benefit from their commitment, expertise and continual development to aide their learning experiences with GBS. This comprehensive policy translates this vision into a set of operational principles and management practices and provides the investment to achieve the vision.

4. OBJECTIVES - GENERAL PRINCIPLES FOR CPD

4.1 GBS CPD process is closely aligned to the Business planning and review cycles via consultation with the Board. Staff must proactively engage with, and

take responsibility for their own professional development as well as undertaking mandatory and relevant training required for a particular role.

Staff are expected to avail themselves of the development opportunities provided to enable them to keep their skills updated and respond flexibly to change.

4.2 In return for this, GBS will make a number of commitments to its staff including in centre activity, remote activity and where appropriate financial support to attend essential external events to:

- Ensure staff are trained to levels appropriate to their job roles in order to meet our statutory obligations to our apprentices and learners. Therefore, participation in certain staff development activities will be mandatory for all staff to undertake at various intervals depending on their role.
- Ensure staff work collaboratively across the business by sharing best practise, utilising staff strengths and supporting the establishment of internal networks to provide staff support in improving practice.
- The HR department will hold the responsibility centrally for the organisation, administration and delivery of all CPD which will be aligned to the business strategic plan. This work will involve collaboration with the Quality Team in support of the observation process, learning walks and centre reviews e.g. peer observation, annual monitoring etc and the action plans that result from these quality processes.
- Ensure all staff are supported and encouraged to acquire and develop the relevant knowledge, skills and competencies to enhance their performance in their current role. Where they are involved in succession planning, skills will be developed for their next role within business via the varying leadership development programmes to respond effectively to internal and external demands.
- 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.
- Create an appropriate balance between the desire for individual staff members to maximise their potential and for the business to obtain a return on its investment.
- 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.
- Gain post-course feedback from the Line Manager at a quarterly interval to check on identified outcomes achieved by attendance at the event and

action plan stated prior to attendance has been concluded with in-house dissemination of knowledge.

5. STANDARDS

5.1 GBS recognises certain minimum standards associated within specific roles which must be met by all individuals through appropriate CPD activities.

HR will monitor compliance with these initiatives.

5.2 Teaching and Assessment staff:

- Should complete an appropriate qualification essential to their role within the first two years of employment. Dates may be extended in exceptional circumstances depending on a suitable mode of delivery
- Attend observer training annually
- Enhance development through research and address impact on the apprentice or learner experience
- Proactively enhance their digital literacy skills as outlined in the IT strategy
- Ensure engagement with industry up skilling and being vocationally relevant
- Complete mandatory training as requested
- Attend internal conferences on Teaching, Learning and Assessment
- Involvement in sharing best practice forums on Teaching, Learning and Assessment
- Maintain membership with affiliated organisations linked to their subject specialism. For example, CIPD or CMI membership
- Attend CPD both internally offered and externally sourced as deemed essential to the job role in accordance with the peer/observation action plans.

5.3 Staff Induction Assessments

5.3.1 Trainers and Skills Coaches

- All Trainers and Skills Coaches must achieve the Training Assessment and Quality Assurance (TAQA) award within 12 - 18 months of appointment.
- Engage in new Trainer and Skills Coach induction
- Proactively enhance their use of business systems such as OneFile and ELMS as outlined in the IT strategy

- Ensure engagement with industry up skilling and being occupationally relevant
- Complete mandatory training as requested
- Attend internal conferences on Teaching, Learning and Assessment
- Involvement in sharing best practice forums on Teaching, Learning and Assessment
- Maintain membership with affiliated organisations linked to their subject specialism. For example, CIPD or CMI membership

5.4 Management

- All newly appointed Managers must complete the Manager's Induction within the first six weeks of employment
- All Managers are required to attend HR process workshops in line with changes to legislation and sector practice
- Complete mandatory training as requested
- Involvement in sharing best practice forums on Teaching, Learning and Assessment
- Maintain membership with affiliated organisations linked to their subject specialism. For example, CIPD or CMI membership

5.5 All members of staff

- Are required to engage in mandatory Safeguarding, Prevent, ACT, Health and Safety and Equality & Diversity awareness training every year.

From time to time there may be other training deemed mandatory for specific groups of staff to attend. For example, ensuring First Aid and Fire Safety training and certification remains in date. The expectation is to complete all mandatory training requested within the timeframe allocated.

- In order to keep up-to-date with developments in areas of work, technology, legislation and business policies and procedures amongst other activities, full time staff will need to complete a minimum of 30 hours CPD per academic year. For part time staff this is pro-rated in accordance to their contracted hours. Departments will be allocated an amount from the budget where required to help fund any activity deemed essential to an individual's job
- Staff who are designated first-aiders must have a relevant and current First Aid qualification. HR will hold a record of the staff who require this training and the Health and Safety Committee will invite the individuals to refresh their training when required

- Staff who are designated fire marshals, mental health first aiders, health and safety qualified and incident controllers are required to attend fire marshal and incident controller training every two years. HR will invite staff to a session when the update is required
- Must engage with the use of face to face delivery, elearning and complete a range of blended learning workshops including mandatory elearning. For new staff these must be done as part of the induction process.
- Maintain membership with affiliated organisations linked to your subject specialism. For example, CIPD or CMI membership
- Attend CPD both internally offered and externally sourced as deemed essential to the job role accordance to the peer/observation action plans.

6. Identification of CPD needs and CPD planning

6.1 Each member of staff has a job description which sets out what is expected of them in their post. This will be used in defining CPD for all post holders. The job description and the appraisal process also forms 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. CPD needs are identified in a number of ways by the individual, Managers and HR and can include but is not exclusive to:

Departments working alongside HR to develop a coordinated approach to planning staff development and maximising the use of available resources. This can be actioned via focus groups held in centre, request for ideas for CPD at team meetings and ensuring feedback is provided to HR once commissioned

- Through discussions with the Line Manager at 1-2-1s, whereby any CPD activity identified to support staff to work more effectively will be addressed
- The needs of staff new to GBS should be identified by the Line Manager in accordance with the induction and probation period, whereby staff can identify CPD requirements they wish to undertake or require to undertake the new role
- The needs of staff transferring to a new role within the business should be discussed within four weeks of taking up the position at a 1-2-1 meeting to ensure staff have the knowledge and skills to fulfil the role
- Through the priorities identified by the Senior Management Team during the annual business planning cycle
- Observations of Teaching, Learning & Assessment

- Peer observations and Annual Programme Reviews
- Actions arising from staff, apprentice/learner and employer surveys
- Feedback from existing programmes of activity such as the management development programmes, TLA workshop activities
- Staff Voice initiatives.
- Apprentice, learner and employer feedback

6.2 Employees can request training that is delivered in whichever way they believe is most appropriate and effective. For example, they might request training which would be:

- undertaken on GBS premises or externally where necessary
- delivered whilst they are performing their employment duties or separately
- provided or supervised by GBS, any other business or training provider
- undertaken without supervision

6.3 Monitoring and Evaluating CPD

Evaluation is important as it should be used to ensure that the learning has worked or has a measurable impact. On completing CPD all staff are required to provide an evaluation of the activity and update their CPD log and report back to both the Line Manager and HR any actions to address to share the knowledge gained to other colleagues within the business.

Managers are also asked to report on the effectiveness of training through the supervision and appraisal system, reporting relevant information to HR. This information will be collated by HR and an analysis presented to the Board on an annual basis.

7. STAKEHOLDER CONSULTATION

7.1 This policy and associated guidance was created following consultation with all staff within the business and is reviewed annually at the annual staff briefing event.

8. MONITORING AND REVIEWING

8.1 The Senior Management Team will evaluate its provision by verbal feedback, questionnaire, focus groups and self-assessment, and will review practice thereafter. As part of GBS's continued commitment to training and

development, employees are required to provide feedback on the value and effectiveness of the training and development they undertake.

8.2 An annual report on CPD impact and statistics on the level and type of activity will be produced annually.

8.3 The Policy will be reviewed and renewed every year by the Board.