



CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) POLICY

1. PURPOSE

Stanfords Training Limited values its employees and their expertise and understands the impact they have in contributing to its continued success. Teaching, learning and assessment (T, L& A) are integral core values the Centre continuously seeks to enhance and improve. Stanfords Training recognises the importance of developing all its staff to recognise their contribution in supporting these core values. The purpose of this policy is to outline the principles by which continuous professional development is encouraged and supported at the Centre to deliver outstanding T, L&A. It is to recognise that staff development can play a critical role in building the capability of the workforce. This policy relates to strategic objective below:

'Provide a supportive environment for all staff encouraging personal well-being and professional development'

2. SCOPE

- 2.1 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 and this policy applies to all staff. This applies to centrally coordinated courses, in house events, infill onto commercial courses or external attendance at events, e-learning, workshops, work shadowing and part time extended courses. Stanfords Training will aim to support individuals through a variety of means within the prevailing budgetary provision and identified business need
- 2.2 Development activities which have no direct relevance to the individual's role or objectives of the Centre are not within the remit of this policy
- 2.3 No member of staff will be treated less favourably when accessing development opportunities on the grounds of any protected characteristic as defined by the Equality Act 2010
- 2.4 All staff engaged in the delivery, assessment, or internal quality assurance of regulated qualifications must maintain up-to-date occupational competence and relevant CPD in line with the requirements of their awarding organisation and Ofqual. CPD records and evidence must be made available for internal quality review and external quality assurance (EQA) visits.
- 2.5 Stanfords Training recognises certain minimum standards associated within specific roles which must be met through appropriate CPD activities. These include:
 - **Members of the senior management team**
In consultation with the senior management team any training needs identified for existing or new programme managers will be actioned
 - **Members of academic staff**



All newly appointed teaching staff without a teaching qualification and/or with less than three years relevant experience as a teacher in Further/Higher Education, are required to:

- Complete the Initial Teacher Training (ITT) qualification relevant to their role within the first two years of employment
- All trainer/assessors must achieve both the A1 & V1 awards within 12 months of appointment
- All level 2, 3, 4 and 5 trainer/assessors must also achieve a teaching qualification as essential to carrying out the role
- All academic staff who are involved in peer observation/Observation of Teaching, Learning & Assessment (OTLA) will attend annual mandatory observation training
- All staff who have an identified area for improvement from the action plans associated with the OTLA/peer reviews must attend mandatory teaching and learning/advanced practitioners workshops
- All staff who are identified to share best practice must endeavour to do so within their department/cross Centre

➤ **Members of staff involved in management activities**

- All newly appointed managers are offered a mentor to support them in their role
- All newly staff must complete the managers checklist at induction
- All staff in designated management roles are required to attend the Centre leadership development programme
- All managers are required to attend the management away days to share information and network

➤ **Members of staff involved in business support activities**

- All administrative staff must take part in relevant IT training (and any updates required)

All newly appointed staff are required to take a range of workshops covering:

- Customer Service
- All Mandatory training
- Manual Handling

➤ **All members of staff**

- All new staff are required to participate in the Centre 2 tier induction process with 4 weeks of joining the Centre
- All members of staff are required to engage in Fire Safety training annually, Prevent training, Safeguarding training and Equality & Diversity awareness training every 2 years
- All designated first-aiders are required to have a relevant and current First Aid qualification
- All designated fire marshals are required to have recently attended a fire safety training session



- All staff must engage with the use of ILT/elearning

3 OBJECTIVES

3.1 The main aim of the policy is to provide managers and staff with a framework that supports and encourages the CPD of all staff and ensure that planning for CPD is an integral part of Stanfords Training Limited's cycle of strategic activities

3.2 The remaining objectives are:-

- All departments work alongside the Academic department to develop a coordinated approach to planning staff development and maximising the use of available resources
- Managers are provided with the skills, knowledge and competencies they need to work in partnership with their staff to support their CPD
- All staff are supported and encouraged to acquire and develop the relevant knowledge, skills and competencies to enhance their performance in their current role and, where they are involved in succession planning, for their next role within Centre
- An appropriate balance is created between the desire for individual staff members to maximise their potential and for the Centre to obtain a return on its investment in staff development
- Staff develop the skills to respond effectively to internal and external demands
- CPD is viewed and utilised as a development toolkit to help support and motivate staff in performance capability situations and develop, through T&L Observations, strategies to identify excellence in learning and teaching
- Ensure that each Curriculum Area SAR and the HE APR process analyses strengths and areas for improvement in relation to meeting the needs of current learners and the pattern of future learners and contribute to the CPD needs of the Centre
- Provide post-course follow-up with a line manager to check on outcomes and identify any necessary support for dissemination or implementation
- Establish a culture of reflective practice

3.3 General principles for CPD

3.4 In order to gain optimum benefit the Centre's CPD process is closely aligned to other planning and review cycles including staff induction; performance review appraisals; the annual planning cycle; observation of teaching and learning framework and annual academic subject reviews

3.5 Staff must proactively engage with and take responsibility for their own development. In addition to undertaking mandatory and relevant training and as requested for a particular role, they are expected to avail themselves of the development opportunities provided to enable them to keep their skills updated and respond flexibly to change

3.6 All internal training activities will support the need to heighten awareness of equality and diversity and safeguarding issues. Where relevant, this will be reflected in the design,



content and delivery of each activity. Where a CPD activity is commissioned from an external provider, the training specification supplied by the Centre will include the need to heighten awareness of E&D and safeguarding issues and meet the needs of all delegates

- 3.7 Stanfords Training must ensure that staff are trained to levels appropriate to their roles in order to perform legally in the best interest of themselves, of others and of the Centre. Participation in certain staff development activities will therefore be mandatory for all staff to undertake annually/every 2 years, depending on their role
- 3.8 All staff must engage in and log at least 30 hours of CPD annually and explore how they can collaborate with colleagues to support the creation of a learning organisation for staff. CPD records should include evidence such as certificates, reflective summaries, or feedback from training and must be available for review by line managers, internal quality assurance staff and, where applicable, awarding organisation External Quality Assurers (EQA).
- 3.9 Stanfords Training will aim to ensure that staff work collaboratively across Centre by creating 'communities of learning practice' to ensure that CPD is inclusive, forward looking and reflects changing trends within society. Also staff strengths are utilised, best practice is shared and areas for improvement addressed so that staff are enabled to achieve their full potential
- 3.10 The Centre will ensure the professional updating and CPD will be centrally coordinated via the Academic department for all CPD activity cross Centre to encourage positive responses to the change agenda, foster a culture of excellence and value for money
- 3.11 CPD for all staff will be planned and delivered in accordance with relevant statutory requirements including the Equality Act 2010, Prevent Duty (Counter-Terrorism and Security Act 2015), Safeguarding legislation (Education Act 2002 and Care Act 2014), and Health and Safety at Work Act 1974.
Mandatory CPD will include annual updates in Safeguarding, Prevent, Equality & Diversity, Health and Safety, and Data Protection.

Professional memberships/ updates

- 3.12 All staff must adhere to professional update requirements and maintain relevant memberships in line with the specialist role they undertake. Vocational and awarding body course staff must ensure their competence and CPD meet the requirements of their respective awarding organisation (e.g. Highfield Qualifications). Higher Education (HE) staff are encouraged to register with the Higher Education Academy (HEA) and comply with the requirements of their membership.

Identification of training needs

- 3.13 CPD needs are identified in a number of ways:
 - Managers must discuss CPD needs with each of their staff at least annually as part of the Performance Appraisal Process



- Through discussions via the staff capability procedures in place
- The needs of staff new to the Centre should be identified in accordance with the probation policy
- The needs of staff transferring to a new role within the Centre should be discussed within four weeks of taking up position
- Through the priorities identified by departments during their annual planning and budgetary cycle
- Observations of teaching and learning & Assessment
- Academic observations and APR's within the Centre
- Actions arising from the staff opinion survey results
- Evaluation of feedback from current programmes
- Specific focus groups for Business Support Staff, Practitioner Voice and Staff Voice initiatives

The planning processes will retain flexibility for agreement of additional development needs as they become necessary.

All CPD needs identified through these processes must be documented on the individual's CPD plan and reviewed annually in line with the performance appraisal process.

4. STAKEHOLDER CONSULTATION

This policy and associated procedure was created following consultation with Academic department and managers. Staff were also consulted using various mechanisms including verbal feedback, questionnaire, focus groups and self-assessment.

5. MONITORING AND REVIEWING

- 5.1 The Academic department will evaluate its provision by verbal feedback, questionnaire, focus groups and self-assessment, and will review practice thereafter
- 5.2 An annual report on staff development and statistics on the level and type of activity will be submitted to the Quality Improvement Committee. Regular Quality Reviews of the CPD activities will also be undertaken
- 5.3 The Policy will be reviewed and renewed every 3 years by the policies and procedures committee
- 5.4 The Academic Department and Quality Team will maintain a central CPD register and will sample individual CPD records annually to ensure compliance with awarding organisation and Ofqual requirements. Records will be securely stored in accordance with the Data Protection Act 2018 (UK GDPR).

6. RELATED POLICIES AND PROCEDURES

There are a number of related policies and procedures that underpin the Continuous Professional Development Policy. These include:



- Policy on financial assistance for part time/ infill courses
- Time off to train/study
- Procedures for CPD
- Performance Appraisal Scheme
- Induction
- Probation
- Capability procedures
- OTLA code of practice

7. MANAGEMENT RESPONSIBILITY

The Academic Director and the Head of Quality will manage the effective operation of the policy and associated procedures. The Quality Assurance Manager will be responsible for ensuring CPD records are reviewed annually and that evidence is available for external verification by awarding organisations.

8. EQUALITY IMPACT ASSESSMENT

Stanfords Training is committed to reviewing its policies and procedures regularly and monitoring the impact of these on staff in accordance with the Single Equality Scheme. The Centre will ensure all CPD activities are conducted in accordance with the Equality and Diversity policy. All CPD design, delivery, and monitoring will take into account the principles of accessibility and inclusivity to ensure compliance with the Equality Act 2010 and ETF Professional Standards.

Policy Date: 01/11/2025

Next Review Date: 31/10/2026

Signed:

A handwritten signature in black ink, appearing to read "M Sowe", enclosed within a circular stamp or seal.

M Sowe (Director - Stanfords Training)