

DOCUMENT DETAILS

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Summary	The purpose of this document is to set out Nottingham College's commitment to workforce development as a learning organisation.

DOCUMENT CONTROL

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EQUALITY IMPACT ASSESSMENT FORM

EIA form completed	
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1. INTRODUCTION

- 1.1 Nottingham College aspires to build a professional learning culture which enables employees to own, and continuously improve, their personal and professional development. This ownership includes further development of contemporary sector expertise, teaching and training knowledge, skills and performance. This acquisition may be through experimentation, research, sharing good practice with colleagues and all methods of continuing professional development (CPD) which are focussed on learning objectives to meet employee, customer and organisational needs.
- 1.2 This policy sets out Nottingham College's commitment to the continuous improvement in developing its workforce as an employer of choice and as an outstanding provider of education and training.

2. SCOPE & DEFINITIONS

- 2.1 This policy applies to all employees irrespective of differences in contract type, seniority, role, or work patterns.
- 2.2 All employees are expected to undertake at least 30 hours of CPD each year (pro-rata for part time employees), to ensure that their skills and knowledge remain up to date and to continuously improve sector expertise, teaching & training knowledge, skills and performance
- 2.3 The college is committed to providing opportunities for its staff to learn and develop through a number of dedicated CPD days each year.

Definitions

- 2.4 The following definitions apply in respect of this policy:

- CPD: continuing professional development to improve its employees sector expertise, teaching & training knowledge, skills & performance
- Mandatory training: updates and training which all employees, including governors, agency or contracted staff are expected to complete within a specified timescale.
- e-learning: on-line learning.

3. RESPONSIBILITIES

- 3.1 Employees are responsible for:
- Taking ownership of their own CPD with support from their line manager to monitor and continuously improve their expertise, skills and performance
 - Reflecting on their teaching, training, knowledge, skills and performance and responding to feedback and agreed targets for improvement.
 - Actively seeking out opportunities to deepen, extend and share knowledge and skills.
 - Participating in the professional development scheme, discussing, agreeing and reviewing CPD with learning objectives that are tailored to meet their needs, that of the customer and the college
 - Undertaking mandatory training when requested in a timely manner to include, but not limited to, safeguarding (including Prevent), data protection, health and safety, and equality and diversity to ensure that legal responsibilities are fulfilled. Mandatory training for new colleagues must be successfully completed within the first week of joining the college and

again at a 3-year anniversary. Colleagues returning from maternity leave, long term sickness absence or sabbatical must complete any mandatory training due within the first week of their return. Mandatory training includes confirming the most recent version of 'Keeping Children Safe in Education' has been read and understood.

- Monitoring and recording their CPD activities.

Ensuring that they fulfil the minimum requirement of 30 hours CPD on an annual basis (pro-rata for part time employees).

3.2 The Executive Leadership Team are responsible for:

- Fostering a positive professional learning culture and to model its ethos in practice.
- Ensuring this policy is monitored and reviewed.
- Ensuring that appropriate training is provided to managers and employees: to improve their sector expertise, skills and performance; that learning objectives are tailored to meet their needs, the needs of the customer and the college. This will include providing the opportunity to encourage and support under-represented groups develop their careers.
- Promote collaboration and integration of proactively working together across the whole organisation to strengthen all strands of our work to ensure a sustainable future.
- Ensuring that teams have accurately identified their strengths and areas for development (this could be as part of the self-assessment report (SAR) process), have robust quality improvement plans and tailored CPD plans that will result in improvement.
- Ensuring that individuals, managers, organisational development and, teaching, learning & assessment teams fulfil their responsibilities outlined within this policy.

3.3 All managers are responsible for:

- Continuous improvement of its employees' sector expertise, skills & performance.
- Supporting employees to monitor, identify and own their CPD and negotiate where appropriate to ensure targeted development for the development of teaching, knowledge, skills and performance
- Devising annual development plans for their teams, promoting high expectations and taking into account individual, team and college ambitions and individual development needs.
- Ensuring individualised CPD learning objectives are focussed on individual needs, customer needs, the college strategic priorities, values & behaviours.
- Agreeing CPD within the professional development scheme to capitalise and share strengths, and respond to identified areas for development.
- Identifying and monitoring the contribution which CPD has made to the development of the team through professional development review (PDR - appraisal) and other planned mechanisms through the quality process.
- Discussing development opportunities with staff and making decisions about which activities will be agreed, deploying a systematic, consistent and fair approach which acknowledges the diversity of interests, experience and career phase of team members and is well aligned to the improvement plans i.e., QIP and emerging priorities for development.
- Using a range of developmental mechanisms including observation, learning walks, sampling activity, work scrutiny, performance indicators, feedback and discussion to identify and support personal and professional CPD needs.
- Working with teams and external organisations to devise a responsive programme of industrial updating. To continuously improve staff sector knowledge, skills and performance by identifying at least one industrial upskilling objective at PDR.

- Sharing and facilitating the sharing of good practice both formally and informally.
- Providing new staff or newly promoted staff with a localised induction and on-boarding programme, including a mentor. Particular support will be given to the development of newly qualified teachers and those industry experts new to teaching, including support to achieve at level 5 teaching qualification.
- Identifying where expertise lies to support sharing of practices.
- Ensuring all staff complete training that has been identified through the PDR process, College mandatory training requirements (see 3.1), and as outlined within the QIP and CPD in a timely manner, monitor the impact of this activity, and adjust CPD plans to respond to individual/team progress as appropriate.

3.4 The Organisational Development Team and Teaching, Learning & Assessment Team are responsible for:

- Identifying and monitoring corporate training needs and implementing an inclusive, responsive plan to ensure that these are met.
- Monitoring the engagement / completion and impact of those activities and providing challenge where necessary.
- Identifying appropriate ways of organising mandatory training relevant to the subject matter.
- Evaluating the college-wide impact of CPD undertaken in a range of ways i.e., the Kirkpatrick model, employee engagement, surveys and quality calendar events, and improvements in the quality of education and using this to influence plans and priorities.
- Guiding and supporting employees and managers to solutions which improve existing skills, knowledge and qualifications or develop new ones
- Managing and providing an e-learning offer which creates a flexible space to learn including for example self-managed e-groups and webinars.
- Sourcing CPD through externally recognised leaders in their field or via expertise and knowledge from within the organisation to support a broad menu of activities.
- Managing the CPD budget ensuring best value, quality and impact.
- Maintaining staff development records including working with managers to ensure that individual staff complete their contractual CPD requirements, including mandatory training compliance.
- Managing the induction programme; ensuring staff receive a high-quality induction which meets their needs well, is appropriate to their role and ensures a clear understanding of the college's expectations.
- Organising training internally and externally which promotes the collaboration and integration of proactively working together across the whole organisation to strengthen all strands of our work to ensure a sustainable future.
- Providing training (related to teaching, training, knowledge, skills and performance) that is responsive to both individual, team and organisational development needs in the context of Any Space, Any Place.
- Providing targeted coaching to enhance the quality of teaching and training and facilitate the development & improvement of individual's knowledge, skills, and performance.
- Monitoring and reporting on training activity, their impact on how this meets customer / organisational needs and using this information to enhance the quality of development provided.

3.5 Teams are responsible for:

- Identifying and engaging with their collective development needs, experimenting and sharing new and developing practice.
- Engaging in CPD as outlined as part of their improvement and CPD plan.
- Engaging in CPD deemed as mandatory across the college within agreed timelines
- Implementing actions as agreed within CPD sessions.

These measures aim to provide the commitment and opportunities for all staff to make learning an essential part of professional norms.

4. GENERAL PRINCIPLES

4.1 Our priority is to create a supportive learning culture as part of continuous improvement, in line with the shared values and behaviours of Nottingham College which:

- Appropriately develops the skills, qualifications, knowledge and experience of all staff, empowering them to undertake and perform their roles to the highest standards.
- Supports the continuous development of our teachers and assessors enables excellence in teaching, learning and assessment to be achieved.
- Continually enhances the effectiveness of leadership and management, securing the college's ambitions.
- Literacy and numeracy skills are developed including the achievement (as a minimum) of level 2 qualifications in English and maths for all CPD.
- Enables employees to discharge their statutory duties and remain up to date through training and development.
- Results in professional autonomy with regard to the acquisition of skills is respected.

5. ENTITLEMENT

5.1 Employees at Nottingham College are entitled to:

- An annual review to identify development needs which improve performance, sector skills expertise, teaching and training knowledge, skills & performance and contribute to career aspirations.
- Access to a broad range of CPD opportunities.
- Contribute to a community that is curious and keen to learn. To seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Develop and be recognised as informed, confident and respected professionals.

6. CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES

6.1 CPD can include a range of activities, not all of which will incur costs or necessitate time away from the workplace. Examples include:

- Courses leading to qualifications;
- Workshops / conferences / seminars / webinars;
- Peer observation;
- Participation in coaching;
- Apprenticeships;
- Engaging with research;
- Secondment or work shadowing;
- Industrial / vocational / academic updating;
- Mandatory training;

- Committee membership (vocational or non-vocational) including professional associations;
- Feedback and resulting actions from lesson observations and learning walks;
- Reflective practice: the time and space to plan experimentation and to develop and trial teaching and learning methods and review them;
- Scholarly activity: engaging with and in those activities that enable reflective pedagogic evaluation and development and research;
- Participating in online professional communities;
- Webinars; and,
- Keeping up to date, for example reading journals / online materials and structured vocational and professional updating.

This list is not an exhaustive but aims to demonstrate the diverse nature of CPD.

7. PROVISION OF FINANCIAL SUPPORT

7.1 Nottingham College will normally fund approved course fees as follows:

- Part-time college courses (tuition fees and exam fees only).
- Short external courses / seminars / conferences.
- Courses delivered by an external trainer on college premises.
- Qualification courses normally to a maximum of £1,500 for direct course costs (tuition fees and exam fees only) where a qualification is an essential job requirement for an existing employee. New employees joining the organisation who do not have the qualification for the job they have been appointed will usually be expected to fund this qualification themselves.
- Contractual teacher training qualifications.

7.2 Travel and accommodation costs associated with attendance at training are not met through the CPD budget, but through local team budgets.

8. RECOVERY OF FEES

8.1 If an employee fails to commence or complete an approved college funded qualification course, or leaves the employment of the college through resignation or dismissal (other than redundancy), they will be liable to repayment of a proportion of any monies paid to the provider as per the following table:

Circumstances	Amount Repayable
Failure to complete the course	100%
Failure to sit exam/submit work within requirement timescales	100%
Resignation/dismissal during the course	100%
Resignation/dismissal up to 12 months after course completion	100%
Resignation/dismissal between 12 months and 2 years after the course completion	50%

Appendix 1

EQUALITY IMPACT ASSESSMENT INITIAL SCREENING TOOL

Document Name:	Continuing Professional Development Policy	Date:	15.11.21
Lead Officer:	Debra French	Reviewing Officers:	Debbie Hinbest James Woodthorpe College Café networks

<input type="checkbox"/> Function	<input checked="" type="checkbox"/> Policy	<input type="checkbox"/> Procedure	<input type="checkbox"/> Strategy
Describe the main aim, objectives and intended outcomes of the above:			

You must assess **each** of the 9 areas separately and consider how your policy may affect each group.

1. Assessment of possible adverse impact against any minority group				
How could the policy have a significant negative impact on equality in relation to each area?		Yes	No	If yes, please state why and the evidence used in your assessment
1.	Age		x	
2.	Sex		x	
3.	Disability		x	
4.	Race or Ethnicity		x	
5.	Religion or Belief		x	
6.	Sexual Orientation		x	
7.	Pregnancy and maternity		x	
8.	Gender reassignment		x	
9.	Marriage and Civil Partnership		x	

You need to ask yourself:

- Will the policy create any problems or barriers to any community of group?
- Will any group be excluded because of the policy?
- Will the policy have a negative impact on community relations?

If the answer is yes to any of the above then a full Equality Impact Assessment will be required.

2. Positive impact				
How could the policy have a significant positive impact on equality by reducing inequalities that already exist?		Yes	No	If yes, please state why and the evidence used in your assessment
1.	Promote equal opportunities	x		- Taking positive action where possible to improve under-representation in certain roles - Improve accessibility to learning through digital technology
2.	Get rid of discrimination	x		Targeted Equality, Diversity & Inclusion training
3.	Get rid of harassment	x		Through leadership programmes and the College's shared behaviours
4.	Promote good community relations	x		Through collaboration with local organisations on training which support community matters i.e., modern slavery,

				sexual health, mental health, safeguarding
5.	Promote positive attitudes towards disabled people	x		Targeting Equality, Diversity & Inclusion training i.e. Unconscious bias
6.	Encourage participation by disabled people	x		Actively encouraging an increase in participation through digital learning & use of software to enable this i.e., voice to text capability for on-line training
7.	Consider more favourable treatment of disabled people	x		As per item 5
8.	Promote and protect human rights	x		As per item 5

3. Summary							
Positive		<i>Please rate the level of impact</i>				Negative	
HIGH <input type="checkbox"/>	MEDIUM <input checked="" type="checkbox"/>	LOW <input type="checkbox"/>	NIL <input checked="" type="checkbox"/>	LOW <input type="checkbox"/>	MEDIUM <input type="checkbox"/>	HIGH <input type="checkbox"/>	
Date assessment completed:		Is a full Equality Impact Assessment required?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		