

**DOCUMENT DETAILS**

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Applicability	Students		Staff	x
	Governors	x	Other	x
Summary	The purpose of this document is to set out Nottingham College's commitment to objectives set out in the Strategic Plan 2023-2026. This specifically relates to objective (5) to invest in its people, and (6) culture.			

DOCUMENT CONSULTATION & APPROVAL

Consultation person / body	Date passed
Executive Leadership Team	13.11.23

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IMPACT ASSESSMENT

A significant negative impact has been identified in the following area and a full impact assessment / risk assessment is available.

Equality & diversity	Yes / No
GDPR	Yes / No
Health & safety	Yes / No
Safeguarding	Yes / No

Friendly version of policy available	Yes / No
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POLICY CHANGES

Key updates	Impact	Section reference
Synergy with Nottingham College Strategic Plan & People Strategy	Supporting achievement of strategic objectives linked to CPD	2.1
Mandatory training suite to include Cyber Security	Upskilling of colleagues and to meet insurance requirements	4.1
College financial contribution to approved qualification costs	Increase from £1500 to £1700 to reflect inflation	8.1



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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.

2. OBJECTIVE

- 2.1 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. Key priorities include objectives 5 & 6 in the College's Strategic Plan 2023-26 to 'Invest in our People' and 'Culture' and of the People Strategy 2022-25.

3. POLICY STATEMENT

SCOPE & DEFINITIONS

- 3.1 This policy applies to all employees irrespective of differences in contract type, seniority, role, or work pattern.

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, behaviours and performance.

The college is committed to providing opportunities for its staff to learn and develop through several dedicated CPD days each year.

3.2 Definitions

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.

4. RESPONSIBILITIES

4.1 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 review 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), cyber security, 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 required intervals. Colleagues returning from maternity leave, long term sickness absence or sabbatical etc 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).

4.2 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 includes 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.

4.3 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 considering 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 and competencies.
- 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 colleagues 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 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 or newly promoted colleagues 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 a level 5 teaching qualification.
- Identifying where expertise lies to support sharing of practices.
- Ensuring all colleagues complete training that has been identified through the PDR process, mandatory training requirements (see 4.1), 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.

4.4 The Organisational Development Team and Quality (Curriculum Innovation & Improvement) 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, behaviours and qualifications or develop new ones.
- Managing and providing an e-learning offer which creates a flexible space to learn.
- 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 colleague development records including working with managers to ensure that individuals 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 we are a Future Ready organisation.
- Providing training (related to teaching, training, knowledge, skills, and performance) that is responsive and accessible 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.

4.5 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 colleagues to make learning an essential part of professional norms.

5. GENERAL PRINCIPALS

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

- Appropriately develops the skills, qualifications, knowledge, and experience of all colleagues, empowering them to undertake and perform their roles to the highest standards.
- Supports the continuous development of curriculum colleagues to enable 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 colleagues to discharge their statutory duties and remain up to date through training and development.
- Results in professional autonomy regarding the acquisition of skills is respected.

6. ENTITLEMENT

6.1 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.

7. CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES

7.1 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 through journals/books/podcasts/online materials and structured vocational and professional updating.

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

8. PROVISION OF FINANCIAL SUPPORT

8.1 Nottingham College will normally fund approved course fees as below. Requests for training & development are reviewed by a panel termly:

- 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 £1,700 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 teaching qualifications.

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

9 RECOVERY OF FEES

9.1 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%