



EVERYTHING APPRENTICESHIPS

Expect More, Get More

PROFESSIONAL DEVELOPMENT POLICY

Document Owner	The Directors		
Implementation	This policy will be made available to all staff.		
Communication	This policy will be communicated to all staff at induction. Copies of this policy are available electronically via the Policies and Procedures folder on Everything Apprenticeships SharePoint site. Stakeholders may request a PDF version of this policy which will be sent by email.		
VERSION	DETAILS INC. POLICY CHANGES	DATE	APPROVED BY
1.0	First production	18/03/2024	Kerry Linley
1.1	Updates to Key Terms	15/04/2024	Kerry Linley
1.2	Final version approved	26/04/2024	Kerry Linley

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1. POLICY STATEMENT

This document is the Professional Development Policy (the Policy) which sets out our commitment to fostering a culture of continuous professional growth and enhancement. The Policy outlines the principles and procedures governing the identification, facilitation, and evaluation of professional development opportunities for all staff, facilitators / coach tutor assessors, and senior management at Everything Apprenticeships (EA).

By prioritising ongoing learning and skill development, we aim to cultivate a workforce equipped with the knowledge, expertise, and capabilities necessary to excel in their roles and contribute effectively to EA's mission and objectives.

2. KEY TERMS

The following key terms define and clarify the terminology used throughout this Policy and serve to ensure that all readers have a clear understanding of the definitions.

Coach tutor assessor	An individual or group employed by EA to plan, support and monitor apprentices ensuring clear objectives and alignment to the KSBs.
CPD	Continuous and / or Continuing Professional Development
Directors	The Directors of Rubitek Solutions Limited.
Everything Apprenticeships	Everything Apprenticeships (EA) or the Company is a trading name of Rubitek Solutions Limited.
Facilitator(s)	An individual or group employed by EA to guide and assist learner(s), either individually or in groups, during facilitated training sessions.
Individual CPD Plan	A plan that is specific to an individual which details the goals of their professional development and lists all training and development activities undertaken.
Learner(s)	An individual or group including apprentices who attend facilitated learning sessions delivered by facilitators / coach tutor assessors.
Senior Management	Individuals responsible for shaping the organisational culture, driving innovation, and ensuring effective leadership at all levels.
Staff	Employees and any external consultants employed in any capacity by EA.
Stakeholders	Individuals and groups of individuals who are detailed in this Policy.



3. OBJECTIVES

EA is committed to ensuring the continued growth, adaptability, and effectiveness of staff in delivering first-class apprenticeship training. Through the implementation of this policy, we aim to:

- **Enhance staff competence and expertise** by continuously developing the skills, knowledge, and capabilities of our people to ensure they possess the requisite expertise to deliver high-quality apprenticeship training.
- Encourage a culture of **innovation and adaptability** among our staff, empowering them to embrace new methodologies, technologies, and best practices in apprenticeship delivery.
- Provide tailored professional development opportunities that support the **career progression and advancement** of our staff, enabling them to achieve their personal and professional goals within the apprenticeship training sector.
- Cultivate a commitment to **lifelong learning** among our staff, fostering a mindset of curiosity, self-improvement, and continuous growth that extends beyond formal training programs.
- Ensure that all staff members remain abreast of changes in apprenticeship standards, regulations, and quality assurance requirements, **maintaining compliance and upholding the integrity** of our training programs.
- **Encourage collaboration, mentorship, and knowledge sharing** among staff members, facilitating the exchange of best practices, insights, and innovative ideas to enhance the overall effectiveness of our apprenticeship training delivery.
- **Regularly evaluate and measure the impact** of professional development initiatives on staff performance, learner outcomes, and overall organisational effectiveness, using feedback and data-driven insights to inform continuous improvement efforts.
- Ensure that professional development initiatives are responsive to the needs and expectations of apprentices, employers, regulatory bodies, and other stakeholders, contributing to overall **stakeholder satisfaction and trust** in our training services.

This Policy aims to ensure that all stakeholders can access information about our approach to continuous professional development, and that staff, facilitators / coach tutor assessors and senior management understand the significance of ongoing learning and skill development in delivering first-class apprenticeship journeys and supporting the success of every apprentice.

4. SCOPE

This Policy applies to the CPD of all staff including senior management and facilitators / coach tutor assessors. Its scope encompasses all aspects of professional development activities undertaken by stakeholders within the organisation and extends to cover the evaluation and monitoring of professional development initiatives to ensure their effectiveness in supporting the organisation's objectives and needs of apprentices.



5. RESPONSIBILITIES

The Directors are responsible for maintaining the Policy and ensuring that relevant organisational arrangements and resources are available to support its implementation and effectiveness. This includes overseeing the periodic review and update of the Policy to reflect changes in legislation, regulations, industry standards, and organisational needs. The Directors are accountable for fostering a culture of transparency, accountability, and continuous improvement in promoting and supporting ongoing learning, skill development, and professional growth throughout the organisation.

Other Stakeholders' Responsibilities:

- **Senior Management** is responsible for leadership and strategic oversight of CPD initiatives, ensuring alignment with organisational goals. They are also responsible for ensuring maintenance of up-to-date learning and development files for all staff.
- **Facilitators / coach tutor assessors and staff** must actively participate in CPD activities and regularly engage in development discussions and feedback.
- **Quality assurance and compliance officers** are responsible for monitoring the effectiveness of CPD programs and ensuring high standards are maintained.

6. PLANNING

EA's CPD arrangements aim to balance resource utilisation with staff aspirations and interests. Decisions regarding CPD opportunities prioritise activities that meet identified development priorities, align with good practice, enhance learner achievement, respect diversity, are delivered by experienced professionals, and are systematically planned and evaluated. Additional considerations include adherence to relevant standards, incorporation of current research and inspection evidence, efficient resource utilisation, provision of appropriate accommodation and equipment, and value for money.

All CPD requirements are identified through existing performance review and quality management systems which include one-to-one appraisals and internal quality assuring sampling and self-evaluation. This data is triangulated to identify individual needs and stretching CPD targets for staff. See Appendix I – CPD Triangulation Process.

CPD plans are tailored to address individual needs and areas of development / aspiration aligned to the overarching business strategy.

7. RECRUITMENT

When recruiting staff for training roles, we aim to select candidates who closely match the profile and qualification requirements set out in the job description and person specification. Ensuring this alignment supports the objectives of this policy by maximising the effectiveness of professional development efforts, enhancing job performance, and fostering a culture of continuous learning, growth, and retention / engagement of staff within the organisation.



8. INDUCTION

All staff undergo a period of induction, which is facilitated by senior management. This serves as a common starting point, and introduces individuals to the company culture, policies and procedures and serves to ensure that new staff members undergo mandatory training and understand EAs commitment to supporting their ongoing learning and development, setting the stage for their engagement in CPD initiatives.

9. PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Senior management plays a proactive role in identifying and recommending suitable professional development opportunities for staff. However, staff members are also encouraged to identify relevant opportunities for themselves, subject to approval from senior management before booking. We use a range of methods to identify training needs including:

- Observations of Teaching, Learning and Assessment (OTLA)
- Peer review and feedback
- Skills gap analysis
- Skills scans (e.g. Functional Skills)
- Quality Audits
- Monthly one-to-one's
- Performance data (achievement, progress, retention)
- Monthly sampling by IQA's
- Learner and employer feedback
- External Audits (Ofsted, Matrix)

When undertaking professional development activities, staff are required to provide feedback and periodic updates on the impact of their development on EA provision and learner outcomes, facilitating evaluation by senior management regarding its effectiveness and value for money.

It is the responsibility of senior management to ensure accurate recording of all CPD activities in the Individual CPD Plan, which is stored on the EA SharePoint site, while staff are expected to maintain evidence from their CPD endeavours.

10. SUPPORTING A RANGE OF CPD

EA encourages diverse CPD approaches to accommodate staff learning preferences and enhance teaching and learning outcomes. Supported activities encompass attendance at courses or conferences, in-house training, shadowing opportunities, research, distance learning, practical experience, job enrichment, coaching and mentoring, partnerships, and collaborative projects.

By supporting a wide range of CPD opportunities, we ensure that staff members have access to tailored learning experiences that empower them to thrive and excel in their roles at EA.



This, in turn, enables them to adapt their teaching approach to meet the diverse needs of apprentices and create a supportive and inclusive learning environment where every apprentice can thrive and succeed.

10.1 DEVELOPING SECTOR EXPERTISE

EA recognises the critical importance of developing sector-specific skills in teaching staff to ensure they are equipped to deliver the Process Leader Apprenticeship Standard effectively within the manufacturing and engineering sector.

As part of our recruitment process, all staff will complete a competency gap analysis at the start of their employment with us, and annually thereafter, to identify areas of vocational competence which will benefit from additional CPD and to ensure that they remain current in their vocational delivery. We also use the results of employer and apprentice surveys in planning relevant vocational CPD.

Experienced team members serve as mentors to newer colleagues, providing guidance, support, and on-the-job Training. This **mentorship** enables knowledge transfer and skills development in a practical, hands-on environment, reinforcing learning and promoting professional growth.

EA also adopts a range of additional strategies:

- Specialised training programs and workshops focused on key areas of the manufacturing and engineering sector relevant to the apprenticeship standards we deliver.
- Collaboration with industry (forums, site visits, guest lectures, subscription to industry specific publications) give us insights and practical experience that enrich our understanding of sector-specific challenges and requirements.
- Attendance at conferences, seminars, and webinars, to support ongoing learning and development.

All staff are required to provide feedback whenever they attend any external training and share the knowledge and learning with wider team members.

10.2 DEVELOPING TEACHING AND TRAINING KNOWLEDGE, SKILLS, AND PERFORMANCE

All staff will be asked to complete a knowledge, skill, and performance audit so that they can self-assess against OTLA, Quality Audit Criteria and KPI's to identify areas of strength and development. We also set aside monthly training days so that staff can share best practice and develop confidence and knowledge in subject areas.

During one-to-one development sessions with staff, senior management reviews and sets objectives to identify and address development needs. Where support for the growth or development of a staff member is identified, we develop an action plan and agree further observations.

All individuals with direct learner contact are observed in line with the EA Observation of Teaching, Learning and Assessment Policy.



11. PROFESSIONAL QUALIFICATIONS

EA sponsors staff pursuing professional qualifications considering organisational benefit, budget availability, and alignment with specific roles. Requests for professional qualifications require senior management approval, with potential funding and additional release days granted in line with organisational discretion. Unless undertaking an apprenticeship, staff who receive funding to support their professional development may be required to repay any training / CPD costs incurred by EA, should they leave their employment within one year of training.

12. ASSESSING IMPACT

Senior management is committed to conducting ongoing assessment of the impact of CPD initiatives to ensure their effectiveness in enhancing learner attainment, improving facilitation, and learning experiences of apprentices, and promoting staff development and growth. To achieve this, senior management will regularly review and evaluate the outcomes and benefits of CPD activities in relation to various key performance indicators.

Senior management will produce an annual report for the Directors detailing the benefits and impact of CPD initiatives across the organisation.

13. PROMOTING THIS POLICY AND GAINING COMMITMENT

We are committed to ensuring that all staff and wider stakeholders fully understand, comply with, and actively engage with our policies. Our board and senior management are dedicated to fostering a culture of policy adherence and continuous improvement across our organisation.

Our induction process ensures that new staff members are introduced to our policies from the outset, providing them with the necessary information and guidance to adhere to our standards. Additionally, our annual appraisal process includes a thorough review of staff implementation of our policies, recognising and celebrating successes while identifying areas for improvement.

EA considers staff and wider stakeholder insights and perspectives when refining and reviewing its policies. This ensures our policies remain relevant, effective, and responsive to the evolving needs of our organisation and stakeholders. In addition, we proactively seek out examples of best practices from exemplar training providers, incorporating learnings and insights to further enhance our policies. By continuously benchmarking against industry standards and embracing innovative approaches, we strive to maintain the highest standards of policy governance and effectiveness.



14. APPLICABLE LAWS, REGULATIONS AND OTHER POLICIES

This Policy has been written in line with the following legislation and regulations:

- Apprenticeships, Skills, Children and Learning Act 2009
- Technical and Further Education Act 2017
- Standards and requirements set by the Institute for Apprenticeships and Technical Education (IfATE)
- Equality Act 2010

and should be read in conjunction with, but not limited to, EA Policy documents for Quality Assurance, Safeguarding, Data Protection, Observation of Teaching, Learning and Assessment, and Disciplinary processes, ensuring consistency and coherence in handling feedback across all areas of operation.

15. APPROVAL AND REVIEW

The Directors are responsible for ensuring the Company meets its obligations in line with this policy.

This policy shall be reviewed by the Directors and updated where necessary before being approved at least annually to ensure that it (and any subsidiary policies and procedures) remains appropriate considering any relevant changes to the law, organisational policies, or contractual obligations.

This policy is approved by Kerry Linley (Director) on 26th April 2024.



APPENDIX I – CPD TRIANGULATION PROCESS

