



Learning and Development Policy and Procedure

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1. Learning and Development Policy and Procedure

A. Introduction

This policy applies to all staff and has been revised taking into account the following (not exhaustive):

- The College's vision, mission and strategic and development plans;
- Ofsted, QAA, HEI and awarding organisation requirements and recommendations;
- Policy, funding and legislative requirements;
- Self-assessment, self-evaluation, lesson observations, learning walks, performance reviews;
- Employer and industry skills and knowledge requirements;
- Safeguarding, Prevent, equality and diversity, British Values requirements;
- Medical procedural and welfare practice for learners with medical and health care needs and requirements;
- Strategic priorities and new Government initiatives.

Responsibility for the planning and evaluation of staff development is with the Deputy Principal Curriculum and Quality and the Quality department.

B. Setting the policy in context

*Vision: To be the college of choice
for students, employers and staff*

Key Priorities:

- 1 Outstanding teaching, learning and assessment in an inspirational and safe environment.
- 2 Stability and growth.
- 3 Helping our students to develop the skills, attitudes and qualifications they need to succeed at work.
- 4 Engaged with employers and other organisations to offer courses that are innovative, relevant, and in demand.
- 5 Developing strong relationships with schools and community groups to give clear information, advice and guidance.
- 6 To be an employer of choice.

Key Priority 6: Employer of choice.

- Providing professional and personal development opportunities for all staff to improve their knowledge, skills and practice.
- Striving for a collaborative and inclusive workplace, where good practice is shared and staff are motivated and supported.
- Providing staff with the tools they need to do their roles well.
- Delivering a clear and well understood means of recognising and rewarding effort and achievement.

The policy works in conjunction with a number of policies and sub-strategies. Primary policy links (although not exclusively as this policy also relates to business support area staff) are TLA Strategy, TLA Improvement Policy.

C. Staff development philosophy

The Policy is based on the belief that staff all need, constantly, to reflect on and improve their skills to ensure that they are fully competent to meet the requirements of their role and continue to develop their knowledge throughout their careers.

The College recognises that its employees are its most valuable asset and that their skills and motivation are crucial to its success and therefore places a high priority on providing opportunities for the training and development of its staff in order to raise standards of practice, develop the workforce and improve the quality of students' learning and College experiences.

The College aims to develop the diversity of knowledge, skills, and qualifications of its staff in order to meet the objectives laid out in the College's strategic plan.

All employees will be supported to receive appropriate training and development in order to meet these aims and to support changes in procedures, curriculum, technology or individual responsibilities. An effective training and development policy can be a crucial factor in addressing inequalities in employment accordingly, no category of employee will be treated less favourably and denied access to training and development support in relation to race, age, gender, gender identity, disabilities, sexual orientation, religion or belief and employment status.

Training will be carefully planned and controlled to ensure that staff receive training of the right quality, that is relevant to job function and appropriate in terms of content, method of delivery and accessibility, and the College obtains value for money. The professional development budget is administered by the Quality Department and is approved and designed by the Deputy Principal Curriculum and Quality in collaboration with SMT, heads of services and other senior managers.

D. Support for staff

Staff development supports employees to do their job to the best of their ability in order to improve the overall effectiveness of the College by increasing student achievement and success.

However, in addition to the different types of staff development described on subsequent pages, the following may also provide support and development to staff:

- Line managers;
- Human Resources;
- Safeguarding and welfare team;
- Mental Health First Aiders;
- LRC staff;
- College nurse;
- College counsellor
- Mentors and other experienced teachers / practitioners;
- The Quality team;

- The teacher training team.

E. Identification of staff development needs

Individual

- (a) Employees should use their performance review to identify, discuss and agree development and training targets with their manager. These targets will be designed to enable the College to meet its strategic objectives.
- (b) However, this should not be the only occasion when staff and their line managers discuss their staff development needs – it should be a continuous process. Managers and employees are jointly responsible for planning and ensuring achievement of staff development targets through the job review process.
- (c) Some staff and training development needs for teaching staff will be identified as a result of lesson observations. Managers of curriculum departments have a responsibility to ensure that these development plans are implemented effectively.
- (d) The Quality Team and Managers will give advice on the best way to meet targets and development needs arising from performance reviews or lesson observation.
- (e) In addition, any of the staff listed above may identify staff development needs.

College

The College requires its employees to have the skills and knowledge to enable it to meet its strategic objectives. In addition to needs identified by individuals, the College's staff development plan therefore takes into the account the following:

- The College Mission;
- The College's Values;
- The College's strategic objectives and priorities;
- Policies with an expectation that they familiarise themselves with those policies and procedures relating to equality and diversity, Prevent and safeguarding;
- Ofsted, QAA, HEI and awarding organisation requirements and recommendations;
- Policy, funding and legislative requirements;
- Self-assessment, self-evaluation, lesson observations, learning walks, performance reviews;
- Employer and industry skills and knowledge requirements;
- Safeguarding, Prevent, equality and diversity, British Values requirements;
- Medical procedural and welfare practice for learners with medical and health care needs and requirements;
- Strategic priorities and new Government initiatives.

F. Staff development planning

Staff development needs identified at individual performance reviews are prioritised by managers to form a plan for their area. The plan is also informed and driven by senior managers ensuring that it meets strategic priorities and provides value for money. The Plan is then submitted to the Senior Management Team (SMT) for approval who will prioritise the themes and the budget allocation according to needs.

The College provides a rolling in year CPD programme. This embeds CPD within the culture of the organisation and provides a flexible programme which can also respond to the priorities and needs in year.

Employees are encouraged to take overall responsibility for their own continuing professional development.

G. Staff development budget

The College's staff development/training budget is determined annually as part of the budget setting process. ELT will determine the allocation of the budget to the main themes based on strategic priorities and the overall college budget. The professional development budget is administered by the Quality Department and is approved and designed by the Deputy Principal Curriculum and Quality in collaboration with SMT, heads of services and other senior managers.

H. Types of staff development

- (a) People learn primarily from experience and staff are encouraged to share their learning with their colleagues through the supported experiments scheme. Sharing good practice with new, existing employees and job changers is recognised as a valuable means of promoting excellence in the workplace.
- (b) A first day induction is provided by HR for all new employees when they start work at the College. Line managers are responsible for inducting the new member into the department (which may be planned over their first few days and weeks at the College) and for ensuring that their new staff attend the College Welcome. This is held at intervals during the year as set out in the College calendar, normally at the beginning of each term.
- (c) Quality provides a page on SharePoint that new Academic Staff can access that shows the most used documents and where to go for help and support.
- (d) An induction checklist (available from SharePoint) should be completed on a staff member's first day by their line manager and returned to HR. This is very essential in order they are given sufficient information to enable them to settle in and work effectively as soon as possible.

A mentoring process is in place, in which new teaching staff will be supported by a mentor during their first year. In addition, all staff on the teacher education programme will receive support from a mentor from the Teacher Education team.

Staff may be supported to attend external short courses, seminars and conferences to develop or update their subject knowledge and skills. Attendance is normally restricted to one employee per event, but exceptions can be made where, for example, different teachers deliver specific units and the training is for a new qualification / specification. Attendees will then be responsible for cascading down their newly acquired knowledge to colleagues, either informally or formally. Approval will depend on the cost of the course, relevance to departmental or College priorities, individual needs, other support already in place, previous training and development and the practical arrangements required to facilitate attendance. If a request for staff development support is not approved, an explanation must be given in order that the member of staff can understand the reasoning.

- (g) Staff will be supported to attend qualifying courses if there are sufficient funds if the course is necessary for their current or future work and if it fits in with the College's strategic plan.
- (h) A minimum of at least four College directed development days for academic staff will be planned and organised each academic year to meet strategic priorities, and any individual and organisational needs for this will be identified by the HODs/DOFs. The dates will appear in the College Calendar so that managers and staff can plan their attendance and avoid booking annual leave on those days. All staff are expected to attend these days.
- (i) Other in-house training and development events to meet individual, team, College-wide or department needs may be arranged. This may include courses delivered by an external organisation on College premises.
- (j) Research that is relevant to the role is also considered to be an important academic staff development activity. Employees who are interested in pursuing research activities should in the first instance discuss it with their line manager.
- (k) All employees will be expected to attend meetings required by their role and this is also an opportunity to share best practice. Managers will try to arrange such meetings at mutually convenient times.

I. Qualification courses

Employees will be encouraged to study for qualification courses relevant to their role or for career development within their role.

Teaching qualifications

Whilst it is desirable that new appointed staff have a teaching qualification prior to appointment the college recognises that in some cases staff maybe appointed to positions based on industry experience and skills. Where this is the case, the appointing department would work with the staff member to ensure appropriate support and development is put in place. This may include undertaking a teaching qualification such as the Award in Education and Training in the first instance. Funding for this is considered on a case-by-case basis and should be discussed in the

first instance with the Line Manager during probation where needs might be identified.

Teachers and managers, where it develops new skills and knowledge, will be supported through the college's levy to undertake an optional apprenticeship.

Other qualification courses

An employee who wants to seek support from the College for a qualification course should discuss it first with their line manager at performance review. If supported, the staff member should complete either a PD01 or PD03 form which are available from Quality.

Employees are responsible for ensuring that the course is at the right level for them and that they have the resources and commitment to succeed.

Employees will be expected to undertake their studies outside normal working hours. If it is not possible to do so, the time should be made up in agreement with their line manager.

Fees

The College may meet a proportion of the cost of an approved course of study. A proportion of the fees to a maximum of 70% may be paid by the College with a minimum of 30% paid by the employee but this will depend on the budget allocation each year and the relevance of the course to the role currently undertaken. The 30% will be deducted from the employee's salary over a six to ten-month period, depending on the stage in the financial year when the course commences. In all cases the payment must be fully recovered by July.

If an employee has to re-sit a period of study and/or examination, the full costs must normally be paid by the employee. On successful completion of the resits, staff may apply for support for further years of study. In extraordinary circumstances, the employee may request a percentage of funding for resits.

If an employee withdraws from a course being paid for by the College, they will be asked, to repay the College's contribution to their fees. Subsequent applications for courses by the same employee will be considered at the discretion the employee's line manager and SMT.

Study Leave for courses part or fully funded by the College

Special leave will be granted for attendance at each exam in the first year of study. In addition, one day's paid study leave may be granted for each exam to be taken, up to a maximum of five days for the year. This should be recorded on 'My Nescot HR' and authorised by the line manager. A copy of the exam registration will be required by the line manager and HR.

Any revision time necessary in excess of this must be taken as annual leave, unpaid leave or time off in lieu, and is given at the discretion of the line manager in consultation with HR. No additional time will be granted for resits.

Recovery of Costs

Qualification Courses

- If an employee leaves the College within 1 year of achieving a supported qualification, (at a cost of £500 or more to the College), the College reserves the right to reclaim all or part of the costs that have been paid by the College. This condition will be explained to each individual at the outset of their course. The Quality Office will ensure that the employee signs a Loyalty Agreement agreeing to this recovery of fees when they apply for support.

Short courses/conferences

- For attendance of all short courses/conferences costing more than £500, the Quality Office will ensure that the employee signs a Loyalty Agreement agreeing to the recovery of fees should they leave the College within 1 year of attendance. The College reserves the right to reclaim all or part of the costs that have been paid by the College.

Books

- If an employee chooses to study for a qualification by distance learning, and there are no enrolment/course fees, but the cost of books is incurred, then the College may at its discretion consider to pay for the cost of those books as an alternative to paying course fees but in the same proportion as agreed for fees. Alternatively, where the books are relevant to current College courses and can be added to the existing book stock, the College will purchase the books on the condition that they are returned to the LRC once the course is completed and remain the property of the College at all times.

Travel and Subsistence costs

- Under no circumstances are travel or subsistence costs incurred and paid in attending a qualification course elsewhere (see Travel and Subsistence Policy).

J. Non-attendance of short courses/conferences

If an employee is unable to attend an external event paid for by the College, it is their responsibility to find a replacement and inform the Quality Office and the course provider. If no one is able to attend the course in place of the original applicant and the fee has been paid, the relevant Director will be notified, and an explanation sought to establish the reasons for non-attendance. If the reason is unsatisfactory to the College, then the employee will be liable for the cost of the course. This will also be taken into consideration when further applications for support from the staff development budget are submitted from that Department.

K. Professional subscriptions

No payment of membership of a professional organisation will be made either during a period of study, or once the employee has achieved the qualification.

L. Career development

As part of the College's commitment to the development of its staff, suitably qualified and experienced employees are encouraged to apply for posts in the College. These are available on the college website. In addition, to help staff develop and build their CV, they are encouraged to take on projects or 'act up' to a role.

Staff undertaking training to become an Ofsted Inspector and carrying out duties as an Ofsted Inspector

Staff who wish to become an Ofsted inspector will need to apply to the Principal for permission before submitting their details to Ofsted. If they are successful in being selected to attend the training to be an inspector then this time off will be taken as annual leave, TOIL or unpaid leave.

If successful in becoming an Ofsted Inspector, then inspections carried out should be agreed with the Principal before accepting the work.

M. Apprenticeship Levy

A priority of the college is to develop existing staff by having a strategy to encourage staff to study for an apprenticeship, the cost of which is taken from the college levy fund. This will align with the overall goal to develop staff within the organisation.

Staff Undertaking an apprenticeship:

Off the job training will be carried out half a day a week each week (for teaching staff there will be half a day's remission) and additional time in CPD weeks and non – teaching weeks (for teaching staff). Please refer to your off the job training plan to see how many hours you should be completing as a minimum and discuss how to achieve this with your assessor and line manager. Some hours can be carried out in normal work duties as there will be naturally occurring opportunities in your normal duties and activities.

N. Equality and Diversity

The College needs all its employees to have the skills and knowledge to fulfil their role as effectively as they can. College Development Days and other staff development and training events are therefore timetabled at different times and on different days throughout the year and events often repeated. This is to ensure that all staff, whatever their contract or other commitments, are able to

benefit from and have equal access to the training and development opportunities provided.

2. Staff Development Procedure

1. Attendance at development days and programmes (as directed)

Teaching staff are contractually obliged to attend at least 4 development days a year. The development days will, whenever possible, be scheduled flexibly to ensure all employees on all contracts can attend during their normal working hours.

Some development days will consist of a series of workshops; employees should agree attendance with their line manager and then book a place. Some days will be more directed and will consist of teams working together with their manager on a particular issue common to them all. Some days will contain events that are mandatory for all or some staff. Some development days will contain all elements. In all cases the Quality Office is responsible for organisation, marketing, bookings and evaluation.

2. Applications for external staff development events/courses

All applications for external staff development courses (i.e. those within the approved staff development plan) should be made by completing one of the following forms, available on SharePoint:

- PD01 Application for attendance of a short course/conference
- PD03 Application for attendance at a qualifying course, whether continuing or new

The course details and application form should be attached to the form and returned to the Quality Office. All applications must be approved and signed in accordance with the signatories on the forms. All applications will be referred to the Deputy Principal Curriculum and Quality for a final decision and no commitment should be made until approval has been granted.

A member of staff applying to continue on an existing supported qualification course must provide a copy of at least one progress report from the previous year before approval will be given.

3. Support for external events

See also Section 1 on qualification courses

No course can be booked before authorisation of availability of funds. The employee or department will be responsible for paying the full fees and any cancellation fees if this procedure is not followed.

The College will aim to pay course fees, exemption and exam fees, travel to conferences and accommodation for an essential overnight stay, (see Travel and Subsistence Policy). VAT must be stated on the form as it is a cost that the College must pay. If subsequently the actual costs for items (e.g. travel) prove to be higher than the figure stated on the form, the difference will not be met by the Staff Development budget.

The budget will be checked and, if the course is appropriate, funds will be made available, the

Deputy Principal Curriculum and Quality will approve the cost and notification will be sent back to the staff member via email. Expenses will be paid once an evaluation form has been completed.

Staff members are encouraged to make use of free online courses as a preferred option where possible.

4. Payment for staff development

Invoices for staff development approved from the Staff Development budget should be sent to the Quality Office for authorisation and coding.

5. Completion of a qualification course

HR should be notified of an employee's successful completion of any qualification so that the Principal can acknowledge achievements and staff files updated.

6. Recording of staff development

All staff development provided internally will be recorded by the Quality Office on the employee's record. Staff are able to access their staff development record via 'My Nescot HR' to be provided to their line manager for their annual performance review. This enables individuals to acknowledge the benefits of the training, and provide a record of their continuing professional development.

7. Evaluation of staff development

Employee's and their managers are expected to evaluate the effectiveness of training and development, its impact on knowledge, skills and performance, and to provide feedback for dissemination. This may be requested following individual attendance on a programme or conference or following team or college-wide development days. The outcomes will feed into the overall annual evaluation of the College Staff Development plan.

(a) External events – the evaluation form QI/008 sent to the member of staff when their application is approved should be completed and returned to the Quality Office within two weeks of the completion date of the event. Expenses will only be authorised for payment once an evaluation form has been completed.

(b) Evaluation of in-house events should be completed at the end of the event via infopath. The Quality Office will send an email to the member of staff containing a link to the evaluation form.

(c) Line managers will discuss the impact of staff development events at performance reviews and should also aim to do this immediately after the event.

(d) The Quality Office will use evaluations to carry out an annual review of staff development, which will include an assessment of the impact of development forms provided annually by Heads of services. Needs that have not been met will only be carried forward to next year's staff development plan if they are still relevant. As part of this evaluation, the College will aim to ensure that there is no discrimination on the grounds of gender, gender identity, sexual orientation, religion or belief, age, race, ethnic or national origin, or disability, and that all staff - full time, fractional or employed on a sessional basis - have had equal access to training and development opportunities.

Learning and Development Policy and Procedure

VERSION	2.0
Policy Originator	Quality
Approved by:	Deputy Principal Curriculum and Quality
Date Approved:	April 2022
Review Interval:	3 Years
Last Review Date:	April 2025
Next Review Date:	April 2028
Audience:	Staff
Entered on SP:	19/05/25

