

EPUT EDUCATION CENTRE PROFESSIONAL DEVELOPMENT Policy

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POLICY SUMMARY

The EPUT Education Centre is committed to supporting and developing its staff in order to develop their own professional expertise but importantly to ensure occupational and sector specific competence in their work with their apprentices. EPUT recognises that their staff are the key to enabling the achievement of organisational objectives and realisation of its staff's potential not only in the early stages of their career but throughout their employment, in order to support apprentices and meet employer needs. This is articulated in the EPUT study leave policy, workforce development plan and 1:1 Support and Appraisal policy (HR48) [HR48 - One-to-One Support and Appraisal Policy.pdf \(eput.nhs.uk\)](https://eput.nhs.uk/HR48-One-to-One-Support-and-Appraisal-Policy.pdf). These combined policies and our approach to staff support and development supports a multi-faceted approach towards ensuring that staff engage in an on-going process of appropriate career development and Continuing Professional Development (CPD) activities based on the definition of CPD.

CPD may include forms of professional support and development, for example briefing sessions, workshops, seminars, conferences, coaching, mentoring, work shadowing, work-based projects, peer learning, online support, secondment, self-directed learning and is applicable to staff at all stages of their career. Therefore our staff are providing our apprentices with the highest possible quality of education experience, in order to meet individual apprentice and employer needs.

The Director of Education and Education Board review the organisational policies. The Professional Development (CPD) Policy is for all EPUT Education Centre staff, supported by relevant Codes of Practice and awarding body requirements and in line with the organisational study leave policy HR18 [HR18 - Study Leave Policy. \(eput.nhs.uk\)](http://eput.nhs.uk) This policy is designed to ensure consistent, effective and fair treatment for all, and to ensure that we also promote the embedding of equality and British Values.

The Trust monitors the implementation of and compliance with this Policy in the following ways:

A centralised database is maintained by EPUT Education Centre administration team. Reports on CPD and qualifications reviewed by Education Board quarterly. Individual training and development reviewed in line with 1:1 Support and Appraisal Policy (HR48) and Study Leave policy (HR18). This is also reviewed by the quality assurance lead as part of curriculum standardisation to meet awarding body regulations and requirements

Services	Applicable	Comments
EPUT Education Centre	√	

**The Director responsible for monitoring and reviewing this policy is
Executive Director for people and culture**

EPUT Education Centre Professional Development Policy

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Professional Development Assurance Statement

This policy is intended to outline the processes and support of staff within EPUT Education Centre (EEC) regarding CPD progression, supervision, and appraisal. Funding will be allocated on the basis that the CPD requirements of different professional bodies and expenditure targets for current service and business developments within apprenticeships can be met. All expenditure will be evaluated by the Education Board to ensure it provides value for money and benefits apprentices and their apprenticeship learning journey, staff and the organisation.

1.0 INTRODUCTION

The EPUT Education Centre seeks to create an environment that leads, develops and motivates all staff through processes of continuing personal and professional development consistent with the current and future needs of the EPUT Education Centre and overarching organisation. The rationale for education is to provide apprentices with the highest possible quality of education and experience to meet their needs including career aspirations and employers workforce development priorities and succession plans for the future. The intent of this CPD Policy is to outline the EPUT Education Centre's commitment to ensuring that staff engage in continuing professional development activities and appropriate career development to support apprentices in meeting their career aspirations, personal goals and develop the right level of knowledge, skills and behaviours, (KSB's). EEC wants its staff to be:

- Outward looking and enquiring
- Reflective and self-evaluative
- Eager to learn and develop

Aims of the CPD Policy:

- To provide apprentices with high level practitioner teaching, learning and assessment expertise and professional competence that is shared with them and supports their sector specific, technical KSB's development that will meet their work and employer needs;
- To provide an effective framework within which decisions about continuing professional development may be made and supported;
- To define the responsibilities of individual staff members, managers and the organisation for either engaging in, or enabling others in personal and professional development; and
- To identify and ensure the support for a range of development opportunities available for the continuing development of EPUT Education Centre staff.

2.0 PRINCIPLES

- Continuing Professional Development (CPD) is defined within EPUT Education Centre as: any process or activity, planned or otherwise, that contributes to an increase in, or the maintenance of knowledge, skills and personal qualities related to the person's role to ensure a high quality of education and apprentice KSB higher level development that meets their own and their employer workforce skills needs.
- Equality, Diversity and fundamental British values, (FBV) permeates throughout The EEC and is embedded within recruitment, admissions, administration and apprentice activities and the teaching, learning and assessment of apprentices in line with Equality, Diversity and Inclusion (EEC1). As such it resonates with the Quality Assurance and continuing improvement plan.
- This policy is designed to provide confidence in the EEC's deliberate management, promotion and embedding of equality and diversity and FBV in all its functions.
- Appropriate CPD activities supported by the EEC and aligned to quality goals and workforce development plans, will include but not limited to: activities where resources will be provided for the development activity which is either a requirement of legislation, condition of employment or compulsory for the role; with personal, professional and organisational responsibilities identified in the 1:1 supervision and appraisal.
- Everyone employed by the EPUT within the Education Centre will be encouraged to engage, on an ongoing basis, in appropriate professional development to ensure standards of apprenticeship provision and the quality of education for apprentices are achieved and/or maintained in good standing and that staff are enabled to respond to change and challenges within the organisation.
- Where possible and reasonable, CPD activities will be designed to ensure that they are universally accessible and designed with equal opportunities in mind and accessible.
- CPD activity in terms of level of participation, quality of provision and learning outcomes and enhanced professional practice will be reviewed and evaluated by the individual staff member and his/her Line Manager.

3.0 DEFINITIONS

Continuing Professional Development (CPD) is defined as: any process or activity, planned or otherwise, that contributes to an increase in, or the maintenance of knowledge, skills and personal qualities related to the person's role, it is categorised as:

- **Essential** - staff development / training that is required after performance measurement through peer observation, teaching and learning lesson observation, self-performance appraisal, and monitoring and review process.
- **Encouraged** - explicitly linked to the achievement of agreed objectives, for which resources will be prioritised.
- **Personal** - staff development activities chosen by individuals that may take place in work time or outside and may be fully or only partly funded by the organisation and would not

necessarily be identified as a priority.

4.0 RESPONSIBILITES

The EPUT Education Centre expect all staff to take part in relevant professional development activities, including for SEND and ALS to meet apprentice needs where identified, in order to maintain or develop the knowledge, experience and skills demanded of their position. Staff should also evaluate each session and maintain the record of all professional development activity undertaken. Line managers are, as part of their line management duties and the appraisal and supervision process, expected to support and encourage staff in managing their personal development plans, including the monitoring and evaluation of the outcomes of development activities.

EPUT Education Board:

The EPUT Education Board are ultimately responsible for full oversight of the EEC professional development policy, which include, but is not limited to:

- Support all line managers and those involved in the identification and prioritisation of staff development activities.
- Providing the mechanisms to ensure accurate training records are maintained.
- Review of apprenticeship programmes to ensure staff levels are appropriate and ensure appropriate CPD is being undertaken in line with the 1:1 Supervision and appraisal Policy (HR48)

EPUT Education Centre Managers responsibilities:

EPUT Education Centre Managers have a responsibility to their staff development requirements and respond appropriately:

- Ensuring that individuals have the opportunity to discuss their Staff Development needs on a regular basis.
- Giving staff constructive, honest and timely feedback on their performance.
- Identifying individual and team development needs which take account of both staff and organisational aspirations.
- Reviewing the development needs of both individuals and groups which could develop the effectiveness of internal and external partnerships.
- Where appropriate, approving attendance at relevant staff development activities and making appropriate provision for the release of staff from their duties.
- Recognising and taking into account that disadvantaged groups may require particular encouragement, or positive action training initiatives, to help overcome inequalities.
- Briefing and de-briefing their staff who participate in staff development activities, to facilitate effective consolidation of their learning and in some cases dissemination more

widely.

- Ensuring equal opportunities in access to staff development is in accordingly.

Staff responsibilities:

- Individual members of staff are responsible for taking an active role in reflecting upon their own performance in their current position and future career aspirations and identifying their appropriate development needs.
- Discussing development needs with their Line Manager during supervision meetings with a view to establishing priorities in relation to their personal, departmental objectives.
- Taking full advantage of such opportunities.
- Maintaining records of CPD/revalidation as evidence of their development and achievement to meet sector requirements.
- Applying newly-developed knowledge and skills to their work and the development of their careers.
- Where difficulties occur, raising issues with EEC managers.

5.0 MONITORING OF CPD AND STAFF DEVELOPMENT

- Peer observation and self-evaluation is a requirement for quality improvement, and all staff are to ensure involvement in both these processes and support actions from evaluation, feedback to EPUT Education Board.
- Staff development activities need to be monitored and recorded. It will be important for staff and their managers to agree which activities count as staff development and keep appropriate records of participation.
- All staff development activities require evaluation. Managers should, together with individuals participating in staff development activities, evaluate the extent to which development activities undertaken achieve the intended objectives and, where necessary, agree appropriate next steps.
- The planning process, including appraisals and supervisions are used for identifying staff development needs, can be used to evaluate staff development activities. The evaluation of staff development undertaken in one period can be used to help identify the staff development needed for the next period.

6.0 ACCESS TO STAFF DEVELOPMENT AND CPD

- The EEC believes that staff should have access to the appropriate level of staff development. Where staff development is an essential requirement, this will be made

available through the Study Leave Policy HR18.

- Staff development that is encouraged will normally be identified between individuals and those responsible for managing them, through supervision and appraisal.
- It is the responsibility of the manager to ensure that the appropriate resources and cover arrangements are available for the staff development actions to take place, and that:
 - Progress is monitored, and outcomes evaluated;
 - The relevance or value of the staff development activities that staff may wish to undertake is reviewed and discussed;
 - Review includes: the amount of staff development that it is reasonable for any one member of staff to undertake in a given period, which may include time spent to update professional skills;
 - In the event that an individual shows reluctance to undertake staff development activities required by or agreed with managers the reasons for this should be explored and investigated and alternative approaches evaluated;
 - Where a member of staff covers (with no additional payment) the work of someone undertaking a staff development activity, managers will need to ensure that, as far as is possible, arrangements are perceived as equitable by all concerned.

7.0 REFERENCE TO OTHER TRUST POLICIES/PROCEDURES (INTERNAL)

- 1:1 Supervision and appraisal policy (HR48) [HR48 - One-to-One Support and Appraisal Policy.CPDf \(eput.nhs.uk\)](#)
- Study Leave Policy (HR18) [HR18 - Study Leave Policy.CPDf \(eput.nhs.uk\)](#)
- Prevent Policy
- Health and Safety Policy
- Equality and Diversity Policy (EEC1)
- Fundamental British Values (FBV) Policy
- Assessment Policy
- Special Educational Needs and Development (SEND)
- Education Safeguarding Policy (CPG71-appendix 11) [CPG71 - Appendix 11 - Education Centre Safeguarding Policy.CPDf \(eput.nhs.uk\)](#)
- Staff Recruitment and Selection Policy (HRPG57)
- Supporting Apprentices with Special Educational Needs and Disabilities

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