

ELA TRAINING SERVICES

Learning and Professional Development Policy



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1. Introduction

ELA aims to provide outstanding environment of learning and continuous professional development.

ELA recognises that its staff are fundamental to its success. A strategic, professional approach to staff development helps the company to attract and retain high-calibre staff with the skills and competencies necessary to deliver its objectives.

Staff development refers to all the policies, practices, and procedures used to develop the knowledge, skills, and competencies of staff to improve the effectiveness and efficiency both of the individual and the company.

We are committed to providing staff with development opportunities to ensure that individuals and departments are able to contribute fully to the achievement of business objectives and in line with our strategic plans.

We encourage the development of our staff and recognise that staff development can play a critical role in building the capacity and capability of our workforce.

2. Scope

This policy applies to all staff. The Line Manager should give formal endorsement of staff development.

Staff development embraces all forms of development activity including personal study, e-learning, internal or external courses, workshops, work shadowing and planned experiences. We will aim to support individuals through a variety of means, within prevailing budgetary provision and identified business need.

Development activities which have no direct relevance to the individual's role or objectives of ELA are not within the remit of this policy.

3. Aims and objectives

The main aim of the policy is to provide managers and staff with a framework that supports and encourages the development of all staff in line with our aims and agreed business objectives, as agreed during the annual planning and budgetary cycle.



Staff development provided by ELA is informed by its strategic aims and operational requirements, taking into account the needs of the individual, and where possible the career aspirations of staff as well as the success of their departments.

We will work alongside each department to develop a coordinated approach to planning staff development, including CPD, maximising the use of available resources. Leaders and Managers are required to work in partnership with their staff to support their continuous development.

All staff are supported and encouraged to acquire and develop the relevant knowledge, skills, and competencies to enhance their performance in their current role and where they are involved in succession planning, for their next role within the business.

An appropriate balance will be created between the desire for individual staff members to maximise their potential and obtaining a return on its investment in staff development. We want to ensure that staff develop the skills to respond effectively to internal and external demands.

There are appropriate controls in place to enable all staff to be trained at the levels appropriate to their role, in order to ensure for example that ELA is compliant with respect to its statutory and legal obligations.

4. Equality

ELA is committed to an environment conducive to development.

All staff development activities will be conducted in accordance with ELA's Equal Opportunities principles.

All staff have equitable access to staff development opportunities, appropriate to their role and aligned to their objectives.

All internal training activities will support the need to heighten awareness of equality and diversity issues whenever possible. Where relevant, this will be reflected in the design, content, and delivery of each activity. Where a staff development activity is commissioned from an external provider, the training specification supplied by ELA will include the need to heighten awareness of equality and diversity issues and meet the needs of all attendees.



ELA is subject to a number of statutory regulations, and it must ensure that staff are trained to levels appropriate to their roles in order to perform legally in the best interest of themselves, of others and of the company. Participation in certain staff development activities will therefore be mandatory.

In order to gain the most benefit, the ELA staff development processes need to be closely aligned to other planning and review cycles including staff induction at individual, departmental and company level; performance review programmes; the annual planning cycle and organisational reviews.

5. Funding and Study leave

Funding and/or study leave for the purpose of staff development must be approved by the appropriate budget manager, or nominee. In a minority of cases such approval may require consultation with the Head of HR and Managing Directors.

Line Managers are expected to encourage and support all staff (regardless of job role, grade, and work patterns) to take advantage of internal and external staff development opportunities relevant to their identified development needs.

ELA also recognises that, for its staff development policy to be effective, staff must take responsibility for their own development. In addition to undertaking mandatory and relevant training defined nationally and locally and as requested for a particular role, they are expected to avail themselves of the development opportunities provided to enable them to keep their skills updated and respond flexibly to change.

6. Identification of needs

The development needs of staff should be identified within two weeks of taking up their appointment.

The needs of staff transferring to a new role should be discussed within four weeks of taking up a position.

We expect all staff to be having regular 121 meetings with line managers, the benefits of these include:

- Strengthening relationships between leaders and their teams. ...
- Improved productivity
- Building team loyalty
- Delivering meaningful, personalised feedback
- Checking on goals and progress



Managers are expected to discuss staff development needs with each of their employees at least annually as part of general discussions and the Performance Review Process once embedded. All staff will have one mid-year review per year and one annual appraisal.

7. Evaluation of feedback from current programmes

Staff development needs may be identified throughout the year. The planning processes will retain flexibility for agreement of additional development needs as they become necessary.

8. Responsibilities

There is a shared responsibility for the development of staff at ELA, which is summarised below. It is recognised that there will be differences between Departments as to how these responsibilities are fulfilled.

9. Line Manager Responsibility

Line managers are responsible for:

- Demonstrating appropriate behaviours, especially commitment to excellence and continuous development.
- Identifying needs for development of their staff
- Ensuring that individuals have the opportunity at regular intervals, to discuss their Staff Development needs.
- Both the goals of the company and relevant aspirations of individuals.
- Regularly considering the development needs which will enable individuals or groups to respond effectively to internal and external changes.
- Establishing development priorities taking account of individual departmental and business outcomes.
- In conjunction with the Learning and Development team, identify appropriate opportunities for staff development.
- Recognising and taking into account that disadvantaged groups may require particular encouragement, or positive action training initiatives, to help overcome historical 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.



10. Individuals

Individuals are responsible for:

- Reflecting at regular intervals upon their performance in their current jobs and future career aspirations and identifying their appropriate development needs.
- Discussing these with their Line Manager during their 121'S and Performance Review Meetings with a view to establishing priorities in relation to their personal, departmental or company objectives.

11. Identifying Development Needs

Effective 121 In addition to regular 121 meetings (manager and employee)

Managers are expected to discuss and agree staff development needs with each of their staff at least annually as part of the Performance Review Process, ensuring they are aligned to the required objectives of the company. We expect all staff to have 1 half year appraisal and 1 mid-year review each year.

There is a need to manage an individual's expectation when discussing staff development needs, as the boundary between what is required by the department and an individual's personal preference is not always clear and may vary from individual to individual within the same team.

The majority of an individual's staff development needs will be able to be supported through the company's core training programme.

12. Completion of a Funding Request Form

- Funding requests must be signed and approved by the employee's line manager / budget holder.
- A copy of the form should be sent to a Managing Director to give final sign off for funding.
- In making any decision on whether to fund an individual's professional development, whether it be money or time, the line manager should consider the following points:-
 - What is the status of the requestor's contract of employment. For example, if the individual is currently employed on a fixed term contract which is due to terminate in twelve months' time and the programme, they have asked to attend is a two year course the benefit to the company will be limited.



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- Does your department have the budget to fund the programme for this year and any required subsequent years?
- The individual is of course free to use their holiday as they choose – any arrangements beyond this for time off need to be made taking into consideration how others are supported in their requests for flexible working.
- The precedent set for both the company and the Department by supporting this request.

13. Fee repayment requirement

Where the fees for an individual's external programme or course to be paid for by ELA exceeds £450, the individual members of staff may be required to pay back a proportion of the fees if they leave within a specified period of completion, according to the following schedule:

Leaving employment	Fees Pay-Back
Before completion of qualification	100%
Within 1 year of completion	50%
Between 1 and 2 years of completion	25%
More than 2 years after completion	0%

Whilst it is unusual for staff to embark on a course and then to withdraw immediately or not to make any attempt to progress, this can happen and, depending on the situation, ELA reserves the right to request staff to repay the fees already incurred. Each case will be reviewed individually.

14. Day release

Where a course is available in the evening, the normal expectation is that day release will not be allowed; however, day release is always at the discretion of the department. Where day release is agreed it may be without loss of pay/or loss of pay subject to making up lost time, by using annual holiday, toil, or a combination of all or any of these. It is normally expected that paid time off to sit exams will be granted by the department.



15. Study leave

Study is a matter of discussion and agreement between the individual and their manager. Staff seeking study leave should discuss their appropriate requirement with their manager prior to the start of the programme.

16. Staff having difficulties/re-sits

Occasionally there is a case which gives cause for concern, for example if the course is not suitable, or the individual's work or attendance is unsatisfactory. Managers are asked to keep this under review and if necessary, approach the provider to obtain a progress report. Payments incurred for any re-sits cannot be claimed for.

17. Statutory and compliance training for all staff

Corporate compliance training for all staff includes the following:

- Safeguarding Training
- GDPR Training
- Prevent Training

Employees in different departments will be made aware of what additional training requirements are needed by their line manager as required.

18. Compliance Training for Trainers/Assessors and Coaches:

Procedure for applying to attend a staff learning and development event. To apply for external training, employees are asked to complete a LD1 form.



Professional Development

1. Scope and context

In regard to Professional Development at ELA, our aim is to establish and continually improve the standards that our service delivers in respect to the quality of learning, teaching, and assessment across all our provision.

ELA has a commitment to improve the quality of learning, teaching and assessment and to facilitate continuous improvement within a shared, open, and self-critical culture. All trainers are expected to adhere to this. An essential element of this commitment is the need for the highest standards of teaching, tutoring and assessment and the promotion of learning. This will ensure that the service is successful in developing learning programmes that promote high expectations and that stretch and challenge learners to achieve their outcomes and enable progression.

The outcomes of the policy will be monitored by the ELA's Quality Management team and the ELA Board.

2. Induction

At ELA we understand that a good induction programme will include an improvement in staff retention rates and help to reduce recruitment costs.

A full induction will take place, for all new staff. This will include shadowing, mentoring, buddying, peer support, values-based learning, and additional training around core skills in our business.

Inductions will be flexible in recognising the needs of the organisation, the inductee, and taking into account their previous experiences.

3. Developing qualities and aspirations in our learners

In addition to the vocational skills and knowledge that our learners will gain through their studies, our learning, teaching and assessment will prepare learners for life and work in Britain today, including personal development, behaviour, and welfare. These include:

- Qualities & Aspirations
- Employability Skills
- Learning Skills



- Flexibility & Adaptability
- Respecting positive contribution
- Personal Development

ELA endorses the professional standards for teachers, tutors and trainers published by the various professional bodies relevant to our work. This policy is in line with the 'Professional Standards for Teachers and Trainers in Education and Training – England' (2014); these describe, the skills, knowledge and attributes required of those who perform a wide variety of trainers teaching and assessment roles within the education sector.

We expect our 'dual professionals'; they are both subject and/or vocational specialists and experts in teaching and learning, to make a commitment to maintaining and developing their expertise in both aspects of their role to ensure the best outcomes for their learners, with the overall purpose being to support teachers, trainers and assessors to maintain and improve standards of teaching and learning, and outcomes for learners.

The professional standards are set across three sections each of equal importance: each links to and supports the other sections as outlined by The Education and Training Foundation www.et-foundation.co.uk

4. Quality Assurance

ELA will take into account the following when undertaking internal quality assurance and will:

- Use of all assessment methods across a range of units
- A selection of units across a sample of evidence files/portfolios
- A whole qualification across a sample of evidence files/portfolios
- A sample of units across all assessors (individually/collectively)
- 100% of units will be sampled in the first year of approval for any qualification
- All units and all assessors within an award will be sampled across a percentage of learners
- Learners from all cohorts will be sampled and across the full range of assessment methods
- An agreed minimum percentage of evidence files/portfolios in detail and as can of the rest
- The minimum will be 25% for experienced assessors and 50% for less experienced assessors
- Sampling by a particular source of evidence
- A structured sample of learners according to a particular characteristic
- Sampling of satellite centres and other assessment locations
- Monitoring the assessor



- Monitoring will occur throughout the assessment process including the awarding body requirements for Assessor competence.

ELA will ensure that qualified assessors continue to meet the requirements for assessor competence, by observing how they plan assessments, judge evidence, question learners and give feedback.

ELA will identify and solve any problems at an early stage before a learner's full assessment record is presented and has to be referred back.

If an individual is working towards an assessor qualification, a range of checks will be arranged and countersigned.

Assessors will be given clear and constructive feedback (written/oral) and will use the opportunity to agree training and developments needs on a standardised action plan.

ELA will aim to monitor all the assessors within a given period 6–12 months depending on the size and level of activity of the assessment term.

Monitoring will ensure that learners' needs are being met including the following:

- Knows which qualification they are working towards and has a copy of the handbook
- Understands the assessment process knows what progress they have made towards achievement
- Understands their role in evidence generation, collection, and cross-referencing
- Has confidence in their assessor
- Understands the Appeal Process
- Has no unmet current learning needs

5. Team meetings

Teaching and assessor teams will hold regular team meetings in addition to standardisation meetings, to ensure the following:

- address quality and health and safety issues, monitor and evaluate activity, consider
- new policies and their implementation, disseminate updates from the awarding body,
- Consider training needs

6. Standardisation Meetings

Lead assessors are responsible for ensuring that information is properly disseminated, and external quality assurance requirements are complied with.



7. Equalities Policy

We will ensure that equalities is central to ensuring quality learning outcomes as outlined in our equalities policy. For example:

- Learning support assistant
- Extra time for exams or assessments
- Rest breaks during an exam or assessment
- Specifically prepared papers on coloured paper or with enlarged print
- A reader or writer
- An interpreter of British Sign Language

8. Setting high standards

Teacher, trainer's tutors, and assessors must set high expectations which inspire, motivate and challenge learners by:

- Establishing a safe and stimulating environment for learners, rooted in mutual respect
- Setting goals that stretch and challenge learners of all backgrounds, abilities, and dispositions
- Demonstrating consistently the positive attitudes, values and behaviour which are expected of learners

In practice

- Use innovative learning strategies that stretch, challenge and motivate learners
- Use initial assessment effectively to set challenging goals that enable learners to progress and achieve
- Prioritise safeguarding and ensure all learning environments are safe.
- Actively use ILT (Information Learning Technology) in the classroom to enhance learning
- Proactively embed English and mathematical development into all teaching and assessment
- Make the learning experience central to curriculum delivery, ensure learners have meaningful choices and influence over how and what they are learning through teaching and learning,
- Exemplify the British values of democracy, rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs
- Ensure a strong commitment to equality and diversity in both curriculum design and delivery.



9. Promote good progress and outcomes by learners:

At ELA we expect our learning professionals to:

- Be accountable for learners' attainment, progress, and outcomes
- Be aware of learners' capabilities and their prior knowledge, and plan teaching to build on these
- Guide learners to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how learners learn and how these impacts on teaching
- Encourage learners to take a responsible and conscientious attitude to their own work and study.
- Have a secure knowledge of the relevant curriculum area, foster and maintain learners' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas
- Demonstrate an understanding of and take responsibility for promoting high standards of English and mathematics, articulacy, and the correct use of standard English, whatever the teacher's specialist subject

In practice

- Promote opportunities for active and reflective learning to enable learners to develop knowledge and skills
- enable learners to achieve their planned outcomes in a timely manner
- develop learners' analytical and critical thinking skills and, encourage and develop independent study skills
- support learners to develop English, mathematics and ICT and their employability skills
- provide all students with access to online resources and information to support learning
- provide good information, advice, and guidance before and during a learner's programme of study
- Support learners to make informed choices about healthy eating, fitness, and their physical and emotional well-being
- ensure teaching and assessment is up-to-date and prepares learners for the next stage of their education, training, or employment
- facilitate learners to improve their employability skills and employment prospects
- ensure teaching stretches and challenges and provides for excellent career opportunities
- proactively embed English and mathematical development into all teaching and assessment



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10. Planning and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of teaching time
- Promote a love of learning and intellectual curiosity
- Set homework and plan other activities to consolidate and extend the knowledge and understanding earners have acquired
- Reflect systematically on the effectiveness of learning and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

11. Adapting teaching to respond to the strengths and needs of all learners

- Know when, how and to differentiate appropriately, using approaches which enable learners to be taught effectively
- Have a secure understanding of how a range of factors can inhibit learners' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social, and intellectual development of learners, and know how to adapt teaching to support learners' education and training at different stages of development
- Have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

In practice

- Make learning objectives explicit and share them with learners
- Ensure lessons are well planned with dynamic schemes of work
- Ensure that high quality learning enables learners to develop excellent skills and knowledge to high industry standards
- Ensure different learning styles are accommodated in planning and delivery
- Have high expectations and set challenging, specific, and measurable targets for learners to achieve
- Ensure learning environments are purposeful and well managed, to allow learners to become active and independent learners
- Use a range of engaging and appropriate resources, including digital, to support and extend learning



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- Identify the needs and aspirations of learners prior to enrolment
- Extend opportunities for access and progression
- Use a wide range of resources and teaching methods to meet individual learners' needs value the diverse range of learning experiences of learners
- Ensure a strong commitment to equality and diversity in both curriculum design and delivery
- Focus on each learner developing personalisation and choice
- Provide academic and personal support for learners and where appropriate
- Encourage parental involvement to support effective learning and outcomes

12. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas
- Make use of formative and summative assessment to secure learners' progress
- Use relevant data to monitor progress, set targets, and plan subsequent teaching
- Give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback

13. Manage conduct effectively to ensure a good and safe learning environment

- Have clear rules and routines for conduct in classrooms and other teaching areas, and take responsibility for promoting good and courteous behaviour
- Have high expectations of conduct
- Manage teaching and learning sessions effectively, using approaches which are appropriate to learners' needs in order to involve and motivate them
- Maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary

In practice

- Ensure learners are matched to the most appropriate programme
- Encourage and enable students to critically evaluate their own and each other's work
- Give learners clear and constructive feedback and ensure learners use it to improve further
- Assess students regularly and accurately and use assessment judgements to plan for learner progress In practice
- Maintain high rates of learner punctuality and good attendance start and finish lessons on time
- Establish a consistent expectation of behaviour in all learning activities



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- Ensure that learners are safe and feel safe at all times, including on-line
- Listen and respond to the concerns of learners
- Encourage discussion forums and a collaborative culture giving learners the opportunity to express their views

14. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the Service
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional
- Development, responding to advice and feedback from colleagues
- Communicate effectively with parents and employers where appropriate with regard to learners' achievements and well-being

15. How we will support our teachers, tutors, and trainers to improve the quality of teaching, learning and assessment

We will support staff CPD by ensuring the following:

- Continuous staff training
- Development and support is evaluated, for all staff via a cross service programme of continuous personal and professional development

16. Managing Performance

Our employees have regular 121's and reviews. In addition, employees will be expected to have 1 mid-year review and 1 annual review each year, linked to set targets and key performance indicators.

17. Managing Poor Performance

If a staff member is graded as 'requires improvement' on observation of the staff member. They will receive a further observation no later than 4 weeks from the date of the first observation. Where no identifiable progress has been made, the staff member's manager will instigate ELA's performance management procedure.



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18. Compliance Training for Professional Development includes

- Recording and Reporting
- Safeguarding
- First Aid
- Communication
- Dignity
- Equality and Diversity
- Fire/Health
- Health and Safety
- Food Hygiene
- Infection Control
- Mental Capacity
- Nutrition and hydration
- Oral Health
- Positive Behaviour

19. Commitment to CPD

All staff have their own CPD plan which are reviewed as a minimum every 6 months. The review will ensure that the individual continues to be up-skilled in their professional role. CPD benefits both the individual and our organisation. For the individual, it helps them to become more competent and effective in their role. This enables them to adapt positively to changes in work in line with industry requirements. Planning CPD helps to be more efficient with time and recording CPD properly provides evidence of professional development. THE CPD will show their commitment to self-development and provide an opportunity for an individual to identify knowledge and skills gaps and resolve these in a recognisable approach to improvement.

For our organisation, CPD encourages a healthy learning culture leading to a more fulfilled workforce, and this culture can be transferred to our apprentices and recipients of our training.

Key Principles

Staff have primary responsibility for their own development but we support this consistently for all individuals.

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Leaders and managers also have responsibilities associated with making learning opportunities available that support business objectives.

All assessors are required to have or working towards a minimum teaching qualification. The table below sets our qualifications required per team.

Teaching Qualifications	Teams
Assessor award or equivalent– TAQA, D32/D33	Assessing/Tutor teams
V1,TAQA,IQA,D34	Internal Assessor
<p>Apprenticeships within Business, Administration and Law, Early Years and Health & Social Care sectors require a minimum of 3 years industry knowledge.</p> <p>Delivery accredited by professional membership organisations such as ILM, CMI and APM will require updated CPD.</p> <p>The tutor will be required to train at the level they have operated at (occupational competence/industry knowledge), for example manager qualifications cannot be delivered by someone who has not operated as a manager at the required level.</p>	Trainers/Coaches/ Tutor Assessors
Compliance training	All teams
CPD hours per year will need to be demonstrated via reading, articles, research and/or industry placement if appropriate to keep up to date with industry knowledge.	All Teams 30 hours



20. Quality Assurance

At ELA we constantly monitor outcomes as it relates to the quality of assessments to determine areas for improvement working with our assessor and providing ongoing feedback for continuous improvement. With each assessor. We will ensure that that our assessments are consistent and reliable and highlight any trends and needs of our teaching and assessing staff.

Our quality assurance measures are designed to highlight any problems, trends, and development needs of assessors and ensure all procedures and policies with a provider are adhered to and maintained by staff.

Our quality assurance measures includes making sure that the following is adhered to:

- The knowledge, experience, and competency of Assessors
- How well learners meet the assessment criteria and learning outcomes of a qualification
- The assessment judgements made by assessors
- The standards of assessment and delivery sessions
- The records and reports kept by a provider, such as Reports, sampling plans etc.

At ELA there are additional concepts and principles which guide our approach to internal quality assurance these include:

- Ensuring quality standards throughout the learner journey
- Ensuring accuracy and consistency of assessment decisions made by assessors
- Identifying issues and trends that develop
- Supporting and developing assessors and tutors
- Ensuring accountability for assessment decisions and quality standards, awarding body procedures and policies are maintained
- Ensuring achievement made by learners and judged by assessors is recognised and meets the grading criteria
- Ensuring the correct and appropriate assessment strategies are used by assessors
- Ensuring confidence of the learner and provider are maintained at all times
- Ensuring sampling both interim and summative assessments are occurring.
- Motivation and clear communication



Review

The effectiveness of this policy and associated arrangements will be reviewed annually under the direct supervision of the Director of Operations.

Adoption Date	Updated	Review Date	Director
10/2018	1/8/2022	1/8/2023	

