

APPRENTICESHIP STAFF DEVELOPMENT PLAN POLICY

Policy Overview

Apprenticeship 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 of both the individual, the organisation, and the Learners they work with. This supports sector expertise, skills, and performance.

This policy applies to all staff working within the LEAP provision.

Vision for Professional Development

- Have a culture that actively supports participation in learning activities and the application of new knowledge and skills on the job.
- Professional development is provided in many different, easily accessible ways to accommodate diverse learning styles and needs.
- Inform, educate, and inspire staff to 'Being the Best'
- Staff learn valuable knowledge and skills in ways that enhance learning, retention, and application.

General principles

- LEAP shows commitment to the development of its staff through encouraging an environment conducive to development.
- All staff development activities will be conducted in accordance with our Equal Opportunities Policy.
- All staff have equitable access to staff development opportunities, appropriate to their role, and aligned to their objectives.
- In order to gain the most benefit, LEAP staff development processes are closely aligned to the staff induction and performance review process, including statutory and mandatory training.
- Funding for the purpose of staff development must be approved by the appropriate Head of Department
- LEAP 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.

ROLES & RESPONSIBILITIES

Staff

- All members of staff have a responsibility to commit themselves to the continuous improvement of their performance at work.

- Staff members should be active in identifying their own learning needs and bringing these to the attention of their line manager.
- Maintain CPD log to highlight learning, outcome, and areas for improvement both personally and in line with their roles.
- Regular conversations with Line Manager to discuss performance and identification of further learning needs
- Keep up to date with updates to subject areas that impact their performance and role.
- Colleagues will be encouraged to make active use of it's Company's self-development platform.
- Individuals may identify their own personal development needs and address these through the use of self-development resources.

Line Managers

- Line managers should help staff to identify development needs both through the Staff Personal Development Planning and Review process.
- Line Managers are responsible for ensuring that developmental needs are identified through Observations, work scrutiny, and action plans to support objectives and monitoring.
- Line managers to provide regular feedback to LEAP staff to ensure key actions are in place to monitor impact and improvements
- Line managers work closely with staff to identify opportunities for learning in a range of situations at work and assist their staff in achieving their full potential.

Senior Management Team

- The Senior Management Team is responsible for ensuring that adequate resources, both direct and indirect, are available for the development of staff.
- The resources available for staff development will depend upon several factors including budgetary constraints and the priorities established.

Induction

LEAP Staff development is integrated with Improvement Planning, Performance Management, and Work Scrutiny. Professional Development has four aspects:

- Induction for new staff
- Training for the job
- Keeping CPD up to date
- Professional development for career progression

Induction for new staff

A comprehensive Induction ensures that all new members of the team are fully inducted and compliant. Staff work through a structured induction programme in their first weeks of employment.

Line managers tailor induction programmes to address the specific needs and the programme delivery.

All mandatory courses are driven through induction and ample opportunity to network with key stakeholders, subject experts, and team members.

Training for the Job**TAQA Qualification**

Our Policy is that all our Coaches (Assessors) are TAQA qualified or equivalent or working towards this in the first 6 months of starting as a coach to support their understanding of the principles and practices of assessment, how to assess occupational competence in the work environment, and assess vocational skills, knowledge, and understanding.

Industry knowledge

Our Staff is a mixture of qualified assessors and industry professionals. Our focus is to quickly develop their understanding of the sector including apprenticeships, our group, and the job roles they'll be training - we give them exposure to our different businesses, the management structure, and colleagues.

Existing Coaching members of staff use their contracted hours to update their practice within the industry to ensure they maintain relevance to the workplace. This practice takes place in a variety of formats including dual roles, from staff spending a number of days back in the industry, to accessing industry-specific CPD. Often this activity is targeted through discussion with the line manager, to meet specific skills gaps that need to be addressed to support developments in curriculum and the delivery of apprenticeship standards, including CPD for functional skills reform.

There is an opportunity in being involved with new apprenticeship standards and the course specification developments, supporting them further to enhance their sector knowledge, remain up to date on current working practices, and increase their professional networks.

Continuing Professional Development (CPD)

All staff are expected to take personal responsibility for their Continuing Professional Development (CPD) throughout their employment.

CPD Calendar

The CPD calendar supports continuous development activities. Quarterly dates are scheduled for all staff to ensure dedicated time for CPD activities and support forward planning of these. Once a CPD need is identified, the owner updates calendar invites and arranges the session, this may include inviting subject matter experts to run this session.

Recordings are kept within a resource bank to be reviewed by staff members at a later date.

CPD Logs

All staff maintain a CPD log where they track and document the skills, knowledge, and experience they have gained both formally and informally as they work, beyond any initial training. Line Managers ensure these are updated regularly and use them as a basis for development discussions.

Staff Development Opportunities include:

- Comprehensive Induction including mandatory training within Safeguarding and Prevent with L2 qualifications
- TAQA qualification for all coaches to enhance knowledge with assessment
- Subject Matter Experts sessions, shadowing and visits to support sector and business knowledge
- Tailored CPD opportunities that are programme or sector-specific
- Regular engagement meetings with DfE, Endpoint assessments / Awarding bodies to get updates and share best practice.
- Arranged CPD activities addressing hot topics or sector updates through CPD calendar
- Regular networking opportunities
- 'Being at your Best' conversations with Line Manager, setting objectives, discussing performance, and identifying learning gaps and opportunities.
- Buddying system to gain peer feedback on delivery methods and facilitation of best practices with more experienced trainers
- Access to a self development / knowledge hub to address mandatory training
- Regular themes aligned to the quality schedule to drive best practice
- Regular standardisation activities to enhance the quality of education and driving best practice.

Performance Reviews & Career progression

Being at your Best reviews are used to set performance objectives and discuss the colleague's performance, and aspirations, and develop their personal development plan. These are supported with regular check-ins throughout the year.

Information obtained from regular reviews of performance and an assessment of development will underpin the succession planning

During the performance review colleagues will be reviewed against objectives and requirements for the role. Any development needs will be discussed and any agreed actions will be documented in order to review progress at the next review.

Personal aspirations for the future are also discussed for further exploration.

SMART performance and personal development objectives should be an outcome of the performance review discussion.

Formal performance reviews are one element of the ongoing performance management process. It is recommended that personal development plans should be reviewed regularly and feedback on colleagues' performance should be provided on an ongoing basis.

Information from completed performance reviews enables the Company to assess existing skills and knowledge and to identify potential talent.

Training Records

The Quality Team will maintain records of staff training and development undertaken in line with the requirements of the Data Protection Act 1998. These, together with the line manager will form the basis of an annual review to drive refresher training.

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 Andy Rayner, Director Of Apprenticeships & Early Careers.

Signed by	Andy Rayner - Director of Apprenticeships and Early Careers
Signature	Signed on behalf of Leap Apprenticeships 