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Learning and Continuous Professional Development Policy

POLICY AIM

The British Printing Industries Federation (BPIF) is committed to creating an environment of learning and development for all employees and learners enabling them to reach their full potential and to foster lifelong learning. We recognise that learning and development is essential to delivering a high-quality service which meets the needs and expectations of our apprentices and learners, employers, clients & stakeholders. Our approach to learning and development emphasises the importance of maintaining a continuous professional development and to develop individuals whose performance will enhance the BPIF's abilities to perform at a level that is consistent with strategic and business plan objectives.

We also encourage our employees to make the most of learning opportunities to realise their own personal potential and fulfilment of their job.

The BPIF is committed to ensuring all employees, associates and learners are treated fairly and that the provision of education and training is equitable and responsive to individuals' needs

This policy applies to all permanent, fixed term, full-time, part-time, and casual employees of the BPIF.

POLICY DETAIL

The BPIF's success will depend on the professionalism, skill, and commitment of all its entire workforce.

The BPIF's vision is to empower staff to be dual professionals ensuring that every learner and apprentice has a highly effective learning experience. We will do this by

- There always being an active Learning and Development plan in place for all staff
- Employees fully understanding expected performance standards through having accurate job descriptions and set objectives
- Each employee being enabled and actively encouraged to develop their personal potential.

HUMAN RESOURCES

The Human Resources Department is responsible for updating and maintaining learning and development files

These will hold the following documents.

- BPIF Learning & Development policy
- Annual learning a development Plan and Budget
- Employee Training Records
- Certificates of External/Internal Training

The BPIF will offer learning and development opportunities to employees to maximise and utilise skills as effectively as possible, to increase the skills base of the organisation maximise employee retention

NEW EMPLOYEES

When recruiting training staff roles, staff recruiting will aim to select candidates who closely match the profile below:

Qualifications and entry requirements	Abilities/Aptitudes	Experience
Secure subject knowledge and occupational experience	Self-investment in own Continued Professional Development (CPD)	Use of ICT and E-portfolios in a learning and/or assessment role.
GCSE English at Grade A*-C or functional skills equivalent	Evidence of regular CPD covering both teaching and subject specialism	Knowledge and application of a wide range of teaching strategies including differentiations
GCSE Maths at Grade A*-C or functional skills equivalent	Empathy with young people and adults in learning	Understanding of Education Inspection Framework
Recognised assessment qualification or willingness to achieve one within a reasonable timescale	Professionalism, role-model behaviour. E.g. with attendance, timekeeping, organisation, time management, reliability, confidence, and personal presentation	Consistent Grade 2/Good or above practice for Observation of processes related to job role.
	Reflective regarding own practice and how to develop and improve this	
	Able to identify opportunities for the promotion of equality and diversity and safeguarding	
	Able to identify opportunities to embed and contextualise English, Maths and ICT into delivery	

All other roles are accompanied by a clear job description and person specification detailing requirements of the role.

When initially joining the BPIF all staff members must complete a company induction programme to include the following topics:

- Health and Safety
- Fire Safety
- Safeguarding
- Equality and Diversity
- Manual Handling Training
- Terms & Conditions of Employment
- Any other relevant regulatory training is given to all new employees

Also, all new staff member are required to undertake BPIF's introduction to print workshop ensuring the most up to date vocational industry practices are communicated right from the offset.

In addition to this, all client training staff members are provided with the additional Safeguarding, Prevent, British Values, Equality & Diversity and Health & Safety Training

All staff members will also participate in annual updates for these areas.

TRAINING MANAGEMENT TEAM

The Training Management Team will be responsible for discussing, planning, implementing, and reviewing all management / employee learning and development needs / plans in the pursuit of the company's primary business objectives and with regard to Long-term growth, operational stability, organisational change and personal fulfilment.

The BPIF encourages employees to learn from problems, mistakes, challenges, and successes inherent in their daily activities.

IDENTIFICATION OF REQUIRED DEVELOPMENT

The BPIF will use a range of methods to identify areas which require improvement/development, this includes:

- Observations of Teaching, Learning and Assessment (OTLA)
- Skills gaps analysis
- Training Coordinator Skills Scans (e.g. Functional Skills)
- Quality Audits
- Monthly 121's
- Performance data (achievement, progress, retention)
- Monthly sampling by IQA's
- Learner or employer feedback
- External Audits (Ofsted, Matrix)

DEVELOPMENT OPPORTUNITIES

The BPIF offers a variety of learning opportunities to support staff members to increase knowledge and develop skills, this includes but not limited to

- Bi-monthly CPD sessions
- Annual work placements in assessment sector settings
- Bi-monthly Standardisation meetings
- Online modules
- Shadowing of peers
- Accredited courses
- Coaching and mentoring
- Job enrichment/enlargement – for example higher level responsibilities, mentored guidance
- Producing curriculum and inviting feedback for development
- Industry events and seminars

When initially joining BPIF all staff members must complete online modules in the following areas:

- Safeguarding
- Prevent
- Equality and Diversity
- Health and Safety
- Mental Health awareness

All staff members will also participate in annual updates for these areas.

DEVELOPMENT OF SECTOR EXPERTISE, SKILLS AND PERFORMANCE

Annually training staff will complete a competency gap analysis identifying 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. As a result, training coordinators may

- attend work placements at industry settings relevant to the qualifications they deliver (e.g. digital print companies, print finishing companies)
- attend equipment manufacture training to ensure currency on the most up to date equipment used in the industry
- attend industry seminars and events (for example the power of print) to maintain knowledge of current industry practices

All Training Coordinators to attend quarterly CPD sessions which will cover a variety of areas to help develop teaching practice and exchange best practice.

DEVELOPMENT OF TEACHING AND TRAINING KNOWLEDGE, SKILLS AND PERFORMANCE

All training coordinators will be asked to complete a skill scan where individuals will assess themselves against Observation of Teaching, Learning and Assessment, Quality Audit Criteria and KPI's and identify areas of strength and development areas.

At monthly 121's development with all staff members will be reviewed and appropriate objectives set to address any areas of need.

Standardisation activities will be held and is an opportunity for training coordinators to share best practice and develop confidence and knowledge in subject areas. Training coordinators will be expected to record all activities on their CPD log – minimum of 2 per month.

The BPIF commitment is that all tutors will be observed as per the observation of teaching, learning and assessment policy.

Where support for the growth or development of individuals is identified an action plan and further observation(s) will be agreed with the observer. In addition to classroom observations other quality and compliance observations will take place at set times throughout the year.

In some cases, observations will be not graded because the emphasis is on professional dialogue between training coordinator and observer, leading to clear evaluation of practice and actions for improvement being agreed by both parties. Additionally, to promote self-reflection and creative planning for personal development of professional practice, tutors will undertake regular CPD activities. They will also be asked to complete a training coordinator self-assessment of teaching, learning and assessment form prior to receiving feedback from the observer. The completed forms will be used to inform the observation process and support the development of teaching practice.

Impact of activities will be measured via OTLA process and data analysis which will include learner and employer surveys, progress, achievement, and retention.

Other quality assurance methods are used, as per the quality of training and training outcomes policy to determine CPD activity, including portfolio reviews and deep dives on the quality of education delivered.

DEVELOPMENT OF SKILLS AND PERFORMANCE

As part of the identification of continuous professional development activity, should a BPIF employee wish to study a professional, technical or specialist qualification, the BPIF will support this achievement, providing they are relevant to their area of work, and fit within the individual's and the Company's objectives.

The following items are agreed as part of the terms set out in Performance and Development Plan:

- Course of study to be taken
- Timings of the study/exams
- Payments to be made by BPIF
- Paid / unpaid study leave
- Development and agreement of a specific study plan
- What may happen if you fail to pass a paper/course

RECORDING AND MONITORING

As per the BPIFs Performance Appraisal and Development process, all CPD activity is recorded and monitored. The annual appraisal cycle starting in April of each year will review employees' prior year performance as well as discuss and agree objectives for the following year. CPD plans are reviewed informally at monthly 1:1's with a formal annual review completed in October or each year where performance and development plans are updated accordingly. The CPD log can be located in the appendix of this policy.

PERFORMANCE IMPROVEMENT PLANS

Staff contribution, performance and development are reviewed formally on an ongoing basis as part of BPIF's approach to appraisal. Outcomes from individual performance will be discussed as part of 1:1 meeting that Apprenticeship Quality and Performance Managers hold with staff in their team. A review of CPD plans, activities completed, and impact will also be completed as part of these meetings.

A pre-capability process, called a Performance Improvement Plan (PIP) will be implemented when the following occur:

- ❖ Two more consecutive observations of the same process are judged to be a grade 4
- ❖ Three or more consecutive observations of the same process are judged to be a grade 3. KPI's are averaged as inadequate for three consecutive months.
- ❖ Training coordinators are not performing at a continually good standard across all KPI's or do not show the capacity and capability to improve to this standard.

The PIP will have a clear set of concerns, improvements required, and timescale and success measures for the member of staff to achieve. Agreement will be made and recorded of the level of support available for the member of staff in addressing under performance.

The PIP will be formally reviewed midway through the plan to check on progress to date and check that the support provided is working. As the end of the PIP, evidence to support progress, improvements and success measures met will be undertaken by the team leader. A formal meeting will be set to discuss whether that member of staff has been successful and is now operating at a level required by the organisation.

If all success measures and timescales have been met the PIP will be closed however performance in relation to the areas of concern will be monitored as part of the performance management process to ensure stability of performance.

If the majority of the success measures have been met and it is considered an extension of a short period of time would prove total improvement, an extension of the PIP will be agreed. A further review would be set within a specific period of time.

If success measure have not been met consistently despite support measures in place, the member of staff will move into a capability process. This process formally informs the staff member of concerns in relation to their capability, sets short term targets for improvements which if are not met may lead to

them not being able to continue in their job role.

GOLD STANDARD PRACTITIONERS

A team of Gold Standard Practitioners will be identified on an ongoing basis. These will be delivery staff who:

- ❖ Have consistently demonstrated good performance against the key performance Indicators (KPIs)
- ❖ Displayed professional behaviours
- ❖ Consistently good or better observation grades
- ❖ Good or better overall feedback from learners and employers

Gold Standard Practitioners will undergo training to be conversant in Observation processes and trained as leaders in the subject fields, innovative and inspiring delivery, and mentoring

This team will be tasked with sharing and developing new curriculum, employability skills and progression of learners. They will be role models personally demonstrating the professional behaviours

This team will be assigned mentoring roles for staff within the induction period and also with staff requiring performance improvement. The team will be responsible for designing, delivering, and supporting the organisations CPD package. As a team, they will be driving the teaching, learning and assessment from 'good' to 'outstanding'

REVIEW

The Learning and Continuous Development Policy was updated on 15th May 2021. The policy is to be reviewed annually, as a minimum with the next review date being no later than 15th May 2022.

Signed:



Name: Charles Jarrold
Job Title: Chief Executive Officer
Date: 15th May 2021

Appendix 1 – CPD Logs

Staff CPD Log

Employee Name:		Managers Name:	
Job Title			

Date	Identified CPD (what is the area of CPD, how was this identified)	Intent (What is the anticipated impact of this CPD activity)	Implementation (How is the CPD being delivered)	Target Date	Impact (What has the impact being of completing this CPD activity)	Completion Date
