

Oxford Professional Education

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Personal and Professional Development Policy

(Includes development of delivery and support team members for Commercial and Apprenticeship Provision)

Introduction

In this policy Oxford Professional Education (OxPE) demonstrates its commitment to providing an excellent education and Learner/Apprentice experience in an innovative and supportive environment where learners, Apprentices and staff/members of the team alike can flourish and reach their potential. It outlines the OxPE Personal and Professional Development Policy and outlines available development opportunities.

The quality of the OxPE learner/Apprentice experience is at the heart of everything we do. This means demonstrating excellence in the areas of our education provision in which we wish to become distinctive when benchmarked against our competitors across the UK and beyond.

We seek to continually develop innovative teaching and learning and supportive approaches to our provision/Apprenticeships with a focus on employability and providing opportunity by developing and nurturing ambition and potential for all Learners/Apprentices.

The key to realising these ambitions is by providing excellence in teaching/learning and support by embedding innovation, quality, challenge, equality and diversity into our learner/Apprentice experience and meeting learner objectives. This can only be achieved by employing, developing and retaining highly qualified, innovative and inspirational academic/professional delivery and support members of the team who all share and work towards these strategic goals. Personal and Professional Development is a way in which we enable and engage staff/team members in efforts to contribute to the implementation of effectiveness and excellence.

Explanation of Personal Development

Staff/Team members training, and Personal and Professional Development is a means to ensure OXPEG is adequately equipped with the knowledge, skills and competencies to perform well in their current role and for the future to assist OXPEG's objectives and employer objectives. This may be achieved in a number of ways e.g. formal education programmes, attending conferences/events, coaching, mentoring, shadowing, one-to-one work, internal workshops and



forums. It is important that access to development is fair, equitable and must be to the benefit of the department and the organisation as a whole.

The Personal and Professional Development Policy links to other strategic imperatives.

Aims and Objectives of the Personal and Professional Development Policy

The aim of the OxPE's Personal and Professional Development Policy is to develop a culture of innovation, excellence and inspiration for our learners/Apprentices and provide all Staff/Team member, whether support, academic or professional, with the knowledge and skills they require to further our strategic aims to become a training provider that is known for industry-engagement, real-world learning experiences and quality based Apprenticeships using innovative pedagogies, and developing talent and potential to provide further career opportunities for both learners and Apprentices.

To meet those aims we have the following objectives:

OXPEG: -

- Provide a range of professional and Personal and Professional Development opportunities which support and encourage all Staff/Team members to acquire and develop the relevant knowledge, skills and competencies to enhance their performance in their current role and, for their next role in their career, while recognising that ultimately each individual has the responsibility to develop their own skills.
- Develop a Personal and Professional Development recommended training list for all delivery and support Staff/Team members.

Mandatory Training

All staff/Team Members/Contractors that come into contact with students are required to undergo certain mandatory training which is delivered online for Safeguarding, Equality and Diversity, British Values and Prevent. This is delivered within working time and should be completed within the first two months of employment.

- 3 Provide a range of support and teaching/learning enhancement opportunities.
- 4 Develop a delivery and support team who are qualified to teach, support and manage in education by providing supportive development feedback and/or training based on individual develop needs.
- 5 Create a culture of reflection and evaluation of teaching practice. Encouraging academic Staff/Team members to engage in reflection after observation of teaching to agree improvements and development plans. Use methods of evaluation from a variety of sources (learner and employer feedback, self-reflection, Appraisal, Quality monitoring) to review and enhance their practice as relevant to their role;

Responsibilities for Personal and Professional Development

Individuals are responsible for identifying and suggesting learning opportunities to their managers/Contract manager based on their current role and career aspirations. They are expected to undertake a range of opportunities to enable them to update their knowledge and skills and adapt and respond to change.

During Appraisals /one to one meetings and Individual Quality Monitoring: -



We support each colleague by encouraging them to undertake some critical analysis covering the following:

- Where am I now?
- Where do I want or need to be?
- How will I get there?
- Analyse current skills, knowledge and experience to enable identification of any gaps in relation to where they are now
- Identify development needs and set objectives, to enable them to focus on where they need to be
- Consider preferred learning styles, so that they can identify the learning and development activities that work best for them
- Identify resources and any support that may be necessary to meet the objectives
- Monitor and review progress and overcome any barriers to learning

Skills Audit

The method we use to assist this process is to perform a simple skills audit. This is a list of the skills that are relevant to an employee's role. Colleagues self-evaluate and assess their ability and discuss their skills audit with their line manager, to agree a way forward.

Having completed the skills audit activity, colleagues can identify the different skills that are relevant to their job role and their self-evaluation helps them to identify where they are strong and where they need to improve.

This information is then used to complete a SWOT analysis:

S	Strengths
W	Weaknesses/Areas for improvement
O	Opportunities for improvement
T	Threats to progress

The SWOT analysis helps colleagues to focus on what they need to do to address any gaps and achieve their personal objectives. We encourage them to discuss their SWOT as it provides excellent opportunities for managers to give constructive, specific and relevant feedback and to use coaching skills to encourage colleagues to reflect on where they want or need to be and how they are going to get there.

Objective Setting

Once the areas for Personal and Professional Development have been identified, SMART objectives are agreed, so that the PDP is meaningful, and progress effectively supported and monitored.

S	Specific - details about what exactly needs to be achieved
M	Measurable - setting criteria to measure success
A	Achievable - challenging, but within the capability of the individual
R	Realistic - to ensure fairness and consistency
T	Time-bound - deadlines for each target, so that progress can be monitored



Colleagues receive support when agreeing SMART objectives for their personal development:

Short Term Objectives - encourage them to think about what they would like to achieve within the next six months

Medium Term Objectives - consider what is achievable within the next 1-2 years

Long Term Objectives - where they see themselves in 3-5 years' time

Once objectives have been agreed colleagues complete their PDP and plan a range of different activities to support them in achieving their plan. Examples include:

- Taking on new challenges or responsibilities at work e.g. acting as a Buddy to new members of the team or being involved in a project
- Developing their knowledge of different areas of the business e.g. by secondments to different departments or job shadowing
- Involvement in meetings or activities that are not part of their normal remit, which will stretch and challenge them
- Completing formal training programmes either in the workplace or via distance learning or other methods
- Engaging in activities outside work such as volunteering to develop new skills
- Doing independent research to improve and develop knowledge

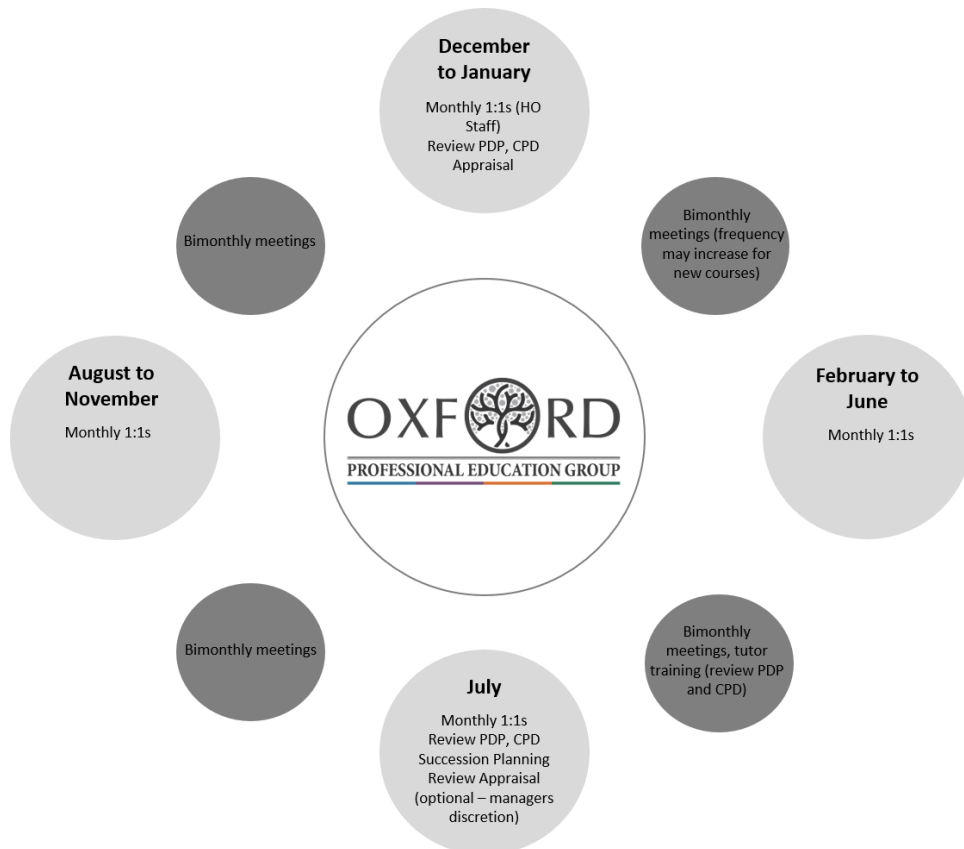
PDP is regularly reviewed and monitored, so that adjustments can be made if necessary and that targets are challenging, but achievable. Objectives are closely linked to business objectives and Personal and Professional Development objectives. Each activity links with an objective and has a target date for completion. Any resources or additional support are identified and agreed. When an activity is completed, colleagues reflect on what has been learned and how they will apply the learning in the workplace.

New Colleagues and Employees

New staff/team members/contractors are monitored closely with a mentoring buddy and / or line/contract manager for the first six months. A planned training programme for the first 2 weeks of employment /start of contract is constructed covering areas relevant to role, student support and IT. A formal review is given to new starters after three months where a more formal training programme is planned.

Reviews

Our performance /Quality monitoring review process runs on an annual cycle and designed to ensure we are continually supporting and developing our colleagues whilst monitoring progression and satisfaction of learners and Apprentices. 1:1s are conducted on a monthly basis for support staff/Team members whilst delivery teams are invited to bimonthly meetings (where quality is managed with individuals by exception). CPD and PDP as illustrated below :



Academic Development

In addition to the above, OxPE provides an induction programme for all academic Staff/Team members/Contractors, tutors/lecturers, trainer/assessors and mentors supporting learners/Apprentices on the programme/Apprenticeship. For tutors/lecturers, trainers/assessors, this will include introduction to the VLE, overview of teaching, learning and assessment strategy and how it works in programme delivery/ engagement assessment guidance, scheme of works, sequencing and all the associated paperwork.

There will also be continuing professional development (CPD) workshops offered throughout the academic year (all themed around our missions and objectives) opportunity to undertake accredited modules and access to our online academic Personal and Professional Development programme with the opportunity to achieve professional recognition of their teaching where appropriate.

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Line Manager/contract managers are expected to encourage and support all Staff/Team members (regardless of role, grade and activity patterns) to take advantage of internal and external Personal and Professional Development opportunities relevant to their identified development needs. Managers/Contract Managers should support Staff/Team members to identify and discuss those development needs with each team member at induction/start of contract, probation/mid contract and at least annually as part of the Appraisal /Quality Monitoring Process.

The Director of HR and the Quality and Compliance Manger lead on Staff/Team member/Contract and educational development which includes devising, implementing and evaluating programmes of Staff/Team member development in line with strategic aims and Staff/Team members/Contract needs, interests and requirements.

They also have the responsibility for hosting the academic conferences, leading the Teaching and Learning/Research, promoting the engagement in a wide range of enrichment activities. In addition, the HR/Finance Director has the overall responsibility for managing the Staff/Team member development support budget ensuring that all Staff/Team members are provided with opportunity to continually improve, enhance and, where appropriate, gain accreditation or professional recognition for their teaching activities. Any evaluation of quality, cost effectiveness and impact of any Staff/Team members development activities will sit with the HR/Finance Director and the Quality and Compliance Manager.

The HR Director is centrally responsible for providing advice, guidance and opportunities for Staff/Team members/Contractors.

Core Capabilities of OxPE Staff/Team member

This will be dependent on the individual's role and will be outlined within their job descriptions/quality guidelines however all Staff/Team members should understand and be able to demonstrate that understanding of the following in their day to day work and will be supported to do so through a wide range of Personal and Professional Development opportunities and systems as outlined.

- The overarching aims and objectives of OxPE;
- What an excellent learner/Apprentice and employer experience looks like and how their role contributes to this and how to gain support to improve their skills and knowledge to do this well;
- Engage with OXPEG employers, learners/Apprentices and colleagues from OXPEG

Prioritise the learner/Apprentice and employer experience

Above all else our Staff/Team member put the educational experience of our learners/Apprentices and employers first.

- Strive to raise the benchmark of interaction with our learners/Apprentices and employers.
- Consider the impact on the learner/Apprentice and employer experience in the actions they take, and;
- Identify and, where possible, implement innovative ways to add value to our employer and Learner/Apprentices' learning experience.

There will be opportunity through the academic year for colleagues to attend Staff/Team member meetings, Teaching and Learning standardisation (as appropriate to their role), CPD sessions, get involved in activities such as



mentoring/coaching, shadowing to ensure that they are aware of their responsibilities and opportunities available to them.

Training needs analysis and advice and guidance training is mandatory for any of our business development staff and our employer and learner focused processes are reviewed annually to make sure we have the right training in place to ensure learner/apprentice and employer needs and objectives are met.

It is an expectation that any mandatory training appropriate to their role, for which time is allocated is attended and completed.

Additional Core Capabilities of Academic Staff/Team members

In addition to the core capabilities for all OxPE Staff/Team members, we aim to develop our Staff/Team members to ensure a high-quality learning environment for our learners/Apprentices and so to have following characteristics capabilities and to create a working culture within which these characteristics and capabilities are fostered:

Excellent subject knowledge

All academic Staff/Team members should be able to inspire learners/Apprentices by demonstrating enthusiasm and excellent knowledge of their subject. They should hold a degree or relevant professional qualification in their discipline. Ideally Staff/Team member should be recognised as an expert in their field through, for example, industry, academic, support experience/reputation/national/international standing, research/scholarly activity or awards.

Teaching/Training or Assessing Learners and Apprentices

All academic Staff/Team members should aspire to be innovative in the way that they teach their subject and model exemplary professional practice. Academic Staff/Team member are encouraged to provide excellent teaching underpinned by evidence-based pedagogic theory and practice. Staff / Team Members joining us to enhance the curriculum from industry will be invited to engage in our Personal and Professional Development programme or activities.

Industry and Professional Engagement

As our mission and aspirations are based around us being leaders in industry focused education, it is an essential part of any delivery that Staff/Team members, Support or Business Development Staff/Team member based in work based learning roles to engage with the industry on a regular basis to ensure that we are preparing learners/Apprentices to become highly sought after in the employment market. This could be through their own on-going professional practice in their field or with an organisation, sourcing industry expert knowledge to enhance their modules/programmes through teaching/mentoring learners/Apprentices, consultancy, projects, research, and ensuring that the most up to date industry knowledge and practice is informing and indeed driving the curriculum, teaching, learning and assessment.

Academic Administration

All levels of academic Staff/Team members are expected to undertake the necessary administration to plan, deliver, assess and evaluate teaching /learning and /or assessment on their modules, and generally manage and support the learner/Apprentice experience. Some lecturer/trainer/assessor roles will require leadership and management of modules or programmes. Staff/Team members will be supported and prepared to undertake these roles through induction and on-going Staff/Team member personal development.

Research

Academic Staff/Team member will enhance learning and develop future researchers and innovators by providing a 'real-world' and enquiry-based curriculum and excelling in research-informed teaching, learning and assessment. To do so they are encouraged to engage in research, development, innovation and projects within their subject/profession and actively seek to collaborate with external partners such as employers, professional bodies whilst compiling with CPD yearly ongoing activities.

Academic and pastoral support of students

OxPE academics will be a source of inspiration to learners/Apprentices by their example of expertise and professionalism. Delivery Staff/Team members will be expected to provide both academic and pastoral support of learners/apprentices to help foster the attributes and ensure a safe, kind and supported environment to enable our learners to flourish and progress throughout the course and beyond.

Teaching and Learning and Assessment Standardisation

Standardisation provides the opportunity on quarterly basis to share ideas, and discuss issues related to teaching and learning (pedagogy) and or assessment and the wider learner/Apprentice experience. It is not meant to be, per se, Personal and Professional Development as much to engage with colleagues around issues that are important to them to improve life at OxPE for our learners/Apprentices.

An observation of teaching • A discussion of practice

On occasion a member of Staff/Team member's role will require them to engage with the wider academic or professional community, or indeed develop links with industry, organisations and other universities in the UK and abroad, which necessitates attending an external programme which may or may not result in a formal qualification. In addition, there are certain activities, particularly for academic Staff/Team members, which will especially help the furthering of our key aims and objectives.

Activities to improve teaching and learning- education and meeting apprentice and employer needs focussed conferences

There are two ways in which OxPE may support an external development activity – money and time. Money may be applied for to support direct costs such as fees, travel and subsistence. Time may be granted to free the member of Staff/Team members from regular duties to undertake the activity. The majority of an individual's Personal and Professional Development needs will be able to be supported through OxPE's Personal and Professional Development plans and/or range of activities of which is led (and facilitated) by OxPE HR and Quality Teams.

Line/Contract Managers are expected to discuss and agree Personal and Professional Development needs with each of their Staff/Team members/Contractors at least annually as part of the Appraisal or Quality Monitoring Process, ensuring they are aligned to the required objectives of OxPE. There is a need to manage an individual's expectation when discussing Personal development.

Please note - As the boundary between what is required by OxPE and an individual's personal preference is not always aligned or clear, it may vary from individual to individual within the same team.

Each department will have a yearly Personal and Professional Development budget allocation to pay for conferences/short courses for individuals and any other activity to support the department. This is to ensure that there is fair and appropriate distribution of resources, that activity is aligned to strategic aims and to support that individual with projects, study leave/examination leave or dissemination activities as appropriate. If support for external activity is agreed, a request form must be signed and approved by the employee's line manager (time) and the Head of Department, and where appropriate the HR Director. All financially supported Personal and Professional Development should be reported on a half yearly basis to the HR Director in order to monitor the demand for external training and help to inform in-house provision.

Where the fees for an individual's external programme or course are to be paid for by OXPEG, the individual member of Staff/Team member/Contractor may be required to pay back a proportion of the fees if they leave OXPEG through their own volition within a specified period of completion. There is also an expectation that Staff/Team member/Contractor who undertake an externally supported course bring back their learning to colleagues/other team members. This may take the form of a short presentation at a team/OXPEG meeting, a seminar session in the teaching and learning forum, leading a workshop, contributing to a taught learner/Apprentice session and so on. The level of dissemination will of course depend on the activity.



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All staff are involved in our annual self-assessment where they have an opportunity to review this PDP policy to make sure we meet our strategic visions of :-

- Great teaching, learning, assessment and progression
- Achieving an innovative, relevant, and responsive curriculum
- Providing great digital and learning environments
- Meeting employers' and customers' needs
- Being at the heart of our communities
- Achieving Financial sustainability enabling re-investment
- Making OxPE a great place to work

Signed:

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