

Apprenticeship Policy
**Professional
Development Policy**





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Contents

1. Our Vision.....	2
2. Purpose	3
3. Basic Principles.....	3
4. Application of the policy	3
5. Performance Management.....	3
6. Links to self-improvement and self-evaluation	3
7. Consistency of treatment and fairness.....	4
8. Setting objectives	4
9. Feedback	4
10. Annual assessment.....	5
11. Reviewing Progress.....	5
12. Appeals.....	5
13. Training and Support to Improve	6
14. Monitoring and Evaluation.....	6
15. Review of the Policy	7
16. Reviewing performance - Observation.....	7
17. Session observation protocol	7

1. Our Vision

Our Performance Management is a process to support the development of all our team, to improve

the quality of teaching & learning and to raise standards.

The Directors and Leadership team ensures that teaching on apprenticeship programmes meet the appropriate professional standards for teaching, assessment, and learning support by ensuring our recruitment, development and ongoing monitoring is conducted in line with the quality assurance practices set out by the business, ESFA, Ofsted and Awarding Organisations.

All new and supporting team members of the Education Team are required to attend a general induction programme, which explains our underpinning vision, strategy, values, and how we deliver our T&L.



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All educators are encouraged and supported to undertake relevant training and development; this includes personal skills development as well as knowledge of the ESFA / Ofsted, educational landscape and the apprenticeship environment.



2. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of all people directly involved in the education and training of our apprentices and for supporting their development within the context of the business's plan for improving apprenticeship provision and performance, and the standards expected of educators and other staff. It also sets out the arrangements that will apply when people fall below the levels of competence that are expected of them.

3. Basic Principles

Head of Apprenticeships will report on the Apprenticeship Team's Performance Management and Pay half yearly to the Performance Management and Pay Committee together with any recommendations for changes to the policies. The business is committed to the operation of a Performance Management process for all educators and supporting teams, with the objective of maximising the professional development opportunities and progress of apprentices. The Education Team will ensure that all people involved in the education and training of apprentices have access to the appeals process, advice, training and development opportunities appropriate to their needs.

4. Application of the policy

This policy applies to all everyone involved in the education and training of apprentices employed by UKFast.Net.

5. Performance Management

Performance Management is a supportive and developmental process designed to ensure that all educators and trainers have the skills, support and professional development they need to carry out their role effectively. It will help to ensure that people are able to continue to improve and develop their professional practice. The task of managing the performance of Head of Apprenticeships, including the setting of objectives, will be delegated to the Performance Management goals and CPD.

6. Links to self-improvement and self-evaluation

To comply with the requirement to show how the arrangements for performance management link with those for self-improvement and self-evaluation (SEF) and to minimise workload and bureaucracy, the performance management process will be one of the main sources of information as appropriate for self-evaluation and the wider team improvement process.

All reviewers are expected to explore the alignment of reviewees' objectives with the team's priorities and plans. The objectives should also reflect reviewees' professional aspirations, and professional development requirements.



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7. Consistency of treatment and fairness

UKFast is committed to ensuring consistency of treatment and fairness in the operation of performance management. To ensure this, the following provisions are made in relation to moderation, quality assurance and objective setting.

8. Setting objectives

Objectives for people will be set before or as soon as practicable after, the start of each performance management period. IQTL observations take place once every half year with the core Apprenticeship Team which acts as one of our primary tools for identifying the most appropriate objectives linked directly to the 'Further education and skills inspection handbook – Sept 2021', apprenticeship standards and sector vendor qualifications. From the observations we are able to identify the industry vendor qualifications and training required to keep our team's sector expertise to the highest level. The objectives set for each person, will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the business's needs, apprenticeship standards, employee's role and level of experience. The appraiser and the person being observed will seek to agree the objectives but, if that is not possible, the reviewer will determine the objectives and this will be noted. Objectives may be revised if circumstances change.

The objectives set for each person will, if achieved, contribute to the business's and team's plans for improving the apprenticeship and education provision which in turn will improve the outcomes of apprentices across the business. This will be ensured by quality assuring all objectives against the self-improvement plan and IQTL reports and evaluation.

The objectives set will have regard to what can reasonably be expected by a member of the team in that position with due consideration to achieving a healthy work-life balance, consistent with the business's strategy for bringing downward pressure on working hours. We shall also take account of the employee's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of apprentices.

9. Feedback

All people involved in the Performance Management process will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the person's performance the reviewer will meet the member of staff formally to:

- give clear feedback about the nature and seriousness of the concerns;
- give the opportunity to comment and discuss the concerns;
- agree any support (e.g. courses, work with partners, exams, coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the reviewer will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement);
- explain the implications and process if no — or insufficient — improvement is made. When progress is reviewed, if the reviewer is



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satisfied that the individual has made, or is making, sufficient improvement, the performance management process will continue as normal, with any remaining issues continuing to be addressed through that process.

10. Annual assessment

Each person's performance will be formally assessed in respect of each performance management period.

This assessment is the end point to the annual performance management process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings that take place each quarter. The person will receive as soon as practicable following the end of each performance management period - and have the opportunity to comment in writing on - a written performance management report as part of the IQTL. This report will include:

- details of the objectives for the performance management period in question;
- an assessment of the performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the person's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant

The assessment of performance and of training and development needs will inform the planning process for the following performance management period and IQTL observations.

11. Reviewing Progress

At the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably. The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the next cycle.

12. Appeals

At specified points in the performance management process all people involved have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry, this would constitute an appeal meeting that can be requested to take place during any formal meeting scheduled in a quarter.



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13. Training and Support to Improve

The Continuing Professional Development (CPD) programme will be informed by the training and development needs identified in the CPD section of the IQTL review and 1-2-1 PDP quarterly meetings.

CPD will be provided to all members of staff, where appropriate, in order to aid their development of skills and competencies in teaching & learning and relevant subject knowledge.

The provision of CPD will be agreed based on a range of factors including, but not limited to:

- the needs of the organization as identified through internal monitoring
- development needs identified through performance management observations.
- performance appraisal feedback
- the resources available
- whether accreditation or qualification can be achieved to support the business.

CPD can be undertaken through a range of different methods, with some proving more suitable than others dependent on the development needs identified. The organisation will support the following approaches to learning:

- internal training using existing expertise within the organization
- attendance at an external training course
- attendance at an external professional conference
- observations and shadowing
- learning partnerships with associated organisations
- distance learning with further education institutions.

This is not an exhaustive list and alternative CPD methods will be considered on a case-by-case basis depending on which method is most appropriate to achieve development needs.

The Apprenticeship Team will ensure in the budget planning that, as far as possible, appropriate resources are made available in the budget for any training and support agreed for reviewees. All people directly involved in the training and development of our apprentices take part in a range of mandatory training throughout the year that includes vendor training, vendor exams, T&L courses, visits to other educational establishments, events with Awarding Organisations inc. audits, and ESFA / Ofsted events. This is all in aid of improving sector knowledge, skills and performance whilst also improving T&L and apprenticeship knowledge too.

All educators use our online resources via the <https://moodle.ukfast.ac.uk> secure portal to support their development and help improve their knowledge, skills and performance. This incorporates apprenticeship standards and resources, awarding organisation documents and links, vendor training materials, policy documents and technical articles. A number of apprenticeship courses within the Moodle eLearning environment have been created for all people involved in apprenticeship delivery which contain additional resources, guidance, specifications, assessments and exemplars.

14. Monitoring and Evaluation


The Directors will monitor the operation and outcomes of performance management arrangements.



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The Head of Apprenticeships will provide the Board of Directors with a report on the operation of the Apprenticeship Team's Performance Management quarterly. The report will include:

- the operation of the performance management policy;
- the effectiveness of the team's performance management procedures;
- team training and development needs.

The Directors are committed to ensuring that the performance management process is fair and non-discriminatory and is implemented in line with the business's responsibilities under the Equality Act 2010. The Head of Apprenticeships will include in their report if there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under the Act.

15. Review of the Policy

The Head of Apprenticeships is responsible for reviewing and approving this policy annually and will take feedback from the Head of Apprenticeships as part of this process. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is up to date.

To ensure employees are fully conversant with the performance management arrangements, all new people who join or support the Apprenticeship Team will be briefed on them as part of their introduction to the team.

16. Reviewing performance - Observation

UKFast believes that observation of classroom practice and other responsibilities is important, both as a way of assessing people's performance in order to identify any particular strengths and areas for development they may have, and of gaining useful information which can inform self-improvement more generally. All classroom and OTJ observations will be carried out in a supportive fashion through our current Improving the Quality of Teaching and Learning (IQTL) schedule and tool.

Educators' performance will be regularly observed but the amount and type of classroom / session observations will depend on the individual circumstances of the educator and the overall needs of the school. Classroom observation will be carried out by those with Qualified Teacher Status (QTS) and/or relevant vendor and sector experience. In addition to formal IQTL observations, Directors or other leaders with responsibility for teaching standards may 'drop in' to sessions to help maintain a consistent teaching and learning ethos across the Education Department. The length and frequency of 'drop in' observations will vary depending on specific circumstances, business or training needs. Additionally, Learning Walks and 'Team Teaching' support strategies are used to help people improve and further enhance their practice.

17. Session observation protocol

UKFast is committed to ensuring that observations are developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly;
- collaborate and work with educators and apprentices to support practice;
- respect the confidentiality of the information gained.



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The amount of observation for each person should reflect and be proportionate to the needs of the individual in the view of the reviewer.

Although an observation is undertaken for this specific purpose, other information gathered during the observation will be used, as appropriate, for a variety of purposes including informing self-evaluation and self-improvement strategies in accordance with the Apprenticeship Team's commitment to streamlining data collection and minimising bureaucracy and workload burdens on the team. In keeping with the commitment to supportive and developmental observations, those being observed will be notified in advance.



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