



North Tyneside Council

North Tyneside Council  
Employment & Skills

Policy Information  
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## Professional Development Process for North Tyneside Adult Learning Service Staff

### Introduction

North Tyneside Council's corporate workforce development policy provides mandatory training for all staff in the Adult Learning Service including Corporate Induction, Health and Safety, Safeguarding & Prevent, Equality and Diversity and Information Governance.

In addition to this training the Adult Learning Service, as part of the North Tyneside Employment and Skills Service, is committed to the continuous professional development of its staff and service and actively:

- Improves employees teaching, learning and assessment skills, knowledge and performance
- Makes learning an essential part of their professional life, with targets and learning objectives focussed on the both the individual, service and organisational needs and priorities
- Actively improves employees sector skills, knowledge and performance

### CPD Process

Quality of education is monitored throughout the academic year through thematic learning walks across all sites and provisions types and quality assurance activities which ensure a consistently high quality teaching, learning and assessment experience for all learners. In addition, formal observations are completed during probationary periods, as part of training and development and in line with personal improvement plans. Where appropriate, work based observations of tutor/assessors are conducted by the ALS management team to ensure quality of assessment and quality of the apprentices' skills, knowledge and behaviour. These observations are completed on site and followed up by a walk-through observation during training sessions. This ensures the outcomes of this process are incorporated as part of the action planning and tutor/ assessor development process.

The service does not currently sub contract any apprenticeship training provision, but any sub-contractors would also be subject to the same quality processes.

The Performance Management process for quality of education collates feedback from thematic learning walks for discussion at our Quality Forum highlighting areas of strength and for improvement. Any significant findings are also fed back to individual managers as applicable for further action as appropriate. Action planning by the quality forum will seek to ensure exemplary practice is celebrated and shared, findings reported to teams and areas for development addressed within the CPD and/or performance review cycle including in course reviews and Individual Performance Reviews (IPRs), quality improvement planning and self-assessment reports. Within this process, ALS

team members will be given feedback on quality of teaching, learning and assessment during Course Review and/ or IPRs in a confidential face-to-face interview with the appropriate manager in line with performance expectations with improvement plans and further training or development identified as necessary.

### **Performance Improvement**

In the event of concerns raised, through the quality forum or any other form of feedback, regarding a tutor/ assessor's performance a meeting will be convened between the individual and their manager and a Performance Improvement Plan established to address any development needs and monitoring mechanisms. Where appropriate, this personal improvement plan may include formal graded observation. Should any new or PIP tutor/ assessor be graded 'requires improvement' (grade 3) or 'inadequate' (grade 4), full feedback will be given and further specific expectations added to the PIP with specified support and training arranged by their manager to address the development needs identified. It is expected that tutors/assessors will engage with the support offered as part of their contractual obligations.

Formal re-observation will be undertaken with a second member of the observation team. If the second formal observation is graded as 'requiring improvement' or 'inadequate' this will trigger North Tyneside Council's formal procedures for managing underperformance

Formal improvement meetings will be held with ongoing updates to the performance improvement plan and linked to the individuals IPR. The formal procedures to manage underperformance will cease when there is an improvement teaching, learning and assessment practice to meet the specified expectations within the performance plan and/or IPR targets. Failure to do so will lead to further action in line with HR Policy and Procedure which could ultimately lead to dismissal.

### **Staff Development**

Learning walks, quality assurance processes, quality forum action planning, quality improvement plans and IPR discussions inform a programme of staff development activity to improve the quality of teaching, learning and assessment expertise, learner experience and outcomes for learners ensuring that any gaps in sector competence and expertise are addressed. All targets are SMART and agreed with staff to ensure that learning is an essential part of their professional life. This process ensures relevant CPD and sector expertise is maintained, undertaken and effectively improves performance, skills and knowledge. Progress on targets is monitored by both the programme manager and quality forum.

All staff are engaged with professional literature related to both their specialist areas, developments in teaching, learning and assessment and wider local authority matters. They are provided with multi-modal access to a range of source to keep abreast of local and national issues, policy and strategies in relation to further and higher education, lifelong learning and apprenticeships. Staff briefings and team meetings also inform staff of local trends in the jobs market, local industry and new developments in the area. Access to the Learning Pool enable them to self-select and enrol for CPD activity and monthly updates ensure safeguarding and prevent knowledge is continually updated with access to further resource for professional development and use with learners. Individual Performance Management discussions review sector based knowledge, skills and competency experience and what a member of staff will do to ensure they are up

to date. This is included in a detailed Learning and Development Plan for each member of staff.

### **Maintaining and Recording CPD**

Staff are asked to identify and timetable their planned competency experience including journals or articles read and store on the organisation's e-learning portal and Learning Platform to ensure it is recorded and easily accessible. Any additional qualifications or training attended is recorded through this process to ensure staff have a full record of professional development.

### **Sector Skills and Performance Competency**

Maintaining sector knowledge and vocational competency amongst Assessors/Tutors is a key service requirement and is included as a key objective within Individual Performance Reviews and Learning and Development Plans. Staff and managers discuss the most appropriate experience required according to delivery timetable and targets are set to implement this experience as part of the IPR process. Staff arrange sector visits and are required to spend at least one full day per year working in industry. Tutor/assessor requirements for training needs are identified and logged through workforce development planning. Our quality assurance process and quality cycle ensures regular review of CPD activity through audit, sampling, communication with and updates from the management team.

This policy is reviewed annually

**Signed:**



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