



<b>Procedure 6.9. Continuing Professional Development</b>					
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<b>Review No</b>	6	<b>Next Review Date</b>	Feb 2027	<b>Approved on</b>	15/02/2026

**Procedure Issued** : April 2014

**Procedure Owner** : Principal / CEO

- ❖ This procedure is shared with our staff and/or can be obtained:
  - on our website <https://docklandsacademy.co.uk/policies-and-procedures>,
  - on our internal server via their desktops of all computers in the library on the top floor,
  - by emailing us at [info@docklandsacademy.co.uk](mailto:info@docklandsacademy.co.uk).
- ❖ Also, our staff are informed about the main aspects of the procedure in the Staff Handbooks and Staff Induction.
- ❖ The policy is reviewed and monitored on a regular basis for currency and fitness as part of our 1.9 Review and Revision of Policies and Procedures.

## **1 Staff Development**

Staff development is aimed at improvement to the quality of student learning and should therefore focus the continuous professional development (CPD) of staff and improving or extending the ability of staff to undertake successfully, existing, new, extended or modified roles within the Academy.

The Academy's CPD framework offers and supports a range of activities which will:

- respond to the particular needs and priorities of the Academy as stated in its Strategic Plan,
- support the Academy commitment to raising standards for students,
- ensure the efficient and effective integration of new staff and those promoted internally into their roles within the Academy,
- enable all staff to develop skills and expertise which are relevant to their individual needs and which can be incorporated into their practice,
- respond to corporate or partner institution local and national targets, and reflect local community and national priorities and initiatives,
- be consistent and complementary to all other Academy policies and procedures, particularly



in relation to equality and diversity (see Procedure 6.3) and Health and Safety (see Procedure 9.4),

- include clearly identified and systematic procedures for short-, medium- and long-term evaluation consistent with the Academy's commitment to quality management.

Staff development will be coordinated and monitored by the CEO / Principal and implemented in the following way:

- the identification of needs will be established through consultation with Heads of Department, Programme Managers, course and Academy reviews, team development plans and the Academy performance review process
- priorities will be identified with reference to the Strategic Plan and the key targets, mission statement and aims
- needs and priorities will be determined with reference to all staff groupings within the Academy and these will be incorporated into the Strategic Plan for staff development and area development plans.

## **2 Staff Development Priorities**

The priorities for the Academy's staff development are as follows:

- appropriate teaching qualifications
- appropriate training and ongoing development for administrative staff
- induction and mentoring
- continuous professional development commensurate with job roles
- all new staff will be assisted to achieve appropriate teaching qualifications
- all staff will have access to staff development and training which enhances an inclusive learning approach, including advice and guidance for learners, implementing a relevant and responsive curriculum, widening participation and awareness of value and ethics
- advanced practitioners will provide a mentoring service to all new teaching staff
- efficient and effective integration of new staff and those internally promoted into their role within the Academy



### **3 CPD Requirements for All Staff**

All members must undertake a minimum of 20 hours CPD each Academic year (September to August). Of the 20 hours at least 10 hours must be formal CPD, which will be led or arranged by Docklands Academy, London. The remainder can be informal CPD. (For guidance, see below).

Members must record their CPD activity by the end date of each term, or as requested by the CEO/Principal.

#### **Formal CPD**

Docklands Academy London will provide the appropriate amount of time and resources ahead of each term for the completion of formal CPD (including mandatory training sessions).

Formal CPD sessions may include (but is not limited to):

- Quarterly Safeguarding refreshers
- Teaching and Learning e.g. standardisation, assessment evaluation, micro-teaching
- Procedural e.g. handling the complaints procedure[s]
- Mandatory training

#### **Informal CPD**

Docklands Academy London will allocate time of up to 10 hours for staff to complete their yearly CPD.

Informal CPD sessions may include (but is not limited to):

- Informative / educational conferences and seminars (excluding networking)
- Webinars
- Online courses of any nature to improve practices e.g. wellbeing coaching

#### **Allocated Time**

Docklands Academy London is committed to providing the resources and time required to complete any CPD sessions. For this reason, DAL will schedule a mandatory INSET day before the commencement of each term, followed by monthly CPD sessions varying for each department.



## **4. Related Documents**

### **4.1 Policies**

- 1 Governance
- 2 Academic Management
- 3 Teaching Learning Assessment
- 6 Human Resources
- 7 Information

### **4.2 Procedures**

- 1.5 Equal Opportunities
- 1.7 Data Protection
- 1.9 Review and Revision of Policies and Procedures
- 2.6 Self-Assessment and Programme and Annual monitoring
- 2.12 Contingency and Adverse Effects
- 3.1 Expectations from and Supporting Staff in Teaching Delivery
- 4.11 Student Protection Plan
- 4.13 Transfers Suspensions Withdrawals Closure and Change of HE Provision
- 5.2 Welfare Services and Pastoral Care
- 5.3 Equality, Diversity and Special Needs
- 6.1 Recruitment and Selection
- 6.2 New Starters and Induction
- 6.3 Equality and Diversity
- 6.4 Personal Development Review and Appraisal
- 6.10.1 HE Lesson Observation
- 6.10.2 Peer review
- 6.10.3 GE Lesson Observation
- 6.11 Requests for Training
- 6.12 Evaluation of Training
- 6.15 Safeguarding
- 6.16 Prevent Duty (Racist, Discriminatory, Abusive and Extremist Behaviour)
- 9.1 Access Procedures
- 9.2 Maintenance Procedure
- 9.3 Fire Plan and Strategy
- 9.4a Health and Safety Risk Assessment
- 9.5 First Aid and Accident Reporting
- 9.6 Business Continuity Plan

### **4.3 Terms and Conditions**

### **4.4 External Reference Points**

- **Office for Students (OfS) Requirements and Guidance** at <https://www.officeforstudents.org.uk/advice-and-guidance/regulation/>



- **UK Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access** at <https://www.gaa.ac.uk/en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access>
- **Higher Education Code of Governance** (Committee of University Chairs, December 2014) at <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>
- **Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers** at <https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf>
- **UKCISA Code of Ethics** at <https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics>
- **Equality Act – 2010** at <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- **Keeping Children Safe in Education Jan 2021 Guidance** at <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- **MacPherson report (1999) (Racism)** at <https://www.gov.uk/government/publications/the-stephen-lawrence-inquiry>