

Continued Professional Development (CPD) Policy and Procedures

Organisation: GLAS Business Solutions

Policy Owner: Director

Applies to: All staff, associates and contractors

Version: 1.0

1. Principles

Continued Professional Development (CPD) is essential for the ongoing development of staff within GLAS Business Solutions (GLAS) and for the continuous improvement of the organisation.

Effective CPD ensures that GLAS remains current and credible in its areas of expertise and that learners receive a high-quality learning experience.

CPD supports the maintenance and development of vocational competence, teaching and assessment skills, leadership capability, and support functions.

The individual member of staff is the **driver and coordinator** of their own CPD. GLAS expects CPD to be active, purposeful, and used to support both professional and personal development.

GLAS will monitor and review CPD activity with individuals and will also review CPD across the organisation to identify strengths, gaps, and development priorities.

CPD is both a professional expectation and an individual responsibility. Individuals are expected to take a structured and self-managed approach to development by:

- Actively engaging in CPD activities
- Maintaining an up-to-date CPD record
- Applying learning from CPD to professional practice

CPD activities should normally address one or more of the following areas:

- Teaching, training, coaching, and assessment skills
- Sector and vocational knowledge
- Performance and effectiveness in role
- Personal and professional development

A mix of **formal and informal** learning activities is encouraged.

Professional development is not solely about participation in activities; it requires a **reflective, outcomes-focused approach**. CPD should demonstrate what has been learned, how it has been applied, and the resulting impact on learners, colleagues, and the quality of provision.

GLAS will support CPD by providing time and opportunity for development. As a guide, staff are encouraged to set aside between **half a day and one day per month** for CPD activity. This guidance is flexible and recognises operational and role-specific requirements.

CPD plans must be agreed with the individual's line manager and will form part of the annual performance review process. Progress will be reviewed at least **quarterly**.

While working with GLAS, CPD should, where possible:

- Be relevant to the needs of learners and employers
- Contribute to improving the quality of teaching, training, and assessment
- Maintain and enhance vocational competence
- Include a range of learning approaches (e.g. courses, self-study, professional reading, observation, mentoring)
- Include opportunities for collaborative learning and peer support
- Support inclusive practice, including meeting the needs of learners with SEND
- Have a measurable or observable impact

2. Commitment

Individual responsibilities

All staff are expected to:

1. Seek out and make effective use of professional development opportunities
2. Reflect honestly on their own practice to identify strengths and development needs
3. Maintain a CPD record or portfolio that supports performance management and appraisal
4. Engage with new ideas, approaches, and technology relevant to their role
5. Share learning and support colleagues in maintaining high professional standards

Organisational responsibilities

GLAS will provide:

- Leadership of CPD through a nominated CPD Co-ordinator (currently **Huw Protheroe**)
- Appropriate induction for all new staff
- Clear links between performance management, quality assurance, and CPD
- Planned CPD arrangements aligned to organisational priorities and individual needs
- Access to a range of internal and external development opportunities
- An agreed budget for professional development activities
- Support for staff wishing to seek formal recognition or accreditation
- Opportunities to disseminate learning across the organisation
- Quality assurance arrangements to evaluate the impact of CPD on practice and learner outcomes

3. Creating and Managing CPD

GLAS recommends a **cyclical approach** to CPD. The exact format may vary by individual role, but the key requirement is that CPD is planned, recorded, reviewed, and reflected upon.

CPD plans must be discussed and agreed with the individual's line manager. CPD activity and progress will be reviewed as part of the annual appraisal and through quarterly check-ins.

The essential elements of CPD at GLAS are:

- A Personal / Professional Development Plan (PDP)
- A CPD Learning Log
- Clear actions and intended outcomes
- Evidence of reflection and impact

4. The CPD Cycle

Plan

Planning CPD begins with an honest assessment of current capability and future development needs, both short-term (current year) and medium-term (next 2–3 years).

There is no prescribed CPD programme. Individuals are expected to identify learning needs arising from their role, performance feedback, quality assurance activity, sector change, and personal career goals.

Engagement with the line manager at this stage is essential to ensure priorities are aligned and that appropriate support and resources are available.

Key planning questions include:

- What do I want or need to achieve?
- What knowledge, skills, or behaviours need to be developed?
- How will this learning be achieved?

The resulting CPD plan must be agreed with GLAS.

Do

Once planned, CPD activities should be undertaken in a timely and purposeful manner.

CPD may include a wide range of activities such as training, research, professional reading, observation, mentoring, shadowing, networking, or collaborative learning.

Individuals are encouraged to reflect during activities and capture key learning points, insights, or changes in thinking that may influence future practice.



Record

All CPD activity must be recorded in the CPD Learning Log.

Records should focus on **learning and impact**, not just attendance. Unplanned learning that contributes meaningfully to development should also be captured.

Routine day-to-day tasks do not normally constitute CPD unless they result in new learning or development.

Reflect

Reflection is the most important element of CPD. It ensures learning is meaningful and leads to improvement.

Reflection should consider:

- **CPD Activity**
- **How did you undertake this development activity**
- **Reflective evaluation of CPD activity**
- **How has this learning made a difference to your work and improved the way you work**

The CPD cycle should then be repeated.

5. Reference Documents

- Personal / Professional Development Plan (PDP) – Template
- CPD Learning Log – Template

6. Monitoring and Review

This policy is reviewed:

- **Annually**, or
- Earlier if technology, guidance or organisational activity changes

Formal approval, version control and review dates are managed through the organisation's policy register.

