Virtual Learning uk

TITLE	VERSION
Continual Professional Development Policy 2026-2027	6

APPROVAL BODY	DATE	REVIEW DATE
Board of Governors	August 2026	August 2027

LEAD PERSON	FE Senior Quality Lead(s) & Director of Operations (DoO)

POLICY STATEMENT

High quality professional development focuses on improving learning outcomes for our learners. VLUK has a strong commitment to ensuring Continuing Professional Development (CPD) encompasses a wide range of activities for staff, which adds to their professional knowledge and enhances their professional skills. It is an integral part of VLUK culture that promotes and supports career structures, including:

- Effective auditing and identification of need and aspiration connected to Performance Management targets for each member of staff.
- Ensuring appropriate match of provision to the individual.
- Reliable and explicit evaluation of the impact of provision.
- Effective dissemination of good and successful practice to ensure that such practice is embedded and reinforced.
- Where appropriate, learning through peer observation, support and coaching will be used.
- Maintaining statutory compliance and dual professionalism across all sector delivery teams.

BACKGROUND

VLUK is a National Independent Training Provider, delivering education in the 16-19 FE sector. It is part of The Oxford Virtual Education Group. VLUK is led by a Chief Executive Officer, accountable to a Board of Governors and Group Chief Executive Officer and supported by an Executive team and a Senior Leadership Team (SLT). Accountable to the SLT is a layer of middle management located throughout the country. The Middle Leadership team is responsible for tutors and enrichment staff.

PURPOSE

This policy is designed to ensure that VLUK offers all staff, both teaching and non teaching, access to activities and training that enhance their professional skills, knowledge and competencies throughout their career. This policy also makes sure that staff are up to date with the latest industry standards and best practice and are also supported to grow personally and professionally.

SCOPE

This policy confirms the VLUK approach to CPD which applies to all staff from Governors, Executive & Senior Leadership Teams, Middle Leaders, Tutors and Support Staff.

RESPONSIBILITIES

Board of Governors	The Governing Board or a delegated committee review and challenge the effectiveness of the internal controls and the management of risk detailed in this policy.
Chief Executive Officer	Overall responsibility and oversight of this policy, ensuring KPIs are met and that resources are used effectively and appropriately.
Executive & Senior Leadership Teams	Responsible for holding the Lead Person(s) to account with regard to the suitability of planned CPD and the benefits to the organisation and staff.

Lead Person(s)	The Senior Quality Leads (SQLs) (teaching staff) and Director of Operations (DoO) (non-teaching staff) are responsible for the management, implementation and delivery of this policy and also communicating CPD opportunities to relevant staff. The Lead Person(s) are also accountable for measuring the impact of all staff training for teaching staff and for all non-teaching staff. They ensure the policy aligns with regulatory requirements and best practice.
All Line Managers	Responsible for identifying training needs among their staff members via performance review and observations.
All Employees and Volunteers	Responsible for identifying their own training needs in response to their own practice. This includes: ● Fully engaging with CPD they undertake. ● Evaluating the CPD they undertake ● Disseminating relevant professional development to the VLUK community. ● Fully engaging with the Performance Management Process. ● Maintaining required statutory refreshers and recording evidence of vocational industry currency.

POLICY - IDENTIFYING CPD NEEDS

The SQLs are accountable for identifying and prioritising the CPD needs of VLUK teaching staff and the DoO is accountable for identifying and prioritising the CPD needs for the non-teaching staff.

CPD needs are identified largely through existing mechanisms such as performance management, self-evaluation, sector expertise, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams. The CEO is accountable for setting the budget.

The opportunities available are only offered if they:

- Meet identified individual, VLUK or national development priorities.
- Are based on good practice – in development activity and in teaching and learning.
- Help raise standards (of learner achievements).
- Respect cultural diversity.
- Are provided by those with necessary experience, expertise and skills.
- Are based, where appropriate, on relevant standards.
- Provide value for money.
- Have effective monitoring and evaluation systems.

VLUK supports a wide portfolio of CPD approaches which reflect the learning effectiveness of the participants. These include:

- Peer support.
- Face-to-face HoC campus cluster days.
- Wider management training and development days.
- Internal training using the expertise available within VLUK and collaborative activity (e.g., collaborative teaching, planning and assessment, work with a learning team, classroom observation, existing expertise, peer evaluation, collaborative enquiry and problem-solving, modelling).
- Coaching and mentoring and engaging in a learning conversation.
- Job enrichment/enlargement (e.g., a higher level of responsibility, shadowing, leading meetings).
- Partnership / collaborative working with partner establishments.
- Accessing an external consultant/adviser or relevant expert.
- Master classes, model and demonstration lessons.
- Attendance at a lecture, course or conference.
- Distance learning (e.g., relevant resources such as educational journals and publications, training videos, reflection, simulations).
- Practical experience (e.g., National test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks, involvement with a subject or specialist association).

STATUTORY AND REGULATORY CPD REQUIREMENTS

All staff, regardless of role, must complete mandatory annual statutory refreshers as a condition of employment. Completion tracking is monitored by the DoO and reported to the SLT. This includes but not limited to:

- Safeguarding & Child Protection (including Keeping Children Safe in Education / KCSiE annual updates).
- Prevent Duty & Anti-Radicalisation.
- Data Protection (GDPR) & Cyber Security Awareness.
- Equality, Diversity & Inclusion (EDI).
- Health & Safety.

POLICY - CPD ATTENDANCE STATEMENT

The internal CPD programme will consist of both mandatory and non-mandatory sessions. Attendance at mandatory CPD sessions is required for all relevant staff and participation will be monitored to ensure compliance with professional development expectations. In addition, the programme will include non-mandatory CPD opportunities also, which are designed to support individual growth and areas of interest. While attendance at these sessions is optional, staff are encouraged to engage with them as part of their ongoing professional development.

Mandatory CPD Session(s):

1. Face-to-face HoC campus cluster days (3)
2. Directed attendance at internal CPD sessions based on the staff member's development needs, as identified by the Head of Campus (HoC), Senior Quality Leads (SQLs), or other relevant leaders.
3. All designated statutory refresher modules.

Failure to attend any mandatory CPD sessions without prior approval or a valid reason may result in formal action being taken under the staff disciplinary procedure, which could include a written warning or further sanctions being implemented in line with organisational policy.

All staff are expected to engage with a minimum of five hours of internal CPD across the academic year (this is in addition to the ‘Face-to-Face HoC campus cluster days’, with this being delivered through the planned 3-weekly CPD sessions). For this, staff will have the flexibility to select the internal CPD sessions that are most relevant to their role and professional development needs. This approach is intended to promote staff ownership of their professional development by providing choice and flexibility in selecting CPD that is relevant to their role and development needs unless otherwise directed by the Head of Campus (HoC), Senior Quality Leads (SQLs), or other relevant leaders.

POLICY - PRINCIPLES OF CPD

All CPD provided by VLUK should, where possible:

- Be relevant to the needs of learners and all employees.
- Be aligned with the core KPIs of VLUK.
- Challenge and support teaching staff to raise the quality of their teaching.
- Challenge and support non-teaching staff to improve and develop their ability to succeed and improve in the quality of delivery and execution of the roles and responsibilities.
- Motivate and inspire.
- Have its impact monitored and evaluated.
- Be inclusive and relevant for all staff.

In addition, CPD may include some of the following:

- Involve a spectrum of opportunities from external accredited courses to self-study.
- Involve opportunities for individual learning.
- Include opportunities for collaborative learning.
- Involve peer support and coaching.

POLICY - EVALUATION

Following all professional or other development training sessions, records of attendance are taken and individual tutors record participation in their performance management folders. CPD session evaluation forms are used to identify if colleagues found the training received valuable and how they intend to apply to their practice.

The SQLs and DoO are accountable for assessing the impact of all teaching and learning CPD through:

- Immediate/short term evaluation by participants.
- Longer term follow-up undertaken usually at a period no less than 6 months following the provision.
- Informal discussion with colleagues about improved practice.

SQLs and DoO provide a report (as required by the QA Planner) on the impact of all CPD.

POLICY - ANNUAL OFSTED AWARENESS

At the start of each academic year, all tutors will be expected to read the “Ofsted Tool Kit” to ensure they are familiar with expectations.

COMPLAINTS

Complaints about CPD at VLUK should be made to the Senior Quality Leads danny.holmes@vluk.org, marley.lodge@vluk.org and amie.dovey@vluk.org (teaching staff) and gemma.halsey@vluk.org (non-teaching staff) in the first instance. Following this and if required please refer to the VLUK comments & complaints policy.

REFERENCES

Performance Management.
Request for CPD form.
Quality Assurance and Improvement.
Comments & Complaints Policy.
Safeguarding & Child Protection Policy
Staff Disciplinary Policy

SIGNATORIES



Chief Executive Officer
15th August 2026



Chair of Governors
15th August 2026

Request for Professional Development

Name: ..... Date form completed: .....

Section 1: Course Details

Course title	
Details of course attached	
Date(s) of course	
Costs (To include estimated cost of supply cover and est. travel expenses)	
Is cover provided? If yes, please give details	

Section 2: Expected Outcomes

- Please describe what personal or professional outcomes you expect to achieve by attending this event and how it will benefit student progress:_____ _____ _____
- how will you measure if the outcomes have been achieved?_____ _____ _____
- how will the information, knowledge and experiences gained be shared with colleagues?_____ _____ _____

Section 3: Agreement and Evaluation Process

A brief written explanation for the SQLs/DoO will be expected upon completion of the course.

Applicant's Signature ..... Date .....

Line Manager's Signature ..... Date .....

SQL/DoO Signature ..... Date .....

(CEO Signature required if total cost exceeds £250)