



PROFESSIONAL DEVELOPMENT POLICY

Date Last Reviewed:	December 2025
Date Effective From:	6 th January 2026
Date of Next Planned Review:	December 2026
Signed:	Natalie King, Managing Director

Scope

This Professional Development Policy applies to all staff employed at AccXel regardless of their role and responsibilities.

Purpose

To ensure that AccXel supports all staff to undertake their roles effectively, developing their knowledge, expertise and wider potential to support career advancement.

How we will actively improve employees:

- **sector knowledge, skills and performance and**
- **teaching and training knowledge skills and performance**

AccXel deliver a range of specialist programmes focussed on groundworks, construction plant and construction support. Our staff cohort is small, highly experienced and with a 'hands-on' background in the disciplines in which we work.

We are committed to ensuring that all teaching/training staff are 'dual qualified' having both occupational experience and qualifications and also teaching/training qualifications.

We implement our Professional Development Policy by:

- Supporting our staff to attend formal training to improve their vocational knowledge, teaching expertise and wider knowledge of apprenticeships, funding, quality improvement, inspection and compliance.
- Supporting all staff to achieve at least Level 2 in English and maths.
- Ensuring staff are up to date with Health and Safety law and best practice in the context of the industry in which we work.
- Developing their knowledge of equality, diversity and inclusion, safeguarding and Prevent through internal development events, awarding body and EPAO initiatives and through attendance at external workshops.
- Maintaining detailed records for all staff of:
 - all formal occupational training and teacher training qualifications completed.
 - all CPD attended through webinars, conferences or mandatory training events.

Staff regularly attend vocationally specific activities organised by awarding organisations, representative bodies and industry. We pool knowledge at our regular team meetings where staff come together to share teaching and learning practices they have observed in other settings.

The objective is to share good practices, be that to do with classroom/ workshop teaching strategies, use of new technologies to aid learning, effective use of on and off-the-job hours, or in the planning of sessions or use of resources. The feedback received is that pooling knowledge in this way and learning from shared experiences not only makes staff better equipped to advise other organisations, but it also has a positive impact on their own teaching and training capabilities.

The resources for all apprenticeship programmes are co-written by our staff teams with external support as and when required. We work very closely with our established network of employers to ensure the relevancy and fitness for purpose of resources used in teaching and learning settings. This approach is developmental and ensures our teachers/trainers stay close to industry needs and trends.

Our training also focuses on specifics that make learning work – for example staff understand the importance of identifying and recording learners’ starting points. Staff share good practice on giving constructive written feedback to apprentices and other learners. We use moderation meetings and standardisation meetings to develop staff understanding.

Observations of session delivery are both peer on peer and conducted through external experts. OTLA outcomes are used to inform CPD planning and teaching improvement initiatives.

Making learning an essential part of professional life

Managers routinely share the latest guidance on any relevant aspects of teaching and learning with the training team. Staff are encouraged to share their thoughts and ideas as part of our continuous improvement culture.

Staff share the responsibility for identifying their CPD needs and staff regularly attend external events and workshops, cascading new knowledge accordingly.

In recent months, staff members have attended:

- Designated Safeguarding Lead Training
- Numeracy Champion Training
- ESFA Funding Rules update 24/25
- L3 Award in Education & Training
- Annual Apprenticeship Conference
- Association of Employment and Learning Providers Conference
- 'Creating SEN friendly resources' Training
- Adverse Childhood Experiences Training
- Quality of Care Training

Our staff development records and the commitment shown by our employees demonstrate that learning is an essential part of their professional life.

Learning objectives are focussed for the individual and how these meet customer and organisational needs

Learning objectives for AccXel staff are focused on ensuring that they are up to date with industry practice and that our training meets both the requirements of awarding bodies and EPAOs and the expectations of our employers. All staff have a personal CPD plan arising from appraisal discussions, observations and stakeholder feedback.

We regularly meet with and survey our employer customers to ensure alignment between what we offer and what they need to address skills gaps and upskill the existing workforce.

We subscribe to DfE/ESFA email alerts and disseminate relevant content to our staff teams.

Through the initiatives outlined above we strive to ensure that organisational needs and customer needs are at least met and ideally exceeded.

Our commitment to the development of staff is an essential part of what we do. Our customers rightly expect us to be able to understand and interpret legislation, guidance and industry directives and to be able to point them in the direction of what constitutes good practice.