EAST BRIDGE TRAINING (EBT)

STAFF PROFESSIONAL DEVELOPMENT POLICY

Policy Reference Number: EBT-POL-003
Version: 1.0
Effective Date: 03 November 2025
Review Date: 03 November 2026
Approved By: Director, East Bridge Training (EBT)

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1. Purpose

The purpose of this Staff Professional Development (PD) Policy is to define a structured, strategic framework that ensures all EBT staff are equipped with the competencies, knowledge, qualifications, and professional behaviours necessary to deliver high-quality, KHDA-approved teacher training and professional development programmes.

This policy ensures:

- Compliance with **KHDA requirements** for trainer qualifications, licensing, and CPD

- Alignment with **IEAC** and **EDU** accreditation standards related to trainer competence and institutional quality

- Enhancement of instructional quality, administrative performance, and learner experience

- A culture of ongoing improvement, innovation, and reflective practice

EBT recognises that continuous development of staff is essential to achieving operational excellence and sustaining its position as a leading vocational training provider in Dubai.

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2. Scope

This policy applies to:

Academic Staff

- Trainers

- Instructors

- Assessors

- Academic Coordinators

- Curriculum Developers

Administrative & Support Staff

- Admissions

- Marketing

- Finance

- IT

- Operations

- Quality Assurance

Activities Covered

- Mandatory regulatory training

- KHDA licensing compliance

- Internal and external CPD

- Accreditation-linked training

- Workshops, webinars, courses, conferences

- Performance management–linked development

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3. Policy Statement

EBT is committed to fostering a high-performance workforce rooted in continuous professional growth. To support this, EBT will:

Regulatory Compliance

Ensure all academic staff meet KHDA trainer appointment requirements and maintain KHDA licensing/PD expectations.

Accreditation Alignment

Ensure staff understand and uphold IEAC and EDU requirements relating to quality assurance, assessment, delivery, and institutional effectiveness.

Specialised Development

Prioritise PD in:

- Adult learning methodologies

- Inclusive education

- Digital, blended, and online learning

- Coaching, facilitation, and assessment skills

- Sector-specific pedagogies relevant to EBT's teacher training mission

Innovation & Excellence

Encourage staff to adopt innovative instructional strategies and leverage educational technologies that enhance learner engagement and outcomes.

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4. Procedures

5.1 Needs Assessment & Annual Planning

1. **Annual PD Needs Assessment (PDNA)**
   Conducted by the Academic Coordinator and Director as part of EBT's annual performance cycle.

2. **Individual Development Plan (IDP)**
   Each staff member must develop an IDP with SMART goals aligned to:

   o KHDA licensing requirements

   o EBT's quality targets

   o Accreditation expectations

   o Personal career growth

3. **PD Budget Allocation**
   An annual PD budget is allocated to support internal and external training, ensuring equitable and strategic access.

5.2 Types of Professional Development

1. Mandatory Regulatory Training

- KHDA teacher licensing requirements

- KHDA Code of Conduct compliance training

- Health & safety, safeguarding, child protection (if applicable)

- Data protection and confidentiality training

2. Accreditation-Focused Training

- Internal QA and continuous improvement standards

- IEAC/EDU accreditation workshops

- Assessment moderation and verification training

3. Job-Specific Skills Enhancement

Includes internal/external training on:

- Digital teaching tools (LMS, virtual classrooms, assessment tools)

- Curriculum design

- Leadership and soft skills

- Customer service and learner support (for admin teams)

- Software proficiency for administrative departments

4. Knowledge Sharing & Internal Learning

- Peer mentoring

- Micro-teaching sessions

- PLCs (Professional Learning Communities)

- Team workshops & internal seminars

5.3 Approval & Implementation Process

1. **CPD Request Submission**
   Staff submit a CPD Request Form detailing:

     o PD activity

     o Provider

     o Costs

- o Alignment with IDP

2. **Review & Approval**
   Academic Coordinator reviews and approves requests based on:

   - o Relevance

   - o Budget availability

   - o Staff role requirements

   - o Compliance needs

3. **Completion & Documentation**

   - o Staff must complete CPD within the approved timeframe

   - o Submit:

     - Certificates

     - Attendance proof

     - CPD outcomes report

4. **Institutional Support**

   - o EBT may cover full/partial costs for approved external CPD

   - o Paid release time will be granted for mandatory training

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5.4 Post-Training Reflection & Application

1. **Post-CPD Report**
   Staff must submit a short report within **2 weeks**, describing:

   - o Key learning

   - o Application to their role

   - o Benefits to learner experience

   - o Suggested institutional improvements

2. **Integration into Teaching/Operations**
   Supervisors will monitor implementation through:

   - o Observations

- o Performance reviews

- o QA audits

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6. Roles and Responsibilities

Role	Responsibilities
Director – Shivanjan Chakraborty	Approves PD budget; ensures CPD aligns with strategy; ensures KHDA licensing compliance; supports accreditation requirements.
Academic Coordinator	Conducts PDNA; reviews IDPs; approves CPD requests; maintains PD records; monitors compliance; prepares evidence for KHDA/IEAC/EDU audits.
Academic Staff	Complete mandatory KHDA and accreditation-linked PD; participate in CPD aligned to their role; contribute to knowledge sharing.
Administrative Staff	Engage in relevant PD for their functions; support training logistics; maintain accurate records where required.

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7. Monitoring and Compliance

Monitoring

The Academic Coordinator will maintain a central PD Register tracking:

- Completed CPD hours

- KHDA licensing status

- Mandatory training status

- Certificates and evidence

- IDP progress

Compliance Checks

- Included in annual staff performance reviews

- Audited during internal QA reviews

- Submitted during KHDA, IEAC, and EDU inspections

Non-Compliance

Examples include:

- Failure to complete mandatory KHDA licensing/PD requirements

- Failure to participate in required CPD

- Repeated refusal to engage in identified development activities

Sanctions may include:

- Removal from teaching duties

- Written warning

- Suspension

- Dismissal (in severe cases)

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8. Review and Renewal

This policy will be reviewed annually or earlier if required due to:

- KHDA regulatory updates

- Accreditation body recommendations

- New programme development

- Institutional restructuring

- Staff feedback or audit findings

The updated version will be approved by the Director and communicated to all staff.

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9. Related Policies and Documents

- Quality Assurance Policy

- Staff Recruitment and Qualifications Policy

- Performance Management Policy

- Individual Development Plan (IDP) Template

- KHDA Requirements for Teacher Appointment

10. Approval and Signature

Approved by:

Shivanjan Chakraborty

Shivanjan Chakraborty

Director, East Bridge Training (EBT)
Date: 03 November 2025