

1. Policy Statement

CPD {Continuing Professional Development} is defined as any learning activity which helps to develop or maintain knowledge, for the purpose of maintaining a high standard of professional practice. CPD can be technical or non-technical.

Carrying out and recording CPD activities is an obligation by all ATP {The Apprentice and Training Partnership staff}. It is essential that all staff and management maintain and continue to develop their knowledge and skills relevant to their role as an obligation to learners, the continuing improvement of teaching and learning, and the organisation as well as themselves.

Undertaking appropriate CPD:

- Equips staff to meet the expectations of employers and learners.
- Ensures the quality of teaching and learning provided for work-based learners continually improves.
- Supports the ATPs employees in achieving their career goals.

The key elements of the CPD policy comprises:

- Effective auditing and identification of need and aspiration.
- Appropriate match of provision to learning needs.
- Reliable and explicit evaluation of the impact of provision.
- Dissemination of effective practice.

2. Identification of professional development needs

- The Senior Management Team are responsible for identifying the training and development needs of staff. These needs will be identified through mechanisms such as performance management, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams. The outcomes of the needs analysis will be a CPD plan which forms part of the organisations self-assessment and improvement plan.
- The Senior Management Team and CPD Lead are responsible annually for discussing with the Board of Directors (“The Board”) the main training and development priorities and the budgetary implications of addressing these needs.
- Training and development issues will be addressed at meetings of The Board and will be included as part of the company’s annual strategic priorities. The organisations CPD Leader attends appropriate meetings of The Board and reports annually on the provision and impact of training and development.
- The CPD Leader will facilitate access to a range of professional development opportunities and be responsible for communicating opportunities to appropriate staff.

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- The CPD Leader will be responsible for ensuring that appropriate opportunities are provided for the following groups within the organisation:
 - Newly qualified assessors/ tutors
 - Trainee assessors/tutors
 - Staff new to the organisation or role
 - Senior managers
 - Recruitment staff and those involved with delivering Information, Advice and Guidance to learners
 - Administrative staff
- The CPD Leader will be responsible for ensuring the access to opportunities e.g. booking, confirmation and providing appropriate support such as resources, memberships and subscriptions to appropriate bodies such as subject associations and improvement organisations.

3. Matching of provision to teaching, learning and assessment needs

The professional development opportunities available will only be offered if they:

- Meet identified individual, team, organisational or national development priorities
- Are based on recognised effective practice
- Contribute to raising the standards of teaching, learning and assessment
- Contribute to raising learner achievement
- Respect cultural diversity
- Are provided by those who have the necessary experience, expertise and skills
- Are planned systematically
- Are informed by current research or inspection evidence
- Make effective use of resources, particularly ICT
- Are provided in accommodation that is fit for purpose with appropriate equipment
- Provide value for money
- Have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision

All those who engage with CPD must:

- Reflect on their development
- Seek professional recognition, including accreditation for the work undertaken. The CPD leader will provide access directly or organise guidance to staff on how such recognition can be achieved.

Training received will be evaluated against job plans and targets set by the Board and Senior Management.

4. Evaluating the impact and disseminating effective practice

Following professional or other development, the participant will discuss with the CPD or line managers opportunities to disseminate to other staff. Relevant feedback about the provision and ideas should be provided to the CPD Leader. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD Leader will be responsible for organising that, e.g. circulating relevant resources, a session at a staff or programme meeting, introducing a teaching and learning strategy, inclusion on the website.

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The CPD Leader will be responsible for ensuring whether any follow up is needed to the provider such as issues, feedback.

Measures used to determine the impact of training and development are drawn from:

- Participant evaluation
- Learner achievement
- External and internal evaluation and inspection processes
- Recruitment and retention data
- The changing profile of the staff

This policy should be read in conjunction with:

Quality Assurance and Internal Verification Procedures

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