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## PURPOSE

Continuing Professional Development [CPD] 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.

The Apprentice and Training Partnership [“The ATP”] aims to develop staff through exceptional vocational and educational expertise in order to support our vision for learner outcomes through high quality apprenticeship training and skills development.

Carrying out (and recording) CPD forms a crucial part of our obligation as staff and leadership to maintain and develop knowledge and skills relevant to our role (both educational and vocational); to continuously improve our provision of teaching and learning for learners, our organisation in general and personally improve ourselves.

As part of quality assurance and continuous improvement, all staff members are expected to achieve additional and higher level qualifications from their starting point.

## SCOPE

This policy applies to The ATP as an organisation and its employees and is intended to serve both employees and all those served by The ATP.

Failure to undertake your duties set out in this policy will result in disciplinary as set out in your Employee Handbook.

## POLICY AUTHORITY

The CPD policy has been set out by the Board of Directors. Responsibility for the implementation of the policy lies with the Head of Quality.

This policy will be reviewed by Board of Directors annually.

## RELATED POLICIES

This policy should be read in conjunction with:

- Quality Assurance Plan [QAP]
- Equality and Diversity Policy
- Safeguarding including Prevent and IT Use Policy
- Professional Standards for Teachers and Trainers in Further Education, 2014

<https://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>

## IMPLEMENTATION

### Induction and Mandatory Training

A Training Needs Analysis [TNA] is conducted as part of the interview process for all new staff. During the TNA the following is reviewed:

- Qualifications verification
- Memberships verification
- Professional status verification

A personalised CPD plan is formed as part of the candidate offer of employment to include:

- Sector skills development
- Teaching and training development

During induction ATP policies and procedures are reviewed with all staff. Mandatory training is set for all new employees, based on their role. This is set through the staff CPD modules on OneFile to include as a minimum:

1. Safeguarding including FGM
2. Prevent & Channel Awareness
3. Health and Safety
4. Equality and Diversity
5. OneFile e-portfolio

This can be a combination of the selection below and face to face training delivered by Senior ATP staff:

Equality and Diversity <a href="https://www.foundationonline.org.uk/">https://www.foundationonline.org.uk/</a>
Fundamentals of H&S in the workplace <a href="https://alison.com/courses/health-and-safety">https://alison.com/courses/health-and-safety</a>
Teaching and Learning – Professional Standards Self-Assessment <a href="https://www.foundationonline.org.uk/">https://www.foundationonline.org.uk/</a>
Safeguarding for Practitioners <a href="https://www.foundationonline.org.uk/">https://www.foundationonline.org.uk/</a>
Prevent for Practitioners <a href="https://www.foundationonline.org.uk/">https://www.foundationonline.org.uk/</a>
Channel Awareness <a href="http://course.ncalt.com/Channel_General_Awareness/01/index.html">http://course.ncalt.com/Channel_General_Awareness/01/index.html</a>
FGM <a href="https://www.fgmelearning.co.uk/">https://www.fgmelearning.co.uk/</a>
Home Office Prevent Training <a href="https://www.elearning.prevent.homeoffice.gov.uk/">https://www.elearning.prevent.homeoffice.gov.uk/</a>
ACAS Bully and Harassment – online course <a href="https://elearning.acas.org.uk/index.php">https://elearning.acas.org.uk/index.php</a>
SEND Supporting dyslexic learners in different contexts <a href="https://www.foundationonline.org.uk/">https://www.foundationonline.org.uk/</a>

#### SIDE BY SIDE Training for

- Radicalisation and Extremism
- Staying safe online
- What can you trust?
- British Values

<https://www.etfleavers.org.uk/>

## Delivery Staff

All delivery staff receive a minimum of 40 hours / 5 days CPD per year. 2 days minimum must be relevant to maintaining high levels of sector expertise.

These are mandatory and should be arranged with the IQA.

CPD training requests must be relevant to programmes delivered and job role.

Anything required for the staff job role is classed as mandatory, however, additional CPD is required for the development of sector industry and subject area knowledge.

All delivery staff will sit Functional Skills Level 2 English, maths and ICT every 3 years.

Below is a list of the mandatory training required by job role.

## Trainers

### *Sector Skills Development:*

1. Trainers will be required to be members of sector and industry specific bodies, such as:

- CMI
- BCS
- APM

This will be established with all staff during induction.

### Benefits of membership:

- Improvement of sector and industry knowledge through:
  - o Attendance at CPD events and updates
  - o Developments in technologies and innovations
  - o Networking with other industry professionals
  - o Access to industry specific mentors

All staff are expected to follow the code of conduct for all sector bodies.

2. Trainers will be required to hold qualifications in the areas being taught, to at least the same level unless prohibited by the awarding body.
3. Trainers will receive a CPD and development plan, specific to performance, that will be reviewed with the IQA during caseload review meetings

### *Teaching and Training Development:*

1. Trainers will be required to achieve, or work towards the following qualifications:
  - Level 3 (minimum) Education and Training Qualification
  - Level 3 Information, Advice and Guidance
2. Trainers will be required to be members or affiliate members of teaching and training specific bodies, such as:
  - Society of Education and Training

All staff are expected to follow the Professional Standards for Teachers and Trainers in Further Education, 2014.

<https://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>

3. Trainers will be required to work towards, or achieve QTLS or QTS status

*Other Training (not exhaustive):*

1. Trainers will be required to take safeguarding qualifications to a minimum of Level 2
2. Trainers will be required to attend Ofsted training
3. Trainers will be required to take equality and diversity training to a minimum of Level 2

## Mentors

*Sector Skills Development:*

1. Mentors will be required to be members of sector and industry specific bodies, such as:
  - CMI
  - BCS
  - APM

This will be established with all staff during induction.

Benefits of membership:

- Improvement of sector and industry knowledge through:
  - Attendance at CPD events and updates
  - Developments in technologies and innovations
  - Networking with other industry professionals
  - Access to industry specific mentors

All staff are expected to follow the code of conduct for all sector bodies.

2. Mentors will be required to hold qualifications in the areas being taught, to at least the same level unless prohibited by the awarding body.
3. Mentors will receive a CPD and development plan, specific to performance, that will be reviewed with the IQA during caseload review meetings

*Teaching and Training Development:*

1. Mentors will be required to achieve or work towards the following qualifications:
  - Level 3 (minimum) Education and Training Qualification
  - Level 3 Certificate in Assessing Vocational Achievement / Coaching and Mentoring
  - Level 4 Information, Advice and Guidance

2. Mentors will be required to be members or affiliate members of teaching and training specific bodies, such as:
  - Society of Education and Training

All staff are expected to follow the Professional Standards for Teachers and Trainers in Further Education, 2014.

<https://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>

*Other Training (not exhaustive):*

1. Mentors will be required to take safeguarding qualifications to a minimum of Level 2
2. Mentors will be required to attend Ofsted training
3. Mentors will be required to take equality and diversity training to a minimum of Level 2
4. Mentors will be required to take relevant EPA training with Apprentice Assessment Organisation

## IQA

*Sector Skills Development:*

1. IQAs will be required to be members of sector and industry specific bodies, such as:
  - CMI
  - BCS
  - APM

This will be established with all staff during induction.

Benefits of membership:

- Improvement of sector and industry knowledge through:
  - Attendance at CPD events and updates
  - Developments in technologies and innovations
  - Networking with other industry professionals
  - Access to industry specific mentors

All staff are expected to follow the code of conduct for all sector bodies.

1. IQAs will be required to hold qualifications in the areas being taught, to at least the same level unless prohibited by the awarding body.
2. IQAs will receive a CPD and development plan, specific to performance, that will be reviewed with their manager during performance review meetings

*Teaching and Training Development:*

1. IQA will be required to achieve or work towards the following qualifications:
  - Level 3 (minimum) Education and Training Qualification
  - Level 3 Certificate in Assessing Vocational Achievement / Coaching and Mentoring
  - Level 4 Information, Advice and Guidance
  - Level 4 Internal Quality Assurance
2. IQAs will be required to be members or affiliate members of teaching and training specific bodies, such as:
  - Society of Education and Training

All staff are expected to follow the Professional Standards for Teachers and Trainers in Further Education, 2014.

<https://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>

*Other Training (not exhaustive):*

1. IQAs will be required to take safeguarding qualifications to a minimum of Level 3
2. IQAs will be required to take equality and diversity up to a Level 3
3. IQAs will be required to attend Ofsted training
4. IQAs will be required to attend relevant EPA training with Apprentice Assessment Organisations

Lead IQA and Senior Leaders & Managers

1. All senior leaders and managers will be required to take safeguarding, including safer recruitment, qualifications to a minimum of Level 4
2. All senior leaders and managers will be required to take following qualifications at level 3 or above:
  - Equality and Diversity
  - Prevent
3. All senior leaders and managers should be working towards qualifications in leadership and management and work towards chartered manager status, or membership of ILM / CMI
4. Quality nominee will be required to attend Ofsted quality nominee training

Support Staff

#### **Employer and Learner Engagement Staff**

1. Minimum Level 3 Information, Advice and Guidance
2. Minimum Level 2 English
3. Minimum Level 2 Maths
4. Minimum Level 2 ICT
5. Level 2 Equality and Diversity
6. Level 2 Safeguarding

#### **Administration and Business Support**

1. Minimum Level 2 Information, Advice and Guidance
2. Minimum Level 2 English
3. Minimum Level 2 Maths
4. Minimum Level 2 ICT
5. Level 2 Equality and Diversity
6. Level 2 Safeguarding

All support staff will receive training to support their role which could include training such as:

- ESFA / Funding and compliance training
- Ofsted training
- Microsoft Office training

## CPD review and Support

### Caseload Review Meetings

All staff are required to maintain their CPD logs on OneFile for review during caseload review meetings. IQA will conduct a monthly caseload review meeting with all trainers and mentors. Trainers and mentors will be reviewed separately.

The caseload review will cover the following as a minimum (but not exhaustive):

- CPD and development activities (CPD logs maintained and accurate)
- OTLA feedback
- Exam pass rates and achievement
- Assessment appeals and complaints
- Learner interview and survey feedback
- IQA feedback from sampling activities
- Feedback on teaching resources and delivery plans
- Feedback on embedding pastoral, English, maths and ICT
- Learner progress
- Assessor quality improvement plan
- Learner management issues
- EPA learner readiness
- Gateway reviews and 12 week reviews
- Golden learners reviewed

Feedback given in CLR meetings will feed into quarterly performance review meeting, where CPD and training needs are fully assessed based on outcomes from CLR.

### Performance Management Meetings

Every 12 weeks, all staff (including support staff), will have a performance review meeting with their manager (and IQA and/or Director as appropriate).

Prior to any performance management meetings, delivery staff are required to complete a self-assessment against the Professional Standards for Teachers and Trainers in Further Education <https://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>, using the online self-assessment tool.

The performance review meeting will cover as a minimum (but not exhaustive):

- CPD and training needs analysis
- Statistics (overall progress of caseload, examination pass rates)
- Target setting
- Performance appraisal against targets set in previous reviews
- SWOT analysis
- Assessment of improvement opportunities and implementation
- Review of performance against Caseload Review