

Contents

PURPOSE 2

SCOPE 2

POLICY AUTHORITY..... 2

RELATED POLICIES..... 2

IMPLEMENTATION 3

 Induction and Mandatory Training..... 3

 Delivery Staff 4

 Trainers..... 4

 Mentors 5

 IQA 6

 Lead IQA and Senior Leaders & Managers 6

 Support Staff..... 7

 CPD review and Support..... 7

 Caseload Review Meetings..... 7

 Performance Management Meetings 8

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.

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 https://www.foundationonline.org.uk/
Fundamentals of H&S in the workplace https://alison.com/courses/health-and-safety
Teaching and Learning – Professional Standards Self-Assessment https://www.foundationonline.org.uk/
Safeguarding for Practitioners https://www.foundationonline.org.uk/
Prevent for Practitioners https://www.foundationonline.org.uk/
Channel Awareness https://www.elearning.prevent.homeoffice.gov.uk/channelawareness
FGM https://www.fgmelearning.co.uk/
Home Office Prevent Training https://www.elearning.prevent.homeoffice.gov.uk/channelawareness
Prevent Referrals https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals
ACAS Bully and Harassment – online course https://elearning.acas.org.uk/index.php

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 Internal Quality Assurance Manager.

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.

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:
 - 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. 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

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/>

Other Training (not exhaustive):

Other training will be allocated as required based on individual and business needs.

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 relevant knowledge and experience 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. This may include industry specific qualifications to upskill or stay relevant with industry standards.

Teaching and Training Development:

1. Mentors may 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
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):

Other training will be allocated as required based on individual and business needs.

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 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 may be required to achieve or work towards the following qualifications:
 - Level 4 Internal Quality Assurance
2. IQAs may 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):

Other training will be allocated as required based on individual and business needs.

Lead IQA and Senior Leaders & Managers

1. All senior leaders and managers will be required to understand and translate:
 - Equality and Diversity
 - Prevent
2. All senior leaders and managers should be working towards qualifications in leadership and management.

3. Quality nominee will be required to attend Ofsted quality nominee training

Support Staff

Support staff will be supported in their CPD and may complete some of the following courses to support their role:

Employer and Learner Engagement Staff

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

Administration and Business Support

1. Level 2 Information, Advice and Guidance
2. Level 2 English
3. Level 2 Maths
4. 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 which will be reviewed during caseload review meetings. The Internal Quality Assurance Manager will conduct caseload review meetings 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 performance review meetings (such as appraisals), where CPD and training needs are fully assessed.

Performance Management Meetings

Annually, 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