Hampshire Achieves

Continuing Professional Development (CPD)

Policy & Procedures

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Reviewer(s):	Wendy Scott Sue Muldowney

Contents

Continuing Professional Development (CPD) Policy and Procedures
'The contents of this policy are an integral part of the Hampshire Achieves (HA) Quality Assurance Framework'

1.0 Introduction

The continuing success of HA is largely dependent upon recruiting, engaging, and developing staff so that they are equipped with the appropriate skills, knowledge, and experience to manage and deliver education and training provision, including:

- Adult Learning Programmes.
- Young People's Learning (including SEND Employability)

Continuing Professional Development is a term used to describe a wide range of programmes, practices and approaches designed to support staff to perform their jobs to the best of their ability now, and to be aware of, and cope with, future change. It can support learning aimed at enhancing skills, knowledge, and attitudes. It can include events organised locally or by central teams, formally or informally, on or off-site and includes all forms of personal and professional development and training.

All individuals should accept responsibility for their own individual performance and continuing professional development in order that their work is fully responsive to the needs of learners and their employers, and that they commit to, continuing self-improvement and excellence, thus ensuring excellence in teaching and learning and professional practice.

For tutors on vocational programmes and internal quality assurers, this will include continuing professional development with emphasis on competence in assessment of a particular area of specialism, as well as in relation to teaching, learning and assessment, ensuring they are meeting the occupational competency of the qualification being delivered.

2.0 Aim

The aim of this policy is to promote and support the development of staff and provide a framework for Managers and the central HA team regarding the processes and procedures which should be followed. This Staff Development Policy builds on the Hampshire County Council's Valuing Performance process. For our external partners, where applicable, it sets out a standard of engagement in CPD that we would expect to ensure high quality delivery and achievement.

Related Policies

- Teaching Learning and Assessment Policy and Procedures
- Quality Assurance Framework
- Qualifications and Exams Policy and Procedures
- Internal Quality Assurance Policy and Procedures
- Observation of Teaching Learning and Assessment Policy and Procedures
- Safeguarding and Prevent Policy and Procedures

3.0 Objectives

The policy objectives are to:

- Support the achievement of HA strategic objectives and priorities.
- Support the quality improvement plan by setting staff individual targets and training opportunities.
- Ensure all staff are fully equipped to deliver learning online (remotely) in response to learner demand and service requirements.
- Enhance the potential and personal effectiveness of staff through the acquisition of appropriate qualifications, skills, knowledge and understanding which will support them to contribute and to deliver high quality courses for all provision types, including young people's learning and adult learning.
- Support all staff to complete a minimum of 30 hours CPD pa (pro rata for part time staff).
- Enable staff to develop new skills for their current and future roles so that the service can respond positively to change.
- Ensure that all staff have equality of opportunity and access to training and development.
- Provide opportunities for positive action and implementation of equality through targeted and, where appropriate, accredited staff development and training.
- Support staff to maintain their professional standards in line with Education and Training Foundation professional standards for Tutors and Trainers in Education and Training - *see Appendix 3.*

4.0 Roles and responsibilities:

All managers, including external provider managers, are responsible for:

- Planning, identifying and prioritising staff training and development needs as a result of self-assessment and in line with Quality Improvement and Service Plans.
- Monitoring progress and outcomes through staff management processes (see appendix 4 and 5).
- Recording the impact of the training received on training programmes and classroom practice.
- Reviewing CPD records as part of performance reviews.

Individuals have a responsibility for their own personal development and should:

- Identify training needs and training outcomes with their managers.
- Undertake training and other development/training activities where this is an essential requirement in order to meet HA institutional or legal requirements e.g., Safeguarding, Prevent, RARPA, Embedding English and maths.
- Reflect on experience and document how it will/has improved own practice see appendix 5 in their CPD record.
- Complete evaluation forms for internal and external training and development activities to inform quality improvement processes.
- Provide an updated CPD record when requested to support external quality assurance visits.

Where a member of staff has attended external training, they will be expected to:

- Feedback and disseminate to colleagues as agreed with their manager.
- Incorporate their learning into their current practice.

Opportunities for performance review
- In line with Hampshire County Councils valuing performance all staff should have opportunity for meaningful discussions with their line management on their performance and targets
- For teaching staff this will include an annual formal observation, along with regular supportive learning walks (at least termly)
- For skills coaches/learning coaches this will include at least 2 reviews of practice, where their classroom support will be evaluated, and guidance given on how to be even better still.

5.0 Equality and Diversity

HA recognises the value of every individual and aims to create an environment that respects diversity and enables individuals to achieve their full potential and to contribute fully to HCC. The aim is to ensure equal access and opportunity to development, education, and training for all staff.

All staff, including external provider staff, should receive appropriate induction and training to ensure they can carry out their role with HA effectively.

This should include;
- Understanding and use of appropriate terminology and language
- Knowledge of the Equality Act 2010
- Making reasonable adjustments
- Ensuring materials are accessible to all learners, including online tools and resources.

Training opportunities will be communicated through regular updates including recommended events, which will respond to local and national themes.

All staff should be aware of the Teaching Learning and Assessment policy with regard to conducting fair assessment of learners, as well as the Equality and Diversity Policy

6.0 Subject Qualifications and Continuing Professional Development (CPD)

All teaching staff will need to have subject specialist qualifications and/or experience; to have achieved, as a minimum, the Level 3 Award in Education & Training, or its equivalent; to have, or be working towards, further teaching qualifications / professional status; and to undertake regular Continuous Professional Development as appropriate.

Tutors delivering English, Maths and other specialist subjects should have a minimum Level 5 teaching qualification (or equivalent) and hold a minimum Level 3 subject specialist qualification and/or evidence of teaching English/maths/Language[1].

Engagement in CPD:

All staff delivering courses on behalf of HA are expected to engage in suitable CPD activity to ensure they are up to date with their subject knowledge and current teaching, learning and assessment methodology. This might be through e-learning, tutor meetings, workshops, or bespoke training. All staff should keep a record of their training and reflect on how this will improve their professional practice. All staff are expected to engage in annual training in relation to Safeguarding, PREVENT, British Values and Data Protection. In addition, all managers should complete Safer Recruitment bi-annually.

There is an expectation within HA that all directly employed tutors, learning coaches, and skills coaches fulfil at least 30 hours of CPD annually which includes, for full-time staff, 5 INSET days. Staff working part-time should attend at least 3 INSET days. INSET days will be arranged to suit the individual services with common dates agreed where possible. All staff should also ensure that they have completed the mandated training identified in *appendix 2*.

CPD activity includes.
- 5 INSET days.
- Communities of Practice (internal).

In addition, individuals should record the following activities:
- Network events.
- E-training.
- Standardisation meetings.
- Sector work shadowing.
- Short and long courses.
- Any other form of CPD.

Employees working as vocational tutors or IQAs

Staff carrying out work-based assessments will need to maintain their occupational competency in line with the requirements of HA policies and the relevant awarding organisations. This must include activity to ensure they keep up to date within the relevant sector/occupational areas so that their expertise and knowledge is relevant and sufficient, for example, through co-creation of programmes, shadowing, or mentoring, as well as being able to show they have maintained hands on practice.

Staff employed via Connect to Hampshire must undertake any mandatory learning modules identified as a minimum requirement.

This should be documented and reflected on to demonstrate their ability to make valid and reliable assessment decisions. These records should be made available when requested to support EQA visits.

The following are examples of ways tutors carrying out vocational assessments can maintain their competency.
- Work placement within the sector.
- Job shadowing.
- Study related to job role.
- Technical skill updating courses.

- Reflective writing.
- Relevant research.
- Online sector knowledge CPD training programmes.
- Attending assessment updating training programmes and/or bespoke events.
- Attending standardisation meetings.

Employees in Non-teaching Roles

All employees in non-teaching roles are encouraged to update their skills, knowledge and expertise and attend relevant training opportunities to further their development. They are required to participate in training and development to enable them to meet their own needs and objectives as well as those of their team, department, and HA. All staff are expected to complete the mandatory corporate training including Safeguarding, Prevent, GDPR and Equality & Diversity. Training and development needs may be identified through the Valuing Performance processes. *see appendix 2.*

Leadership and Management Teams

Additionally, managers and those employed in leadership and professional roles are required to continually update their professional skills and knowledge by keeping abreast of local, regional, and national trends and development appropriate to their role. This information should then be disseminated as appropriate. All managers are encouraged to develop their critical reflection and thinking skills to support their role. Hampshire County Council supports the provision of appropriate, challenging courses and workshops that consider aspects of leadership and management, planning and development, data analysis and financial management. In addition, all managers should complete Safer Recruitment training bi-annually. See Appendix 1 for information in relation to Learning Management System.

7.0 Monitoring Impact of Staff Development/CPD

HA, in partnership with its external partners (where applicable) will monitor the impact of staff development and CPD on classroom practice and operational effectiveness. In terms of our subcontracted provision HA will periodically review records of training attended by staff delivering its courses as part of its quality improvement framework, in order to monitor the impact of staff development and training programme on classroom practice.

Managers will be expected to:
- Keep an ongoing review of development and training activities that their staff have undertaken in the past year, and their outcomes i.e., impact on the overall teaching and learning experience of the courses they deliver. Reports of attendance at HA staff development courses will be available to nominated staff, including the quality team.
- Managers will run the Valuing Performance (Performance management) process with their staff: setting performance objectives, agreeing CPD and conducting bi-annual/regular reviews. (NB this relates to directly employed staff).
- Ensure that opportunities are made as appropriate, for the member of staff to share their learning (knowledge and skills) and good practice with others in the team and more widely when appropriate.

- Help staff to recognise the full extent of learning opportunities open to them, in addition to attending formal training courses, which may count towards CPD (e.g., discussions with line manager or peers, team meetings, coaching, mentoring, secondment, e-learning packages, reading journal articles, etc).

The Quality Team will monitor mandatory and other training requirements and staff engagement with CPD opportunities on an on-going and summative basis.

8.0 Monitoring, Review & Audit:

The contents of all policy and procedures will be monitored regularly by Hampshire Achieves Performance Management Group (PMG). Policies and procedures will be kept updated in accordance with any mid-year changes in the law, regulations, or changes to the Services' provision, with updates approved by PMG. All policy and procedures will be reviewed in line with our policy schedule to determine their effectiveness, and where any changes are required, these will be applied and ratified. In addition, an annual cycle of internal policy compliance / audits defined by Senior Managers will provide the assurance of the overall effectiveness of the Services ethos, policies, and procedures, and will confirm operational effectiveness, and compliance with our own quality assurance framework and any relevant laws or regulations.

The following pages relate to staff employed directly by HA.

Appendix 1: Access to e-learning – all staff have access to e-learning opportunities.

Mandatory corporate learning is completed through LEARNING ZONE on the IBC portal:
1. Learning Zone: courses taken will automatically be recorded.
   a) Staff can self-assign courses.
   b) Line managers can also assign courses.
   c) Others can recommend courses to them.

In addition to the mandatory corporate learning there is a wide range of online courses in the learning zone, including courses on health safety, well-being, leadership and management, professional skills, information technology, personal effectiveness.

Staff wishing to apply for longer courses should apply to workforce development who will review and advice of suitable courses.

https://hants.sharepoint.com/sites/CHILDRENS/SitePages/workforce-development-funding.aspx

Appendix 2: Mandatory learning for staff

New Staff
The Corporate Induction consists of online e-Learning modules which provide essential information. All mandatory modules are tracked to ensure they are completed and recorded.

Please do not try to do them all at once. They are considered more effective when completed over a period of time and there is no limit to the number of times you can visit these modules.

We ask that these modules are completed within your first six weeks at work. We have provided an indication as to when you should complete each module.

The modules to be completed are set out below for reference.

Within first week

- Welcome to Hampshire - Introduces you to the fundamentals of the Council.
- Fire Safety & Other Emergencies - Essential information about Fire Safety.
- Display Screen Equipment - Essential Health and Safety information for DSE users.
- Moving & Handling - Essential Health and Safety information for everyone.
- IT Induction - Essential information on the Email policy and Internet guidelines.

Within 6 weeks

- Corporate Acceptable Use Policy - Your responsibilities when using computer systems and equipment.
- Data Protection (GDPR) - Essential information about Data Protection.
- Inclusion & Diversity - Introduces you to the subject of Inclusion and Diversity and what this means for your role.
- Good Governance - Essential information about Good Governance.
- Phishing – How to protect you and Hampshire County Council against cyber-attacks.
- Prevent Duty Training – Helps you understand and recognise signs of radicalisation and extremism.

You may wish to track and record completed learning using this spreadsheet.

To view the full range of e-Learning modules available, go to the Learning Zone.
P&LL New Staff Members Process - Manager's Guide.docx

In additional for Hampshire Achieve Staff you will also need to complete the following courses.

Children Services Induction
New staff should complete an e-learning module within 3 months of starting followed by attending the Director's Meet and Greet within 6 months of being in post:
- [Children's Services Onboarding (sharepoint.com)](sharepoint.com)
- [Learning and Development (sharepoint.com)](sharepoint.com)

PREVENT training:
- [Prevent Duty Training](#)

Safeguarding training:
- Half day delivered - Introduction to Safeguarding – mandatory for all staff working with / in contact with children and young people in Participation and Lifelong Learning.

In addition, all staff should;
- Read the HA Safeguarding & Prevent Policy
- read ["What to do if you're worried a child is being abused?"](#) as part of an induction to safeguarding.
- Review our safeguarding information to identify further training.
- Read Part 1 of Keeping Children Safe In Education And Colleges (accessed through the VLE).

British Values:
All staff who are delivering learning should also engage in the resources on the VLE relating to British Values so that they are confident to embed and discuss this as part of their curriculum.

Existing staff Yearly Updates:
Each member of staff should engage in the following annual updates:
- PREVENT
- Safeguarding
- British Values (Teaching Staff)
- Safer Recruitment (Managers)

Learning Zone annual training:
- Corporate Acceptable Use Policy.
- Data Protection (GDPR).
- Display Screen Equipment.

Appendix 3: Professional Standards for Tutors and Trainers in Education and Training (2022)

[Professional Standards for Tutors and Trainers in Education and Training](#)

Professional Values and Attributes   Develop your own judgment of what works and does not work in your teaching and training.
1. Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.   2. Promote and embed education for sustainable development (ESD) across learning and working practices.   3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.   4. Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs, and starting points.   5. Value and champion diversity, equality of opportunity, inclusion, and social equity.   6. Develop collaborative and respectful relationships with learners, colleagues, and external stakeholders.   **7.** Engage with and promote a culture of continuous learning and quality improvement.
Professional Knowledge and Understanding   Develop deep and critically informed knowledge and understanding in theory and practice.
8. Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.   9. Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.   10. Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.   11. Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.   12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional, and ethical contexts
Professional Skills   Develop your expertise and skills to ensure the best outcomes for learners.
13. Promote and support positive learner behaviour, attitudes, and wellbeing.   14. Apply motivational, coaching and skill development strategies to help learners progress and achieve.   15. Plan and deliver learning programmes that are safe, inclusive, stretching, and relevant to learners' needs.   16. Select and use digital technologies safely and effectively to promote learning.   17. Develop learners' mathematics, English, digital and wider employability skills.   18. Provide access to up-to-date information, advice, and guidance so that learners can take ownership of their learning and make informed progression choices.   19. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.   20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.

Appendix 4 Hampshire Achieves Staff Performance: Progress Review

Hampshire Achieves Staff Performance: Progress Review			
Name		**Manager**	

Discussion points to consider: feedback, productivity, achievements, strengths, support, contribution, reflective practice, knowledge, skills and behaviours, areas of concern,

Individual summary of previous 12 months performance:

Manager summary of previous 12 months performance:

Key Targets for the next 12 months

Personal Development:

I agree this is a fair and accurate record:

Manager	Individual
Date	Date

Mid-year progress review 2024		
Review of targets	Achieved Yes/No/Partially	Comments
Target 1		
Target 2		
Target 3		
Target 4		

If targets have been achieved or require amending, please enter the new/amended targets below:

Any revised Personal Development/Training Needs

Any further comments

I agree this is a fair and accurate record:

Manager	Individual
Date	Date

Continuous Professional Development: Reflective Record 20XX

Name: Job title:

Line Manager:

It is expected that everyone engages in at least 30 hours of professional development throughout the year, many of you will do more.

Please keep a record of what activities you complete and how these will influence your practice. You should make your own copy of this document and share it with your line manager and the development coordinator (Wendy Scott).

Examples of activities:

Workplace shadowing	Seminar	Webinar	Network events
Standardisation activity	INSET days	Reading of article/report	Documentary watching
On-line training	Peer observation	Observation of teaching, learning and assessment	1:1 Support/training

Date	Length of activity hours	Activity title (and type)	Content and learning (record)	Implication on practice (reflection)