




CONTINUOUS DEVELOPMENT POLICY (CPD)

POLICY LEAD (SMT Member)	Mrs Gail Dalton-Ayres
REVISION STATUS (Annual)	2 nd August 2021
VERSION STATUS (V)	<i>We reserve the right to update this policy if any changes in legislation or ESFA update deems it necessary, a numbered 'Version' would be used to ensure the up to date copy is issued.</i>
REVIEW DATE	1 st August 2022
APPROVED BY COMPANY DIRECTORS	Mrs Julie Ritson and Mrs Gail Dalton-Ayres 

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Introduction

BL Training will ensure all delivery staff have the relevance skills, knowledge, and qualifications relevant for their job role.

We employ qualified teaching staff with relevant and up to date commercial experience in the sector they teach. In addition to teaching the curriculum, educators observe and respond to every Traineeship and Apprentices unique interests and developmental needs. To ensure quality improvements, we are committed to continuous professional development for all staff.

VISION: *To encourage all employees to view learning as a means of improving their career opportunities and enhancing their quality of life. To attend annual CPD activity to ensure their skills, knowledge and expertise meet the high expectations for quality delivery.*

Methodology

To ensure BL Training actively engage staff in a minimum of 30 hours – up to 50 hours practical CPD activities we plan all events in advance of up to 12 months.

Senior managers are responsible for ensuring sector knowledge, skills levels and performance are up to date and meet the current apprenticeship standards for effective coverage and delivery. This will be reviewed at annual appraisals and a CPD plan raised to cover any gaps in skills, knowledge, and performance.

Due to the impact of Covid 19 we have moved some CPD training online to ensure staff can maintain support and training during this crisis. We have rearranged activities planned during the year and supplemented some planned sessions using digital platforms and web-based training sessions, until we can resume face to face training.

We work with a variety of external stakeholders to ensure all sector/vocational expertise is current and review any skills gaps with staff to plan appropriate training. This includes EPAO criteria / C&G units / IFATE revision of Standards or hairdressing and barbering /OFSTED benchmarks for teaching delivery. Aim minimum grade 2 to reach grade 1 in teaching observations.

In addition, we actively improve employees teaching and training, knowledge, skills, and performance by working with external stakeholders to provide specific training in functional skills, teaching qualifications and assessment training.

Whole organisational approach – the CPD planner includes non-vocational staff including the administration team and IAG team members.

Functional skills are developed across all departments and all staff work towards achieving minimum level 2 qualifications in English, maths and ICT monitored by our 'Skills Pledge' internal CPD promise.

We have identified external stakeholders who supply specific training related to the post holder roles and are planned based on the staff's skills gap analysis.

List below examples and not exclusive.

DEPARTMENT – Post Holders responsibilities for delivery:	CPD ‘Sector Skills Training’ & External Training Partners include:
<ul style="list-style-type: none"> Hairdressing and Barbering Educators 	City and Guilds Apprenticeship Standards Technical Workshops / Matrix Hair Technicians provide hairdressing practical training / Trade Hair Supplies product knowledge/Great British Barber Bash – barbering training / Balmain Hair Extensions / BL Employer Artistic Team – commercial workshops / Kera Straight Technical support.
<ul style="list-style-type: none"> Teacher Training Support 	Educational Training Foundation ETF /AELP Workshops / City and Guilds functional skills training sessions and BKSB. Psych-logical LTD, MIND and TVLPN provide workshops for training providers including mental health, digital safety, first aid.
<ul style="list-style-type: none"> Values and Behaviours’ which support non practical activities 	Safeguarding Children’s Board to cover safeguarding, British Values and Prevent / Remploy have provided mental health workshops/ ASK Team and Amazing Apprenticeships for IAG training / G7 Prevent / Belinda Hillman MINDSET Resilience training.
<ul style="list-style-type: none"> Administrative Teams, IAG, Marketing Staff: 	ESFA funding workshops by Nick Linford. ITEC NE for computer skills and marketing training. TVLPN provide workshops for training providers including ILR updates and data workshops. ESFA Updates and webinars.

BL Training have identified key priorities which are detailed below and form the basis of this CPD policy to help achieve our Vision.

Key priority 1 - to attract a diverse workforce which is a representation of the area in which we work.

Key priority 2- to actively improve employees teaching and training knowledge, skills, and performance by providing training and internal audit processes to ensure the amount of outstanding teaching sessions increases within all centres so that all learners experience stimulating and inspiring teaching.

Key priority 3 - to actively improve employees sector knowledge, skills, and performance by providing a robust CPD plan

Key priority 4 – to ensure delivery of a bespoke training programme relevant to all job roles are individual to their personal development needs. Making learning an essential part of their professional life with BL Training via our ‘Skills pledge’ to help meet individual and organisational needs.

Aims:

- The quality of learning experiences for Traineeships and Apprenticeships are constantly improving.
- All staff develop professionally and personally and have increased self-confidence and motivation.
- Staff can share their experiences and knowledge with one another and become a role model/mentor.
- To meet the company’s Mission and Vision through CPD.

Identifying Training Needs

- Training needs are identified at the start of employment, during regular staff meetings, performance management reviews and annual appraisals.
- Staff must complete at least 50 hours CPD, 30 hours of which need to be of a practical nature.
- Individual staff members may express a preference or interest in a specific area of professional development. However, all staff must be proficient in the skills, knowledge, and expertise to which they are delivering for apprenticeship programmes.

- Inspection reports may raise key areas for development, which would be incorporated into their personal development plan.
- Observations of staff by members of the quality team or by peers may highlight training needs and aid action planning.
- The company development plan may identify areas for development.
- Regulatory requirements set by the inspectorate may identify training requirements.
- Any new or revised Apprenticeship Standards are also used to ensure all skills levels are covered amongst staff expertise. The curriculum manager reviews the IFATE website for standards in development or recently approved.
- Company Skills Pledge – to ensure all staff gain minimum level 2 qualification in English, maths, and ICT to aid job role and life skills.

Nature of Professional Development

Professional development can be delivered through:

- In-house training for all staff, delivered by external independent consultants, sector specialists or private companies.
- Self-directed study/personal research.
- External events for sector skills training specialisms, new techniques, or product knowledge.
- An external certificated course, for example, First Aid or Mental Health.
- Attendance by individual staff members at company training events, evening sessions, workshops, or conferences.
- Attendance at networking events.
- Peer Exchange visits with training providers in the same sector.
- Opportunities for peer observation.
- Sharing ideas with colleagues and fellow professionals.
- Learning and development online.

(CPD) Continuous Professional Development Process

CPD activities are planned annually considering staff development needs. Employees sector knowledge and skills must be maintained and be reflective of the occupational standards and apprenticeships we deliver. All staff will be supported in keeping up to date skills through professional development.

BL Training staff document all CPD activities on the online Observation of Teaching and Learning and Assessment portal (EDEN) which is completed at the start of the academic year by the Operational Manager. Once this has been agreed, it is submitted to the Senior Management Team for approval.

The CPD log is then agreed with the Operational Manager and staff member.

Assessing and reviewing CPD

New staff are allocated a mentor to support them in the early stages of employment and provide work shadowing opportunities within the first 6 months. New staff need to pass a probationary period which is reviewed after 6 months. After this has been completed, staff have a CPD log which is evaluated termly by the Operational Manager until their first full year in employment.

If any further development is needed to fulfil the training need, this is discussed in the staff performance meeting. Once a member of staff has completed an area on their CPD log, time will be allocated in a staff meeting or a focus group meeting to feed back where appropriate.

Annual appraisals summarise staff performance including outcomes of observation audits and help evaluate improvements. Any further staff training is raised after this process to help improve employees' skills and monitor professional development.

All Staff across all departments are involved in observation audits – any staff training need may be identified during this process and planned with the Operations Manager. This is planned, monitored, and evaluated during the training with the allocated external deliverer.

Any internal training support is arranged with the relevant mentor, again planned, monitored, and evaluated to assess the impact of training and level of improved performance.

BL Training CPD policy has been raised to ensure learning objectives are tailored to meet employer, customer, and organisational needs – monitoring employees' professional development.