



Continual Professional Development Policy and Procedure

Scope

Continuing Professional Development (CPD) is the professional and work-related aspect of lifelong learning. It is an integral part of the process of adapting to change, and essential for maintaining and enhancing professionalism and competence for all staff members.

Principles of CPD

1. CPD is both a professional expectation and an individual responsibility, with the understanding that you will take a structured and self-managed approach to further learning through:
 - a. actively engaging in CPD
 - b. maintaining a record of your CPD
 - c. applying learning from CPD to your professional practice
2. There is a range of formal and informal learning activities that may be used for CPD and it is recommended that you engage in a mix of CPD activities.
3. Professional development is not purely about inputs (i.e. undertaking CPD activities); it also requires a reflective outcomes-based approach, which focuses on the learning gained from CPD and its application to current or future practice, together with the associated benefits for you, your clients and the services you provide.
4. CPD is particularly important, and a mandatory requirement to maintain these qualifications, for those members of staff that hold professional qualifications in teaching, learning and/or assessment

Team Meeting and Standardisation

There will be a minimum of ten standardisation meetings for each occupational area of delivery per year. The LDCs for those programmes must attend these meetings and the aim of these meetings are:

- Ensure accuracy and consistency of assessment decisions
- Ensure consistent quality of delivery
- Improve and develop the practice of LDCs

The agenda for these meetings will be based on, but not limited to:

- Quality performance data covering, but not limited by apprenticeship, programme, region, employer, ethnicity & age
 - The purpose of this review will be to identify common or emerging trends of best practice for use in future programmes
- Areas of good and improved LDC practice identified through assessment sampling
- Observation of teaching & learning
- Feedback from EQA visits/sampling or as a result of changes to qualifications standards or the sector itself
- Learner and/or Employer feedback and how this can be used to improve future training



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- Review bespoke or specifically designed employer programmes and their success to inform how future programmes can be achieved
- Industry funding or quality rule changes

Staff should timetable their activities to ensure maximum chance of attending all ten standardisation meetings every year.

LDC and Trainer Individual CPD

The Quality Manager is responsible for identifying and monitoring individual LDC & Trainer development needs and to provide opportunities and resources to support them in achieving and implementing these to improve assessment/delivery practice overall.

CPD must be recorded centrally in electronic format. This must be regularly updated by the LDC as a result of CPD activity and discussed at staff one to one meetings.

Example CPD activities for LDC's and Trainers include:

- Peer observations
- IQA observations
- Reading of publications linked to occupational standards
- Training courses – internal and external (including updates on occupational standards, internal standardisation training, public or peer webinars)
- Self-assessment and evaluation against the NOS for trainers/LDCs
- One to one meeting for trainers/LDCs with their line manager

MELIORATE INSTITUTE EDUCATION & TRAINING recommends that individuals set aside dedicated time for CPD. Whilst recognising that it is the learning outcome, rather than just the time spent that is important, MELIORATE INSTITUTE EDUCATION & TRAINING recommend the minimum amount of time needed for engagement in CPD is likely to be between ½ to 1 day per month, however this is indicative and not to be taken literally.

Line Managers of those individual staff members where CPD is a mandatory requirement will be responsible to ensuring this takes place and (minimum) monthly review meetings where Line Managers may request visibility of an individual's up to date CPD log

Each member of the delivery/assessment team will receive at least two hour 1:1 meeting every month, this will enable MELIORATE INSTITUTE EDUCATION & TRAINING to implement support where necessary at the earliest opportunity. The outcomes of this will be recorded and stored centrally in the staff member's CPD file and used in the event performance and capability processes are required. (See Performance and Capability process and procedure)

It is up the individual to ensure their CPD log is always up to date

Where individuals fail to maintain a mandatory CPD log MELIORATE INSTITUTE EDUCATION & TRAINING reserve the right to follow up in line policy MERUK-115 (Performance and Capability Policy)



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Roles and Responsibilities

Learning & Development Coach (LDC)

LDC's, reporting to the Apprenticeships Manager, are responsible for the end-to-end journey of the learner, including but not limited to:

- Onboarding & induction support
- Initial Assessment and diagnostics.
- Production and on-going monitoring / management of the learner's Individual Learning Plan (ILP) to ensure timely readiness for end point assessment.
- Setting learner work and subsequent assessment of learners' Knowledge, Skills and Behaviours against the learning outcomes of the Apprenticeship Standard and associated Assessment Plan.
- Providing relevant information advice and guidance (IAG) for learners throughout their learning plan.
- Managing monthly learner contact and attendance at training sessions and/or assessment visits.
- Conducting Progress Reviews with learner and employer.
- Managing learner change in circumstances that affect their learning plan; and
- Managing learner completion and exit process

From time to time the LDC may be expected to deliver face to face and/or remote learning sessions.

LDC's should hold or be working to a relevant assessment qualification and/or be able to demonstrate occupational competency in their respective field/s.

All learners should complete an individual learning plan and assessment methods should be focused on the learner. LDCs must adopt a wide range of assessment methods in line with the learners individual learning style and specific job role. The evidence collected should be.

- Valid
- Current
- Authentic
- Meets the standards of the relevant qualification

Prior learning should be recognised and taken into consideration when planning and assessing a learner. Evidence of learning should be photographed and uploaded to BUD and assessed to the relevant criteria (see Recognition of Prior Learning Policy & Procedure)

LDC's are also responsible for delivering teaching and learning in group with learners on an Apprenticeship programme. Establish what to deliver as suitable content, plan the order of content suitably and ensure this matches the expectations of the module and programme of study. Where required support the assessment of learner work to the



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appropriate benchmark levels within set timescales. The role also requires team working involving communication with other team members and with cross-functional teams.

They are required to:

- Plan, prepare, teach/deliver modules and support learner's learning on a range of programmes and related subject areas
- Improve established and develop innovative curricular and learning and teaching approaches in relevant subject areas.
- Provide guidance, support and tutorship for learner groups and individuals as appropriate.
- Develop new course content and update existing course content as required and in line with national standards
- Develop in conjunction with the quality assurance and curriculum team's appropriate assessment criteria and methodology to ensure learner's learning and progression
- Meet partnership and internal quality assurance processes in relation to programmes
- Develop and grow relationships with partnership organisations.
- Supervise research of learners when required
- Carry out administration duties as required
- Maintain personal and professional development in line with agreed appraisal and development programme to enhance personal knowledge and contribution to relevant activities.
- Contribute to the wider business through sharing of best practice with the wider academic community and supporting or driving business development opportunities

Quality Manager

The Quality Manager is responsible for planning and auditing the quality of course delivery, assessment and monitoring the implementation of the IQA strategy to ensure that the organisation complies with the Awarding Organisation/EPAO's requirements. The Lead IQA is responsible for planning and implementing all IQA activities and quality assures the performance of all internal quality assurance staff.

Internal Quality Assurers (IQA)

IQA's, appointed by and reporting to the Lead IQA, are responsible for planning appropriate IQA activities which include:

- Monitoring and observing the delivery and assessment practice of LDCs and trainers within their curriculum and occupational area.
- Assuring the accuracy, consistency, and quality of LDCs' decisions against the assessment criteria of the various qualifications MELIORATE INSTITUTE EDUCATION & TRAINING deliver.
- Assuring quality delivery of qualifications in line with the various qualification specifications and requirements that MELIORATE INSTITUTE EDUCATION & TRAINING offer.
- Being part of any external quality assurance (EQA) visits and audits as required and ensuring any EQA recommendations are communicated and carried out.
- Delivering standardisation training to any/all delivery staff as and when needed.



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- Develop LDCs and trainers' practice in line with IQA development/action points and feedback.

All IQA staff at MELIORATE INSTITUTE EDUCATION & TRAINING must:

- (Where applicable) hold relevant qualifications in both quality assurance and/or internal verification and assessment and where appropriate competence qualifications at the required level.
- Attend regular training and complete continual professional development (CPD) activities to keep them informed of changes within the sector.
 - Copies of their certificates should be held centrally in the office either electronically or in hard copy format.
- Keep their CPD updated and that they can demonstrate that they meet Ofqual CPD requirements.
 - Make CPD available centrally electronically or in hard copy format for audit as and when necessary.



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Signature:

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