



Staff Training & CPD policy

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In the capacity of:

Director

Summary

O.S.A.T. Ltd' vision for professional development of its staff is embedded into all elements of training and apprenticeship delivery enabling us to deliver programmes that perform at 6% above the national average and leads the way in the sectors that we operate through innovative and competent staff.

O.S.A.T Ltd (OSAT) recognises that our workforce is our most important asset and have a formalised process for continual development of its staff to deliver excellence in Apprenticeships and stand-alone training qualifications.

This process is compliant with the requirements of individual awarding bodies and Ofsted “further education and skills inspection’ monitoring.

- Staff CPD in this document is additional to mandatory training in:
- Safeguarding / Prevent
- Health & Safety
- Equality & Diversity
- OSAT complaints procedure.
- IAG qualifications
- Other courses specified for personal development by the director.

OSAT works to provide the resource to allow staff to develop an internal strategy to continually develop staff to deliver high quality apprenticeships and develop staff to:

- Effectively interpret standards and end-point assessment plans in order to draft apprentice training plans including 20% OTJ
- Implement new Standards that OSAT may start to deliver
- Work with employers in new and innovative ways;
- Manage the effects of financial planning and costs of delivery models stemming from individual training plans
- Maintain competence and up to date knowledge of the sector in which they specialise in order to flex delivery plans and impart relevant knowledge to apprentices.

This document, which focuses on Apprenticeship delivery, compliments and expands on OSAT overall commitment to quality and staff CPD.

Methodology

OSAT process methodology commences with an analysis of the skills and staffing requirements needed to move to full standard delivery and create an annual workforce development plan that considers the needs for training and communication for at least:

- Interpreting the new standards and end-point assessment plans;
- Creating curriculum plans for standards;

- Devising and tailoring individual apprentice training plans to include financial, milestone and progress / achievement checkpoints.
- Put in place a timeline for staff development to be ready for the introduction of standards delivery
- Put in place the activities to develop assessors and training teams experience of creating training and curriculum plans to innovate and keep improving the quality of delivery and enable a process of continual improvement, measuring quality and effectiveness of provision and overall responsiveness to learners, employers and stakeholders (funding partner's e.g., Lead contract holders, ESFA and Local Authorities). OSAT adopts a Total Quality Management Approach to Apprenticeship delivery.
- Assessing Performance in Apprenticeship Delivery to Inform Professional Development

OSAT will carry out regular self-assessment to identify and address any under- performance in Apprenticeship delivery of training and use this information to improve the quality of teaching, learning and assessment.

OSAT has a rigorous and robust, externally validated, self-assessment process, which measures progress in achieving / exceeding annual Key Performance indicators aimed at:

- Delivering excellence and a high-quality service
- Giving confidence to ESFA, Employers, Apprentices and Stakeholders
- Meeting retention, timeliness and achievement targets
- Any risks to delivery are effectively monitored and appropriately managed, recorded on an actions database with dates for completion.
- Achieving year on year improvements to minimum performance levels.

To monitor and manage the effectiveness of provision in meeting the needs, priorities and maximise outcomes for learners and employers OSAT will monitor the impact of CPD through at least quarterly carry out formal staff reviews, standardisations.

OSAT uses a number of structured methodologies for ensuring CPD learning and to improve our employees sector expertise, teaching and training knowledge, skills and performance which is an essential part of OSAT professional competences driving continuous improvement in Apprenticeship delivery to inform the process for continuing professional development of our staff, ensuring that learning objectives are tailored to meet each individual employee needs leading to continuous improvements in meeting the needs of apprentices, employers and stakeholders These include;

- All staff getting 2 paid days within a best practice employer within their specialist sector
- All staff receiving 30 hours mandatory CPD linked to an individual staff member CPD and further benefits the organisation and employer / apprentice needs
- Seeking and Responding to Feedback from apprentices (start, 6 months & end);
- Seeking and Responding to Feedback from employers (start, 6 months & end);
- 8 stage Observation practices to measure impact of professional development on learning:
- Recruitment to ensure informed decisions, apprentice and employer skills scans

- completed and inform an individual Apprenticeship programme
- IAG at On-boarding incl: Complaints, Behaviors and British Values
- Induction to standard and off the job activities
- Initial Assessment and Functional Skills diagnostic activity
- Theory teaching within external specialist facilities
- Practical and work placed observation activities
- ILP / Progression review meetings (at least two during the life of the apprenticeship)
- End Point Assessment Gateway
- Peer working
- Standardisation meetings

Continuous Performance Improvements in Training

Tutors and Assessors undertake regular CPD to continually improve their knowledge and competence in delivering new Apprenticeship standards.

Awarding bodies, End Point Assessment organisations are invited in to deliver master classesessions on new ways of working.

OSAT works with influencing and external experts e.g., AELP and Education & Training Foundation (ETF) materials to take advantage of improvement webinars; specialist activitylinked to maths & English attainment and reforms scheduled for September 2019, giving positive feedback as examples.

Identification and Addressing any Under-Performance of Training

Under performance issues are addressed immediately. These are identified through a robust management information recording system, (not exhaustive):

- Apprentice / Employer complaints / negative feedback
- Failure to meet targets for retention, achievement and timeliness
- Increases in early leavers or unreasonable requests for breaks in learning

Addressing under-performance is a cross curriculum area activity. Team and Individual corrective action plans are put in place with C-SMART objectives to implement improvements in training performance. Additional training and support is given through internal curriculum leads or IQAs. This practice has resulted in significant improvements in attainment levels.

Equality

There will be equality of access to staff training and development opportunities for all staff. No member of staff will be treated less favourably than another. Involvement in staff CPD and training and development will be determined only by personal merit, performance andby the application of appropriate criteria.