

Reflection, Dissemination & Impact

Reflection and Follow-up

Following staff CPD there should be an opportunity for reflection to assess its effectiveness. This should be kept concise, and should be related to the staff monitoring / appraisal process.

Regular 1-2-1 meetings between staff and their line managers should have a key focus on long-term development, so reflecting on completed CPD and planning further CPD should be a regular discussion point.

Dissemination

In most cases when staff have completed CPD they will find key information to share with colleagues. Standing agenda points in team meetings entitled 'sharing good practice', 'good news' or something similar give staff an opportunity to prepare both verbal and written information for peers which will be beneficial.

Measuring Impact

Ways in which CPD has an impact on staff and student experience can be measured in a number of ways including the following:

Student feedback (verbal) on quality of teaching and learning

Student surveys – are learners more satisfied with the quality of their lessons?

Attendance data – has it improved since CPD has been undertaken to improve quality of teaching and learning?

Success rates – has curriculum-based CPD improved the performance of students in assessments?

Lesson observation feedback – does it highlight improved practice (e.g. subject expertise following industry immersion)?



If you have any questions about the information in this leaflet or for further support on recommended CPD programmes please contact Jon Childs (Project Manager, OTLA):

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A Potential Continuing Professional Development (CPD) Programme for Technical & Vocational Staff.

Introduction

The ideas in this guide are for a programme of CPD for Technical and Vocational staff working in Further Education and skills settings, and grew out of an OTLA project led by Activate Learning. It is offered as a model that colleagues from other providers might want to adapt for their own purposes.

Any CPD programme should involve opportunities tailored to meet the needs of the team and the individuals involved. An appropriate blend of curriculum-based and vocational-based training should be utilised.

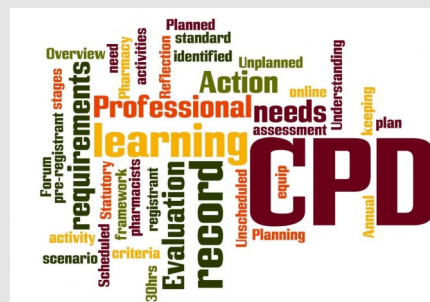
It is essential that staff of all levels of experience are still developing and recognise that they are developing in ways that will enhance both the quality of their students' learning experience and their long-term development. To develop and maintain a strong curriculum, staff must keep up-to-date with changes to both their industry and the education sector.

An effective institution should ensure that staff are able to recognise the longer-term benefits of taking time out to develop themselves, and support a culture of embracing development opportunities.

It should also promote the concept of 'dual professionalism' which builds exciting employer partnerships and other opportunities in addition to CPD, with closer links between academic institutions and workplaces.



Curriculum-Focused CPD



Awarding body training

Some awarding bodies will offer bespoke training for a college. For example for colleges offering BTEC qualifications, Pearson can send a trainer to the college to deliver training specific to the needs of your team / staff members.

Again using BTEC as an example, some awarding bodies run regular training sessions on the requirements of specific units, for example externally assessed units. These are run at locations around the UK and can be delivered at your college site too.

Ensure that if training is done well in advance of unit delivery, some tasks to refresh staff on key concepts is done as they approach mock assessment time.

Generic awarding body training can also be done during planning phases to enable programmes to be set up in the optimum way.

For Pearson training opportunities visit www.qualifications.pearson.com

For OCR CPD opportunities visit their hub on <https://www.cpdhub.ocr.org.uk>

For Cache support for staff visit <https://www.qualhub.co.uk/delivery-and-learner-support/support-visits-training-and-events/events>

For AoC resources visit www.aoc.com

You might also consider AELP support which can be found at <https://www.aelp.org.uk/>

Additional external roles for staff

Verifier roles enable staff to hold a clear understanding of standards expected and how to implement them.

Possibly the best type of curriculum-based training for a teacher is to hold a relevant role in addition to their college role such as an external verifier or examiner. They make staff more employable and give them other transferable skills and knowledge.

Examiner roles give teaching staff a clear understanding of how to succeed on relevant units. This practice can be shared amongst staff and enable students to be best prepared for external assessments.

For opportunities for additional roles with specific awarding bodies visit these sites:

Pearson: <https://pearson.jobs/>

Planning and observations with other staff

Working across a wider team to share ideas when planning can be a great learning experience for teaching staff. As part of this process useful resources can be created and / or shared such as slide -shows with tasks, identified suitable video clips or other high-quality tasks to use in lesson.

In addition to planning together, staff should observe each other and share best practice in areas they wish to improve. This is best done on an informal basis where staff can plan deliver in their own style with no additional pressure on things like paperwork.

Preparing for External Assessment

Staff should have time dedicated to familiarisation with course specifications, mark schemes and examiner reports, so they are clear on how their learners should be best prepared.



Vocationally-Focused CPD

Industry Immersion

Spending time in industry to keep skills and knowledge up-to-date.

It is best organised by the staff member in question to ensure motivation for placement

It must be relevant to modules being covered by staff or individual areas of interest (ideally both)

The optimum time tends to be during quieter times of the year (e.g. late in summer term or during student holidays) when there are less time-pressures and less disruption to the curriculum, although it can be done any time.

Visits to other institutions

This involves the sharing of good practice and ideas with other colleges running the same provision.

Focuses of these visits might include choices of course, timetables, resources and facilities etc for managers, lesson resources, assessments and other planning documents for teachers, and also informal lesson observations.

Conferences, Trade Fairs and shows

A great way for staff to keep up-to-date with latest industry practice

Similar education-based events such as the BETT conference, AoC conferences and the Education show are also really inspiring events and worthwhile for staff.