

THE SKILLS CENTRE: DELIVERY STAFF TRAINING AND DEVELOPMENT POLICY

The Skill Centre's Commitment to Training and Development

The Skills Centre recognises that organisational performance and success rely on the professionalism, adaptability, skills, motivation, and teamwork of its employees. The Skills Centre is therefore committed to the continuous professional development (CPD) of all staff and will provide the necessary support to ensure individuals have the skills and knowledge required to perform their roles effectively.

The Skill Centre's Vision, Training and Development Aims

The Skill Centre is committed to ensuring that employees' knowledge, skills, and behaviours align with the organisation's vision and objectives, enabling them to perform their roles effectively and make a full contribution to the business.

We aim to ensure that teaching and assessment staff are experts in both education and industry practice, enhancing the learning experience for all learners, including apprentices, and supporting positive and sustained job outcomes.

To achieve this, we are committed to identifying and addressing the training and development needs of our staff, and to providing relevant learning opportunities that reflect these needs. Employees are expected to continuously develop their skills and knowledge to support their ongoing performance and professional growth.

We also ensure that appropriate systems and processes are in place to support tutors, vocational tutors, and the wider staff team in delivering high-quality training and assessment – outlined in this policy.

Responsibility for Training and Development

Responsibility for the training and development of employee's rests ultimately with the Head of Quality and Compliance. However, individual employees have their own responsibility to carefully consider their training needs, including how specific training might improve their job performance and how their training needs might best be met. All employees are also encouraged, wherever possible, to help others to improve their skills and knowledge in a spirit of co-operation and exchange.

Employees will be provided with a range of appropriate training and development opportunities, guided by knowledgeable internal and, where required, external sector experts. To ensure that our teaching and assessment staff can deliver high-quality teaching, learning and assessment, The Skills Centre will;

- Introduce new staff to the FE and training sector, supporting and developing them by providing the relevant training and support;
- Implement a quality assurance process, including lesson observations and learning walks, undertaken as part of CPD (see TSC 096 for details);
- The individuals line manager (i.e. Centre Director), guided in collaboration with the Teaching and Learning Manager, will monitor the progress of individual observation action plans;
- Standardisation meetings will be scheduled to provide updates, share best practice, monitor and respond to changes in general teaching and learning best practice and OFSTED guidance;
- Learner and employers feedback will be evaluated and part of our Quality Assurance system;
- Ensure that our training is specific and relevant to the construction sector;
- Provide opportunities for sector specific training where appropriate;
- Provide the necessary training and support on issues such as Equality, Diversity and Inclusion, British Values, Health and Safety and Safeguarding and Prevent.

Continuous Professional Development

All teaching and assessment staff are required to undertake at least 30 hours of high-quality CPD activity each year, and ultimate responsibility for completing CPD lies with the individual.

All teaching and assessment staff will maintain a CPD log, which will be reviewed and monitored by their line manager as part of the appraisal process and made available for inspection upon request.

The appraisal process should also focus upon creating, reviewing and updating the personal development plans of all Teaching and Assessment staff members, through which individual developmental objectives and training plans for the forthcoming year will be identified and agreed.

Performance appraisals occur on an annual basis, and detail specific performance improvement actions alongside an expected timeframe. The Performance Appraisal process gives opportunity for a two-way discussion between the line manager and the individual, and all

needs are a matter for careful consideration and discussion between the manager and individual and are agreed jointly, with the line manager holding decision making authority if necessary. The Performance Appraisal process also provides opportunity for staff to feedback on training effectiveness and feed into organisational training and development decisions.

The Skills Centre define CPD activity as:

- Recognised qualifications that are relevant to learner faced delivery (for example, a Construction Tutor delivering a new qualification in Civil Engineering may wish or be encouraged to undertake the qualification themselves before delivery commences, or complete equivalent training as necessary).
- Short course or online courses that enhance the learner safety and/or experience, such as Equality and Diversity courses, Safeguarding courses or courses linked to Health and Safety (First Aid, COSHH, RIDDOR Reporting, etc.)
- Research (online and offline) against topics / criteria linked to delivery, such as changes to qualification structure by Awarding Bodies, updates to internal inspections from bodies such as Ofsted or industry updates such as changes to materials used in Construction as this will impact teaching, learning and assessment processes.

Completed CPD should be relevant to the employee's industry and/or the standards they teach or assess. A diverse range of CPD activities is encouraged.

Maintaining Practical Skills

Maintaining practical (technical) skills and remaining up to date with industry developments and changes in techniques is critical for construction tutors to remain effective in their role.

Construction based teaching and assessment staff are required to demonstrate this through their CPD log, with a designated proportion of CPD activity focused on maintaining industry currency and technical competence.

Responsibility remains with the individual to work collaboratively with their line manager through the appraisal process to ensure this is implemented.

On a case-by-case basis, this can include for example:

- Practice Opportunities: Teaching and assessment staff have opportunities to practice their skills. This can include being assigned to projects or tasks that require the skills they need to maintain, or scheduling time for them to work on projects that require these skills.

- Continuing Education: Teaching and assessment staff participate in continuing education programs and workshops to stay up to date with the latest construction techniques and technologies. This can include attending industry conferences, enrolling in online courses, or participating in professional development programmes.
- Peer Learning: Teaching and assessment staff learn from their peers. This can include working on projects with more experienced colleagues, or assigning more experienced colleagues to mentor junior staff members.
- Refresher Training: Teaching and assessment staff complete training sessions to ensure they remain current with the latest techniques and technologies.
- Observation and Feedback: Alongside the regular Learning Walk and Observation process, sector experts can observe teaching and assessment staff in action and provide constructive feedback to help improve their skills. This can include providing feedback on their work, identifying areas where they need improvement, and providing guidance on how to improve their skills.

This must again be recorded and evidenced within their CPD log, submitted quarterly and available for inspection at any time.

CPD Requirements Functional Skills

The Skills Centre requires Functional Skills tutors to undertake a minimum of 10 hours of CPD specifically related to English and Maths Functional Skills each academic year. For Functional Skills tutors who do not also teach construction-based programmes, this requirement will replace the practical skills maintenance outlined above. Where Functional Skills tutors teach these programmes alongside construction-based programmes, this requirement will be in addition to the practical skills maintenance outlined above.

Many of our learners engage more effectively in practical environments. Consequently, The Skills Centre encourages Functional Skills tutors to feel confident supporting the development of Functional Skills within a construction-based setting. Functional Skills tutors are therefore also encouraged to engage with construction-based training to develop familiarity and understanding of these subject areas. This will support Functional Skills tutors in contextualising Functional Skills within learners' intended career pathways and enable a more meaningful impact on learner engagement and achievement.

Functional Skills specific CPD could include, for example;

- Attendance at webinars
- Completion of BKSb resources

- Awarding body reviews and updates.

This must again be recorded and evidenced within their CPD log, submitted quarterly and available for inspection at any time.

Quality and Effectiveness of Teaching

The Skills Centre utilises its Quality Assurance Model, including delivery and assessment observations / sampling, to ensure the effectiveness of its delivery staff, to inform individual action plans (see TSC 096 for details), and to guide managers in the identification of individual needs during the Performance Appraisal process.

The outcomes from lesson observations and action plans also form feedback incorporated into The Skills Centre's SAR and QIP.

The Provision of Training and Development

Priorities and allocated resources for wider organisational training and development will be identified annually through collaboration between the Executive Board and the Senior Management Team, as part of the business planning process. This training will be delivered in addition to the training and development activities identified through individuals' Personal Development Plans, as outlined above.

Contractually, staff are required to fully cooperate with training and development activities and, during induction, are introduced to and agree to support The Skills Centre's vision for training and development.

As part of the continued professional development of all staff, The Skills Centre also requires staff to undertake a number of mandatory training sessions throughout the academic year. These may include areas such as Health and Safety, Safeguarding, GDPR, Equality and Diversity (this list is not exhaustive and will be reviewed annually).

Mandatory training may be recorded as part of a tutor's CPD record; however, it must not constitute the sole form of CPD undertaken. All tutors must also engage in additional independent CPD activities based on their individual development needs, including maintaining practical skills and Functional Skills knowledge, as outlined above.

The mandatory training matrix will include the following training sessions as standard, some of which will be delivered through "Educare" - The Skill Centres mandatory training platform:



- A Guide to UK Data Protection
- Cyber Security
- Equality and Diversity
- First Aid essentials
- How to be an effective fire warden
- Health and Safety in Education
- Safeguarding Young People
- Prevent
- British Values
- Working with Display Screen Equipment
- Safer Recruitment (Managers)
- Anti Fraud and Bribery
- Safeguarding and KCSIE Part 1 Updates
- Artificial Intelligence and Safeguarding

Job Specific

Below is an overview of mandatory minimum training requirements, alongside aspirational training opportunities specific to each role.

Teaching and Assessment Staff & IQA Team

Core Training Teaching and Assessment staff are expected that as standard they will not enter the role without this qualification.	Teaching Minimum Training All teaching and assessment staff will be required to complete the following training immediately (if they don't already possess the qualification or a suitable alternative).	Teaching and Learning Development The Skills Centre commits to supporting several it's teaching and assessment staff to complete additional teaching and learning qualifications, with a select cohort of tutors completing on an annual basis – where tutors hold the appropriate level of prior attainment and experience.	CPD The Skills Centre commits to supporting the continued professional development of its teaching and assessment staff. Alongside the CPD listed above.	Professional Development Individualised Personal Development Plan training could include the following, based on individual need.
NVQ in trade Occupation – Level ½	AET Teaching Level 3 (tutors' priority).	CET Level 4 DIT Level 5	Teaching staff engage in mandatory	NVQ in Occupation - Level 3-7

/ Functional Skills tutors will be required to have sufficient English and Maths skills according to the level of qualification they're scheduled to deliver. (dependant on role)	TAQA (assessors' priority) <i>Tutors and assessors will be registered on the qualification that is a role priority at their induction where possible. They will be enrolled upon the subsequent qualification upon that completion.</i> English and Maths BKS targets set (Where working below a L2 at IA)	(Routes to be confirmed in individual development plan)	monthly CPD sessions based on current teaching and learning trends or developments. This can include sessions on: • Quality of Teaching • Development of Knowledge, Skills and behaviours • Positive, motivational and inspiring learning environments • Assessment • Behaviour Management- Annual • Providing IAG • Health and Safety	SSSTS SMSTS Slinger/Signaller NEBOSH (this list is not exhaustive)
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Managers

Core Training	Minimum	Professional Development	CPD
First Line Managers Programme – Internal	Level 3 or Equivalent in ILM	Level 5 – 7 or equivalent	CSCS
Introduction to Line Management		Prince Project Management or equivalent	Health and Safety Trade Related



Giving and Receiving Feedback Communicating with your team Employee motivation Handling Difficult conversations Discrimination Law the basics			Educare Resources The Skills Centre Online Training Platform (This list is not exhaustive)
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Board and Governance

Core Training	Minimum	Professional Development	CPD
Safeguarding in the FE Sector Join Safeguarding in the Further Education (FE) and Training Sector - FutureLearn Prevent Join Prevent for Further Education and Training - FutureLearn	Governance Development programme or equivalent Director Training Programme	Based on skills and experience	Based on skills and experience Educare Resources The Skills Centre Online Training Platform

The Evaluation of Training and Development

The Skills Centre will review the effectiveness of its training and development activities each year through its Self-Assessment Report to identify improvement areas, provide a platform for developing future training plans, and ensures TSC continuously improves its employee development processes. The review process will also aim to ensure that training is contributing to business performance, meeting individual training needs and is cost-effective. Both managers and employees will participate in this review.