**Continuing Professional Development (CPD) log**

Name: Alison Mannell Temple

For the period: January 2021 to 2022

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| **Date**  When did you undertake this activity? | **Duration**  How many days or hours did you spend completing the activity? | **CPD activity**  Give the activity you undertook a name and describe the event, structured learning, hands-on or other activity that took place | **Learning achievement**  What have you learnt through completing this activity? How have your knowledge, skills and behaviours improved or developed? | **Evaluation of activity**  How has this learning made a difference to your capability and performance in your role? | **Focus of CPD activity**  Assessment practices and principles,  Technical/ Occupational areas I assess on or  Generic training |
| 11.1.2022 | 1 hour | CMI – online support/discussion session with IQA Team on the new ODM L5 EPA | Project proposal is assessed and can be assessed straight on the score sheet column D. Proposal, scoping doc and presentation assessed holistically in this assessment method. | Check dates of scoping doc match project proposal and the content matches if not report to IQA team. Must start to review all submitted docs at least 5 working days in advance of LAD. Check if scoping doc was initially rejected when checking dates. | Assessment practices and principles – ODM L5 new version EPA assessments |
| 10.1.2022 | 1.5 hours | OPGS Curriculum and Pupil Progress Committee Meeting | Looked at the school’s work scrutiny and deep dive inspections by Ofsted requirements. 3is - intent, implementation and impact of curriculum, what is taught, learnt content to achieve goals. Intent of giving all students an ‘exceptional learning experience’ and what this means. Exams going ahead this summer, will have 3 assessments prior to this. | No action needed. | Generic and Technical/occupational – Ofsted, update |
| 4.1.2022 | 40 minutes | CMI – Training online webinar with Jen on the new ODM L5 EPA | In Introduction tell the apprentice the KSBs each assessment will be covering. Review proposal, slide deck, project docs prior to Lad and put comments in the pre-LAD part of the mark sheet. Do not need to put in page numbers just what seen in proposal. CMI do not set the project proposal title so leave the drop down blank on score sheet. Portfolio - 6 questions, opening and closing must be asked, I choose the other 4, one from each KSB at least. 8 questions to be asked in PD. | Use the old ODM introduction script and adapt it to the new ODM version assessment methods. | Assessment practices and principles – ODM L5 new version EPA assessments |
| **2021** | | | | | |
| 7.12.2021 | 1 hour | REC Ofqual meeting | Meeting to ascertain what Ofqual require from the observations of the level 2 recruitment resourcer EPA process. | Arrange for Ofqual to observe 3 level 2 EPA PDs before end of March 2022. Do level 2 introduction script. | Assessment practices and principles - Ofqual requirements on observations |
| 2.12.2021 | 1.5 hours | CMI – Training online webinar with Jen on the new ODM L5 EPA | Review presentation prior to LAD and assess Project Proposal prior to LAD. Q&A - minimum of 8 questions to be asked one form each area of the standard. PD - 6 mandated questions one for each of the 4KSB plus the 2 mandated questions. Apprentice had 14 weeks from EPA gateway to complete process. Must submit proposal scoping doc at Gateway. Must do project proposal and presentation 12 within 12 weeks of gateway, must be reviewed prior to LAD at least 5 days prior to LAD, Skilsure will alert me when it is uploaded. Portfolio-20 pieces of evidence + must have mapping doc. If use PD’s in portfolio they must be accompanied with WT or work based evidence and must be contextualised in what they did, not what they would do. Can holistically assess across the KSB in PD and use the evidence in the portfolio in that assessment method-full 60 mins must be used. Must ask Mandated questions in full, then break them down afterwards even if they have already answered them in previous responses. 9 areas to cover in presentation, must have slides on each KSB in presentation, slides cannot change from what seen prior to LAD, if not seen then ask about te KSB in Q&A as can explore what is not covered. | Read the standard. Must use full 60 minutes in PD, can go over by 10% but not under. Contact EPA team if proposal and presentation not uploaded within 5 working days of LAD. Cross check proposal with scoping document to make sure in line with this and check dates to make sure it project proposal started after gateway approval. Identify questions to ask after assessing reviewing evidence/proposal. If apprentice does not mention KSB in presentation, must ask these questions to meet the KSB in Q&A. If portfolio mapping doc missing contact EPA team. Can NOT assess holistically between the two assessment methods only within the assessment methods. Only accept two ODM new version LADs in any one week. % working days to submit grading sheet on Skilsure. If see strange evidence Google Chat Jen or EPA team. Missing evidence - contact EPA team. Referrals need to be made to IQA team via email. Summary must go in Private Comments on Skilsure. Can not allow any extra time over the 10% in each assessment method if ALN are not declared prior to LAD. I can stop the LAD if I feel the apprentice is being disadvantaged though and refer to IQA and Katherine will reschedule. | Assessment practices and principles – ODM L5 new version EPA assessments |
| 25.11.2021 | 1 hour | CMI – Training online webinar with Jen on the new ODM L5 EPA | Assessment methods include Professional discussion (4 KSBs) underpinned by showcase portfolio - 50% weighting-60 minutes - must use full 60 mins. Project proposal (4000 words) based on scoping document (500 words) with presentation (20 mins) & Q&A (40 mins) (8 KSBs) (60 minutes) 50% weighting. Grades-fail, pass, distinction. Must pass all pass descriptors to pass and all pass and distinction descriptors to get distinction Portfolio 20 pieces of evidence and mapping doc is a requirement. 14 weeks EPA period. Review portfolio, project proposal and presentation prior to LAD to prepare questions for LAD. Both AM1 and AM2 to be assessed separately. Holistic assessment within assessment method-Proposal assessed in conjunction with presentation & Q&A elements. No reflective accounts in portfolio except K8.1/S8.1 self-awareness can be reflective account/journal. | Familiarise myself with the KSBs on page 15-20 of ODM new assessment plan. Do not take on anymore new L5s until had IQA feedback on the ones already booked. | Assessment practices and principles – ODM L5 new version EPA assessments |
| 28.10.2021 | 30 minutes | CMI – discussion with Angie – IQA regarding the new TLS L3 EPA mark sheet | Discussed ways to make the mark sheet easier for the IQA to read so RAG rating comment boxes, highlighting descriptive words in Distinction boxes in bold pink. Using words such as analyse, describe, explain, evaluate, depth, breath in comments. | I have used RAG in my comment boxes in my pre-LAD preparation. I have highlighted descriptive words in the distinction boxes. | Assessment practices and principles – TLS L3 new version EPA assessments |
| 26.10.2021 | 10 minutes | Read IQA feedback from SWC ODM L5 EPA | Make sure to make comments on the score sheet to justify where full marks have been given. | I have added more in-depth comments in the score sheet to justify my assessment decisions. | Assessment practices and principles – ODM L5 EPA assessments |
| 20.10.2021 | 1 hour | Runway Training – standardisation meeting for ILM Award in Leadership short course with Head of Quality | Discussion around how to ensure assessors on the ILM Award short courses completes all the paperwork when submitting learner assignments to the IQA as documents are repeatedly missing. | Created a document checklist for the assessors as a cover sheet to send in with the assignments so as not to forget to sign and date documentation and include all the documents required to meet the EQA requirements.  Created a declaration for the learner to sign to confirm they have received their feedback from the assessor. | Assessment practices and principles – ILM Leadership short course |
| 20.10.2021 | 15 minutes | Reading IQA feedback report from SWC IQA on TLS L3 old version of the EPA | Feedback comments for the Interview 11 Takes Responsibility, 12 inclusive, 13 Agile and 14 Professional should include how I made my judgements and awarded full marks by identify a couple of previously given examples for each section. Interview: 9 Management of Self – If the PDP has not been previously uploaded and there is a clear gap in evidence, then it is ok to ask a question as to whether the apprentice has a PDP and for them to talk it through. | I have taken on board the comments to include more detailed feedback comments for the Interview 11 Takes Responsibility, 12 inclusive, 13 Agile and 14 Professional sections moving forward by identifying previously given examples for each section. I also will ensure that if there is not a PDP in evidence for future learners that I ask them probing questions as to whether the apprentice has a PDP and for them to talk it through. | Assessment practices and principles – TLS L3 old version EPA assessments |
| 19.10.2021 | 30 minutes | CMI – 121 with Jen regarding the score sheet for the portfolio review on the new TLS L3 EPA | Discussed the level of depth to go into with regards to review of the portfolio of evidence. Showed her what I had done, referencing the evidence number, the name of the evidence and my rationale, plus areas to explore in the PD. She said this is great for the IQA as very clear to see where my decisions on question choice have been. | Continue to do what I am doing until I receive IQA feedback when I have carried out these TLS L3 LADs. | Assessment practices and principles – TLS L3 new version EPA assessments |
| 18.10.2021 | 20 minutes | Reading IQA feedback report from CMI IQA on APM L4 EPA I had carried out as 2nd IAA | Put initials on the mark sheet to identify which assessor asked the questions.  Include probe questions asked (plus initials). | The IQA has carried out IQA sampling on four APM LADs I have been 2nd IAA on and she advise that she will be changing my IAA 2nd role to Green and suggested I look to step up to take the Lead IAA role in the future. I have already accepted work as 1st IAA on APM following this feedback. | Assessment practices and principles – APM L4 EPA assessments |
| 12.10.2021 | 1 hour 20 minutes | Runway Training standardisation meeting – Leadership & Management, Business Administration and Customer Service standards and qualifications | All learners should complete the employability skills scan at the start of their apprenticeship (set in the induction teaching and learning assessment pan on Onefile). This needs to be completed again once they have been on programme for 6 months. And at the end of their apprenticeship. They will need to create a anew one on Onefile each time and I should go through the distance travelled with them in their reviews. This is found on the home page under learner forms. The induction tasks on Onefile should be all completed within the first month of the learner being on programme. | Check my new learners to ensure they have all completed the induction tasks and send reminders if they haven’t. Set up calendar reminders to get them to redo the employability skills questionnaire on Onefile at 6 months and at the end of their apprenticeship. | Assessment practices and principles – Standardisation on Leadership & Management, Business Administration and Customer Service standards and qualifications |
| 11.10.2021 | 30 minutes | SWC – 121 discussion with Ed in L&D EPA Team regarding the new TLS L3 EPA assessments | Discussion around the assessment score sheets and how they worked in the assessment I carried out the following week with an apprentice. I reorganised the KSB so they are easier to cover in the PD and suggested that SWC may like to group the KSB in this way to make it easier for the IEPAs to follow. Suggested that the presentation/Q&A score sheet has P&Q as an option not just P or Q. Ed will take my suggestions and put them forward at the next meeting he has on this standard to his colleagues. | Continue to make notes on how the process can be improved for the next two TLS L3 new version EPA assessments I carry out in November and feedback again to Ed the end of November 2021. | Assessment practices and principles – TLS L3 EPA assessments new version |
| 7.10.2021 | 20 minutes | Safeguarding Update Training – watched PowerPoint presentation (Runway Training) and completed the online test | Safeguarding update. | I have done the Nearpod quiz, got 83% - pass. | Generic – Safeguarding training |
| 5.10.2021 | 20 minutes | Reading IQA feedback report from CMI IQA on APM L4 EPA I had carried out as 2nd IAA | Put probe questions asked on the mark sheet.  Use different colour to identify the assessor discussion as could be mistaken for RAG rating.  If the grade expected does not correlate with what is achieved in Skilsure once the mark sheet is uploaded, raise this with EPA or IQA team immediately. | I will make sure when I am lead IAA and complete the score sheet to use different colours to identify questions such as orange and purple to avoid RAG colours being used. I have noted to contact EPA IQA immediately if disagree with Skilsure grade not being what was expected. I will ensure probe questions with initials are put on the score sheet. | Assessment practices and principles – APM L4 EPA assessments |
| 1.10.2021 | 20 minutes | Reading IQA feedback from CMI IQA on ODM L5 EPA I had carried out | Timestamp of Q&A during presentation within the mark sheet to be recorded within column G for standardised practice. Ensure that the apprentice is informed that the CPD has an allocated time of 15 minutes. Clear rationale to be added to written feedback within the mark sheet to justify scores awarded. | I make sure that in the CPD PD I stick to 15 minutes. I will continue to put your questions in column C and timestamp in front of written feedback in column G to ensure standardised practice. The IQA has confirmed that based on her samples conducted thus far, I have now moved from red risk rating to amber for Level 5 ODM. I have also noted that rationales should be included for the portfolio as well so will make sure I do this moving forward. | Assessment practices and principles – ODM L5 EPA assessments |
| 30.09.2021 | 1 hour | Runway Training – Ofsted preparation company meeting with MD and company members on MS Teams | Reviews must be completed and signed by apprentice, manager and assessor and sent to Lauren a.s.a.p if not done so already. Must get my learners to evidence their 20% OTJL so make sure there is planning, why they are doing it, what the impact is and how they use this in their workplace recorded on their Onefile portfolio timesheet entries. Make sure learners have regular British Values, Safeguarding, PREVENT and Equality and Diversity refresher training and ask them questions about this at each visit so they are more than familiar with these subject areas. | Need to undertake the training and refresh my FS L2 qualification so I can see what my learners experience from the training by the Runway FS Tutor. | Assessment practices and principles – Ofsted preparation |
| 30.09.2021 | 30 minutes | Reading two IQA feedback reports from CMI IQAs on APM L4 EPA I had carried out as 2nd IAA | Probe questions should be in colour to help identify them on the sheet.  Put who asked the probe questions next to the question on the scoresheet.  Time management and pacing is really important for this EPA.  Do not move off the main screen when in Google Meet as this will show up in the recording. | I will make sure when I am Lead IAA to highlight the probe questions in a colour on the grading sheet. | Assessment practices and principles – APM L4 EPA assessments |
| 29.9.2021 | 1 hour | SWC – Training from Ed on the new TLS L3 EPA standard assessments | Presentation is set 4 weeks prior to the assessment day, the EPA date is issued by SWC and the presentation title is randomly selected from a bank. Presentation is uploaded to VQ Manager 2 weeks prior to the assessment day. Portfolio of evidence to be reviewed prior to the PD and base questions on the portfolio for the PD. Discussed timings for each element of the EPA assessments, breaks and scoresheet. Session will be recorded. | I am trialling this EPA assessment for SWC to fine tune the scoresheet and give my feedback as to if any amendments need to be made. | Assessment practices and principles – TLS L3 new version EPA assessments |
| 15.09.2021 | 2 hours | Observed during being a panel interview member of CMI Lead IAA during a LAD for APM L4 EPA standard | I observed what the Lead IAA says in their introduction and close to the APM apprentice so have a good idea of what I will need to say when I become lead IAA on this standard. A copy of the presentation should be emailed to both IAAs following the LAD by the apprentice. Both IAAs should record the LAD. | I feel more confident in being able to carry out the introduction and close for the APM LAD. I need to get the IAA APM support pack from Jen at CMI when I am nearer to becoming lead IAA on the APM standard, but this has been useful to know what to say to the apprentice. I will write a script using this information nearer to when I am lead IAA on this standard. 20/10/2021 – I have now reviewed all the feedback from IQA and observed a number of lead IAAs in APM LADs and have a script for the introduction and close of the LADs prepared. I have listed the IQA feedback points for the score sheet and next week when I review the portfolio for the LAD where I am lead IAA I will colour code the KSB, select the questions based on the portfolio and gaps, note evidence numbers and titles on the sheet with a brief rationale and have a 121 planned in with the 2nd IAA for this LAD on the 5.11.2021 to discuss the questions and structure of the LAD we will take on the day. | Assessment practices and principles – APM L4 EPA assessments |
| 14.09.2021 | 20 minutes | CMI 121 discussion with CMI IQA/IAA regarding the TLS L3 EPA standard assessment | Ask all the 12 questions and do not use the answers from other questions to cover other areas. If the apprentice choses to use the same example again then that is their choice but ask the 12 questions as they are written and do not deviate from this. Portfolio – please ensure that all areas have feedback and comments written, add the name of the evidence reviewed and a rationale for your score so that the IQA can check the score given. If they are blank the score should be zero as there is no evidence. Pace questions as not to disadvantage the apprentice in recording all 12 questions. Do not need to wait for an even number to start the timestamping. Holistic assessment to if looking to raise score for portfolio need to show what the score was for audit trail and what amending to and reason why. Record all probe questions. Use more judgement words when exceeding standings in demonstrating rationale of scoring. | I had carried out three LADs close together when I first started with CMI and had not had any IQA feedback in between these so I was expecting this feedback to mirror the other two IQA reports I had received. Following the feedback, I have received previously, I am now asking all 12 questions exactly as they are written in the IAA support pack and including the evidence reference numbers for the portfolio comments. When I had my training, I was told I didn't have to leave comments on scores of 3, only on scores of below or above 3 but having read the IQA feedback from two IQAs and seeking guidance from Jennifer Driessen I believe that I should now be leaving feedback for all grades so will do this moving forward. I have taken onboard the advice and will start recordings when the apprentice is ready, I will make sure if I raise a score on the portfolio to record the before and after score in the comments for audit purposes, ensure I record all probing questions in the CBI and PD and use more judgement words in my rationale. | Assessment practices and principles – TLS L3 EPA assessments |
| 13.9.2021 | 2 hours | OPGS Curriculum and Pupil Progress Committee meeting on MS Teams | Discussed the updates to the Safeguarding policy, Staff Code of Conduct, Performance Management Policy, the exam results for 2021, University Destinations and possible apprenticeship routes, the SDP 2021-2024. | All Governors are required to read the whole Keeping Children Safe Policy and sign to say they have read it – I will do this. I will also make it an agenda point for when I talk about training at the next FGB meeting later in the year. | Generic and Technical/occupational – training and development of board members on school strategy and policy on Safeguarding, Code of Conduct, Performance management |
| 10.09.2021 | 20 minutes | Reading IQA feedback from CMI IQA on ODM L5 EPA I had carried out | Use Skilsure-Private Comments to be utilised to inform of technical issues to ensure full audit trail is in palace.  When starting each element of the assessment, start when the apprentice is ready and not wait until the minute.  Stick to scripted mandated questions to ensure fairness of assessment. | I will stick to scripted mandated questions to ensure fairness of assessment. I will make sure that I record technical issues in private comments on Skilsure and start when the apprentice is ready with my questions. | Assessment practices and principles – ODM L5 EPA assessments |
| 8.9.2021 | 20 minutes | CMI 121 discussion with CMI IQA/IAA regarding the APM L4 EPA standard assessment as 2nd IAA | Discussed the EPA we were carrying out together for an apprentice on the Associate Project Manager L4 standard. Picked up tips on colour coding areas being assessment in the different assessment areas. Discussed the questions to ask based on the review of the portfolio. I should record the LAD my end as well, scan in my portfolio review notes and notes made on the day and email them to her. We will discuss the assessment straight after and make a joint decision on marks and final grade. | I feel prepared to carry out this LAD with Julie. | Assessment practices and principles – APM L4 EPA assessments |
| 2.9.2021 | 20 minutes | Reading IQA feedback from CMI IQA on TLS L3 EPA I had carried out | Feedback received - ask all the 12 questions and do not use the answers from other questions to cover other areas. Be careful of the language used by implying that the questions have been answered the apprentice will think that she has already met the standard. Portfolio –ensure that all areas have feedback and comments written, add the name of the evidence which I have reviewed and a rationale for my score so that the IQA to can check the score I have given. These areas should not be blank. Leave all overall sections of the feedback blank on the marking sheet. Add comments to the private comments section on Skilsure. | Asked question about 3 score and response was – “When you score a 3 you don't need a rationale for the score but we do need to know what evidence you have looked at, if you just add - "met the standard" at the end of your comments that is sufficient”.  I will take on board all comments for the next LAD. | Assessment practices and principles – TLS old version EPA |
| 25.8.2021 | 45 minutes | 121 training session with Steve Mattingley on the Training and Development School Governor role I have taken on for OPGS | I need to get the skills audit updated and have a single school matrix completed. Highlight the strong areas and areas to train on the audit so can see where gaps in training are. This will highlight recruitment areas or do we need to train people to become subject experts? On the overall matrix there are 5 areas. I need to look at 3 or below to focus on, those rated 4 + are fine. The first column has a summary. Education People do the Governor Induction course. Ofsted need to see the training development log. I need to get feedback after course attendance. I need to get a copy of the certificate of completed courses and keep it in a file for Ofsted or at least confirmation emails of attendance to prove training happened. Encourage Governors to attend Governor Briefing sessions and events. | At the next Full Governing Board meeting I need to inform everyone to complete the skills audit.  Get the skills audit template for the CPD Education People website (Steve will email me a copy of the existing completed one to me).  Email the Skills audit to all Governors and chase up for return by the end of 2021.  Think about how we can improve 1-3 scores.  Steve will email me the training development log – I need to keep this up to date. Moving forward this is on Governor Hub so I can run a report, monitor and record training attended and not attended. Think about how I will get Governors to feedback on their training. | Technical/ occupational –Training and Development Governor role and responsibilities |
| 6.8.2021 | 1 hour | CMI training from Jennifer Driessen on the new End Point Assessment for the Team Leader Supervisor Level 3 Standard assessments | I learnt about the structure of the assessments, the timings of each method, the pre LAD work that needs to be carried out when reviewing the portfolio of evidence and how to up date the scoresheet. The presentation is 20 minutes and must be on the project set by the CMI followed by 30 minutes Q&A on presentation, The Professional Discussion is 60 minutes and focuses entirely on the portfolio of evidence submitted. The showcase portfolio is based on 4 KSB. | I am now able to accept the new TLS EPA work. | Assessment practices and principles – TLS new version EPA |
| 3.8.2021 | 1 hour | Research on internet on project management methodologies and prioritisation tool to refresh knowledge | Looked at Agile project management – Iterative approach breaks down large projects into manageable tasks – completed in short ‘iterations’ throughout project life cycle. Helps to complete work faster, adapt to changing project requirements and optimise workflow. Can re-adjust work in given increments.  Waterfall methodology (model) – sequential development process, flows like a waterfall through all phases. E.g. analysis – design – development – testing. One phase is completely wrapped up before the next phase begins. MOSCOW method – prioritisation tool. Must haves – minimum viable product (MVP) basic features that make a solution work and add value to users. Should haves – important but not vital. Could haves – features that could make the solution better but not necessary. Wont haves – features not acted on – what is out of scope for the project and reminders of earlier decisions. Delphi method/technique – Forecasting process framework. Structured communications technique is a process used to arrive at a group opinion or decision by surveying a panel of experts. Experts respond to several rounds of questionnaires and responses are aggregated and shared with the group after each round. Experts adjust answers each round based on how they interpret the group response. Results in true consensus of what the group thinks. | I have refreshed my understanding and knowledge of project management methodology ready for when I start to carry out end point assessment for the level 4 Associate Project Management end point assessment. | Technical/ occupational – project management methodology forecasting and prioritisation tool |
| 2.8.2021 | 50 minutes | CMI – live webinar with Jen on BA and APM standard EPA delivery | The BA EPA is 1 hour and 15 mins long: work-based project 10-15 mins and Q&A – 10-15 mins and should match the pre submitted project in portfolio. Portfolio based CBI – 30-45 mins. Both are assessed separately, and no grading should be used against the other. Project needs to be a real business project not based on theory. Allow 3 hours to review portfolio, assessment comments must be recorded in the mark sheets even though they are not assessed with reasons for why I think evidence is weak or strong against the KSB, then weaknesses should be probed and explored in the CBI. Justifications for True/False evidence must be clear on the mark sheets for the portfolio.  APM – Portfolio is only reviewed, not assessed. 15 out of 17 criteria are assessed chosen by apprentice and manager. 5 on presentation, 10 on PD. Portfolio submitted at least 1 month in advance of LAD. Portfolio should have evidence that says what the apprentice did, how they did it, the impact on their development, the impact this has had on the team and organisation, Minimum of 45/75 (60%) to pass, merit – 56-65, distinction-66%+. | I am able to do second IAA on APM until Jen and the IQA say I can do 1st IAA – check APM spreadsheet. Checked and I have been put down for 2nd IAA on my first 2 APM EPAs, then 1st IAA for the one I have booked after that. Make sure that the 1st IAA contacts me to let me know what questions he wants me to ask in the session. Review the apprentice’s portfolios and project presentation. | Assessment practices and principles – APM & BA EPA |
| 2.8.2021 | 1 hour | CMI – Read through the APM (Associate Project Manager) IAA standardisation event PowerPoint | Has a panel of 2 IAAs. Showcase presentation – 25 minutes (5 KSB). Professional Discussion – 60 minutes (10KSB). The apprentice and their employer pick 15 of the 17 KSBs they want to be assessed on. They upload a portfolio of evidence prior to LAD the First IAA assesses and makes the 2nd IAA aware of it. Questions in PD are based on the portfolio plus to clarify gaps. Use timestamps against questions and answers in my notes. Pass 45-55, Merit 56-65, distinction 66-75. Put final outcome and justification in to PRIVATE comments box, NOT comments overall box on Skilsure. To make final decision, discuss comments and grades with 2nd IAA if I am the 1st IAA and vice versa. 1st IAA completes the assessment form, uploads all LAD docs and 2nd IAA rationale to Skilsure and adds private comments. Referrals need to be go to IQA. | Attend the APM event on 2.8.2021 at 3pm-4pm. Ask Jen if have any further questions. | Assessment practices and principles – APM EPA |
| 30.7.2021 | 4 hours | South West Councils - EPA Award session 3 online webinar on learning outcome 3 & 5. | Discussions on the risks that may be involved in conduction end point assessment, factors to consider when planning EPA and how planned EPAs are communicated to the relevant stakeholders. Standardisation – general one annually plus occupational area annually. Procedures for disputes concerning EPA decisions, Policies and procedures | Read through South West Councils policies again for EPA found on the website.  Do PDP from now until end March 2021.  Complete EPA award workbook Lo3 and 5. Get communication of EPA evidence plus evidence of planning EPAs for TLS and ODM by end August 2021.  Do simulated Observation activity - by end August 2021.  Fill in and completed the practical evidence matrix sheet - by end August 2021.  Upload CPD log and SW Councils review I had with Sarah by end August 2021.. | Assessment practices and principles – EPA |
| 29.7.2021 | 40 minutes | Runway Training – Cross Subject Peer Observation | I observed my colleague Kay giving her learner feedback and training on another unit in the Care Sector. From this observation I liked that Kay asked her learner to rate himself on a scale of 1-10 on how confident he was in the specific subject matter she was teaching him on. This gave her an indication of how much/little support she needed to plan in for him on this subject. | Moving forward I will be adopting Kay’s rating approach as I feel this will help me to gauge the level of support my apprentices need. I was able to make some suggestions to Kay on how she could develop her practice such as using Jamboard as an online whit board to make the session more interactive, send the learner the PP before the session so they are prepared and can make notes on it, do shorter mini recordings of the session so you can use these as specific evidence for Onefile. | Assessment practices and principles – sharing best practice |
| 20.7.2021 | 2 hours | South West Councils - Read through the ODM L5 assessment method guidance sheets | In preparation for delivering an ODM L5 EPA on behalf of South West Councils, I read through the guide documentation on the CBI, professional discussion and project presentation and Q&A. I made a list of probing questions I could ask the apprentice. | Following this activity, I have read through the apprentice’s portfolio of evidence and mapped questions to specific tasks she had written about and to elements of her evidence I wanted to further probe so I am fully prepared for the EPA on the 27.7.2021 | Assessment practices and principles – EPA Leadership and Management standards |
| 15.7.2021 | 1 hour | Mock Professional Discussion with Jen at the CMI | Feedback I received was that I hit all the key areas, I was reassuring and explained the content of the sessions and checked the environment was conducive to giving the learner the best opportunity to succeed. I used active listening to show my interest, bring the learner back to their evidence so the learner had these as prompts. I gave the apprentice every opportunity to achieve a pass with my questioning and my probing questions were interesting and asked in a supportive style as they redirected them to their portfolio so they could maximise their opportunities. There was no developmental feedback | I have been approved to deliver EPA for CMI for TLS L3, ODM L5, APM L4 and BA L3. I have also been allowed to do EPA at L6 and L7 but I have said I would like to initially focus on the others first until I become comfortable with these. | Assessment practices and principles – EPA Leadership and Management standards |
| 14.7.2021 | 1 hour | Preparation for my mock Professional Discussion with Jen at CMI | Read through the support materials I had been sent and looked at the end point assessment IAA pack and mapped the criteria to the hypothetical evidence to prepare a list of probing questions I could ask in the simulated discussion activity. | I am prepared for my mock PD on the 15.7.2021 and have a list of probing questions I can ask Jen to enable her to give answers to meet the grading descriptors. | Assessment practices and principles – EPA Leadership and Management standards |
| 13.7.2021 | 45 minutes | Read through the new UK GDPR guidelines to see if it affects my small business | After the EU transition period which ended on the 31st December 2020, most of the UK data protection rules affecting small businesses stayed the same. From 1 January 2021, UK rules apply to UK data, and to most of the new data I collect. But any non-UK data collected in 2020 that I already hold will continue to be covered by existing rules.  If I have contacts or customers in the EEA, EU rules may apply. Any data I have collected before the end of 2020 about people who were located outside the UK at the end of 2020 will be subject to the EU GDPR as it stood on the 31st December 2020 which is known as the **‘frozen GDPR’.** The Data Protection Act 2018 also applies to data that falls under frozen GDPR. I can use the latest information I have about where people were living, up to 31 December 2020. Any personal data I have acquired since the 1st January 2021 that is processed on the basis of the Withdrawal Agreement, e.g. if personal data is processed under a provision of EU law that applies in the UK by virtue of the Withdrawal Agreement, is also subject to the frozen GDPR. A transfer of personal data outside the protection of the UK GDPR is called a **‘restricted transfer’** and involves a transfer from the UK to another country. The UK GDPR restricts the transfer of personal data to countries outside the UK or to international organisations. These restrictions apply to all transfers, no matter the size of transfer or how often you carry them out. Individuals will risk losing the protection of the UK GDPR if their personal data is transferred outside of the UK, unless the rights of the individuals in respect of their personal data is protected in another way, or one of a limited number of exceptions applies. | Use the ICO End of Transition interactive tool <https://ico.org.uk/for-organisations/dp-at-the-end-of-the-transition-period/end-of-transition-interactive-tool-for-small-businesses> / to help me decide if I am processing ‘legacy data’. I have taken this short test to see if it applies to my business – suggested actions from the report were to make sure I can identify the data I collected before the end of 2020 about people living outside the UK at the time. I don't need to collect any new information, just use the latest information I have, up to 31 December 2020.  This is a one-off exercise, and I need to keep this for compliance purposes. I only have one customer in Canada and I do not personally store her personal information so I do not need to take any action.  I can continue to apply the latest exemptions and conditions from the DPA2018 to frozen GDPR. As the UK and EU rules are broadly the same in practice, but I will need to be able to identify which rules apply. This position may change if the EU makes a formal adequacy decision about the new UK regime and if the EU Commission adopts the GDPR ‘adequacy decision’ then these requirements will cease to apply. I should keep checking the ICO website for updates. | Generic training– ICO Data Protection/UK GDPR changes (my responsibility as the Data Controller for my own company to keep up to date with changes to this legislation and regulations. |
| 12.7.2021 | 1 hour | Read through South West Councils EPA ODM assessment method guidance documents to prepare questions for live ODM assessment I am doing on the 27.7.2021 | Familiarised myself with the grading descriptors score sheets and the marks awarded for each. Project and presentation 30% - 15 mins presentation, 15 mins Q&A, PD – 10% 30 mins, Interview 30% 1.5 hours. | Check the timings with Ed and to see if apprentices submit presentation in advice of assessment day – emailed him.  Put together my probing question list.  I will be able to carry out and grade the ODM EPA with the apprentice on the 27.7.2021, asking her effective probing questions to enable her to answer to meet the grading descriptors. | Assessment practices and principles – EPA Leadership and Management standard |
| 11.7.2021 | 1.5 hours | Read through South West Councils previous webinar notes I have made on EPA Quality Strategy, Policies and Procedures for EPA Award LO3 & LO5. | EPA plan must meet IfATE requirements, and they ensure standards and assessments are fit for purpose The EQAP (External Quality Assurance provider) is chosen by the trailblazer group and could be ifATE, Ofqual, professional body or an employer led body. They monitor EPAOs performance and compliance. SW Councils Quality Strategy sets out best practice before, during and after the apprenticeship. All EPA are internally quality assured before results are issued. | I will be able to write up the rest of my workbook by completing LO3 & LO5. I have a greater understanding of South West Councils quality assurance processes, policies and procedures to follow if there are any disputes, along with the risks involved when conducting end-point assessments. | Assessment practices and principles – EPA processes, policies, quality assurance and standardisation. |
| 7.7.2021 | 2 hours | CMI IAA induction training live webinar - Session 3: AO Docs and Skilsure systems training with Jim | Found out the structure of the EPA support team that Jim manages and who allocates the work to IAAs, does the bookings, claims certificates and processes IAA payments.  Training on CMI systems - Skilsure the front-end system (clients and learners see this and complete the Gateway requirements via this system) and AO Docs the backend system that the IAAs use for the allocation of work. These two systems work together. Registrations are done on The Hub and details are automatically transferred to Skilsure.  **Skilsure** – Gateway date on here is only an estimated date until it is confirmed by completion of the gateway documentation check process. This needs to be green before any IAA activity can take place. Click on the apprentice’s name takes you to the progress screen so can see where they are at in their EPA process. They can pass/fail any element independently on the system. EPA team check English/Maths requirement been met by apprentice. The portfolios could be e-portfolios via the Training provider system/link to external system will be provided if not then contact Training Provider using the link on the apprentices Skilsure to contact them using my CMI email address via Skilsure. It could be on a spreadsheet with links embedded or could be in a zip file sent by training provider. In some cases, in Dropbox accessed via Google Drive. Find the portfolio and assess it.  In AO Docs – work is posted on here for me for IAAs to pick what they want to do. The TLS L3 LAD slots are at 9am, 11am, 1pm and 3pm. SLMDA can choose anytime. Click in ‘work offers’ to see the work, check time, date and level, Conflict of interest (COI), if want the work and no COI then click accept work offer. The CMI number starts with a P, the ULN is the learner number, the C number belongs to the training provider or employer. Score sheets are on AO Docs under each learner in the green box in the Left-hand side menu. They automatically get populated with the overall scores for each section as I type in my scores but need to put my opinion of what the overall grade will be in the white boxes for each section next to the overall scores for this to populate. Once the score card is complete, go to ‘file’, ‘download’, ‘MS Excel’ downloads to my PC, upload it to Skilsure under the learner account ‘Chose file’, ‘submit’ then delete it from my docs immediately. Once completed all elements all the assessment methods go purple which mean it is waiting for moderation before it can go green. On the home page for the learner, click ‘final score’ and you can generate a report from this once all are green and moderation has been carried out.  If an apprentice has ALN Jim sorts this out in advance of the LAD taking place and will notify me of any reasonable adjustments or modifications that have been made to enable them to take their LAD.  Other options other than Google meet where LADs take place could be: Conferoo (conference call), Set up a different video conference, e.g. my own MS Teams can be used and recorded, CMI only have one Zoom licence so this is only if desperate, Screencastify, telephone call that is digitally audio recorded and the apprentice can email their presentation prior to the call and get the IAA to click through the slides while they are talking. If no id – get them to answer a security question to confirm something in their portfolio which is not common knowledge and add a comment in the private comments for the IQA on the learner Skilsure account. | Must check that the Gateway box on Skilsure for the apprentice is green before proceeding with any assessment method. Click in Gateway and check apprentice been on programme for 12 months minimum, if done a qualification I could use this to draw on in the discussions.  To get access to eportfolio systems write ‘Please can I have access to [insert learner name] portfolio via Skilsure under apprentice name the reply will come back via Skilsure so check this and if not back within 24-48 hours contact Jim’s team (epa email address) and they will chase the training provider. I do not get involved with the employer or training provider at all.  Create a spreadsheet containing all the e-portfolio systems, the training provider name, my access user names and passwords as once they are sent to me once I will be able to access these systems every time I get a learner from them with the same details.  Check the knowledge test to see what they got wring can help to formulate probing questions for the CBI.  Bookings come to me through AO Docs so regularly check this system if I want work as I will need to accept it (first come first serve basis) – (log on every morning to check it). To accept it, click on ‘accept work offer’ once the gateway is completed, I can then progress with it. Once accepted I will get an email with the work offer details and there is a 21 working day window once the gateway has gone green to get all components completed. The work then appears in Skilsure under the ‘up and coming complete’ tab and I get notified when the gateway goes green for that work.  To access the score sheets, use AO Docs, click the green box in the left-hand menu bar and it will open up the score sheet for that learner. Name the score sheet with the learner’s name, the level EPA and their ULN number (found on Gateway form). This is so it can easily be retrieved from the shared drive when uploaded to Skilsure. It will automatically save as you go along so no save is needed. Click on the + icon on LHS of screen and it will make the score sheet to the full size of the screen. If the score sheet is not fully completed and a section has a 0 grade, it will automatically think it is a referral so check the score boxes to ensure they are complete. Any errors that come up on the system – contact Jim.  Once all areas are green on the learner home page on Skilsue, click on ‘final score’, check the scores are the same as what I submitted on the score sheet, on right-hand side put a summary of why I made the overall decision (brief paragraph). The moderators tick the boxes next to the grades – I do not do this.  To do: Set up my ScreenCastify login on Google. – completed this set up and PIN to menu bar 8.7.2021. To record during a LAD session hit the ScreenCastify icon in menu bar and start recording. Hit timer on the search bar icon for Screencastify and note down timings for the score sheet. Keep this up on the screen as the apprentice will not be able to see it. Stop recording at the end of the LAD, it takes the recording and saves it in Google drive and I can listen to this whilst I am downloading it/saving it. Go to Google Drive and the Screencastify recording will be here. Upload it to AO Docs under the apprentice’s name. Click + icon in LHS bar, select from Google Drive, Screencastify folder and it moves to AO Docs automatically, any problems email EPA team or Jim.  For urgent queries, e.g. no shows to LAD, use the instant messaging via Google. The EPA team can help if there are issues on the day of the LAD.  I will prepare for my mock professional discussion with Jen on the 9.7.2021 – read through the support materials she sent me and the IAA EPA pack for TLS. And put together some probing questions. | Assessment practices and principles – CMI EPA systems |
| 6.7.2021 | 1.5 hours | CMI IAA induction training live webinar - Session 2: onboarding focus on the EPA standard assessment methods, grading score sheet, standardisation methods and expectations for IAA’s and the EPA team structure (Jen) | Found out the structure and who’s who in the CMI EPA team. There are 4 versions of the old TLS standard and 3 versions off the old ODM. Went through the assessment method grade weighting, the assessment time for each and what each method contains for L3, L5 and L7 leadership and management standards. Discussed the assessment of the Old EPA L3 and L5 portfolios of evidence (should take approximately 4 hours) and how to score each grading descriptor. Rationales are required for the IQA for anything above or below a 3, 3 is the pass grade. When doing CBIs use the question banks in the IAA EPA pack for each assessment method and use probing questions to explore depth of skills and behaviours demonstrated in the answers. This should be about skills and behaviours and not the knowledge as there is a test for this as an assessment method. There are additional questions available for ALN apprentices. The L7 SLMDA workbased project must be assessed before the CBI (approx.. 2 hours). Must use set of questions form the question bank against KSB and address gaps in their report and presentation. In PD of CPD let them talk mainly asking open questions to see their commitment to CPD. I choose one CPD activity and the apprentices chooses the other to discuss. There must be some ongoing CPD, timestamp rationales in the recording. Recordings are held for 1 year. Grading sheets are in AO DOCS.  After the session I read the Conflict of Interest Policy, Confidentiality Policy, Malpractice and Maladministration Policy.  Had some brief training on using AO Docs to find the grade score sheet. When grading portfolios say where I saw the evidence and fill in the score sheet for the portfolio prior to the LAD, do a rationale for each section, can highlight areas to explore deeper with the apprentice in the CBI if evidence is lacking or missing from the portfolio on a KSB. The grade values will automatically populate the score sheet but need to select a drop-down option for each for this to auto fill. Some of the L5 KSB are graded out of 10 in the presentation assessment method. | Following this session I found the IAA survival guide and will read through this as contains useful information about the use of Training provider online portfolio systems where I will assess/review apprentices portfolios.  I will review the SLMDA, L5 IAA EPA packs Jen emailed me following the session.  Look at the grading sheets and the exemplar materials Jen has sent me on L3 and L5 so I familiarise myself with the IQA expectations and depth/quality my rationales should cover. Grading sheets should be completed fully. Delete any score sheets on a monthly basis but no shorter than 30 days.  Attend regular drop-in sessions held online as these form part of standardisation – I attended one yesterday and they are every Monday so have put these in my diary.  Find out when the surgery clinics are lead by Jen and the IQA and attend these as they will be useful to make sure that my EPA assessment practice is current and in line with quality requirements.  Find out when the SWEIM sessions are and attend some of these as these are for the Training Provider and apprentice so I will get to see what they are told about EPA (register to attend through the link found in the resource library on Google).  Follow CMI on Event Brite as I will be notified of events to attend and I can register for any of these.  Submit up to date CPD to Jen once a year – I can use my own version.  The New EPA assessments on TLS and ODM will be coming through in Sept so make sure I attend the surgery clinics for these when they come up.  Communicate with the EPA team and Jen through Google chat.  When completing the final summary for the IQA in ‘guide to feedback’ section, I must only focus on how the apprentice has met the KSB overall.  When competed score card, download it, convert to Excel, then upload it to Skilsure under the apprentice record.  I can find my offers of work in AO Docs under ‘work offers’ and I can pick which ones I want to do once on-boarding has been completed. I can ask for the reassigned work sent out via email.  A question was asked about who sets the L3 presentation project in the new TLS EPA – Jen will let us know. If it is the CMI EPA team or us. | Assessment practices and principles – EPA Leadership and Management standards |
| 5.7.2021 | 1 hour | CMI Online Google Meet Drop-in session with IAAs (standardisation session) | In Professional Discussion (PD), 2 areas of the PDP log should be explored, the biggest impact or the biggest learning curve or what was the toughest, then probe this with them. I should choose one and the apprentice should choose the other. Then ask the reflection question at end of the PD. I do not need to give a comment if the apprentice score 3/5 on the score sheet against a Knowledge, skill or behaviour (KSB), but if score below or above a 3 it needs to be timestamped in the recording and justified on the score sheet.  ScreenCastify is used to record LADs.  Old version of TLS L3 is 45-60 minutes CBI and 15 minutes PD. | Ask Jen to send me the IAA EPA pack for L3 TLS – the mandatory questions are in section 4 – she has sent these to me.  Use the CMI script and checklist for every EPA.  For scores above or below a 3/5, put the question asked and how they answered it roughly to justify grade I award to give the IQA a sense of what was asked and a rationale for my thinking to have awarded this grade.  Once the LAD recording has been uploaded to AO Docs it can be deleted from ScreenCastify as this uses up a lot of Google Docs memory or reduce the screen resolution size to reduce the size of the recording, but still delete it when happy it has successful uploaded to AO Docs.  Check IAA EPA guidance docs on TLS L3 in resource library.  Following the session searched the resource library and will read the EPA Incident Reporting Procedure (External) doc, CMI assessment guidance policy, command verb definitions. | Assessment practices and principles – EPA TLS L3 standardisation |
| 5.7.2021 | 3 hours | CMI IAA induction onboarding training live webinar - Session 1: Introduction to CMI, Start with the end in mind (SWEIM), assessment elements and LAD essentials (Jen) | Found out more about CMI, how many assessments they have done in last 3 years and the number of IAAs they have. They have 11 assessment plans currently. CMI live the values of Professional, Progressive, Passionate and Practical in everything they do, and I am expected to live these values. It was interesting to hear that the OECD research carried out found that there is a lack of management and leadership skills in the Uk and that as a nation we are 16% less productive than 7 other economic countries as well as the ADPP saying that a third of workers (32%) struggle to be productive in their jobs. There are 1 in 6 people who blame their manager for this.  In this session the apprenticeships roles and responsibilities of the employer, training provider and EPAOA were explained, the role of the IAA pre-LAD, during LAD and post-Lad were discussed and the IQA role. I should assess/review portfolios within 5 days of accepting the LAD, contact the training provider for access to the learner portfolio system immediately and chase up if not got access within 48 hours. Prepare questions for the discussion, check equipment works pre-LAD. During LAD welcome and introduce the session to apprentice (can use CMI script). Check their id, advise recording it, tell them about right to appeal the process (not the grade/final decision), check assessment conditions, complete assessment activities.  Ofqual have the responsibility for all EPA standards now. Fail is referred to as a ‘Refer’. Distinction needs to show clear and detailed breath and depth, reflection and drilled down into what they si and how they did it, along with the impact and what they would do differently next time, how it has been applied and the outcome. Feedback has to be factual and relate directly to the KSB of the standard only. No shows – wait 15 minutes then report it to the EPA team via email (I can invoice for no shows). | Ask Jen for the LAD script, CMI membership login details, IAA L3 EPA pack,  Use Google chat if want to ask Jen anything as quickest way to get hold of her.  Get answer to no id question raised in session by another IAA – 6.7.2021 Jen said if no id, still continue with LAD but ask them to email copy (picture or scan) of ID following the LAD to my CMI email address. Put a note in private assessment comments on learner record that this incident occurred and attach it to the apprentice’s Skilsure.  All EPA work for me will come via AO Docs and this is where I will accept work. Once accepted, it cannot be cancelled. If problems report to EPA team – Have training on this on 7.7.2021.  Find the grading documents for all levels on AO Docs and familiarise myself with this – this will be covered in training on 6.7.2021. Read the exemplar L3 and L5 score sheets Jen will email me – 5.7.2021- I have reviewed these and have a better understanding of the type of rationale I need to put for score under and above a 3.  Recordings – save with apprentice full name and their Unique Learner Number (ULN).  The level I can assess will be given to me after my mock PD on Friday 9.7.2921.  Attendance to standardisation activities is required per standard I assess on.  Jim will send me the invoice template once I start to assess on a monthly basis.  Upload recording of LAD to Skilsure.  Check Gateway declaration first, get access to portfolio a.s.a.p., click on TP to access portfolio from the Training provider on Skilsure, ‘confirm as not working’, save.  Grading and final judgement – put in summary for IQA, do not write in public comments as visible to training provider. All comments must be in ‘Private comments’ for internal communication only and for all EPAs I carry out (this could be the same message for all EPAs).  Upload score sheet from AO Docs to Skilsure once mark sheet completed, download, MS Excel (saves to drive) – go to Skilsure, upload completed file, select, upload – full training on 7.7.2021 and watch webinars in systems guide in resource library in Googledocs. | Assessment practices and principles – processes and procedures, policies for EPA Leadership and Management standards |
| 4.7.2021 | 3 hours | CMI (Chartered Management Institute) IAA (Independent Assessor Associate) – research and reading documentation in preparation for onboarding training | Read through the IAA guidance manual. IAAs carry out LAD live assessment days. Have maximum of 5 working days to submit final assessment judgments following LAD which goes to CMI moderation. Invoices should only be on CMI form. When carrying out recorded LAD make sure to have a backup audio in case of technical issues. During the LAD do id check, check room, introduction to me and the assessment methods and timings and structure of the LAD, explain it’s a recorded session for monitoring purpose and should they appeal its evidence of process that is carried out, confirm ok to hold personal details (Data Protection). Allow 10-15 minutes before turning off recording if no show. If need to reschedule LAD contact EPA team email. CMI EPA systems include Google (email, calendar, drives), Skilsure, AO Docs. Marking sheets and assessment packs will be provided. CMI use an IAA RAG rating for new assessors, everyone starts on red, reviewed at 6 months with intention to go green at this point. I can use my own CPD record. I tried out my login to AO Docs and had a search around the system which looks like this is where I will be allocated EPA work. Looked at the standardisation PowerPoints for the ADM standard. Read through the Google meet how to instructions so I am prepared to use this method of online conferencing software and it works ready for the training I am attending tomorrow. | Find out where the invoice form is from the EPA team when have training.  Read Conflict of Interest Policy, Confidentiality Policy, Malpractice and Maladministration Policy.  Review the Conditions of Recognition and EPA Qualification Level Conditions and Requirements from Ofqual.  Ask at training what to do if there is an internet failure.  Attend the 3 day onboarding induction training on 5.7.201, 6.7.2021 and 7.7.2021.  Check out the CMI IAA resource library.  Find out how I get CMI membership.  Check out my login for Skilsure and CMI membership site as I do not seem to have access to these yet.  Start to complete the CMI onboarding record.  Print off the documentation for the CMI 3 day training – CMI systems LAD guidance, grading descriptors, Professional Discussion (PD) activity in readiness for my mock PD with Jen at CMI on Friday 9.7.2021. Read through this and make sure I understand the processes and questioning that is required by CMI to carry out the PD mock activity. | Assessment practices and principles – processes and procedures, policies EPA Leadership and Management standards |
| 1.7.2021 | 1 hour | Research to update knowledge of AWR and calculating contractor/temp margins. Finding all inclusive companies for services for a coaching client that is starting up her own recruitment business. the current recruitment professional body membership rates and where my client can access free policies she can tailor to her business needs. | The ERNI rate is 13.8% currently but changes every year, check the gov website for current rate. Holiday pay is currently calculated at 12.07%.  There are a number of companies that offer differing services. For example:  <https://www.ltd-companies.co.uk/new/packages.aspx>  **Recruitment software/CRM options:** -  [www.softwareadvice.com/uk/recruiting-agency/](http://www.softwareadvice.com/uk/recruiting-agency/)  Hiscox Business insurance **for** Recruitment consultants <https://www.hiscox.co.uk/business-insurance/recruitment-consultants?gclid=69c912718374142ef31e72ac0a05099d&gclsrc=3p.ds&msclkid=69c912718374142ef31e72ac0a05099d&traffic=PPC&utm_campaign=Professions%20-%20WCB%20-%20Exact%20%5B%2A%5D&utm_content=Consultants%20-%20Recruitment%20-%20Exact&utm_medium=cpc&utm_source=bing&utm_term=recruitment%20agency%20insurance>  **REC** individual annual membership Affiliate (1-10 years industry experience) £95 or member (10-15 years industry experience) £125 and **BIOR** membership Affiliate: (ABIOR) For recruiters with no recruitment qualification and less than 5 years’ experience. £90 per year (plus cert certified recruiter status). Member: (MBIOR) For recruiters with: L3 or above recruitment qualification or5 years recruitment experience£120 per year.  **This is a site that offers free ready-made policies -** <https://www.business-in-a-box.com/docs/?q=employee-handbook&a=employee-handbook&s=bing&c=worldtop&msclkid=bc2f5e34e913132d32cc3ee96f80ef51&utm_source=bing&utm_medium=cpc&utm_campaign=Top%20Doc_Employee%20Handbook_Worldtop_BING&utm_term=best%20employee%20handbooks&utm_content=employee%20handbook> | I have emailed my findings to my coaching client and have gone through this with her. I have been able to calculate contractor/temp margins – For example: hourly rate + 12.07% holiday pay x hours worked in a week, e.g. 37.5 hours minus £157 per week which is the ERNI rate at the moment divide by 37.5 hours (or however many hours they work in the week) x 13.8% (current ERNI rate) = ERNI rate to pay + pension amount (£pay + holiday x 1%, 2% or 3% whichever applies. £14 pay rate + 12.07% (£1.69) = £15.69 x 37.5 hours a week = £588.37 - £157 = £431.37 divided 37.5 hours a week = £11.50 x 13.8% = £1.59 (ERNI rate to pay). So £14 per hour + £1.69 holiday pay + £1.59 ERNI rate = £17.28 per hour cost. If you charge £20 per hour, you will make £20 charge - £17.28 total costs = £2.72 per hour margin. | Technical/ occupational – Recruitment and employment. |
| 1.7.2021 | 30 minutes | Runway Training – Training with Lauren Harris on the use of Nearpod | Nearpod is a quizzing platform. To create a quiz click ‘create’ then from the dropdown click ‘lesson’, add content & activities, ‘activities’ tab, ‘quiz’ – write in a question and possible options, then add in extra answers if needed, then ‘tick’ the right answer. You can include images and video (click in right hand box).  ‘Add question’ to keep adding questions, then once finished click ‘save’, then ‘save and exit’. Go to options to find quiz.  Click ‘live participation’ if you want to do the quiz with students at that time or set it to ‘Student Paste’ which will generate a code so you can do it at any time or copy the link and email it to learners. It is best to select ‘Student Paste’ so it can be done by anyone at anytime and repeatedly used. You can get analytics from it by clicking …(3 dots), select ‘reports’ from the drop down and it will give me quiz data/results. On the right-hand side, the greyed out ‘Quiz’ shows me each question and how each person responded to it.  ‘Fill in the blanks’ option is where the learners can drag words in from below to put them in the right place. They will get a score for how quickly and accurately they do this. To create this quiz – Click ‘create’, ‘lesson’, ‘activities’, Blanks’, then fill in the test, highlight the words you want to remove and drag them out.  ‘Matching pairs’ – you can have text or images. To create click ‘Add pair’, then click in the pairings and if right they get a tick, if wring they can keep trying until they get it right but their attempts are recorded and how long they take to do it goes into the analytical report.  You can do a mixture of quizzes all in one lesson, you just keep creating then until you are finished then click ‘save and exit’ and it comes under one code/link so you can move from one slide to the next. | Lauren has sent me her link to Padlet <https://padlet.com/laurenharris3/5xtvnpggfygo01nc> where I can access the online training on Mentimeter, MS Teams, Nearpod, Kahoot so I can go back and watch the training again if I need to remind myself on how to use each online platform.  I am going to create revision sessions for each of the 7 level 2 recruitment resourcer units and for each of the 6 level 3 recruitment practice units as both these qualifications have exams. I will use the Quiz multiple choice, matching pairs and fill in the blanks options as these will help my learners prepare for their exam. | Generic training on the use of digital platforms |
| 25.6.2021 | 4 hours | South West Councils – EPA Award session 2 online webinar on learning outcome 1.  Review of the Team Leader Supervisor <https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-or-supervisor-v1-2> and Operational Departmental Manager <https://www.instituteforapprenticeships.org/apprenticeship-standards/operations-or-departmental-manager-v1-2> new EPA standard requirements.  Read the Active verbs and grade descriptors at  <https://www.instituteforapprenticeships.org/developing-new-apprenticeships/resources/assessment-methods-and-grading-descriptors/> | Ongoing assessment is about formative assessment, giving the learner feedback, practicing on a continual basis, ending with summative assessment to reach Gateway. It should test the apprentices understanding of the connections between different elements of a subject or across units and be holistic. EPA is summative assessment, holistic and synoptic, formal and determine a final overall grade and tests the apprentice’s ability and competence to do their job. The role of the independent end point assessor is not to give the apprentice developmental feedback, but to make objective, non-bias and fair grading decisions determining their working level against the standard. They should be knowledgeable of EPAO policies, not discriminate, keep data safe and secure, have no conflict of interest, keep their CPD up to date and relevant, make accurate and consistent decisions and check the learner’s evidence is valid, authentic, reliable, current and sufficient. | Upload course workbook to VQ manager once it has been fully completed. Use the Practical evidence matrix to detail description of evidence and portfolio reference.  Write up my answers to learning outcome 1 of my EPA award. | Assessment practices and principles – EPA |
| 22.6.2021 | 50 minutes | Runway Training Team/ Standardisation Meeting on Short Courses (non-care) | Elaine and Beth will send out updated trackers every 10-12 weeks to all markers and IQAs so they can track learner progress. Markers are to send a final email out to learners once they have completed about feedback. Learner introduction to E&D, H&S and Safeguarding policies is covered with the initial learner engagement and course induction is carried out by the enrolment team. This should be supplemented by a welcome meeting with the marker. Markers should let the IQA know when workbooks have been completed. | Get all short course learners IQA done by the end of July 2021 as August is the deadline. | Assessment practices and principles – short course |
| 22.6.2021 | 1.5 hours | Research top market sectors recruiting in 2021 in preparation for a recruitment coaching client meeting to advice on growing market sectors to target. | From my research I discovered that online retail has a global retail e-commerce turnover of $3,53 trillion with expected growth of $6.54 trillion in 2022. Food commodities have increased bt 5.6% in 2021. Sustainability is a hot topic with millennials and Gen Z such as climate change, food supply chains, recycling, solar power, energy audits, renewable energy. Ikea, H&M and Walmart are all moving towards sustainability in their supply chains. **Sustainability:** I found a link to theUK Sustainable product industry report and read this report - <https://www.reportlinker.com/market-report/Environmental-Services/514390/Sustainable_Product?msclkid=a852176a4d3e11eb21d177bbdb82aebb>  <https://www.businessleader.co.uk/25-sustainable-uk-companies-that-are-out-to-save-the-planet/66208/>  Other growth sectors included construction, education, manufacturing/warehousing, healthcare and IT. I read the **Recruitment industry trends at:**  <https://www.digitalmediastream.co.uk/blog/recruitment-industry-trends-2018>  <https://toggl.com/blog/recruitment-industry-trends-2021> | Discussed the market sectors with my client and made suggestions as to where to focus attention, e.g. medical equipment logistics and supply chain and medical research. | Technical/ occupational – Recruitment and employment. |
| 15.6.2021 | 30 minutes | Runway Training – Training with Lauren Harris on using Mentimeter | Interactive slide show but can only have 3-4 slides on the free version. Learners use a code to contribute to a slide question. You can use ‘Ranking’ slides where you pose a question and the students rank it. You can use quiz slides with individuals and groups who can collaborate all on one slide. You can capture learner responses to questions and use these as evidence for their Onefile portfolios. It scrolls as live time, or you can use it as a homework task. Each slide can build on the last one. You have the option of a word wall, text, ranking or poll.  To make a presentation which automatically saves, click ‘+New presentation and add a title. Select ‘type’ (ach slide can be different and have the same code and up to -4 slides). On content slides you can include YouTube videos. ‘Word cloud’ – type in your questions, choose entries per person (up to 10), switch on ‘let participants submit’.  Settings – choose ‘Pace’ for whole presentation, send code to learners. ‘Presenter’ is live in a session so you can use it at that time or ‘Audience’ is where learners can do it as a task on Onefile at a later date, you just need to put the code or link on to Onefile so they can access it. ‘My presentations’ on the dashboard are listed. Click on title to get presentation or on the … (3 dots). For evidence of what they do you can click ‘Export results’, ‘Download’, ‘Save’ as image on Onefile.  Click ‘Present’ to present love on screen and you and the learners see the same screen. The slide generates a code, give the code to the learner(s) so they can join the presentation or email them the code prior to the session.  …(3 dots) ‘Share voting link’ Share URL with learner so they can get to the presentation or enter a code and participate, enter code, submit, or ‘show presentation’ and get them to enter the code via the website [www.mentimeter.com](http://www.mentimeter.com), | Get a free [www.mentimer.com](http://www.mentimer.com) account set up. | Generic training on the use of digital platforms |
| 11.6.2021 | 1 hour | 121 with Sam Auker (new REC Center Manager) regarding the EPA processes | Discussed best practice of how the recruitment level 2 and level 3 end point assessment works. | I will be doing the level 2 and level 3 EPAs unless they are my own apprentices. If this occurs then Tony will do their EPAs or cover for when I am not available. | Assessment practices and principles - EPA |
| 10.6.2021 | 30 minutes | 121 with Elaine Highwood at Runway Training – Scheme of Works for recruitment review | Reviewed and discussed Recruitment L2 and L3 Scheme of works to think of ways of embedding Maths and English, British Values (BV), Equality Diversity & Inclusion (ED&I) into the plan such as activities like spreadsheets, margins, mark ups, writing CVs, emails selling candidates, links to online webinars to BV (Legislation), Safeguarding, ED&I (Equality Act, unconscious bias). Only in a session where this is possible and if it fits into that session only. If don’t develop any of this then do not have to include it. It needs to be naturally occurring to be able to embed it. | On the L2 and L3 recruitment scheme of works (SOW) in the column headed ‘Functional Skills, British Values & ED&I embedded into programme’ - Put in which FS is being developed and how, e.g. what activities would this involve. | Assessment practices and principles – recruitment and embedding functional skills into learning and teaching. |
| 10.6.2021 | 1 hour 45 minutes | REC Centres Forum (virtual seminar) | Sam Aukin is the new Centre Manager.  Chief examiners update – the exam covers the whole syllabus and there will always be something surrounding discrimination such as what type, why its important and what can be done. Students need to carefully read the exam questions and apply theory in practice. They need to have a good grasp of industry specific legislation.  External Verification update – In professional discussions want to see personalised responses so the use of ‘I’ not ‘we’ responses. In feedback to the learner, do not write ‘next time think about…’ get them to do what it is that needs to be done to 100% have the knowledge or competence before signing the assessment off as complete and get them to upload the additional information needed to meet the criteria at that point. Assessment plans, assessments, feedback and judgments should all link together and be visible. There should be a variety of evidence methods used, more witness testimonies and work product evidence in NVQ portfolios.  Examity update – If there is a delay in students getting logged into the online exam system, their exam will not start until they are successfully logged in. There will be a new online system for exams from November 2021, but August exam students will still be using the existing online system. They need a stable internet connection, a webcam, microphone and pop-up blockers need to be switched off as do spell check and Grammarly if they have this on their device. The exam proctor will arrive just before the start of the exam time.  Legal update: RTW checks – new immigration system comes into force from 1st July 2021. The last day for EU settlements scheme is 30th June 2021. EU citizens-third parties-points based system if work in the UK from 1st July. There is no way an agency can sponsor candidates, only employers can do this. You can still do RTW checks via video platforms until 21st June 2021 then you have to revert back to face-to-face checks but this is under review.  IR35 from April 2021 went into private sector – if the contractor works through an intermediary, e.g. PSC, the client now has to decide if the contractor working for them pays tax at a level inside/outside IR35, it has been taken out the hands of the PSC. The client tells the employment business and pay the PSC the outcome of this. This has meant some contractors are moving to umbrella companies or work through their own PSC or clients have decided not to take on contractors.  In the Queen’s speech this year, NI contributions – there is relief for employers of veterans, employers in freeports and NHS test and trace payments.  Professional qualifications – employers are recognising qualifications from other countries to reduce the skills shortage.  The Employment Bill has not be introduced however there will be a single Enforcement Agency soon which will combine and replace the GLAA (Gangmasters and Labour Abuse Authority), EAS (Employment Agency Standards Inspectorate) and HMRC NMW Enforcement Agency to make it easier to address issues as you will be able to go to one body to make a complaint. | Check out [L3](http://www.gov.uk/guidance/incentive-payment-for-hiring-a-new-apprentice) - employer receives £3,000 for hiring an apprentice in England. ¼ - 30/9/2021 + £1,000 if the apprentice is 16-18 or under 25 with an EHCP. They must be in their apprenticeship for at least 1 year.  Any questions should go to [centres@rec.uk.com](mailto:centres@rec.uk.com)  Check out the COVID resources on the REC website for members on the new hub there is return to work after lockdown information. | Technical/ occupational – Recruitment and Employment Law. Assessment practices and principles – examinations. |
| 10.6.2021 | 40 minutes | 121 with Sarah Papper at South West Councils for formal progress review (6 months review) | Sarah explained to me that all new Independent Assessors have 100% IQA sampling carried out. After a 6 month review and if IQA sampling is positive then sampling reduces to 60%, then after a year if everything is still ok then the sampling size goes down to 40%. It does not drop below this. I was given positive feedback. Comments included assessment decisions are consistent, feedback reports contain good level of detail to back up holistic assessment decisions. I have moved from red to amber so my sampling is now set at 60% which will be reviewed again in December 2021. | Gain green status by next review meeting 9/12/2021. Continue with consistent good practice regarding assessment and feedback, update CPD log in July and November 2021 and upload to VQ Manager, complete the Undertaking EPA Award. Continue to read IQA reports after each assessment, tick it to confirm it has been read and sent back to the IQA. | Assessment practices and principles - EPA |
| 9.6.221 | 2 hours | OPGS Full Governors meeting | We discussed who will be taking over the Chair of Governors and Deputy Chair roles from September and it was suggested and agreed. Succession planning was discussed where the chair of the sub committees become vice chairs so have two vice chairs. There are 7 Early Careers Teachers starting from September 2021 and want to encourage a coaching culture. | Watch the visions and values future of Governors webinar as I cannot attend the live training on the 16th June 2021. | Generic training |
| 8.6.2021 | 20 minutes | 121 training from Sam Marquez on the use of ‘Signable’ | Signable is an online platform to get digital signatures. You can create templates or upload documents that require signatures. Envelopes on Signable are documents and each one sent incurs a charge so try and group documents that need signing by one person together in one envelop. Once an envelop has been sent it cannot be edited so check it thoroughly before sending it. To create a new envelop click ‘new envelop’, drag file into upload or select file and attached, click next step. In 1st Party type the person’s name you want to send it to and their email address. If you want more people to sign it press the + sign to add 2nd Party, 3rd Party and so on. Press next step once all people have been added. Then click ‘add field’ to place where the person ios to sign. Click the circle on the left-hand side that relates to the person you want to sign, then click the signature circle on the right-hand side, then click in the document where they should sign. Do the same for the date selecting the date circle on the right-hand side. People can also add text, follow the above process but select the text circle on the right-hand side. You can preview the document before sending it then click ‘send now’. You will get an email from signable when you are requested to sign the document which can be typed or hand drawn. Once you add your signature, click ‘confirm’ and then ‘submit document’.  To select a template, click ‘new envelop’, select template, next step, add party 1 learner, Party 2 employer, Party 3 apprenticeship teacher, etc. Add a message to template below, select party type, e.g. learner, click next step, then ‘send envelop’. | Make sure any document has ben completed in full before attaching it to an envelop to send.  I will use signable to get ILPs signed once completed at learner inductions as these are still being held online via MS Teams due to COVID restrictions. I will also use them to send IQA reports and audit forms to assessors to get them signed/approved. This will be invaluable to get signatures on reviews from learners and employers I see online. | Generic training on the use of digital platforms to get digital signatures on paperwork |
| 25.5.2021 | 50 minutes | Online training with Lauren Harris on the use of Google Jamboard | Jamboard is a whiteboard. You need a Google account to access it. You use the tools to add text good for English writing skills, sticky notes, draw, insert Google images or picture, add shapes which could be good to embed Maths. It can be set up before sharing with students or be done live in a lesson/session. You can use multiple pages and use it as a flipchart in workshops. The pages can be seen along the top and you can set a page per learner to use for assessment and evidence for their portfolios. The link to Jamboard can be put on Onefile as a task to go to and then their work can be downloaded as a pdf or screen shot taken then uploaded to the Onefile task as evidence using the 3 dots icon. Use the ‘Share’ option to get the link to share the Jamboard, click ‘anyone with link’, change to ‘editor’ if you want to share it with others, copy link then paste it on an email to the learner or put it on a Onefile task. It can be used as an interactive slideshow as an alternative to PowerPoint as you can write on it as you go along. There are post-it activities, can use it for assessment, use multiple pages, sorting exercises with post-its/images, to collaborate. Could use this for groups and 121s, as collaborative activities or homework tasks, pre-set tasks before workshops or 121s such as re-order boxes, putting things in order, revision cards. | I have been using Jamboard in my recruitment traineeship workshops to get learners to contribute and share ideas, to do individual tasks on different pages, then discuss what they are writing whilst they are doing the activities. When I share a link with learners encourage them to use different coloured sticky notes and text boxes to make it interesting. I can use an initial slide to get learners to write up what they want to learn from the session, then go back to this slide at the end of the session to get them to reflect on what they have learnt and if they have achieved what they wanted to at the beginning of the session. It could be a good platform for me to use in revision sessions to do matching stickies. It will be good for group participation when doing online workshops to encourage people to contribute as I can see who is making contributions if they use different coloured stickies if using the same slide or name the slides so I can see what each person is writing. I can save slides as pdfs/images so I can use them again for other sessions or refer back to them at the start of the next session as a recap. If I want to use the same Jamboard again I can select ‘Duplicate’ option. I will need to delete any Jamboards I do not want anymore as they automatically save and there is limited amounts I can use before the free version runs out of Jamboards to use. As you cannot share the MS Teams whiteboard with people externally to your own organisation, Jamboard will be very useful for my online sessions as I use a whiteboard/flipchart all the time when I deliver face to face workshops so this tool will be invaluable to me. | Generic training on the use of digital platforms to run training sessions with learners. |
| 18.5.2021 | 20 minutes | Online raining with Lauren Harris on the use of Padlet | Padlet is an online noticeboard. Once signed up you get a dashboard. You can share videos, pictures, posts by sending a link to the Padlet to learners. They can see content and share resources. You can use it to store documents and learners can collaborate their work here so can upload resources and comment under the resources, can put Kahoot quizzes on here.  To set it up – on the dashboard click ‘Make a Padlet’, select any template, name it with a title, put in a description, change background, gradients, etc. Turn on ‘Attribution’ so shows names of who is commenting. Turn on ‘comments’ if you want them. Turn on ‘Reactions’ if you want people to like etc. Can filter if I want to monitor what’s going onto it.  ‘Web address’ is what I share as a link for people to get into it. | Sign up for a free Padlet account. Use all my email addresses to sign up for different accounts so I can get more Padlets. This will be a good way for me to share videos with learners as cannot email them as size is too large normally.  I will add to Padlet by clicking the pink +. This will start a new post for me. I can use the three dots … for additional options. I can add pictures (I can take a picture if using my phone of evidence in the workplace and upload it to Padlet, then share this link on Onefile as evidence for the learner. I can insert Google images, YouTube videos then share the link to the Padlet for learners to view. I can enter URL website links to Padlet. I can upload anything to it such as voice recordings with learners or their managers (witness testimonies). I can use Padlet links with workshop resources. | Generic training on the use of digital platforms to run training sessions with learners. |
| 18.5.2021 | 45 minutes | Online training with Lauren Harris on the use of Kahoot | Free quizzing online platform for 1 or more learners. Can be used as a formative assessment. Once an account is set up go to dashboard and click ‘Create’ to make a quiz. Name it, put a question in the box (up to 20 questions), can add media and images, it can be a true and false quiz or multiple choice. You can choose a time limit. Save it as a quiz.  Press play on dashboard, can do ‘Host’ live test, run a quiz, then learners log on via the code created or click ‘challenge’ where you can set a date as a homework task and put a link on Onefile, and the learners can do the quiz in their own time.  Game options – click show questions ‘on’, turn lobby music ‘off’. Play – share the generated code with learners, press start. You can put the code in chat or on Onefile. Once the code is put in, you can play the quiz, see instant results, points on how quick the questions are answered and how many they got right. You can draw down the results at end in ‘reports’. Make the quiz challenging, pause in between questions and get them to justify their answers and discuss why they chose that answer to test debating skills. Use the true/false quiz to test debating skills, time it, use it as a task on Onefile. | Set up a personal Kahoot account which is free. Chose play Kahoot with students as this is free.  I could use this for multiple choice assessments as easy to set up, interpret results, assess range of skills, revisit results and its efficient. I feel it is a bit young for my audience of learners and Nearpod may be a better option as has a more professional feel and multiple choice is available on this platform. I have planned in training on Nearpod with Lauren for later this year. Kahoot may be time consuming, and depth of knowledge may be hard to assess. I will need to make answers plausible and challenging with no distractors. I should avoid excess terminology, short clear questions that are timed, quick to read, avoid negative phrasing and reflect learning outcomes. Use Blooms taxonomy to influence, get increased cognition, look at ‘can you recognise the odd one out’, knowledge, use images, synthesis, make it engaging, do not over use it as it will get boring. It is colourful and attractive but a bit childish. Do not use it as a time filler, make it a worthwhile activity.  The multiple-choice quiz will be good for my level 2 recruitment resourcing apprentices to help them prepare for their multiple-choice exam. I can put 4 choices the same as their real exam and use it as a mock in the revision sessions with them. I could use it for PREVENT & Safeguarding training as a homework task and use the results to identify additional training needs.  Make the quizzes challenging by setting time limits to answer a question, this will prevent cheating by looking up answers on the internet. | Generic training on the use of digital platforms to run training sessions with learners. |
| 15.5.2021 & 16.5.2021 | 7 hours | EPA Award research and writing up answers to learning outcome 2 - Read South West (SW) Councils plagiarism policy and invigilation policy. Watched the training webinar recording for session 1, along with reading the presentation slides that went with it. | The different methods of assessment methods used at end point assessment include professional discussions, interviews, observations, evidence portfolios, knowledge tests, presentations, project/assignments, question and answer. I looked at each methods strengths and limitations. From this research I feel that interviews and discussions are a good way of testing an apprentice’s competence to do their job as it requires them to give examples of how they have carried out their daily tasks. Knowledge tests are only as good as someone’s memory and their could be an issue of validation and authenticity of presentations, projects and assignments. | Complete the invigilation training record and return to Ed at SW Councils.  Gather evidence for LO4 of:   * Work Products - Review and marking of a submitted portfolio of evidence/project and Invigilated Tests. * Questioning through Professional Discussion * I will need to arrange with Ed to do an observation as this is not part of the EPAs I assess. | Assessment practices and principles – End point assessment |
| 13.5.2021 | 1.5 hours | 121 meeting with Elaine Highwood at Runway Training on the Level 3 ILM Award in Leadership & Management IQA work | Learners do the Lean Management course before moving on to the ILM L3 award. Ali Jowett notifies the office when she gets completed assignments so they can register the learners and the information will be sent to Ali and I. It has two units, understanding leadership and Leading & Motivating a team. Once the learner has completed them, Ali marks them, gives feedback, completes paperwork, then I will get the whole pack to IQA. I only need to sample 20% so do not need to sample every portfolio. I need to check paperwork per learner contains Declaration of authenticity, date has to be on submission of portfolio and the same date on the authenticity form (it can be sent later than the portfolio but has to have the same date on it). If the portfolio is typed and there is no signature, get the assessor to send the email that the learner has sent them with the portfolio. Acceptance of feedback is needed from the learner, e.g. an email from them. Seb sets up learns on the Lean course then they have the option to do the ILM award in Leadership and Management. Ali does live training or the learners listen to workshop recordings for the Lean qualification, there is no extra training for the ILM Leadership and Management Award, they just complete the two assignments. | As I have not done any IQA on Ali Jowett’s portfolios before I will make sure to sample the first one that she sends to me. Then I will do 2 out of every 10 if getting at least one a month. If not getting any through for 3 months, then sample them as they come in. Every now again I will do an interim sample of one unit, every 4 months. I will ask Ali Jowett for these when I decide to do them.  I will check each portfolio for:   * Declaration of authenticity form plus the email attached to it on day of submission. * Acceptance of feedback from learner, e.g. email. * Unit summary. * Tutor/Assessor assessment sheets marked with feedback. * The learners two assignments.   I will then do an IQA report for the ones I sample and an IQA document audit sheet for the ones I do not sample. I need to check with Flo to make sure learners are registered with the ILM for the award when I get a portfolio from Ali.  Elaine will email me Lean workbooks, ILM assignment briefs, IQA report, IQA award doc, ILM L3 Award sampling plan. I will read through all these. Once I have done IQA sampling, audits I will take the originals to the office and leave on Elaine’s desk. I will call/email Ali to set up a 121 to work through best ways we can work together. | Assessment practices and principles – Leadership and Management ILM Level 3 award |
| 6.5.2021 | 45 minutes | Online training with Lauren Harris on Making the most if using MS Teams – for group teaching with Mentimeter | Pobble 365 can be used to get images to put on slides so groups could talk about the image in the chat box whilst they are waiting for the teaching session to start. It is good to use a housekeeping slide at the start of the meeting and inform the group to the hands-up emoji if you want to speak. Mentimeter works alongside MS Teams and you can use this as a whiteboard with the group where students can contribute using their phones or browser by joining using a Mentimeter code displayed on the slide. A question can be posed through Mentimeter, the students can join to respond by using their search bar ‘join a mentimeter’ or via [www.mentimeter.com](http://www.mentimeter.com) They then enter the code, submit and then they can add to the discussion. The code could be put into the MS Teams chat box for learners to access. Once they have joined Mentimeter discussion, share the Mentimeter screen and their answers will come up as they type them in. Answers can then be discussed and can be used as assessment. It can be used for a poll, word wall, speech bubble. | Sign up to a Mentimeter account – [www.mentimeter.com](http://www.mentimeter.com) as this will enable me to deliver more collaborative working using my email address. As it is live all the time, I can use the code for homework with students. I can put the link or code in a task on Onefile, but the code will expire so I must set deadlines for the task to be completed and make sure the students meet this deadline. I can download the Mentimeter activity after it is completed or take a screen shot of it for evidence for students’ portfolios. Kahoot maybe better for 121 quizzes as the code does not expire. Padlet may also be a better option for collaborative working. I will try out mentimeter and see how this works for my activities with students. | Generic training on the use of digital platforms to run training sessions with learners. |
| 28.4.2021 | 2.5 hours | Runway Training staff training day – Formal Progress Reviews | Carrying out formal progress reviews. I did a review with a learner and then discussed with my break out group best practice for carrying out reviews with learners to embed Maths and English into the review and gather evidence for portfolios. |  | Assessment practices and principles – formal progress reviews |
| 22.4.2021 | 15 minutes | Runway Training - Teachers Toolkit Padlet <https://padlet.com/laurenharris3/5xtvnpggfygo01nc> – watched ‘Using Breakout Rooms in Teams’ webinar | To set up a breakout room on MS Teams, click the break-out room icon (a box), use the manual option to control who to put into which group considering their learning needs. Give learners full instructions before assigning them to their rooms. The learners can use the chat option in the breakout rooms, but if use the general chat then this is with the whole group but use wisely if I feel this could be used inappropriately. | Dip into each break-out room whilst the activity is happening to show you are there to support them still. Set up time frames for activities in breakout groups and make sure they know this timeframe before entering their rooms. Give a 1-2 minute warning on when the break out room will close. I will watch the ‘Making the Most of Teams ‘ videos over the next few weeks so I can maximise the learner’s learning experience through using this digital platform. | Generic training on the use of digital platforms to run training sessions with learners. |
| 15.4.2021 | 30 minutes | Feedback from IQA’s on my Observation of Teaching and Learning session they observed (Elaine Highwood and Lauren Harris – IQAs) | Development points given from Elaine - use a background when on-line with learners for privacy purposes. Rather than reading numbers out, ask the learner to tell me what the overall totals represent. This will enable me to check their ability to read numbers and provide the learners with a better opportunity to develop their ability to read stats. If using numbers/letters for multiple choice quizzes, give the answer letter/number as well as reading out the answers to learners to prevent confusion. Continue to develop working knowledge of Teams through training and 121 support. Put a quiz on a different platform e.g. Kahoot. Consider setting up the ppt on Padlet [www.padlet.com](http://www.padlet.com). To allow for greater differentiation, Elaine has suggested that the ppt is revised to support all learners as some student will struggle with black on white. Consider using the Runway ppt Template. When the learner gives the answer before giving guidance – ask the learner to confirm why they gave that answer to check understanding then confirm their answer and give further information. Keep in mind individual learning styles when delivering remote online sessions as the leaner may prefer to type their notes. | Following the verbal feedback from Elaine I will investigate putting colour backgrounds on PowerPoints or using the Runway template PPT for future training sessions to accommodate all learner needs. I will integrate getting learners to give the answers to questions first before jumping in with the answer and ask them why they thought the answer is what they give by perhaps saying “what makes you say that?” or “what do you think?”. I will attend the training that Lauren is giving on online digital learning tools, Kahoot, Teams, etc. I will research ‘NearPod’ tool and see what it does. I will use words such as demonstrate and analyse in my learning outcomes for workshops once the learners have developed their understanding of theory to stretch and challenge their knowledge and put it into practice. After having a 121 with Lauren on digital quiz software, I will switch some of my workshop quizzes and revision quizzes for exams to digital quizzes. When in workshops online with learners I will switch my screen off occasionally when they are doing quizzes to give the learner time to reflect on their answers. | Assessment practices and principles – Teaching and learning lessons |
| 8.4.2021 | 30 minutes | Research into the new Right to Work Checks that need to take place from 30.6.2021 using the below links:  <https://www.gov.uk/guidance/recruiting-people-from-outside-the-uk>  <https://www.gov.uk/uk-visa-sponsorship-employers> | EU, EEA and Swiss citizens can still use their passport or National Identity Card until 30 June 2021 but you will also need a sponsor licence if they are coming to work in the UK. If you are employing EU, EEA and Swiss citizens from 30 June 2021 you will need to meet certain requirements and apply for permission first. The requirements are different for each visa. If they are coming to the UK under the Skilled Worker route, they will need to demonstrate that:   * They have a job offer from a Home Office licensed sponsor. * They speak English at the required level. * The job offer is at the required skill level of RQF3 or above (equivalent to A level). * They will be paid at least £25,600 or the ‘going rate’ for the job offer, whichever is higher.   If the job will pay less than this – but no less than £20,480 – the applicant may still be able to apply by ‘trading’ points on specific characteristics against their salary. There is no general route for employers to recruit from outside the UK for jobs offering a salary below £20,480 or jobs at a skill level below RQF3. | To find the required skill level and the salaries for skills occupations go to:  <https://www.gov.uk/guidance/immigration-rules/immigration-rules-appendix-skilled-occupations>  Downloaded the latest **UK Visas and Immigration** published 2 lists of documents that are acceptable proof of the right to work in the UK – send to my recruitment learners. | Technical/ occupational – Recruitment and employment. |
| 31.3.2021 | 2 hours 50 minutes | Runway Training full company training day on Ofsted feedback and embedding functional skills | The first activity got me thinking about my worst learning experience and my best learning experience that I discussed with a colleague and she and I exchanged experiences. When the group came back together it was concluded that most people’s positive learning came from putting things into practice, interesting content and having support from another person. Negative learning experiences came from having the lack of support, the content having no relevance and the person not seeing the point in doing it, it was not interesting and there is no empathy. Elaine ran through the skills audit we had all completed earlier in the year and highlighted keys areas for development within the company. There are funding options for training, using EIF Ofsted Inspection Framework for contextualised training and having information on qualification success rates. Most people including myself want digital skills training and Lauren will do this with us in sessions on how to use Mentimeter, Kahoot, Whiteboard on Teams (Padlet has been put together by Lauren on how to use technologies). There was break out discussions on how we put training and learning in place for our learners and where we record this. Also, how learning outcomes are covered, how plans are made and recorded, how holistic assessment is done across standards, certificates and NVQs, what methods of assessment are used, how off the job is recorded and logged, templates on Onefile to set up generic assessment plans that can then be tailored to individual needs and reflective logs can be used to record learning that has been undertaken. How learners and assessors can use the journal to record communication in between visits and log emails and telephone calls plus additional support given.  Embedding functional skills – homonyms (having same spelling or pronunciation but different meanings and origins, e.g. Your, You’re) – you could show two pictures to demonstrate the difference and then discuss it with your learner.  We discussed ways we could help learners with English functional skills and Maths and came up with some suggestions which I will be using. It was interesting when Ollie the MD gave us an example that he did with a learner about working out when it is safe to cross a road. You make a calculation on how fast the cars are approaching by checking the speed limit, how far away the car is from you, how fast you think the car is travelling, how fast you can walk, how far the opposite side of the road is away form you before actually crossing the road. | Find out from Lauren when the training sessions on Mentimeter, Kahoot, Whiteboard on Teams are and ask her for the Padlet she put together by Lauren on how to use technologies. – ***Update 22.4.2021: I have signed up to the webinars Lauren is doing and the two I cannot attend I have requested a 121 with her. I have the link to the Padlet so have access to the short video training sessions which I will go through over the next month.***  Get learners to create posters to explain the difference between 2 words spelt the same with different meanings (homonyms), then discuss it with them.  If there are lots of spelling errors in a learner’s work, discuss this with them first and ask how I can help them to improve on their spelling. Suggest they could use technology to spell check. Discuss if they may have dyslexia. Get them to re out loud their written work and see if they pick up on their spelling errors and grammatical errors. The first part of feedback should be positive giving praise for trying in the first place, “great you told me about…” then give some constrictive developmental feedback.  **Ways I can help learners develop English functional skills:**   * Get them to read something or I read them something and get them to summarise it in a few lines. * If they write in text speak – get them to talk into a Dictaphone, then write what they have said. See if they write in full words or abbreviated text words. Discuss the spelling of the text speak words and how they think these should be spelt. * Set them small targets to improve regularly. * Encourage them to spell check their own work by reading it before sending it to be marked. * Get them to self-assess their own spelling, punctuation and grammar. Use a self-assessment rating system (red, amber, green). Get them to write out the same thing as you write out and then rate them against each other. * If they are spelling the same word wrong consistently, get them to write out these words over and over again. * Get them to look up the words in a dictionary and use a thesaurus. * Customer service – cut up a letter of complaint (sequencing skills) and get them to put it back together. Get them to look at the spelling, punctuation and grammatical mistakes and discuss it together in 5 minutes.   **Ways I can help learners develop Maths functional skills:**   * If in Health & Social care – calculation of BMI * In recruitment – calculation of markups, margins, fees, ratios, KPIs, targets.   **Resources to look at:**   * [www.Skillsworkshop.org](http://www.Skillsworkshop.org) * [www.Mathseverywhere.org](http://www.Mathseverywhere.org) * [www.Aelp.org/uk/news/general/details/new-english-and-maths-resources](http://www.Aelp.org/uk/news/general/details/new-english-and-maths-resources) | Assessment practices and principles and functional skills |
| 30.3.2021 | 30 minutes | Runway Training Standardisation meeting on short courses | There will be at least one combined standardisation meeting a year for assessors and IQAs together in addition to the separate meetings on Short Courses. I can do IQA as 121 or in meetings with assessors. Beth will be doing reviews with learners on short courses every 6 weeks and may also do the inductions so learners will have 2 points of contact, Beth and their assessor. When giving assessors IQA developmental feedback and praise explain to them the good practice they have displayed with their feedback to the learner. Be careful when sampling for plagiarism missed by the assessor. Assessor and IQA feedback needs to be inclusive and indepth. | It was discussed about building a resource link updated every 6 months (Elaine will update this so need to send her links and resources and I will also keep a copy of this list) of stretch and challenge links and resources for learners to use. The learner could be signposted to these links and resources by the assessor so when doing IQA check to see if the assessor have given any stretch and challenge links and resources to help develop the learners skills and knowledge. | Assessment practices and principles on Short Courses |
| 30.3.2021 | 2 hours | Peer Observation of Kelly Large of Runway Training carrying out a Second Formal progress Review with one of her learners and then typing up the report. | This observation is part of the standardisation practice at Runway to ensure that assessors are carrying out formal progress reviews following the format and meeting the criteria of reviewing learner progress, checking and evaluating they are making progress on their qualification, addressing any issues or problems they are having with course work, gathering evidence and addressing any wellbeing issues. Monitoring of equality and diversity, health and safety, safeguarding is carried out and their understanding of how this applies to them along with ensuring they are integrating British Values in to all they do and are aware of PREVENT and how to notice signs of radical and extremist behaviour. Targets are set for the next 12 weeks and support and assistance is given to enable them to achieve these. | It was interesting to observe my peer carrying out a review with her learner to see the format of how she does the review. She follows a similar format to me by working through the Runway Training review form and involving the learner in the discussion with her questioning. | Assessment practices and principles on Formal Progress Reviews |
| 25.3.2021 | 1 hour | RECAO Centres Forum | Changes in the RECAO organisational structure were explained. Simon Crask is the new responsible officer (instead of Richard Charnock) and only works on Monday, Wednesday and Thursday. Anne Maillard is still the Awarding Manager, but the Centres Manager role is now vacant. The online examination systems The RECAO use are Calibrand Test for the exams and Examity (an external organisation) who supply the remote invigilators and records the exam. Previous issues were that Zoom and GoToMeeting had to be downloaded on their device prior to the exam date. Each invigilator could be looking after 1-3 learners at a time and are based in India, US and Philippines so their attitude could be down to their culture or having to be strict due to their role. This can come across as being rude. From May 2021 exam there are changes to Examity system – it will be self-contained. The registration process will remain the same. On the day of their exam, they log in to Calibrand which directly links into Examity seamlessly. The Proctor(invigilator) will login at the start time of the exam The REC will not be returning to paper-based exams. They may move towards e-certificates. VCRF (COVID19 conditions and requirements) replaced ERF & EERF. Category A – qualification leads to progression (all REC qualifications fall into this category except the EPAs). Category B are for general qualifications. The RECAO have already put in place remote qualifications and EPA assessments so are already compliant with the new VCRF so are not affected by this change. CASS (Centre Assessment Standards Scrutiny) is in place to reduce Direct Claim Status (DCS). The scrutiny policy looks at how qualifications are awarded by centres. The RECAO are not affected by CASS as all exams are marked by the RECAO and they use their own EPA assessors. They will NOT offer DCS for NVQs and never will. Ofqual state you cannot charge an additional fee for reasonable adjustments. EHRC say it would be a breach in Equality Act 2010 if you do charge some for a reasonable adjustment. The REC has no direct relationship with learners, they cannot change the personal details of learners. | Use [centres@rec.uk.com](mailto:centres@rec.uk.com) for communicating with the RECAO as Richard, Anne and Simon monitor this email address.  **Online exam**  Inform learners:   * There is now no need to download Zoom, GoToMeeting or Teams. * Pop up blockers need to be removed from their devices and sufficient broadband width must be available on the day of the exam to enable them to sit the exam. * They must complete the systems check before their registration will be complete. * They must use the device they registered for the exam on for the actual exam, plus do a system check on this device through the software in advance of the exam. * Learners must use their registered email address and remember their password to log into the exam system as they will be locked out the exam after 3 failed login attempts and will have to re-sit the exam at a later date. * They must bring the same id they uploaded to the system when they registered for the exam as this will need to be seen by the invigilator on the day of the exam. * The learner should log in earlier than the start time to ensure they can login and the checks are done on time. * . If there is a problem during the exam the learner contacts the proctor, then uses the chat screen on the system and they may have to rearrange the exam if the problem cannot be resolved.   Ensure the correct details are provided when registering learners for exams and ensure the cut off dates for exam registration are told to learners. | Examination and EPA assessment practices and principles on recruitment standards. |
| 17.3.2021 | 2 hours | South West Councils Standardisation Team Leader Supervisor, Operational Departmental Manger, Business Administration Standards EPA webinar 2 | We will get 121 training on how to carry out the IEPA on the new EPA standards when we are allocated learners that are doing this version of the EPA. Ed will do the TLS and BA standards and Sue will do the ODM. Discussed the pre-webinar assessment activity we carried out prior to attending the webinar where we had watched a recorded ODM project presentation and 10 minutes of the Q&A following it carried out by an IEPA. We discussed what scores we had given each assessment criteria across the TLS and ODM project management, finance, agile, inclusive sections and came to a consensus on what we felt would be the acceptable average score for this learner. We discussed best practice feedback styles with the IQA, Jane Poole and what she had observed from our different styles. She has said it we can use holistic questioning or follow the criteria of the assessment plan but to be careful if holistically questioning as learners may have prepared following the criteria approach so be prepared to adapt on the day. She mentioned that C&G use pre-set questions for EPA and the new standards look like this will be the way that we move towards. She also said that we should give work based examples when justifying our scores in our feedback, mention where models and theories are mentioned and what these were, where evidence has met the criteria is weak say why you have given a low score and where evidence has holistically met criteria explain how this has been done. If give zero marks, then comment as to why this has been a zero. She also reiterated that we should only be assessing the learner on the criteria within each separate elements of the EPA not cross reference between the elements. | It was interesting to see that the scoring of other IEPA’s was generally in line with how I had scored the TLS section and what differences of opinion there were for the ODM criteria. The discussion around why they had given the scores they had gave clarity as to their reasoning and we have agreed what the scores should have been based on the section of the recording we had reviewed. We all agreed that this learner’s project was not a big enough project to give him the scope to meet the criteria in the ODM but would have covered the criteria sufficiently if he was doing the TLS standard.  I have volunteered an EPA TLS I carried out in March for JC to be used in the next standardisation meeting. | EPA assessment practices and principles on TLS and ODM Standards |
| 17.3.2021 | 1 hour | ILM C&G Customer Service Specialist End Point Assessment webinar | I learnt that the CS Specialist EPA consists if 3 elements:   1. Portfolio based Professional Discussion – 25% of marks. Portfolio should be 10 pieces to a maximum of 15 pieces of evidence. Portfolio submitted at least 2 weeks prior to EPA. It is assessed but NOT graded. It must be holistic evidence to cover a range of criteria across all the KSB (2-3 examples can be cross referenced across the whole criteria in the assessment plan) and can include WT, Obs, Audio recordings as long as they are accompanied with time stamp doc, they have to have an agreed PDP in portfolio and explain how they have met their goals. and authentication must be given that it is the learners own evidence. Must complete an ‘evidence reference form’ found in the V1.4 pack on the EPA system and all evidence in portfolio must be referenced on this form. You can use name, numbers, letters, etc. for referencing. The learner can have their portfolio of evidence with them on the day as the IEPA will be basing their PD on this evidence so they need to know what is in it as they will be questioned and probed on this evidence.   PD is 60 mins (max 66 mins as 10% tolerance on time) and can be F2F or remote.   1. Work based project supported by an interview – 30% of mark. This requires a high-level challenge so the job role must have enough scope. Project proposal must be submitted at Gateway and the IEPA discusses this with the apprentice, employer and training provider. The IEPA must approve the proposal before the project can be started and then the apprentice has 8 weeks (2 months) to complete and submit the project. Projects could be on common areas of CS failure including what is working well. The proposal should be 500 words long and completed in form 1.4, then sent to the IEPA to approve. When choosing the project it needs to meet all the KSBs. Can be on internal or external customers. It needs to include research, feedback and analysis, recommendations and implementation with areas to investigate that can be carried out in 8 weeks. Final project report should be 2,500 words (10% tolerance on word count allowed). It cannot be a project that has already started, it must be a new project not started. Appendices can be used to support the report. 2. Practical Observation supported by Q&A – 60 mins (10% tolerance on time) Obs followed by 10 mins Q&A. The Q&A should not be a mop up session to cover missed criteria, it is used to clarify details seen. There are 21 observation criteria that need to be met.   Or due to COVID can be a Witness testimony with Q&A from IEPA – 45% of mark (this will removed and revert back to F2F observations once restrictions are lifted. If using a WT the witness must confirm the competency of the apprentice and upload their testimony 2 weeks prior to the EPA being carried out. The WT will be discussed with the employer, provider and apprentice. The Q&A is with the learner for 30 minutes. The WT must state the full name of witness, job title, position in company, a detailed description of their relationship to the learner (not just colleague). They must have worked with the apprentice for at least 3 months. It must cover the time they were on programme only. WT must cover all 21 obs criteria.  Applications for special requirements the apprentice may need must be made in advance of the EPA.  Gateway: must have level 2 Maths and English. Project proposal must be submitted.  Results are posted on the EPA pro system within 7 working days. If fail they can resit/retake the element they fail, if passed elements, they do not need to resit or retake these parts. | The ILM/C&G EPA Pro system contains resources – get access to these (ask Elaine at Runway), read through and look at lead IEPA report as this will show me good practice, trends, issues and areas to focus on if I deliver this standard.  When assessors practice the PD with their learners they should use their portfolio of evidence with them as this is what the IEPA will do on the EPA day. Make sure the portfolio of evidence meets all the KSB in the assessment plan and if aiming for a distinction, in the PD they must meet all the distinction criteria.  The level 3 has 2 parts to the descriptors so make sure when looking at the verbs in the descriptors in the assessment plan, make sure learners know the high-level definition of these verbs, e.g. analyse will mean they have to analyse a complete situation in their role to resolve a customer service issue for example. In one of the criteria the learner needs to cover all 3 – loyalty, retention and satisfaction in customer retention. Make sure they know what cost-conscious mind-set is and how they demonstrate this in their role. Make sure they can discuss their PDP in the PD.  Observation – OB1, 3, 4, 10 – the IEPA will ask questions on these criteria so make sure the learner knows how they have demonstrated this and is prepared with examples for their Q&A session.  OB5, 8, 13 are a must to be observed on the day or evidenced in the WT.  Work based project (WBP) – Use the paperwork provided for the proposal, include a title (which can be a question), summary of how each part will meet the criteria including references to the criteria numbers, e.g. WB3, WB13. It must be approved and signed by the learner’s employer. When completing the project have the grade descriptors handy to refer to. Use the WBP proposal planning checklist as the IEPA uses this when reviewing the project proposal. The IEPA will reject it if it needs expanding upon or there is not enough scope and ask for a new idea to be submitted. The project needs to include how they will communicate with customers so they will need to gather a wide range of evidence to show this across a range of customers as they will have to evaluate, analyse information and date, analyse customer types and create a project report that will underpin the interview with the IEPA. Their recommendations in their project need to enable implementation of the project so this should not be an implementation project that has recommendations from the implementation. The interview is about bringing the project to life, not looking at gaps the projects does not meet. | EPA and assessor assessment practices and principles on Customer Service Specialist Standard |
| 12.3.2021 | 1 hour | South West Councils Standardisation activities in preparation for webinar 2 on 17.3.2021 – Task 2 **Project Presentation Assessment Activity:**  watched a 30 minute project presentation and Q&A EPA that another IEPA had scored and assessed it against the TLS Project Management section and the ODM Project Management, Finance, Inclusive and Agile sections.  Task 3 – Read a selection of IEPA Comments/Feedback and reviewed the IQA highlighted phrases and sentences so I can see best practice. | It was interesting to see what questions the assessor had selected to ask the learner following the presentation. | I have completed the activity and am ready to discuss my observation with the rest of the group at the SW Councils standardisation Webinar 2 on the 17.3.2021 so we can as a whole group come up with definitive marks. I have made notes on how I would have asked more questions surrounding the risk/RAID log and contingency plan rather than spending so much time on the timeframes of the project. I would also have explored the lack of managing a budget to give the learner more opportunity to gain marks in this section. and I am keen to see how other IEPAs have graded this assessment.  I am also ready to discuss the best practice comments from task 3 in the Standardisation Webinar 2 on the 12.3.2021. It was great to see the IQA had taken some of my feedback from an EPA I had carried out and highlighted this as good best practice. | EPA assessment practices and principles on TLS and ODM Standards |
| 10.3.2021 | 1.5 hours | OPGS Full Governing Body (FGB) Meeting | We will be having a new Chair of Governor from the new school year. There is now a Governing Body for Academies and employees of the school cannot be on this Academy Trust board of at least 5 members. The current Chair and Vice chair can be members, we have two other people that will join the board but there is still one spec to be filled. I discovered how the school will be assessing A level grades this school year. I also learnt what the training and development governor does in the FGB meetings by listening to the current person doing this. | I need to arrange a meeting with the current training and development governor to do a hand over and arrange the skills audit to be sent out to the full board prior to the next FGB meeting in June 2021. | Technical/occupational – training and development of board members and school strategy for examinations |
| 10.3.2021 | 2 hours | South West Councils Standardisation meeting | I meet all the assessors and IQAs working for SW Councils and learnt what they do for the Council and externally to the council. I learnt that discussion forums are asynchronous technologies as communication is not happening at the same time. That video conferencing is synchronous technology, Jigsaw, Think/Pair/Share, Brainwriting are all collaborative learning approaches. 74% of employers are considering moving most of their previous onsite workforce to permanent remote positions post COVID19 according to a business forums international global survey. ROWE (Results only working environment) say “work is an activity not a place”. The difference between work-life balance that creates a hard boundary between work and life (home, family, community, personal well-being, health) and work-life integration where the two are interlinked. That it will take 91 million trees to be planted to offset 3.6 million tons of greenhouse gases annually. We discussed rules for online learning and the qualifications and courses that SW Council offer currently. That SW Councils ahave Ofqual approval and can continue as an EPAO. There is growth planned for 2021 and SW Councils are considering EPA delivery on additional standards (21 to choose from). The split of employers that SW Councils was explained and how work comes from them. We were told how many EPA registrations were made in 2021 and the breakdown of the standards these are across. The EQA feedback was discussed and how we can improve on this with regards to our CPD recording. The CPD activities need to include FS embedding, assessment knowledge updating, standardisation activities, generic training such as safeguarding, PREVENT, Equality and Diversity as well as keeping occupational competence current and up to date, linking to Leadership and management, HR, recruitment, business admin. The length of time to process an EPA was also discussed and 5 working days was the consensus for getting EPAs marked and submitted for verification, then a further 5 working days for IQA to be carried out. | Following the webinar, I will:   * Update my SW Councils profile for 2021. * Sign the EPA and IQA agreements. * Update my CPD from Dec 2020-March 2021. * Send my IQA certificate to Fay Edwards/Ed Kierle and Sue Crossland. * Upload the above to VQ Manager. * Complete the webinar 2 activities sent to me by Sue Crossland by the next webinar on the 17.3.2021.   I spoke to Fay Edwards to see if I can do IQA work for SW Councils now I am qualified and also to let her know that I can now IEPA on Business Admin as I have the IQA award.  I will record my next observation I do with a learner for my EPA award. | EPA assessment practices and principles on TLS and ODM Standards |
| 3.3.2021 | 1 hour | Embedding Maths and English in apprenticeships webinar 2 - EFT | I learnt about systematic approaches to good practice triangle. At the bottom of the triangle you need to identify and record, then validate, share resources within the team and with other teams, transfer how, why and what you use so it can be adapted to the person you share the information/resources with, monitoring the use of the resources and then look at the impact of the assessment at the top of the triangle. We discussed what is a good resource for embedding maths and English into apprenticeships and what to look for when designing and considering resources to use. It was agreed that you should know who the resource is for, is it relevant for them so know your learner. Is it easy to use, straight forward, looks nice, fun, attractive and interesting. Activities should be broken down into steps/stages, include pictures. Be inclusive so consider imagery, wording, address the right level for the apprentice, think of their background. Scaffold resources-breaking them down. What are the principles I want my resources to be meeting? Use naturally occurring resources from apprentices workplace evidence. Make a check list when designing/sourcing resources. If the learner struggles, go down a level. Make it challenging but not too difficult. When sing other people’s resources, adapt them to your learner. Use informal approaches such as chatting with colleagues, share what works, how they are utilising resources, share good practice, share training with others. Use team meetings to share good practice. | Read the ‘Little Acorns taking root.pdf’ – 10 elements of a sharing strategy – formal and informal sharing.  Find out what ‘Padlet’ is.  Work with functional skills tutors more.  Do modules and webinars (4 in total) on EFT website. Need to register for these and they are free and take 30 minutes each.  Use resources such as:   * Workplace evidence – learners to create their own written resources and I highlight maths and English learning from this. * Written resources I create. * Youtube videos. * How to guides (on Youtube, internet, etc.). * BKSB resources to assess learners current level as a foundation to develop upon. * Create how to videos of them doing the job, e.g. ratios on equipment so they develop their resources as they walk around their company and vide other staff doing the job. | Generic training and to help with assessment on functional skills |
| 2.3.2021 | 1 hour | Runway Training Standardisation meeting for Business Admin/Team Leader/Customer Service Short Course – Elaine Highwood (Chair) | We discussed the requirements for certain criteria and what we would expect as a minimum standard to meet the criteria from a learner. We discussed that ‘identify’ allows the learner to lust their answers which could be from the book and workplace. ‘Define’ we agreed could be a definition used in the book as long as it was in “” and italics and referenced from the source. Assessors could give feedback to learners that other definitions are available, or they could create their own definition from what they read. If this is done, then congratulations should be given to the learner for using their initiative. Assessor should signpost the learners to weblinks and put the links in assessment plans so they can easily click in them to get to the links if they want to.  We discussed the following questions in the BA Level 2 qualification and it was agreed that the following would be acceptable:  1a. formal and informal meetings should be mentioned.  1b. Can be a list.  1c. Could be a list covering steps (basic minimum 3-4 steps), could be based on their workplace, flexible to cover home working via remote meetings. Assessors feedback could cover ‘in today’s world, meetings are being held on line’ and then send them links to MS Teams training, etc.).  2. Minimum of 2 included – travel (rail and road a must) and accommodation at least in the answer.  4. Should cover person, line manager and finance department.  5. Could be a list.  9a. List and describe 3-4 of them, could be linked with 9b.  15. Positive and negatives of a variety of behaviours.  17. Expect 3-4 document types described in detail.  18. At least 3 and explanations of each.  19. Explain each of the elements in the question – take them separately – could be a sweeping statement but all points to be covered.  Team Leader qualification has 6 units in total, must do 5 optional unit and one mandatory unit. | Email Elaine when come across anomalies.  Assessors need to give learners feedback about current issues, e.g. COVID working methods and adaptions moving forward.  There will be standardisation meetings at least every 4 months in groups, Elaine will send out the meeting invites. | Assessment - Standardisation meeting for Business Admin/Team Leader/Customer Service Short Course |
| 24.2.2021 | 30 minutes | Read part 1 of KESLIE (Keeping children safe in education (2020)  Statutory guidance for schools and colleges). | Part 1 related to safeguarding information and what school and college staff should do following a child centred and coordinated approach to safeguarding. Safeguarding is everyone’s responsibility who comes into contact with children (under the age of 18) and their families and should at all time consider what is in the best interest of the child. It is no one person’s role to help children and their families as everyone who has contact with the child has a role in identifying, sharing information and taking action at the right time to help them. Safeguarding is about protecting children from maltreatment, preventing impairment of children’s mental and physical health and development, ensuring they grow up in a safe environment with effective care, taking action to enable them to have the best outcome.  We have the responsibility to ensure a safe environment to learn, identify children in need of early help by providing them with support as soon as the problem arises. We should follow referral processes, support social workers and other agencies following this referral. We should have a designated Safeguarding lead (DSL) who provides support to staff. We should have Child Protection, Behaviour and Staff Behaviour policies, a safeguarding response for children who go missing from education and a DSL. All these policies should be given to staff at their induction. All staff should receive safeguarding and child protection training annually and be given regular updates. We should be aware of local early help processes, referral process and know what to do if a child tells them they are being neglected.  We should look at for:   * Any child that could benefit from early help. * Abuse and neglect. * Indicators of abuse and neglect (infliction of harm or failing to prevent harm. Signs of hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, physical harm. Emotional maltreatment. Sexual abuse. Neglect). * Safeguarding issues – risk of harm, drug taking, alcohol abuse, missing education on purpose, sexting. * Child sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) – taken advantage of, manipulate, deceive a child into sexual or criminal activity. * Peer on peer abuse – bullying, cyberbullying, physical abuse, sexual violence, sexual harassment, upskirting, sexting, violence, rituals. * Serious violence * Female genital mutation * Mental health.   If we have concerns about a child do an early help assessment, go through the support process in school/college, refer to statutory services, contact DSL, get early help. Record what happens. | I will be able to identify when there could be a potential safeguarding issue and what my responsibilities are for making sure that children are kept safe and free from harm. | Generic - Safeguarding |
| 24.2.2021 | 1 hour | Embedding Maths and English in apprenticeships webinar 1 - EFT | There are 4 ways you can embed Maths and English by:   1. Separating – away from vocational learning in a non-vocational context. 2. Contextualising, e.g. functional skills as the main driver, taught using workplace experience, e.g. calculating areas if the learner is a painter and decorator. This should be naturally occurring situations in their workplace. 3. Embedding – in workplace situations where they learn Maths and English skills and apply these skills and knowledge to their work. E.g. if the learner gives you a report or is tasked to create a report, how did they analyse the report findings (embeds English), compare figures in the report (embeds Maths). Embedding Maths could come in the form of stock checks, storage instructions of food/temperatures of fridges calculations, dividing up cake portions in percentages, NHS medical knowledge understanding could embed English skills. 4. Integrating – combines contextualising and embedding, naturally occurring or may need embedding at the same time.   You should map naturally occurring opportunities back to the qualification.  Use a task led approach by looking at a workplace task and seeing what criteria this meets on functional skills requirements.  You could use the COVID Home Schooling of children for some adult learners who are working from home sue to the pandemic and schooling their children as they will be working online developing their ICT skills and helping children with English and Maths skills.  You could get apprentices to develop digital resources and activities for embedding ICT skills into their qualification.  In group learning activities you can assess:  Communication between others.  Conversations/interactions.  Subject specific content.  There are online quizzes:   * **Yamma** where you can set up dedicated groups, consider access issues though, cover topics coming up in class and encourage a group discussion before attending the session, write a summary of what is discussed in class and share subject specific tasks with the class. Make it interactive and check their understanding. * Blogs (H5P tool) which is free (add download button so you can share it). | Download the PowerPoint slides, a summary of the polls and chats, some ideas and tips and actions template from <https://padlet.com/Schemeta/a3n3ce3xodng7kp> - DONE 24.2.2021.  Download the module to accompany the webinar via Foundation Online at <https://www.foundationonline.org.uk/course/index.php?categoryid=37>  Undertake other webinars via the ETF booking system at:  <https://booking.etfoundation.co.uk/go/embedding>  Look at the ETF website case studies for examples of embedding Maths and English skills.  Look at the link to courses on the EFT website on teaching Maths short courses and self-assessments.  Look at ETF resources and excellence gateway resources (good for CPD activities).  Use the Plumpton case study as very appropriate.  Look at [www.futurelearn.com](http://www.futurelearn.com) – courses, online learning. | Generic training and to help with assessment on functional skills |
| 22.2.201 | 45 minutes | Updated my Prevent certificate by doing the online training at [www.elearning.prevent.homeoffice.gov.uk](http://www.elearning.prevent.homeoffice.gov.uk) | Refresher on identifying the signs of extremist and radical behaviour and how to address this and who to report it to. | I have updated my knowledge and understanding of how to prevent radical and extremist behaviour in others and will be able to recognise this behaviour and follow the correct procedure for reporting and dealing with this if it is highlighted to me. | Generic training on PREVENT |
| 18.2.2021 | 3 hours | Wrote up IQA Reports for the SLC assessment assessor reports I had read through following the observation of the session on the 12.2.2021. | My assessor highlighted two development areas from her assessment of my reports on two of the questions which were: "Does the evidence address all of the criteria within the elements sampled?" and "Is there adequate coverage of the learning outcomes including range & knowledge?" | Reflecting on her feedback, I need to concentrate on what the Assessor has written as I may not have observed the SLC so if I only had the reports, could you make a judgement purely on what was written? If it does not, then it maybe I need to provide the SLC assessor with further support. | IQA assessment practices and principles carried out on English Functional Skills assessments |
| 17.2.2021 | 45 minutes | Runway Training standardisation meeting for Team Leader Qualifications | Elaine Highwood the quality manager went through quality of education we are delivering a has asked us to all carry out at least one peer observation so we can share good practice and start to look at how we standardise practice.  There was a qualifications and apprenticeship update, there were no candidate issues, we need to update our Prevent certificates if not already done within the last year, check we know the E&D, safeguarding and H&S policies and are working to these procedures. The EQA visit was successful and for the qualifications where learner numbers are sufficient, DCS has been either maintained or achieved.  Elaine gave us notes on how to carry out Peer observations to develop specific development needs, and the process to follow in the minutes of the meeting which I have detailed below so I can follow these when doing my peer observation of Kelly on the 31.3.2021:  **a) Planning meeting**   * Arrange when and where the observations will take place * How they will be introduced to the learners - whether they will interact with the learners or not * what paperwork they will be provided with (lesson plan, materials etc) * Give the observer information about the lesson * Discuss what kind of feedback would be useful   + the scope of the feedback: context, nature, aims, parameters   + what specific aspects of the lesson / teaching to focus on   **b) Observation**   * The observations should:   + primarily keep to the agreed focus of the observation   + note other issues if they arise to use as evidence of what is observed (this is a subjective, not objective reality and will only be one person’s views)   + identify strengths of the teaching/learning   + identify any areas of best practice   **c) Follow up Meeting**  This meeting will allow for feedback as a shared exchange but it will also provide an opportunity for the Observe to ask clarifying questions in order to be able to take the observed practice forward into their own practice.  Where appropriate the observer can give feedback to the Observee.  **e) Sharing Best practice / Quality Assurance**   * All forms should be send to the Quality Manger as this will form part of the Assessor/Trainers CPD log as this will support the sharing of best practice * Where observations have been completed examples of good practice and areas for development may be discussed at the team meeting with the agreement of the staff involved in order to develop team practice. | I need to do a peer observation with Kelly Large (booked for 31/3/2021) and she will need to do a peer observation with me. Jocelyn Howlett asked f she could observe training sessions so I will invite her to a session - I have invited Kelly and Jocelyn Howlett to observe a workshop I am doing on either the 11th or 25th March 2021.  Kelly will attend the 11th March session and Jocelyn has confirmed her attendance at the 25th March session – send them MS Teams invites. Use the Peer Observation form that Elaine emailed me on the 25.2.2021 for this observation and then arrange a time to feed my observation back to Kelly.  Check my PREVENT training – it expired in December 2020 so I will redo this online training – completed on 22.2.2021.  I need to check for the Adaptions to delivery across all quals (read through the ones Elaine has emailed to me on 25.2.2021 and save these). Read the Ncfe guidelines and the guidelines from the IEPA. Record on the learner reviews so there is an audit trail, so learner and employer are both kept informed.  Remember to record MS Teams meetings with learners at each remote visit.  Elaine will be sending out a timetable of Standardisation meetings – when get these put them in the calendar. | Assessment practices and principles on Team Leader qualifications |
| 11.2.2021 | 2 hours | Watched the SLC recording, familiarised myself with the criteria questions on the IQA assessor observation report and read through the IQA sample assessor observation report and IQA report form questions. | This gave me a better idea of what to expect when observing Matt Newland carrying out the SLC assessment on the 12.2.2021.  I familiarised myself with what I needed to look out for in the observation.  It was good to see an example of how an IQA observation report was completed and this will be useful when I complete mine observation record with Matt on the 12.2.2021. | I was able to make notes and complete the IQA assessor observation form following the observation on the 12.2.2021. Some feedback Elaine Highwood gave me was that I should perhaps contact Ben March the lead IQA on Functional Skills and ask him if the awarding body has any guidance on using MS Teams. Also, to check if Matt can invigilate his own learners in an SLC assessment. I have suggested to Matt that he may like to ensure that learners know how to use MS Teams to present before attending their SLC in future and he has said that he may put together some form of training guide and email it to them prior to the session. | IQA assessment practices and principles carried out on English Functional Skills assessments |
|  | | | | |  |
| 8.2.2021 | 1 hour | Discussion with Elaine Highwood on IQA activities in preparation for observing an assessor and giving feedback | I have learnt what IAQ reports I need to complete. I need to do an IQA observation report after observing my assessors and give verbal feedback to the assessor after doing my observation, type up the report, sent it to the assessor to read through and sign. I also need to see the learner assessments and assessor feedback and write an IQA report per learner (2 learners for each assessor). | Elaine has sent me the IQA observation form and the IQA assessor report form. I will watch the sample SLC recording Matt has done, read through the example IQA assessor observation report Elaine has sent me to prepare for me doing Matt’s observation on the 12.2.2021. | IQA assessment practices and principles |
| 8.2.2021 | 2 hours | Online training course - The Role of the Training & Development Governor – Education People (Jude Johnson and Julia Duncan (attended in my role as OPGS Governor) | I have learnt more about the Training & Development Governor role responsibilities which include keeping records of induction and ongoing training and development for each Governor, manage spend on the development budget, do a skills gap audit, ensure the commitment of all Governors on the board, ensure Governors adhere to the code of conduct and are held to account and any actions taken are recorded and Ofsted requirements are for the leadership and management team to be graded and the Governing Board to be skilled and fit for purpose. If Governors fail to consistently do training they are in breach of the code of conduct and should be brought to the Chairs attention. I should use the 3 areas of the ‘Competency Framework’ when looking at the Skills Audit.   1. Strategic leadership – culture, values and ethos. 2. People – building an effective team. 3. Evaluation – managing self-review and personal skills, managing and developing the boards effectiveness.   On page 7 of the **‘Competency Framework’** look at:   * The **Principles and Personal Attributes of Governance**:  1. Strategic leadership-setting direction, culture, values, ethos, decision-making, collaborative working with stakeholders and partners, risk management. 2. Accountability-educational improvement, rigorous analysis of data, financial frameworks and accountability, financial management and monitoring, staffing and performance management and external accountability. 3. People – building an effective team. 4. Structures-roles and responsibilities. 5. Compliance-statutory and contractual requirements 6. Evaluation-managing self-review and personal skills, managing and developing the board’s effectiveness.  * The Nolan principles. * 7 principles of public life * Equality Act and equality and Diversity * 7Cs, Governors should be:  1. Committed – give time, skills, knowledge to develop. 2. Confident – have an independent mind, have courageous conversations. 3. Collaborative – listen and work in partnership and deeper challenge. 4. Curious – ask questions to get to the bottom of things. 5. Challenging – provide appropriate challenges, dig deeper to understand what is going on. 6. Critical – provide support, be self -reflective, do your own learning and development. 7. Creative – be open-minded, creative thinking and share ideas.   The Board should set the vision and values of the school.  I need to understand the strategic priorities of the school plan so Governors are equipped with the skills, knowledge to drive the school improvement plan. I must also ensure that the Governor training budget is spent effectively.  All new Governors must do mandatory training on:   * PREVENT – dfe or NSPCC (every 3 years) * Safeguarding (annually) – KCSIE (Keeping Children Safe in Education) part 1 or attend Education People training or training from somewhere else. * Equality Act (annually) * Health & Safety Act training (On Governor Hub/Education People in the training folder is a link to the H&S session).   One person on the recruitment interview panel has to do Safer Recruitment Training (NSPCC).  Exclusions training is free and will need to be done by the people who sit on the exclusions panel.  Get Governors to book their own training.  NOTE: If you have booked training and you do not attend you get charged a fee.  All training must be recorded for each Governor. You could minute Governors attending training if no certificates are available. Certificate must be easily accessible, and copies kept at school. Certificates and records of training can be downloaded on Education People’s website where I will be able to see their full profiles and courses they are undertaking or have taken.  I should review training feedback to see if the training undertaken is worth it – so will need to get Governors to do an evaluation our end.  **Record keeping:**   * I need a hard copy overview for the inspector of all training undertaken. If electronic on Governor Hub get the Clerk to download it for inspections. * Only keep certificates if training is making a difference. * Record what happened and is impact of training. * Create a feedback form to include the impact of training. * Share the PowerPoints, notes made during training with the Governing Board. * Ask what the Governor will do now they have had this training and what the impact it has had on their practice as a Governor, the Governing Board and when they plan to implement this.   **Ofsted want to see:**   * Is the money spent on training and developing Governor skills well spent? | Review - Principles and Personal Attributes of Governance, Competency Framework P7 in the Governance Handbook, Governance Competency Framework, Clerks Competency Framework:  [https://www.gov.uk/government/publications/governance-handbook](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fgovernance-handbook&data=04%7C01%7Catemple%40opgs.org%7Cf63a2d9bce8c4084bb6d08d8cdb61593%7C064b53d940d84867b4932e949a06ed13%7C1%7C0%7C637485529222659173%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=JjO6vBCTrp2NrkbodJFlhcJc0Dv%2BR0VdBe8qFC3Po8g%3D&reserved=0)  Download this document, review and share with my board- What governing boards and school leaders should expect from each other  [https://www.nga.org.uk/Knowledge-Centre/Leaders-governing-boards/School-Leaders-and-Governing-Boards-What-do-we-Expect-of-Each-Other.aspx](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.nga.org.uk%2FKnowledge-Centre%2FLeaders-governing-boards%2FSchool-Leaders-and-Governing-Boards-What-do-we-Expect-of-Each-Other.aspx&data=04%7C01%7Catemple%40opgs.org%7Cf63a2d9bce8c4084bb6d08d8cdb61593%7C064b53d940d84867b4932e949a06ed13%7C1%7C0%7C637485529222669172%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=BvB0JzIQ0m6nDspRpDFNmRCiN4zBSSxkpXxZJ%2BhwI3I%3D&reserved=0)  Check what skills audit we use - can use NGA Skills Audit, Collation Matrix & How to guide free to download at:  [https://www.nga.org.uk/Knowledge-Centre/Good-governance/Effective-governance/Governing-Board-Self-Review-(1)/Skills-Audit-and-Skills-Matrix.aspx](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.nga.org.uk%2FKnowledge-Centre%2FGood-governance%2FEffective-governance%2FGoverning-Board-Self-Review-(1)%2FSkills-Audit-and-Skills-Matrix.aspx&data=04%7C01%7Catemple%40opgs.org%7Cf63a2d9bce8c4084bb6d08d8cdb61593%7C064b53d940d84867b4932e949a06ed13%7C1%7C0%7C637485529222679166%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=7xpHx%2F%2FMvM44oGUyLqkDriwjtoOXL%2BT1i6AGgKYiYFc%3D&reserved=0)  What is the school’s vision and what does it want to look like in the next 3-5 years? How can the board develop over this period to help it achieve its vision? **Competency Framework – 6A:** look at the knowledge, skills and effective behaviours and think how can I develop these skills in the board? How can I ensure Governors have the necessary skills? Perhaps get the Governors to attend Code of Conduct mini training and new Governors attend Induction as Code of Conduct covered in this by the Education People. I need to share the Competency Framework with Governors when doing the skills Audit in July 2021.  Check Steve’s training record spreadsheet when take over to ensure all mandatory Governor training is up to date. If it is not, send the training links to the Governors that need to do their update training in Sept 2021.  Ask Steve where we keep certificates and records of training for when Ofsted may do an audit.  I will read **part 1 of KCSIE (Keeping Children Safe in Education)** – Safeguarding training to be done. Send this to all Governors in September 2021 and ensure they sign a declaration to confirm they have read it for the training record.  Allocate new Governors a Buddy or mentor and give them templates of model visit reports to review. Check if we have any available.  Record actions I have taken, get evaluations of training and include the impact of the training from each Governor to support their development.  Induction training for new Governors: Sign them up to the training at Education People, send them Governance Handbook and Code of Practice, do a skills audit, get them to do PREVENT training, safeguarding and Health & Safety courses.  Ask the School Clerk to download the report from Governor Hub of all the training undertaken over the last school year.  Get a regular training agenda item put on to the full Governing Board meetings and keep it brief. Make sure that the impact of training is mentioned rather than listing out what training has taken place (I think it is already on there but check with Steve).  I feel more informed about the role of the Training & Development Governor and what my role will be when I take over this role from September 2021. I will liaise with Steve Mattingly to get the current skills audit matrix (1=no skill, 5=embedded skills and 100% confident rating) and send this out to the governing board in July 2021 for them to review and complete and review this in preparation for September 2021. I will look for gaps and get Governors to attend certain training to reduce the gaps and get them to share their training notes with the board. When reviewing the skills audit matrix I could perhaps do this will a group of Governors as a discussion and ask:   * Do the responses match expectations – are there any implications for our role descriptions or code of conduct? * Do any of the responses have implications for our recruitment strategy? * Do any of the responses raise questions about our induction programme? * Are the lower scoring competencies issues that could be dealt with by training – could we improve any of the lower scoring competencies by mentoring and coaching? * Do we need to review our governance structure based on these responses – are there any implications for succession planning?   I will review and revisit the skills audit half- way through the year against Governor Hub training records for each Governor. Contact each Governor not undertaking raining if rated low in skills area. They do not have to do formal training as it can be informal development from a buddy or mentor, group discussion, district briefings, walkaround the school, visits, monitoring visits.  In the full Governing body meeting on 2nd June 2021 explain the skills audit and what it means to the school if it is completed realistically. Explain I will look at last year’s and what raining has been undertaken over the last school year against the ratings 1-2 on the last audit. Ask them to rank their training needs in order of priority.  Discuss with Steve if there are any questions we should add to the audit, e.g. what training needs do you have in this competency area?  I need to check out if we are using:   * NLG learning link – are we a member/have subscription to? * Modern Governor?   Does everyone know what training is available?  Do we have a training evaluation form we get Governors to complete once they have done their training courses? If not create a feedback form to include impact, make it short with bullet points so it will be completed.  Can we do bespoke training?  Is there in-house training that Governors can do? E.g. the training teachers get, can Governors do as well at the same time?  Does our Clerk attend District Clerk briefings?  Could I do an agenda item to discuss short training bite size in full Governor meeting? | Technical/ occupational training relating to training and development |
| 4.2.2021 | 45 minutes | Discussion with Steve Mattingly and Julie Murton regarding the Training & Development Governor role at OPGS | I learnt that in this role I will have to complete a annual skills audit of skills that the Governing Board have, using the NGA template. Steve has a standard email he sends out and populates the school audit template with the findings of the skills audit and then presents this to the Full Governing Body meeting annually. This highlights skills gaps and knowledge within the Governing Body and identifies areas of training and sign post them to training courses. Steve said I would need to chase this up, and keep a record of training, perhaps using a spreadsheet to record training undertaken and planned and use this as a basis for the meeting. All new Governors should attend Induction Training. Governors now book their own training. Need to get their engagement to training in meetings and build their confidence to contribute in meetings. Steve suggested getting all Governors to do short webinar training before Governing meetings perhaps using the online portal e-learning bitesize NGA on a free trial? These are 5-10 minute chunks. Do a report to show engagement per Governor in these mini sessions. I can use Governor Hub to see who has done what training. | I have decided that this is a role I would like to take on and will liaise with Steve in July 2021 to do a handover of the skills matrix so I can send it out to all OPGS Governors to complete in readiness for when I take on the role from September 2021.  I have booked onto the Training and Development course on the 8.2.2021 run by The Education People to learn the requirements of the role.  Look into the online portal e-learning bitesize NGA free trial. Would Governors engage in this? Perhaps create a survey to find out?  Send out the annual skills matrix to carry out a skills audit in July 2021 – liaise with Steve to get the ones completed last year so I can make a comparison of skills developed over the year.  Get login to Governor Hub from Steve so I can access the list of training undertaken by Governors. Then do my own evaluation on training undertaken by the Board.  Get Governors who undertake training to write up their notes and share these with the whole board. | Technical/ occupational training relating to training and development |
| 25.1.2021, 26.1.2021 & 26.1.2021 | 15 hours | Research and creation of a Sales Training Course for a new client. | I learnt about my client, their products, services, value propositions, benefits of using their products so I could tailor the sales training to their specific company and needs. I researched retail objectives and how to overcome these so I could give relevant examples and training on the day of the course. | The training course was effective with results already being experienced by some of the sales people that attended. They are having follow up coaching sessions with me over the next 3 weeks to consolidate their learning and implement it to increase their sales conversion rates. | Technical/ occupational area building customer relationships, customer service, sales |
| 22.1.2021 | 3 hours | IQA Training with Elaine Highwood at Runway Training (Quality Manager) on using the online portfolio system, eAssessor to carry out IQA sampling. | I have learnt how to use eAssessor to carry out IQA sampling activities. Elaine gave me some tips on how to word feedback and structure my feedback comments to assessors. | I will be able to carry out IQA sampling activities on eAssessor. I found the tips on how to phrase my feedback to assessors extremely useful and will definitely be using this type of wording when giving IQA feedback to assessors. | IQA assessment practices and principles |
| 19.1.2021 – 4 hours, 20.1.2021 – 5 hours, 21.1.2021 – 3 hours, 22.1.2021 – 4 hours, 22.1.2021 – 6 hours | 22 hours | Research for new training course I am developing for starting up a recruitment agency or business – online research, reading recruitment books, articles in recruitment magazines. | Creating a strong brand and the elements of a successful brand strategy and promotional activities. I looked at brand attributes which are your features, benefits and values that your brand offers your customers and the added value of using your brand and Peter Thomason’s Value Proposition Canvas. I explored how to target candidates and clients using market segmentation and that before you can do this you must know:   * Your **Service Offering** and how it differs from your competitors service offering * **Key selling proposition (KSP)** * Fundamental parts of your service that maximise your business offering * **Unique selling proposition (USP)** * Why your services are different so you stand out from the competition * **Value proposition** * The promise of value to be delivered (benefits of your service features)   How the Principles of marketing - **7 P’s Marketing Mix** can be used effectively by businesses to help determine a product or brands offering and identify and anticipate customer needs and satisfy those needs profitably to help determine a product or brands offering. How **Porters Five Forces (Michael Porter, Harvard Business School)**   * Model can help to determine an industry strengths and weaknesses and consider the external business environment. It looks at: **Threat of potential new entrants** into the recruitment industry (start ups, new divisions, Managed service companies, neutral vendors – see below) * **Threat of substitute products or services** (Recruitment Process Outsourcing, see below) * **Threat from established competitors** (know your competitors) * **Bargaining Power of suppliers** (candidates, Job boards, social media) – is it a candidate led market? (good candidates get multiple interviews and find work quickly) Skills shortage? Impact of social media/recruitment sites - cost of recruitment (will you have to reduce your fees?). * **Bargaining power of customers** – what is your client’s buying power, who make the decisions, do you need to go through procurement processes, what are your contractual agreements with your clients?   I looked at what the Marketing plan should include:   1. (Executive) summary and Introduction 2. Situation/Market Analysis:    * External and internal analysis for your marketing plan 3. Marketing strategy linked to your Business Plan and Business Goals    * Your marketing objectives (SMART)    * Your marketing tactics – 7Ps    * Promotional activities 4. Financial Projections 5. Implementation Controls   How to overcome objectives, effectively close sales and creating brand loyalty through **Consultative selling** where you build Longer term, collaborate relationships. | I have carried out research so that the information I have put into the course is current, relevant and reliable. I have been able to create the third day of the course with handouts, workbook, a PowerPoint and resources links so I can upload this to the StudyCourse online learning platform that participants will have access to. | Technical/ occupational area starting up, developing and growing a business – operational management, sales and marketing, branding, building customer relationships, communication. |
| 14.1.2021 – 6 hours, 15.1.2021 – 4 hours, 16.1.2021 – 4 hours, 17.1.2021 – 5 hours, 18.1.2021 – 6 hours | 25 hours | Research for new training course I am developing for starting up a recruitment agency or business – online research, reading recruitment books, articles in recruitment magazines. | I looked at the legal responsibilities for running a recruitment business and all recruitment consultancies should: Operate professionally to a Code of Conduct. Recruiters who are members of the BIOR must adhere to the 7 principles of the BIOR Professional Code of Conduct. They should operate ethically within the relevant recruitment and employment Legislation & Regulations. I read through all the following legislation, regulations, licencing authorities:   1. Employment Rights Act 1996 2. Equal Pay Act 1970 as amended 3. Working Time Directive 1999 4. National Minimum Wage Act 1998 5. The Equality Act 2010 6. Employment Agencies Act 1973 (EAA) 7. Conduct of Employment Agencies and Employment Businesses Regulations 2003 (Conduct Regs) 8. Agency Workers Regulations 2010 (AWR) 9. Data Protection Act 1998 & GDPR 10. Rehabilitation of Offenders Act 1974 11. Immigration, Asylum and Nationality Act 2006 12. Gangmasters (Licensing) Act 2004 13. IR35 14. Health & Safety at Work Act   Recruitment consultancies must  register with the appropriate legislative bodies & have relevant licences in place if necessary. They must have standard client Terms of Business, have employee, contractor and temporary worker contracts of employment and register with HMRC for tax, NI & VATpurposes. They must also have business & employer Insurances in place. | I have carried out research so that the information I have put into the course is current, relevant and reliable. I have been able to create the second day of the course with handouts, workbook, a PowerPoint and resources links so I can upload this to the StudyCourse online learning platform that participants will have access to.  I now need to carry out further research to make sure that day three of the course covers branding, current marketing options and building customer loyalty so I can create day three of the course. | Technical/ occupational area starting up, developing and growing a business – Legislation and regulations |
| 11.1.2021 | 1 hour | OPGS Curriculum and Pupil Progress Committee online MS Teams meeting in my capacity as a Governor to the school | Staff wellbeing – the school is offering flexibility in teaching as teachers do not have to be in school to teach and support has been put in place to support teachers who need to take their children to school. Subject leaders are checking in with their teams and flag up any problems. The blended learning approach is still taking place with 110 live lessons being carried out a day via remote online sessions, voice over PowerPoints where staff are at home. They have updated policies for the teams on registration, monitoring attendance to online sessions, email the parents if the pupils do not attend, chase this up with phone calls to parents. Music has been hard to teach remotely but the school is giving the teacher support, resources, ideas to help her keep going. Art, DT and PE have also been a challenge but are coping with remote learning. There is online form tutor time now, additional catch-up lessons in place and the year 13 progressions are under control with only 10 pupils left to decide on their progression route which should be confirmed by the end of the week. Teachers will be assessing grades this year rather than exams. Procurement of resources is working well. | I feel confident the school are managing the teachers’ wellbeing and have put in place the appropriate support to enable teachers to teach remotely.  I am also confident that attendance to online sessions is being managed and monitoring and resolution to non-attendance is being dealt with effectively.  I raised a concern about year 9 missing out on their vital GCSE study year and this was noted and will be discussed as how this could be caught up. | Technical/ occupational area and generic training – employee wellbeing, raising concerns. |
| 5.1.2021 -  7 hours  6.1.2021 -  3 hours  7.1.2021 –  4 hours  8.1.2021 –  6 hours  11.1.2021 – 7 hours  12.1.2021 – 4 hours  12.1.2021 – 4 hours  13.1.2021 – 5 hours | 40 hours | Research for new training course I am developing for starting up a recruitment agency or business – online research, reading recruitment books, articles in recruitment magazines. | Recruitment industry latest statistics for 2020.  Key recruitment trends for 2021:   * Aqui-hires * Hiring pauses and delays * **Remote working and distributed teams** * Increased use of online communication tools * Withdrawal from traditional requirements * Increased focus on specialisation * **Using technology, AI** and Predictive Analysis * Natural Language Processing * Mobile and social media * Internal recruitment * **Workplace diversity and inclusion** * Focus on retention * **Priority for candidate experience** * Hiring for soft skills * Professionally designed assessments * Upskilling investment * Holistic health benefits * **Positive and ethical company culture** * High unemployment * Greater competition from online platforms * New immigration points system   Reviewed Business Plan requirements which should include:   * Executive summary * Your business – specialisms, people, operations, recruitment legal structure, business model, legislation and regulations to running a recruitment business, values, vision, mission, aim, strategy, USPs, KSPs, brand. * Market/business analysis - SWOT, PESTLE, Competitor Analysis, pricing structure, target market, suppliers and costs to set up. * Objectives (SMART) * Financial information – sales and expenditure forecast, profit and loss forecast, cash flow forecast, balance sheet, costs to survive, banks, registering business, HMRC Tax, NI, VAT, pensions * What to include in the appendix. | I have carried out research so that the information I have put into the course is current, relevant and reliable. I have links to supplier websites and reviews of supplier offerings to enable the participants on the course to be able to carry out their further research to select the best options.  I have been able to create the first day of the course with handouts, workbook, business plan template, a PowerPoint and resources links so I can upload this to the StudyCourse online learning platform that participants will have access to.  I have created scripts to enable me to record a summary sales pitch video for the course and a longer in-depth welcome and course overview video for the welcome page of the online platform StudyCourse.  I now need to carry out further research to make sure that day two of the course is up to date with current employment and recruitment legislation and regulations so I can create day two of the course. | Technical/ occupational area starting up, developing and growing a business – leadership and management, finance and budgeting, operational management, recruitment, creation of business and marketing plans. |
| **Development books I am reading/have read in 2021:**   * The New Apprenticeships. Facilitating learning, mentoring, coaching and assessing (Post-16 Learning), 2019. Authors: Andrew Armitage and Alison Cogger (Critical Publishing) * REC Unit 4-4 – Principles of Business Management for Recruitment * REC unit 4-7 - Principles of finance in recruitment * REC unit 4-2 – Principles of legal and ethical requirements in recruitment * REC unit 4-10 – Understanding recruitment contracts * REC unit 4-9 – Principles of marketing in recruitment * REC Level 2 Certificate in Recruitment Resourcing * REC Level 3 Certificate in Recruitment Practice   **Magazines read:**   * Recruiter incorporating Recruitment Matters REC -Oct/Nov 2020 issue * Recruiter incorporating Recruitment Matters REC - Dec 2020 issue * Edge The journal of the Institute of Leadership & Management Spring 2021   **Read: The Education Inspection Framework and Further Education Skills Handbook** - The Education Inspection Framework sets out the general principles of Ofsted’s Requirements. The Further Education Skills Handbook sets out the additional requirements of the Traineeship and Apprenticeship provision which is built on the contents of the EIF.  **Online resources used for research:**   * [www.hrtechnologist.com/articles/recruitment-onboarding/10-trends-that-will-shape-recruitment-in-2020/](http://www.hrtechnologist.com/articles/recruitment-onboarding/10-trends-that-will-shape-recruitment-in-2020/) * <https://comparecamp.com/recruiting-trends/> * <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/uklabourmarket/latest> * <https://wecglobal.org/> * [www.gov.uk/set-up-limited-company](http://www.gov.uk/set-up-limited-company) * [www.gov.uk/limited-company-formation/register-your-company](http://www.gov.uk/limited-company-formation/register-your-company) * [www.hmrc.gov.uk/employers](http://www.hmrc.gov.uk/employers) * [www.franchisedirect.co.uk/recruitmentfranchises/206](http://www.franchisedirect.co.uk/recruitmentfranchises/206) * <https://smallbusiness.co.uk/best-uk-small-business-accounting-software-review-guide-2548848/> * <https://www.getapp.com/hr-employee-management-software/recruiting-agency/> * [https://www.getapp.com/hr-employee-management-software/recruitment/#guide](https://www.getapp.com/hr-employee-management-software/recruitment/) * [www.capterra.co.uk/directory/30955/recruiting-agency/software](http://www.capterra.co.uk/directory/30955/recruiting-agency/software) * <https://www.softwareadvice.com/uk/recruiting-agency/> * [www.startuploans.co.uk/business-advice/how-to-calculate-business-start-costs/](http://www.startuploans.co.uk/business-advice/how-to-calculate-business-start-costs/) * <https://smallbusiness.co.uk/profit-and-loss-template-20736/> * [www.gov.uk/workplace-pensions](http://www.gov.uk/workplace-pensions) * [www.startuploans.co.uk/cash-flow-forecast-template/](http://www.startuploans.co.uk/cash-flow-forecast-template/) * <https://corporatefinanceinstitute.com/resources/knowledge/accounting/balance-sheet/> * <https://youtu.be/rUBWG6n1fMk> - how to create a balance sheet * [www.gov.uk/guidance/check-employment-status-for-tax](http://www.gov.uk/guidance/check-employment-status-for-tax) * [www.gov.uk/topic/business-tax/corporation-tax](http://www.gov.uk/topic/business-tax/corporation-tax) * [www.gov.uk/vat-flat-rate-scheme](http://www.gov.uk/vat-flat-rate-scheme) * [www.gov.uk/government/publications/making-tax-digital](http://www.gov.uk/government/publications/making-tax-digital) * [www.thepensionsregulator.gov.uk/en/employers/new-employers](http://www.thepensionsregulator.gov.uk/en/employers/new-employers) * [www.thepensionsregulator.gov.uk/en/employers/work-out-your-automatic-enrolment-costs](http://www.thepensionsregulator.gov.uk/en/employers/work-out-your-automatic-enrolment-costs) * [www.startuploans.co.uk/business-advice/business-launch-checklist/](http://www.startuploans.co.uk/business-advice/business-launch-checklist/) * <https://www.simplybusiness.co.uk/knowledge/articles/2020/11/how-to-write-a-business-plan-template/> * <https://hostreviews.co.uk/domain-registrars/> | | | | |  |
| ***Memberships with professional bodies***   |  |  |  |  | | --- | --- | --- | --- | | ***Professional body*** | ***Date of membership*** | ***Membership number*** | ***Relation to apprenticeship standard*** | | * Open University MBA Alumni. | 2005-present |  | Knowledge and best practice sharing with other senior managers/Directors who have achieved MBA qualifications and Alumni status. | | * Fellow Member of the Recruitment and Employment Confederation (FREC) | 2011-present | 00066856 | Access to training materials, legal updates, qualifications and other members for sharing of knowledge and best practice within the recruitment industry. Keeping up to date with recruitment trends, legislation and regulation, industry news. | | * Recruitment and Employment Confederation (REC) Register of Recruiters | 2011-present | 135622 | Professional recruiter register showing I adhere to the REC Code of Professional Practice. | | * Member of the British Institute of Recruiters (MBIOR) | Affiliate member 2015-2020  Member from – January 2021 – expires 6.1.2022 | 1791 | Sharing of knowledge and best practice within the recruitment industry. Keeping up to date with recruitment trends, legislation and regulation, industry news. | | * BIOR Certified Recruiter | January 2021 - Expires 6.1.2022 |  | Took an online assessment created by 3 of the recruitment industries enforcement and complaint bodies to show I am compliant and work within the expected standards of the industry. | | * CACHE Alumni | 2019-present |  | Provides a wide range of resources and tools, articles from sector specialists in health, social care, childcare, education and early years, sector round up news, advice and support. | | * Institute of Leadership and Management | March 2020 - Expires 30.4.2022 | 1037487 | Provides resources and guidance of Team Leader and Operations Management standards and end point assessment. | | * Chartered Institute of Management | May 2020 - Present | P04841605 | Provides resources and guidance of Team Leader and Operations Management standards and end point assessment. | | | | | | Technical/ Occupational to keep up to date with trends, new practices, network with other professionals to keep my knowledge and skills current and relevant. |
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