**CPD Record – Lorraine Bunyard**

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| **What did you do?** | **Why?** | **What did you learn from this?** | | **How have/will you use this?** | **CPD Hours** |
| **Meeting internal employer engagement and research using Apprenticeship Service website** | **To ensure employer engagement and disseminate information to staff** | **The importance of employer engagement and the need for better quality feedback from both employers and apprentices to accurately gage progression and further training and development needs. To assist in monitoring trainers** | | **Disseminated information during a formal training session to trainers gaining feedback and areas of good practice** | **4** |
| **Self-study OFSTED common inspection framework** | **Better understanding of new CIF and how to apply to organisation** | **Requirements from new CIF and how inspectors are now grading and against selected criteria. Assist in writing SAR and QIP** | | **SAR and organisational development in preparation for OFSTED** | **6** |
| **Self-Study/research Recruitment Resourcer Standard NVQ and Certificate** | **To be able to look at resources that we can offer to apprentices on this standard and support trainers.**  **Look at criteria and support trainers giving advice and guidance** | **Updated legislation and confirmation of some areas where trainers were unsure. Created additional resources around recruitment practices** | | **Created resources around the certificate to give apprentices’ the required knowledge and assist trainers in the training process** | **4** |
| **Off The Job Training** | **To clarify understanding and ensure that we are following the correct processes for recording as a company** | **Better ways of recording OTJT**  **Clarified what is and is not classed as OTJT** | | **Delivered staff training to my trainers and support staff on recording OTJT and gave examples to allow them to gain a better understanding.**  **Created examples**  **Gave advice and guidance to trainers**  **Gave advice and guidance to QA and support staff so that they can monitor effectively** | **6** |
| **What did you do?** | **Why?** | **What did you learn from this?** | | **How have/will you use this?** | **CPD Hours** |
| **Secondment to a recruitment agency** | **To gain a better understanding how they operate and how what they do applies to the NVQ/Certificate and Standard** | **How specific recruitment agencies apply their business, how the follow legislation and compliance.**  **How recruitment agencies differ in their processes, however all follow compliance and regulations etc** | | **Passed on information in a training session to my trainers and supported them in their own development across this qualification** | **5** |
| **PREVENT Training**  **Completed an online training course to confirm knowledge of PREVENT along with radicalisation and extremism.** | **Completed an online training course. Completed online exam and passed** | **Refreshment course to ensure that I have the knowledge and this clarified that my knowledge was up-to-date** | | **Passed information onto my staff during formal training session**  **Requested that staff also complete updated training and look at Education Foundation Training available** | **3** |
| **Team Leader/Supervisor Standard**  **Discuss Standard and build understanding of training requirements for knowledge and then apply this to the skills and behaviours required.** | **To understand criteria and develop a plan forward for the training and support of apprentices and trainers to deliver effectively.** | **How to assess further training and development areas and the supporting evidence which can be collected towards knowledge modules.**  **Staff development and how they can apply this to their job role** | | **In the support, advice and guidance offered to trainers.** | **5** |
| **Business Administrator Standard**  **Reviewed portfolios and discussed evidence collection and what was required (as a minimum) for different modules.** | **To look at evidence that had been generated and share ideas** | **Via discussion with the team of trainers and managers was able to better understand the new BA standard** | | **Further research to better support my team and support them in creating additional resources. Also look at existing resources that I had developed for the old framework and adapt these to fit the standard.** | **3** |
| **What did you do?** | **Why?** | **What did you learn from this?** | | **How have/will you use this?** | **CPD Hours** |
| **Self-Study/research Recruitment Resourcer Standard NVQ and Certificate**  **Did some more self-study and research across assessment methods used in recruitment (qualitative and quantitative)** | **With the aim to create training materials for trainers** | **I am already aware of this but learned how to apply this to the recruitment process and create resources for trainers** | | **Created resources and trained staff internally on their usage and gained feedback.** | **6** |
| **Developing Bespoke training materials for employers** | **To assist trainers in their role and to be able to train my trainers on how they can effectively adapt resources we currently have a amend them to become bespoke to employers.** | **The fact that you can amend, add and delete certain aspects of the resources that we have to fit with employers and apprentices training needs.**  **To be able to demonstrate this to my trainers so that they are able to follow this process and better their skills in delivering a bespoke training package** | | **To train my trainers and give examples on how current resources can be adapted for employers masking it bespoke** | **6** |
| **ESFA Funding Rules**  **ESFA Technical Guidance**  **ESFA Specification of ILR**  **ESFA Provider Support Manual**  **ESFA Commitment Statement** | **With a new funding year that will be approaching to look at the updates and new requirements that are highlighted in the manuals available to Training Providers** | **Updated rules that have to be followed**  **Updates that I will need to make to wizards within our MIS**  **Training that I will have to give to staff with regards to updates**  **Changes in procedures that we have to follow**  **Changes to the ESFA approved Commitment Statement** | | **Update the MIS wizards and add in any specific data required (Contract details).**  **Train staff and give advice and guidance on changes**  **Update policies and procedures along with checklist for staff to follow**  **Update the commitment statement to fall in with new requirements** | **10** |
| **FIS (Funding Information System)** | **New FIS to support new contract year** | **Different way to download and use as this is a revised system from that if previous years** | | **Downloaded and problem solving on some issues that arose. Ready to use and be aware of updates that will be imminent** | **2** |
| **What did you do?** | **Why?** | **What did you learn from this?** | | **How have/will you use this?** | **CPD Hours** |
| **MIS System update (MAYTAS)** | **With new funding year ensure that the system is updated and that I am aware of the changes within the system that will be obtained from relevant updates they complete.** | **New fields that now have to be completed and the reasoning behind these.**  **Importing software that will be needed to support the changes** | | **Trained data input staff on the new fields and included them in wizards and updated all fields with new requirements.**  **Created new checklists**  **Imported new software and databases into MIS to support changes** | **4** |
| **Initial Assessment and Development plans** | **Wanted to look at a more effective way that we can capture information from apprentices and employers to make the IA process and development planning more effective** | **Looked at incorporating and new Skills Gap Analysis alongside the Learner Development Plan that can be better accessed**  **Looked at examples and gathered information for a staff discussion to look at development that could be carried out** | | **Staff meeting and training session and highlighted what actions we could take to improve the process we currently have.**  **Eventually I developed a new Skills Gap Analysis that linked direct to the Learner Development Plan and was transparent for all staff, employers and apprentices, easy to update and electronic so that updates could be shared effectively.** | **2** |
| **Resources availability and research Recruitment Resourcer Standard NVQ and Certificate** | **Creating resources for Recruitment Resourcer within area of Social Media and job Boards along with advertising in recruitment resourcing** | **Equal opportunities around advertising on Social Media and legislation** | | **Created resource for staff and gained clarification on using social media in the recruitment industry** | **5** |
| **What did you do?** | **Why?** | **What did you learn from this?** | | **How have/will you use this?** | **CPD Hours** |
| **End Point Assessment**  **Did some additional research into EPA’s to clarify to trainers the requirements of different EPAO’s.**  **Looked at all EPAO’s we deliver with as well as new ones we may deliver with and their EPA process** | **Assessing current EPAO’s that we use and looking at other options** | **I made it my aim to look at all EPA’s that we complete along with the AB we use.**  **Researched on their website and gained verbal clarification on each process so that I could feedback to trainers.**  **All AB’s do it differently and staff were getting confused so I wanted to aim to make this more transparent and also allow to use examples for each EPAO for staff to gain a better understanding.**  **I learnt all processes and realise din effect they were all similar and staff were not ‘looking outside the box’.** | | **Feedback and examples were used when I delivered staff training around the EPA’s that we are involved with.**  **Amplification Guides were issued to all staff and discussed and any areas where there was confusion discussed and advice give.**  **Stagg have been informed that should they still need clarification they can freely contact me for support.** | **4** |
| **What did you do?** | **Why?** | **What did you learn from this?** | | **How have/will you use this?** | **CPD Hours** |
| **End Point Assessment Organisations research** | **I wanted to look at different EPAO’s and see what they offer and looked at costs and resources. The aim was to collate information so that we had informed details to relay to employers when discussing EPAO’s and them selecting the most appropriate organisation.** | **That there are some really good effective EPAO’s out there and some are most definitely better than others.**  **That it is not the case that the more well recognised the EPAO, the better they are. I have learned that the smaller EPAO’s offer a better more personal service** | | **I am currently looking at collating information together to inform employers and agree the most effective EPAO’S** | **6** |
| **Developed training and assessment resources to standardise.**  **Recruitment Resourcer**  **Business Administrator**  **Team Leader**  **Operation Departmental Manager** | **To ensure standardisation across the organisation on all standards that we offer. Focussed on those most predominant at this moment in time** | **Different evidence types that training being used and resources.**  **Gained some knowledge of what the team are using and picked up some tips and where I can further develop training materials for these qualifications** | | **Developed further training materials for Recruitment Resourcer and management qualifications for staff to use and gathered some additional information from research** | **4** |
| **Attended a meeting with REC** | **To gather information surrounding the recruitment qualifications and how they are best implemented into different recruitment organisations** | **Gathered information about assessment methods and requirements.**  **Developed understanding of key training areas and how to deliver coaching and mentoring to apprentices.** | | **Shared knowledge with trainers and put knowledge into practice when supporting apprentices.** | **1** |
| **What did you do?** | **Why?** | **What did you learn from this?** | | **How have/will you use this?** | **CPD Hours** |
| **Consultation with ESFA on remittance advices**  **Too give feedback and take part in a wider consultation and give input** | **ESFA are looking at ways in which they can change the remittance advice to better assist training providers etc in identifying what they have and have not been paid for** | **Different lines of contracts and what they mean.**  **Future development of remittance advices and where information will be stored** | | **I will have a better understanding when the new format is introduced and be able to plan financially better and reconcile payments against actual delivery** | **1** |
| **Strategies**  **Did some research on developing a better company strategy within the organisation** | **We have a strategy in place and I felt that I wanted to make this more personal to the changes that have occurred within the sectors and industry and the new standards as well as organisational development.** | **I learned how to develop a better more readable and understandable strategy for all staff to understand.**  **To have a clear indication of where we are and where we want to be as an organisation and what we need to do to be able to improve and get to where we want to be involving all stakeholders and staff** | | **I have created a clear understandable strategy and disseminated this to all staff so that they all have a good understanding.**  **I will also be linking this to the SAR** | **6** |
| **Researching and studying the different managing people and leadership theories and models and how these best apply in different working environments.** | **To understand better and apply these to my own role and support the management of the team.** | **Leadership theories such as Adair, Tannenbaum and Schmidt and Hersey and Blanchard.**  **Main principles of leadership styles**  **Developed understanding of suitability of different styles according to the situation.** | | **This has allowed me to consider my own management styles, think about which leadership and management styles I use and understand how to adapt and develop to manage my team.** | **3** |
| **What did you do?** | **Why?** | **What did you learn from this?** | | **How have/will you use this?** | **CPD Hours** |
| **Team Meeting**  **Off the Job Training**  **Requirements to log OTJT and reflecting on what we have done as an organisation since we last looked in detail at this.**  **Gathered evidence of OTJT and examples of best practice** | **To understand how staff are recording OTJT and how evidence and descriptors used to back up** | **Continue to develop and enhance understanding of OTJT and ability to support my team in their development in this area** | | **Advice and guidance given to trainers and those that are monitoring OTJT.**  **Real examples and identifying where they may have gone wrong and how to improve recording** | **3** |
| **Coaching**  **Research different coaching methods taking into account the teams learning styles and how to deliver training and coaching that will develop all staff** | **I wanted to understand the principles of coaching better and how I can use this research and new knowledge to better coach my team and give them support** | **I have developed a stronger more enhanced knowledge and picked up some good pointers on where I can improve. Allowed me to better coach my team ensuring that I take into account their learning styles and how they develop on a personal and academic level. I focus training on GROW and FUEL models.** | | **Carried out group coaching sessions successfully taking into account differing needs and expectations** | **2** |
| **Recruitment Resourcing Plans**  **Research in order to train my team**  **Gathered evidence of recruitment plans and how they are used in different ways in recruitment organisations and different methods for collecting the information needed to carry out the recruitment resourcing role.** | **Many companies have own format and some none and just use notes. Understand the materials used to support the recruitment process, and how organisations use these effectively.**  **To train my staff in best practices in using these as a tool when delivering the qualification** | **The importance of resourcing plans to structure candidate searches.**  **That some organisations do not have a set plan in place and used their own personal methods.**  **Learned that I feel it would benefit our apprentices to use plans to structure their training better and to better understand the recruitment process. I appreciate this will not work for all, however it will assist those that require more structure** | | **I have trained and given my team advice and feedback and this will enable them to provide a greater level of support and training to apprentices, to ensure they understand the benefits of using a resourcing plan and how to complete and structure these effectively. Develop their skills in following the resourcing plan effectively.** | **2** |
| **What did you do?** | **Why?** | **What did you learn from this?** | | **How have/will you use this?** | **CPD Hours** |
| **Researched Organisational culture and the effect it can have on myself and team.** | **I am aware of organisational culture, but wanted to gain a deeper understanding of internal and external factors which can impact our organisational culture and the impact this has on role and responsibilities of the team.** | **I have further developed my knowledge of how to structure within the organisation, leadership and how this affects culture and what constitutes good and bad leadership.**  **Values and and beliefs can impact organisations structure and impact colleagues’ roles and responsibilities and this is something as an organisation that we need to standardise better and be mindful of others.**  **These cultures dictate behaviour in our organisation and affect all the team in one way or the other** | | **Reflected on our own organisational cultures and looked at ways in which these could be better and the impact on the team.** | **4** |
| **Researched reviews and the changes and improvements that could be made to the to the review process to better develop all staff and get a most robust review process in place** | **To improve the review process**  **To ensure that we get 360 degree feedback from all parties (employers, apprentices and training provider)**  **Clearer indications of apprentices progress** | **As a team we learned a lot. During research I gathered information and created draft review documents that gathered feedback from employers and apprentices in different formats ensuring that we gathered all the required information to carry out the review fairly and effectively** | | **Produced a review system that now has a 360 degree feedback mechanism. Disseminated to all staff and training session given and gathered feedback. Made some minor changes after feedback.**  **Will continue to review.** | **4** |
| **Researched how social media is used by recruiters.**  **Researched the legal and regulatory requirements when recruiting using social media.** | **To learn more about the positive and negative implications of using social media to support the recruitment resourcing process.** | **Better understanding how recruiters use social media and the legislation surrounding its use** | | **Was able to compile a good learning and training resource that my trainers could use with apprentices to aid in their understanding. Paid particular emphasis upon the legal route and how not to discriminate with using social media** | **3** |
| **What did you do?** | **Why?** | **What did you learn from this?** | | **How have/will you use this?** | **CPD Hours** |
| **Team Training**  **Apprentice induction and Training Needs Analysis with some research on improving what we already do** | **To improve the enrolment and initial assessment process and gather robust and accurate information from apprentices and their and their employers required training needs/requirements.** | | **Learned better ways in which we can collect information from employers and apprentices making a more informed Training Needs Analysis that better identified strengths and weaknesses and allowed us to create a better robust Learner Development Plan** | **Standardised enrolment process**  **Created new format of TNA playing emphasis on specific areas ensuring that it covered the evidence requirements of the ESFA funding rules. Gave some additional training on the Commitment Statement and Apprentice Agreement** | **4** |
| **Motivational techniques**  **Research**  **Aim to ensure I can improve staff morale and create a positive working environment.**  **To set achievable goals, improve performance and boost productivity.**  **I carried out extensive research tom see what improvements that I could make within the organisation** | **To motivate my team, increase morale and agree and set targets that are achievable.**  **To show trust and understanding and to support and guide my team to get the best results and meet targets.** | | **The different motivational techniques; Maslow Hierarchy of Need.**  **Understanding of the most appropriate techniques to use dependent on members of the team.**  **How to understand my team better and increase motivation and look at what incentives we could offer.**  **Recognising achievements and what they accomplish as a team and as individuals.**  **How we can reward the team in different ways for performance.**  **Agree and set achievable goals and targets whilst making them challenging at the same time.** | **I have set about applying various motivational techniques and set individual and team targets with agreed rewards programme.** | **3** |
| **What did you do?** | **Why?** | **What did you learn from this?** | | **How have/will you use this?** | **CPD Hours** |
| **Team Meeting**  **Information Advice and Guidance**  **Newsletter development** | **To improve the IAG delivered throughout apprenticeships and add structure to the support and training delivered.**  **How this could be further enhanced through newsletters and feedback to employers and apprentice.** | | **IAG to be embedded within the apprenticeship and the importance of integrating these consistently and effectively.** | **IAG guidance given to staff, discussed and shared good practice.**  **Newsletter to be developed in New Year** | **3** |
| **New Functional Skills**  **Looked at the new FS in Maths and English and the changes that have been put into place. Researched new tests and complete sample tests to assist understanding**  **Looked at new recording procedures for speaking and listening** | **New FS being implemented as older ones will now be stopped.**  **We deliver FS across all standards and all staff need to know the requirements for the new ones** | | **Change on content and structure in particular the additional test in Maths.**  **Different recording structure of speaking and listening** | **Staff training to ensure all staff are aware and have had training.**  **Issued all staff with new standards and encouraged them to complete sample tests so that they are aware of the differences** | **2** |
| **Team Training**  **Warehousing.**  **Training to understand the features of EPA including behaviour and knowledge test assessment criteria and observational assessment.** | **To have a better understanding of assessment criteria and ensure all staff are aware of how EPA will be carried out.** | | **I have a better knowledge of the EPA assessment requirements. I have learnt where mock assessment are kept on the server and how to use these effectively to support preparation.** | **Staff given advice and guidance along with some training on implementation and how the EPA will work.** | **4** |
| **EPAO’s selection and Webinars**  **Webinar on new EPAO’s**  **Research** | **Wanted to look again at other EPAO’s available and what they offered with regards to costing, resources and support** | | **That there is a vast variation between EPAO’S and so many to choose from.** | **After some extensive research we have selected a few EPAO’s to recommend to our employers and will implement this now** | **10** |
| **What did you do?** | **Why?** | | **What did you learn from this?** | **How have/will you use this?** | **CPD Hours** |
| **ACT Awareness E Learning** | **Increase awareness of terrorism and actions to be taken** | | **Introduction to terrorism**  **Identifying security vulnerabilities**  **How to identify and respond to suspicious behaviour**  **How to identify and deal with a suspicious item**  **What to do in the event of a bomb threat**  **How to respond to a firearms or weapons attack** | **Awareness when dealing with candidates and apprentices and also for development of my own staff and increasing their awareness.** | **6** |
| **Educate against Hate** | **To raise awareness of the risks to children and young adults from extremism and radicalisation** | | **Updated knowledge on resources to share and safeguard those at risk** | **In the development of training resources for my team of trainers to use with their apprentices and employers** | **2** |
| **Re cap on PREVENT** | **To recap and ensure that my knowledge is up-to-date** | | **Nothing in particular but it did refresh my understanding and knowledge** | **In the development and training of my team of trainers for their own development and also so that they can pass their knowledge onto employers and apprentices** | **1** |
| **Management and Leadership Styles Training** | **Raise awareness of different management and leadership styles**  **Refresher course** | | **Different types of leadership styles. I could see clearly that you would adopt different styles for different situations that the organisation may encounter. I can see clearly that you can seamlessly move between one style and another SITUATIONAL LEADERSHIP** | **Immediately?**  **Identifying the leadership styles that I have been using for many years**  **Implement new ideas and move between styles (already do this but be more aware that is what I am doing and what ones I am moving between)**  **Medium/long term?**  **When setting task be clearer about the leadership styles I am using and look at others and see if they would benefit.**  **Observe my teams leaders styles and give advice and training** | **6** |
| **Diversity in Leadership** | **Organisational culture change for equality &**  **inclusion online workshops** | | **Differing organisational cultures and how they play a part within the business**  **Inclusion across the whole organisation and how to ensure this is implemented effectively** | **Bear in mind within my organisation and take these points into account** | **4** |
| **Operational Management Approaches and Models** | **Management and approaches** | | **To refresh my knowledge and revise on what I already know** | **I felt better once done as you do forget, and it was a great course to allow me to refresh my knowledge** | **4** |
| **Prevent COVID 19** | **Preventing COVID 19** | | **We are in a pandemic and we visit employers and apprentices and are often asked for advice and guidance** | **Prevention of spread and saving lives and protecting the NHS. Correct hand washing procedures and how to avoid spread including social distancing and being mindful odf cleanliness** | **1** |
| **Behind the Mask** | **Awareness of domestic abuse** | | **To increase my awareness and be in a position to look out for signals and give advice and support** | **Internal staff training when we have any issue regarding safeguarding** | **2** |
| **May 2020 to September 2021**  **Level 2 Certificate in Understanding Safeguarding and Prevent** | **Gain a recognised qualification as I am the Safeguarding Officer. Refreshed my knowledge**  **And increase my knowledge and awareness of the Prevent Duty and safeguarding, including online safety in an environment where I have a duty of care.** | | **Fantastic course that allowed me to learn new things and also to refresh my knowledge as the Safeguarding Lead. Covered various aspects of safeguarding. Prevent radicalisation and extremism as well as other safeguarding issues.** | **More detail was learned as well as building my confidence in refreshing my knowledge and skills.**  **• Unit 01 Understanding the Prevent Duty • Unit 02 Understanding Safeguarding • Unit 03 Understanding Online Safety.**  **I can pass my knowledge onto my team of trainers and other staff** | **132** |
| **Standardisation meeting** | **Safeguarding**  **Challenging targets and meeting these** | | **Apprentice mental health and wellbeing.**  **Shared good practice on where there has been good progression where apprentices have not been within the workplace and discussed and shared ideas on what has and has not worked** | **Ensuring that ALL trainers are completing the Safeguarding Assessment Plans after each visit and giving necessary support. Some questions asked regarding how far they could support, and it was agreed as far as is needed, however remaining impartial and give advice and guidance where needed.** | **2** |
| **Standardisation meeting** | **Various aspects Recruitment Resourcing and Consultant NVQ and Certificate and how to support apprentices** | | **understanding of sales techniques applied in the recruitment industry and the legal and ethical requirements to be complied with.**  **Different resources that we have and have adapted many so that they cross across both the resourcer and consultant roles. Witness testimonies** | **Evidence indicators**  **Additional resources required**  **Trainer and apprentice progress** | **2** |
| **Standardisation meeting** | **Legal and ethical requirements in recruitment**  **Assessment techniques in recruitment** | | **Our main aim here is to standardise so that we can ensure ALL aspects are covered regardless of the industry they are recruiting in. This allows them to cover all industries. Looked at resources that we currently have and discussed how we could broaden these a little more and compile maybe some short tests for candidates to assess knowledge and also refresh memory, in particular near to EPA.** | **Self-tested trainer knowledge**  **Aware of additional resources required and areas where research can help and various research tools** |  |
| **Standardisation meeting** | **Building and maintaining relationships with candidates.** | | **Discussed different ways in evidence collection, in particular areas where feedback was required to enable the completion of Building and maintaining relationships with candidates. This is one unit where we do sometimes have difficulties as the resourcer is in some cases not in a position to gather feedback in the form of surveys.** | **Different methods and new ways to collect feedback and staff ability to diversify and look at all avenues to achieve this unit**  **Share good practice** |  |
| **Level 2 Certificate in Awareness of Mental Health Problems** | **To raise my awareness of mental health and a range of mental health problems.**  **To develop my understanding of mental health and the problems that can cause mental ill health.** | | **Developed my understanding of a range of mental health problems, which can be used to support my role in the workplace or where I may interact with individuals with mental health problems.** | **Understanding mental health Understanding stress**  **Understanding anxiety**  **Understanding phobias**  **Understanding depression**  **Understanding post-natal depression Understanding bipolar disorder Understanding schizophrenia Understanding dementia**  **Understanding eating disorders Understanding attention deficit hyperactivity disorder (ADHD) Understanding obsessive compulsive disorder**  **Understanding post-traumatic stress disorder (PTSD)** | **160** |
| **Digital roleplaying pilot to accompany the EDS CPD courses** | **Took part in a pilot to assess suitability of the EDS CPD Courses they will offer** | | **To see what they would be offering in the role if digital skills checks** | **An insight into what is being offered and the opportunity to give my opinion and feedback** | **1** |
| **Essex ILP PREVENT Forum** | **Updates and training** | | **Updates in areas we deliver training and awareness of anything we need o be aware of and mindful of** | **Disseminate what needs o be relayed to trainers and those involved in training apprentices** |  |
| **EOS** | **Training on new EOS Portfolio system and working in the back end** | | **Offer a better learning experience to our apprentices** | **Can edit all aspects and add in forms and content for apprentices as well as create enrolment forms and created a new and Skills Gap Analysis** | **48** |
| **What did you do?** | **Why?** | | **What did you learn from this?** | **How have/will you use this?** | **CPD Hours** |
| **Recruitment day with Aqua Healthcare** | **To gain a better understanding of the resourcer and consultant ole** | | **How different organisations have the same set standards however use differing systems and compliance techniques dependent on the sector they ae recruiting for.**  **Different software systems**  **Sales techniques** | **Disseminate to staff that are delivering this standard and create additional resources and content for the eportfolio** | **6** |
| **EOS** | **Creating new standards on the system and forms that support this** | | **How to create a new qualification and also to add in content for this and modify** | **To be able to make changes to our content and quals in line with any changes in regulations and legislation** | **8** |
| **ESFA Funding Rules** | **To be aware of new funding rules for 2023/2024** | | **New evidence indicators and requirements of the employer and provider as well as audit requirements and OTJT** | **In planning for the new contract year and amending paperwork to ensure compliance** | **4** |
| **Safeguarding** | **REFRESHER TRAINING** | | **Updates on safeguarding ad case studies** | **In my role as Safeguarding Officer to ensure compliance and that I am up to date** | **2** |
| **PREVENT (Counter terrorism policing)** | **Updates in Essex and areas that we have apprentices** | | **Information only on any updates and activities that we need to be made aware of** | **Awareness and training staff and alerting them to ay issues that may be of concern** | **2** |
| **Recruitment Consultant**  **NVQ Diploma Level 3** | **Criteria**  **Discussed the types of databases that employers use to hold candidate information.**  **Advertising vacancies**  **Matching candidates**  **Constructive feedback** | | **Criteria**  **Discussed the types of databases that employers use to hold candidate information.**  **Advertising vacancies**  **Matching candidates**  **Constructive feedback** | **Train staff** | **6** |

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| **Date** | **What did you do?** | **Why?** | **What did you learn from this?** | **How have/will you use this?** | **CPD Hours** |
| 09/01/2023 | Team Training | EOS Reporting when learners not logging on for 28 days and actions to be taken  Logistics in BA  Marketing and sales pipeline | That management will do monthly reports  Training on examples of logistics in different business types  Look at existing and previous employers and social media | To ensure learners are seen once every 4 weeks or once a month  When delivering this module to learners in different settings and where they have different roles  To increase caseloads and company revenue | 4 |
| 06/02/2023 | Team Training | Revised BA Standards to ensure competency and shared good practice  Review notifications  Safeguarding | Shared good practice  Phil explained that he liked to describe a feature rather than creating an example of a balance sheet. Discussed how training is given and what is working and what isn’t.  **Reviews** – Employer notifications from EOS  **Safeguarding**  Example of a safeguarding issue | When delivering training within BA standard  Advising employers and ensuring they have received copy reviews  Being mindful of safeguarding when speaking to learners | 3 |
| 13/02/2023 | Team Training | Training on BA Regulation module  Recording knowledge training within Dropbox  Surveys | To give better training and support to learner on this module as reports after EPA show this is a weak module  To record in folder on Dropbox and can be used for EPA revision and knowledge test prep  Ideas shared on survey questions and expected outcomes and look at ways we can improve | When delivering training and EPA preparation  Saving as we progress and using for EPA prep  To be able to get feedback from employers and learners and better deliver to suit needs. Action plan development needs | 4 |
| 06/03/2023 | Team Training | Welcome email for employers  Any changes needed within the new eportfolio and submissions via the eportfolio  Employer emails to be sent after each training session  Problem employers (employer engagement) | Content and discussed where this could be amended to suit purpose.  Discussed future changes that may occur and how these would be implemented.  Email template created and agreed for feedback  Ways in which we can improve employer engagement | Responsibilities for employer emails  How we go about recording any future changes to EOS and how we put ideas forward to management  Use employer feedback email after all training sessions (face to face and remote)  Engaging with employers | 4 |
| 10/08/2023 | Day with employer | To gain a more in depth understanding of how a recruitment company works and the employer needs and staff training issues | Obstacles that they come across when training Resourcers | Enabled a better understanding on how to implement the training to apprentices and obstacles they may be encountered. These were then passed onto my own staff | 7 |
| 21/08/2023 | Off The Job Training  All Qualifications | Online training on TJT types and hoe these can fit into the relevant standards | Recording OTJT | Monitoring staff and training staff | 4 |
| 04/09/2023 | EOS TRAINING | Writing standards for Recruitment Consultant and updating Recruitment Resourcer | More in depth knowledge of criteria and evidence requirements | IQA stage | 6 |
| 29/09/2023 | PREVENT (Counter terrorism policing) | Updates in Essex and areas that we have apprentices | Information only on any updates and activities that we need to be made aware of | Awareness and training staff and alerting them to ay issues that may be of concern | 3 |
| 16/10/2023 – 20/10/2023 | Research  Recruitment Resourcer | To look at ways in which we can improve and consolidate the content in the recruitment resourcer standard on our eportfolio system | Some additional content that was better explained and easier or the apprentice to understand | This will be implemented into the eportfolio when we review this at the start of 2024 | 20 |
| 16/10/2023 – 20/10/2023 | Research  Recruitment Consultant | We want the RC built within our EOS portfolio. So started researching and saving examples of content that can be submitted to the developer to look at | Research showed information that can be formulated to meet needs and that can be rewritten in our own words to be laced into the new standard on EOS | This will be used when working with developers in creating this standard within our eportfolio | 15 |
| 26/10/2023 to 07/11/2023 | Created and edited PowerPoint presentation | To create PowerPoint Presentations and look at some other staff had produced and edit and add any further content and create quizzes so that we have revision section on the BA standard in readiness for EPA | A lot. By creating these it refreshed my memory and gave me a better insight int the expectations of apprentices and how to support my trainers and their apprentices | The trainers will be able to adopt this to use in EPA provision rather than spending many hors on Teams meetings preparing them for EPA | 42 |
| 07/11/2023 to 10/11/2023 | EOS Training | To create and add new modules and attach sections for quizzes for the BA Standards | How to create modules and quizzes, quiz structures and importing them into the portfolio | In updating and improving portfolio content | 12 |
| 27/02/2024 | Standardisation Recruitment | Standardisation | Plagiarism tools, moving standard to MAYTAS HUB  Updating training materials | Transfer to hub to make more seamless. Add content and activities to communities to ensure a smooth process for apprentices and internal staff (trainers and admin) | 3 |
| 28/03/2024 - ONGOING | MAYTAS HUB TRAINING | Introduction of a new eportfolio linked with MAYTAS | Implemented new system and 4-6 months of weekly/bi-weekly and monthly training sessions on screen design, module writing, implementation | In providing an exemplary eportfolio system for our apprentices | 86 |
| 20 May 2024 | BiOR and Standardisation | Looking at new Recruitment Standards | About the new standards that are being developed for release later this year and dissemination of regulated qualifications and the level 2 standard | We will prepare for introduction of new standard to new apprentices when released and adapt course content training materials | 16 |
| May 2024 | BiOR | EPA Training on Summit | EPA Process | Looking at using as an EPAO |  |