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| Assessment & Occupational Knowledge and Skills |  |
| **CPD 1 Policy induction:** | **Status** |
| 1. Introduction to standards-based apprenticeships | 1 |
| 1. Understanding standards and assessment plans and an explanation of assessment principles and intentions at a theory level as well as covering the training detail associated with the end-point assessment | 2 |
| **CPD 2 Assessment instruments:** | **3** |
| 1. Assessing evidence in portfolios | 4 |
| 1. Conducting professional discussions | 5 |
| 1. Conducting interviews |  |
| 1. Observation-based assessment |  |
| **CPD 3 Assessment practice:** |  |
| 1. Grading |  |
| 1. Assessing behaviours |  |
| 1. The importance of sufficiency, context and consistency |  |
| 1. Fair assessment and bias |  |
| 1. Feeding back assessment decisions |  |
| 1. Relevant and up to date safeguarding and Prevent considerations |  |
| **CPD 4 Occupational Knowledge & Skills:** |  |
| 1. Approaches to Organisational Culture |  |
| 1. Methods of Training and Development |  |
| 1. Equality and Diversity |  |
| 1. Mental Health and the Workplace |  |
| 1. Future Development of HRM |  |
| 1. Role of the Human Resource Manager |  |
| 1. Development of Human Resource Management |  |
| 1. Importance of HR within an Organisation |  |
| 1. Functions of Human Resource Management |  |