



Workforce Development and CPD Policy

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Workforce Development and CPD Policy 2021-23

People are the College's biggest asset. The vast majority of an organisation's success or improvement comes when the right people with the right skills are deployed in the right place. Strategic Workforce planning is about helping managers achieve that match. The purpose of Workforce Planning is to identify and plan for the future HR capacity and capabilities needed to drive the effective delivery within the service areas.

In essence it is about analysing the current workforce, and then extending that analysis to identify future workforce requirements, skills and competencies which will be needed to deliver new, different or improved services.

Key Features of effective strategic workforce planning are:

- **Ambitious** - to support ambitions to meet aspirational targets for improved performance with appropriate, timely and supportive workforce development and opportunities for Continuous Professional Development
- **Successful** - Identify and address aspects of performance across the College Group which we need to improve to reach excellence
- **Professional** - To focus on the process of identifying and allocating appropriate WfD and CPD support in line with College strategic objectives and staff development objectives
- **Innovative** - to ensure our workforce is fully equipped and multi-skilled to deliver on the exciting vision of the College.
- **Respectful** - To maintain the **integrity** of judgments in allocation of WfD/CPD and provide support for improvement in raising standards to maximise performance and meet statutory requirements alongside external benchmarks.
- **Engaging** - To support an inclusive approach by enabling all staff to access appropriate and varied opportunities for internal and external WfD/CPD through mentoring, support and training subject to availability and prioritisation of resources in line with the College Equal Opportunities Policy

Particularly during periods of change it is important to identify what people, knowledge, skills and behaviours we have, as well as what will be required and where.

Without this, even the most comprehensive finance and business plans will not deliver the changes being demanded of stakeholders including learners and funders.

Like all FE Colleges, Newham College faces some significant challenges over the medium to long-term. Many of these demands are known but some are not fully understood and others will emerge as the future unfolds. Some of these are:

Challenges:

- Uncertainty in funding
- Salary scales for key Academic posts
- A reduction in resource availability and the need for a talented and focused workforce along with the challenges of recruitment in some key roles

The Future Workforce

There is a clearly defined need for a modern, more flexible workforce which is agile and can respond to challenges and change with pace. Our aspiration is for an engaged and motivated workforce which is

customer focused, business-like and able to develop innovative solutions and new relationships through which to deliver better services for our students.

Our Workforce Strategy flows directly from our business strategy. This ensures that we maximise the return on the investment in the workforce and associated talent in driving forward decisions, monitoring performance and improving results. Our aspiration is for a diverse workforce, which is representative of the community we serve, inspired and motivated through clear leadership, with the ability to respond to change quickly and with confidence. *Note: the College's strategic plan is currently being updated and when it is finalized, this policy will be revised as necessary to reflect any relevant changes.*

BASIC PRINCIPLES

Training and Development opportunities will be offered to all staff in line with agreed College Strategic Priorities for staff development and raising standards in line with the annual Quality Improvement Plan.

Agency and sub-contracting staff vital to the performance of their duties will be considered in scope of this policy.

Agreed funded externally accredited training are listed in Appendix 1.

Application for external CPD or formal accreditation must be supported by a completed online Application for External Courses (Appendix 2) with line manager approval and HR final approval and allocation of agreed funding.

Levels of funding for qualifications are listed in Appendix 1.

INDUCTION

All new staff will be expected to complete the online College induction within one week of starting with the College. This will give an overview of the structures within the College, access to key policies and procedures including sickness reporting and employee assistance programmes etc

The College will:

- Send the online induction out to new starters on their start date
- Complete a first day induction by HR and provide an employee workbook to new starters
- Ensure all new staff have a local induction covering standard elements and requirements of role and expectations.
- Ensure all new academic staff have supportive observations to enable them to be supported to pass probation in line with the Observation of Teaching and Learning (OTL) policy.

APPRAISALS

All staff will have performance appraisals each year conducted by their line manager. This will be a discussion on performance over the year and identification of future CPD. It is expected that there will be regular dialogue between staff and their line managers during the year and that there will be no surprises in the appraisal. There is the expectation that staff will share good practice across the College.

The College will:

- Ensure all staff have formal appraisals each year
- Identify CPD for the individual and team
- Provide opportunities throughout the year for sharing of good practice

MANDATORY TRAINING

An integral part of staff development and professional updating is mandatory training and updating. All College employees must have completed safeguarding and prevent training, GDPR online training and equality and diversity training.

The College will:

- Ensure 100% of staff completed the mandatory training as part of probationary sign off.
- Ensure all teaching staff have regular update training on systems and software.

WHOLE COLLEGE STAFF DEVELOPMENT DAYS AND CPD

The College believes that CPD is important for all staff to ensure they are upskilled and developed in line with industry or professional standards.

It is also important for key messages to be delivered to all staff and that they are informed of changes occurring within the College.

The College will:

- identify at least 2 staff development days and 2 staff conferences in the College calendar each year.
- Ensure staff development days are relevant to meet the needs in line with the identified areas for improvement from the OTL report analysis.
- Provide opportunities for vocational staff to undertake industry placements (at least 1 day per year).
- Supporting individualised CPD of staff, where applicable
- Provide up to 6 teachmeets each year for academic staff to support ongoing development in pedagogic practices

APPRENTICESHIP LEVY

The College pays into an apprenticeship levy pot. The College can use this pot to support the upskilling of its current staff on professional progression pathways as well as to recruit and train apprentices as part of succession plans within departments.

The College will:

- Review all new jobs to identify if an apprenticeship opportunity can be created; and
- Support staff to undertake progression pathways identified within the performance review process.

TEACHING AND LEARNING

The College has a team of Senior Tutors (STs) who will support academic staff to improve their teaching and learning.

The College will:

- Continue to provide remission for STs to provide support where appropriate
- Provide opportunities for peer observations
- Provide development observations
- Provide coaching and mentoring opportunities

MANAGEMENT

The College recognises that it needs a strong leadership team to deliver its strategic objectives.

The College will:

- Undertake a skills analysis at management level and put in place management support and training to upskills our managers in performance management and strategic thinking.

Appendix 1 Funding of external development activities or accreditation 2020-21

The College allocates money to fund internal and external workforce development activities. The budget requirements for such activity will be determined through the annual budget planning process. The overall budget is managed between the Director of HR & Organisational Development and the Vice Principal of Quality; and is agreed annually.

Note: All applications approved for formal externally accredited courses resulting in formal certification will be subject to the signing of a Learning Agreement setting out the obligations of the individual and the College, and the arrangements for any repayment of funds under certain circumstances.

Staff will be required to pay back the full College contribution to course fees should they fail to complete the course within the time frame specified. Any mitigating circumstances will need to be supported by a medical certificate or other relevant evidence to explain non-completion. If staff complete the course and subsequently leave the College within 2 years of their achieving the qualification, they will be required to pay back a percentage of the course fees.

The College sets criteria that try to maximise & prioritise the return on its development investment in line with Strategic Objectives. These are set out below:

Key priorities for funded staff development:

- *Teaching Qualifications*

This does not apply to HPLs or agency workers.

The College may offer to provide support to individuals working for qualifications. The level of support will be determined against the following criteria:

- Whether the individual is required to gain, enhance or maintain the qualification as part of their job;
- The value to the individual's longer-term development and organizational need
- The costs involved;
- Any support previously given to the individual;
- Availability of funds.

First priority will be given to where gaining, upgrading or maintaining a qualification is **required** of someone as part of their current job or another role in the College to which it has been **agreed** they will be going, and funding will be 75% of fees.

For full time teaching staff, attending a College DTLLS/DET programme, the College will contribute a maximum of £1,250 to the cost of the fees unless the cost can be paid through the levy. The College will fund DTLLS/DET programmes at other institutions until it has established its own in-house programme at some time in the future. The College will ensure that faculties and departments make arrangements for attendance at this course. In line with College Remission Policy - full time staff on these L5 programmes or PGCE are also given 3 hours of remission to attend lessons and study-time.

For staff teaching less than 24 hours, the College will fund a pro rata amount towards the cost of a DTLLS/DET programme.

Where the qualification is not required, but the individual and their manager consider it is desirable, funding will be 25%. Professional qualifications hold potential benefit for individuals as well as the College, and it is reasonable that they should make a contribution under these circumstances.

Funding for teacher training will be considered annually. Remission from class teaching time will be outlined in timetabling policy produced by MIS and agreed at SLT.

- *Management training*

The College will support managers to upskill in areas of development identified through the performance review process.

- *IT training*

The College will support all College staff needing to improve their IT skills to ensure they are able to efficiently utilise them in their work.

The College will support teaching staff with e-learning by providing a suite of comprehensive programmes for staff to attend.

- *English and maths qualifications*

The College will support all college staff needing to work towards Level 2 or equivalent in English and maths in year through internal CPD opportunities and bearing the costs of any examinations. GCSE English and maths classes will be free.

- *Online Equality & Diversity qualifications*

Alongside the mandatory training units, the College will support staff wishing to formalise their knowledge in supporting and implementing Equality, Diversity and Inclusion by enabling staff to study online qualifications at up to Level 2 in a range of available qualifications it offers. Members of the Equality & Diversity Committee and the LGBT+ Committee will have priority in allocation of CPD for E&D training.

- *Vocational Assessor and Internal Verification Qualifications*

The College will support for external training up to £600 for a formal qualification.

Priority 1:

For key staff needing Internal Qualification Assessments (IQA) to support standards in assessment in line with awarding body requirements, the College will offer a number of funded places up to a cohort of 5 staff to achieve this qualification.

Priority 2:

Workplace or vocational trainers or assessors without a TAQA/CAVA may be considered if there is availability of funds.

OSCA training for BTEC verifiers will be supported via online training and allocation. There is no cost for this online training from Pearson. Only IV leads need to undertake this, updating in October/November.

IAG

Priority will be given to funding training/re-training to maintain Gatsby standards for CIAG, as required.

External events & training that individuals wish to attend

The College will consider funding individuals to attend development events run externally. The decision whether to support applications will be made against the following criteria:

- The **relevance** of the event to College Strategic Objectives and identified key priorities in line with Quality Improvement Plans at strategic and local level
- Individuals' current or future role in the College;
- The **costs** involved;
- **Availability of funds** in the Professional Development budget managed by HR.

The decision to approve the release of funds from the Professional Development budget lies with the

Director of HR & Organisational Development. Applications should be made using the Professional Development Application process and signed and agreed with the relevant Line Manager and Director with a copy to Finance for reconciliation of funds. For academic staff the process for approval lines with the remit of the Vice Principal for Quality.

Priority will be given to key training objectives, mandatory or statutory training and/or linked to Quality Improvement Plan. The relevant line manager should indicate the priority. Where there are competing priorities, the Director of HR & Legal Services will consult with the relevant line manager and Quality Team before making a decision.

Reasonable expenses will be reimbursed to individuals by the relevant curriculum area. Travel expenses will be paid where these are over and above the individual's normal home-to-work fares or mileage. Individuals will be expected to produce evidence that expenses were incurred and were necessary. No cover costs for teaching hours can be included in the costs of attendance at external events.

Compulsory training and development

A range of external and internally facilitated CPD covering mandatory elements such as First Aid Training, Health & Safety at Work, food safety, Managers' Safeguarding updates will be planned and facilitated in year by HR or appropriate department, to meet statutory requirements and uphold best practice in these areas; and funded external recognised accreditation will be funded on a case by case basis.

Annual updating of online training

All staff will be expected to complete an annual or bi-annual update on a range of compulsory online training that includes statutory requirements on Safeguarding, Prevent, Equality & Diversity. This training and updating will be paid for by the College from Staff Development Funds.

Industrial Placements for T levels and vocational hours

In year a number of staff, principally from vocational teaching areas, will be facilitated to attend vocational and professional updating to develop and review own vocational expertise.

Industrial placement linked to T level delivery is expected to be facilitated for up to 35 hours of work shadow to enable staff in vocational areas to upskill. Such placements should be planned in line with student work experience so as to not impact adversely on learning. Work placements must be agreed in advance with local line managers and be outlined and reviewed in year at their performance review. Staff who update professional sector skills are expected to share these with other staff and with their learners through updating SOW, lesson planning and assignment briefs in line with up to date sector skills and employer expectations.

Records of such attendance should be sent to HR and also by individual staff and local line managers.

Appendix 2 Annual CPD Offer Teaching, Learning & Assessment

Based on an analysis of OTL reports from 2020/21 the following sessions will be offered in year to develop practice alongside the new OTL Strategy and associated Policies.

In addition, the College will support externally facilitated training sessions as part of College Teaching & Learning days in agreement with Quality as best able.

The planned Teach Meet sessions supported by Quality Team and Senior Teachers includes a range of professional discussion and input session to support raising standards in teaching and learning.

With the move to blended and online learning, as a result of Covid, an extensive offer for e-learning teaching and assessment will be offered. These sessions are based on an annual teaching staff Training Needs analysis and link to the ETF Teachers' Digital Framework competencies.

Teaching, Learning & Assessment Compendium

Attendees	Dates on offer - Wednesdays 3.30-5pm (unless otherwise stated)	Topic	What participants will gain from the session
All permanent FTE and HPL teaching staff	Teach Meets		A selection of key CPD themes offered across the year to support consistency and further development in teaching, learning and assessment practices in line with the College Teaching, Learning and Assessment Standards.
Teaching staff	October CPD day	CPD session 1: Planning a perfect lesson	Participants will be able to examine aspects of lesson planning. Reviewing the usual three parts of starter, learning activities and plenary the session goes beyond these expectations and implications in lesson delivery. The session will also review the college approved SOLW, lesson plan & group profile templates alongside Rosenshine's Principles of Instruction.
Teaching staff	Group Tutors Compulsory session October staff development day / term 1	CPD Option: Effective Group Tutorials & ELBA	Participants will examine the college templates and guidelines on group tutorials and how they can find and use a range of core college materials. The session will look at the process of making group tutorials meaningful for specific groups within the college guidelines and with reference to ELBA standards for employability.
Teaching staff	October CPD day	CPD session 2: Giving effective feedback	Participants will explore the principles of high quality feedback. They will examine a range of strategies to support effective feedback and to adapt and use this in their own practice. Participants will review college practices including use of SPOCK marking code for learner self-correction of written work.
Teaching staff	Teach Meet option	CPD session 3: Teach to the Top	Participants will Examine what makes a teach to the top session based on the Pygmalion Effect and Growth Mindset theories and review a range of practice/methods that promote "Teaching to the Top" or "pitching it up" techniques to support learners to achieve aspirational targets.
Teaching staff	Compulsory all teaching staff October CPD session	CPD session 4: Using a group profile for personalising learning	Participants will review the theory and practice of the use of a group profile based on pre-populated info from E-Trackr or the standard template. They will the positive impact on planning and differentiation in the classroom

			through using group profile.
Teaching staff	On request at school level	CPD extra session: (request) Sequencing	Participants will examine the theory and practice of sequencing in curriculum planning and implications in curriculum delivery and classroom practice
Teaching staff	Teach Meet option	CPD session 5: questioning tips and techniques to check progress	Participants will be able to identify and evaluate different questioning and assessment methods in relation to their own learners for active learning. Teachers will be able to use a range of techniques for improving assessment for learning in their classroom practice.
Teaching staff	Teach Meet option	CPD session 6: Top techniques for discussion and debate	Participants will examine the underlying theories behind “talk” as a teaching & learning tool. They will identify and review how to employ some practical techniques to develop discussion and “critical” talk in classroom among students to promote higher order/critical thinking skills.
Teaching staff	Teach Meet option	CPD session 7: Scaffolding & Differentiation	Participants in this session will recognise the difference between scaffolding and differentiation. They will identify a range of scaffolding and differentiation strategies to support personalised & individualised learning. The session will demonstrate how to clearly document differentiation on a lesson plan, in terms of learning objectives and assessment methods.
Teaching staff	Teach Meet option	CPD session 8: Teaching Without	Participants will review how to avoid the trap of using worksheets. Practical techniques and theory are combined in this session to enable participants to think of sessions as opportunities to engage and motivate learners. Part of the session will examine some quick wins from “teacher’s tip” of the month to consider which apply to their own practice.
Teaching staff	On request at school level	CPD session: Behaviour Management & College Policies and Practice	An informative session on how teachers can develop positive behaviours in learners and also develop their awareness of college Student Charter, “the Deal” and use of the College Behaviour for Learning Policy alongside E-Trackr monitoring.
Teaching staff	On request at school level	CPD session: Knowledge Retrieval	Participants will gain insights in the theory and practice of knowledge retrieval and what it means for both teachers and students. Participants will come away from the session being able to use effective retrieval practices and embed techniques for such as a knowledge organiser into future practice.
Teaching staff	On request at school level	CPD session: Metacognition 2 in action	Building on last year’s insights in the theory and practice of metacognition, participants will have the opportunity to recognise metacognition practice and examine how to create a resource that utilises metacognition principles that can be used in lessons
Teaching staff	Teach Meet option	CPD session 9: Warmers, coolers, plenaries	This session focuses upon tasks that can be used to start and summarise lessons. Participants will be able to explain the features of excellent warmers, coolers and plenaries. They will also be able to choose at

			least two of these strategies to take away with them to explore their use in their learning environment.
Teaching staff	Teach Meet option	CPD session 10: Values and citizenship	Participants will be able to explain where Embedding, E&D, British opportunities to exploit the contextualisation of E&D, British Values and citizenship within their planning and courses to enhance learners'
Teaching staff	Teach Meet option	CPD session 11: contextualising English and maths	Participants will be able to recognise where all relevant opportunities to develop English and maths skills to at least a good level exist within their subject area. Participants will have opportunities to define contextualised learning, explore why we should contextualise & embed English and maths in learning across the curriculum. They will also be able to take at least two strategies away for use with their learners including the use of SPOCK and developing online technical glossaries.
Teaching staff	Teach Meet option	CPD session Extra: Top Tips for Tired Teachers	Participants will get some quick wins in this session on how to plan for learning, maximise learning and engage learners with some quick tips and techniques that improve your classroom practice and motivate learners.
Teaching staff	On request at school level	CPD Extra: Technical Glossaries	Examine the what, the why's and the how's of how to adopt a learner centred approach to developing Technical Glossaries to enable learners to take control of their learning of technical language and usage via use of Moodle.

E-learning Offer

Session	ETF DTPF Modules	Description	Mode of Training
Evolve Moodle Basics	B2 /B3 - Teaching context face-to-face and blended learning (Structure and manage content, collaboration and interaction in a digital environment) B4 -Teaching towards a fully online community	Grasp the core skills of Evolve, the college's Virtual Learning Environment, to help create a clear and effective course repository that will support your learners outside of the classroom. (Introduction, uploading files/URLs, formatting, glossaries, BLC resources, and Forums)	1:1 Coaching/ Refresher workshop/ Virtual via MS Teams CPD Compulsory all new staff
Evolve Moodle Advanced	A4 Communication/collaboration between colleagues/learners B3 Teaching context: blended learning E1a - Assessment and feedback strategies	In this session you will identify skills and knowledge on how to use enhanced Moodle tools and features to create an interactive course page resulting in active learning, collaboration and application of critical thinking skills with positive learning outcomes.	1:1 Coaching/ Refresher workshop/ Virtual via MS Teams Teach Meets
Promethean's ActivInspire	A1 - Planning and looking for information - how can technology best support your	In this session you will learn everything you need to know to confidently use an Interactive	1:1 Coaching/ Refresher workshop/

	<p>planning.</p> <p>A2 - Designing and adapting</p> <p>A3 - Empowering learners through technology</p>	<p>Whiteboard to support your session delivery, such as how to calibrate and troubleshoot IWBs, capture notes, annotate other resources and then convert them into an easily shared pdf format.</p>	<p>Virtual via MS Teams</p> <p>CPD Day</p>
Interactive Whiteboards & Promethean's ActivPanel	<p>A1 - Planning and looking for information - how can technology best support your planning.</p> <p>A3 - Empowering learners through technology</p> <p>B1 - Teaching and learning resources</p>	<p>A session focused on the functionality of the interactive whiteboards to allow you to confidently use the board to support your session delivery. The session will cover hardware functionality and the inbuilt ActivPanel to annotate resources and more.</p>	<p>1:1 Coaching/ Refresher workshop/</p> <p>CPD Day</p>
eTrackr essentials	<p>E1 - Assessment and feedback</p> <p>A4 - Communication/collaboration between colleagues/learners</p>	<p>A core eTrackr session that will focus on teaching or refreshing staff on how to use eTrackr to complete all essential activities, such as setting up grade books and completing progress reviews, as well as how to leverage some of the inbuilt reports to provide insight into students and student groups.</p>	<p>1:1 Coaching/ Refresher workshop/ Virtual via MS Teams</p> <p>CPD Compulsory all new staff</p>
eTrackr Advanced	<p>E1 - Assessment and feedback</p> <p>A4 - Communication/collaboration between colleagues/learners</p>	<p>Learn about destination data, entering results/mark book, Pastoral, RARPA, downloading group profile, managers' reporting tool, careers plan, managers' value added, recording progressions. These will be set up as micro-sessions.</p>	<p>1:1 Coaching/ Refresher workshop/ Virtual via MS Teams</p> <p>CPD Compulsory</p>
eTrackr for Tutors: Career Plan, EEP and WEX	<p>E1 - Assessment and feedback</p> <p>A4 - Communication/collaboration between colleagues/learners</p>	<p>Learn about the career plan and the CV builder, EEP and WEX for both tutors and learners.</p>	<p>1:1 Coaching/ Refresher workshop/ Virtual via MS Teams</p> <p>CPD Compulsory</p>
MS Teams (basic)	<p>A4 - Communicating and collaborating with colleagues/learners. B3/B4 - Support a blended teaching approach, interacting with learners, monitoring their behaviour and providing individual guidance</p>	<p>In this session you will learn how to use MS Teams to connect with learners, share resources, and set up meetings.</p>	<p>1:1 Coaching/ Refresher workshop/ Virtual via MS Teams</p> <p>CPD Compulsory all new staff</p>
MS Teams (Advanced)	<p>A2 - Design and adapt activities to integrate a range of interactive elements into your teaching resources</p> <p>A4 - Communicating and collaborating with colleagues/learners</p> <p>B1/B3/B4 - Use the learning environment technologies and resources that are available</p>	<p>A session focused on what a good blended learning delivery looks like virtually, displaying the functionality of MS Teams such as the interactive w/board feature, breakout rooms, presentation elements.</p>	<p>1:1 Coaching/ Refresher workshop/ Virtual via MS Teams</p> <p>CPD Day</p>

H5P on Moodle for interactive content	B1 - Teaching and learning resources B3 - Teaching context: blended learning E1 - Assessment and feedback	In this session you will learn how to create rich and interactive content using H5P Evolve built-in plugin. Activities covered will include drag and drop, interactive videos, hot spots for checks on learning. Online feedback is instant and reduces your marking!	1:1 Coaching/ Refresher workshop/ Virtual via MS Teams CPD day
Kahoot	A3 - Empowering learner through Technology B1 - Teaching and learning resource E1 - Assessment and feedback	Kahoot is a game-based learning platform, for teachers to use both in and out of the classroom to assess learning of individuals or a group of learners.	1:1 Coaching/ Refresher workshop/ Virtual via MS Teams Teach Meet
Collaborative Learning Checks Using Padlet	B1/B2 - Use motivating and engaging activities in digital learning environments. B3/B4 - Support a blended teaching approach, interacting with learners, monitoring their behaviour and providing individual guidance A4/C3 - Use digital technologies innovatively to promote learner collaboration for peer review and assessment.	Develop your classroom and online practices using Padlet to engage learners and allow collaborative checks on learning. Learn how to create walls of digital post-it notes and discussion boards to facilitate & engage group discussions online.	1:1 Coaching/ Refresher workshop/ Virtual via MS Teams Teach Meet
Video Creation (MS Stream) and Screen casting	A3 - Empowering learners through technology B1 - Teaching and learning resource	In this session, you will learn to record your screen and embed videos. This is useful when you are demonstrating to students how a system works. We will also explore how these videos can be shared with your learners using MS stream. It also provides a platform for your learners to record share work evidence via the channels.	1:1 Coaching/ Refresher workshop/ Virtual via MS Teams
Learner Submission of homework/assignments	A4 - Communicating and collaborating with colleagues/learners E1 - Assessment and feedback	Learn how to use Evolve Moodle to enable your learners to upload coursework, assignments and homework. Participants gain an understanding on how to setup a non-Turnitin assignment submission link. How to review and provide feedback online and using the gradebook functionality to track and monitor results.	1:1 Coaching/ Refresher workshop/ Virtual via MS Teams
Turnitin	A3 Support for learning and support activities including initial assessment - empowering learners through technology A4 - Communicating and collaborating with colleagues/learners E1 - Assessment and feedback	Essential session for all L2 and L3 teachers on BTEC and Access to HE Diploma to enable staff and students to comply and uphold anti-plagiarism standards in course work submission.	1:1 Coaching/ Refresher workshop/ Virtual via MS Teams Teach Meet
Flipped Learning	A2 - Designing and adapting activities A4 - Communication/collaboration between colleagues/learners. B3 - Teaching context: blended learning	The pedagogy and practice of flipped learning. This session will allow you to understand the features of a flipped classroom, analyse the key concepts and evaluate the benefits for	1:1 Coaching/ Refresher workshop/ Virtual via MS Teams

		enhancing your practice.	Teach Meet
Assessment of Learning in Classroom & Online using MS Forms and Polly for checks on learning	<p>B1 - Use motivating and engaging activities in digital learning environments.</p> <p>B3/B4 - Use some digital technologies to interact with learners for knowledge recall and to respond to learners' questions or doubts.</p> <p>E1 - Assessment and feedback</p>	Participants will be able to setup Microsoft Forms and Polly for checks on learning. Use MS Forms to get students to do simple true and false checks on work in class or online, stretch and challenge students with false distractors, open comments and for diagnostic results and future planning/recording assessment decisions.	<p>1:1 Coaching/ Refresher workshop/ Virtual via MS Teams</p> <p>Teach Meet</p>
OneDrive for learner work submissions and marking	<p>A3 - Support for learning and support activities to include learning activities, assignments and assessments for learners</p> <p>E1 - Assessment and feedback</p>	Learn how to use OneDrive to enable your learners to upload homework, work collaboratively and share files. Teachers to be able review learner work (not assignments) and provide feedback online and using OneDrive.	<p>1:1 Coaching/ Refresher workshop/ Virtual via MS Teams</p> <p>Teach Meet</p>