

(NOTE: Throughout this document, THE TEACHER TRAINER LTD is referred to as TTT)

TTT POLICY DOCUMENT

Continuing Professional Development Policy

CPD expectations, planning and evidence for TTT staff and associates.

Document Control

Document Title	Continuing Professional Development (CPD) Policy
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Policy Owner	Phenil Mehta, Centre Manager
CPD Coordinator	Phenil Mehta, phenil@theteachertrainer.co.uk
Approved By	Phenil Mehta, Centre Manager
Classification	Public
Applies To	All TTT Course Tutors, Assessors, IQAs, the Centre Manager and administrative staff where CPD is relevant to the role

Continuing Professional Development (CPD) Policy

1. Purpose

This policy sets out TTT's approach to Continuing Professional Development (CPD) for staff and associates, including Course Tutors, Assessors, Internal Quality Assurers (IQAs) and the Centre Manager. It supports ongoing occupational and pedagogical competence, meets Awarding Organisation centre requirements and aligns with the expectations of the Society for Education and Training (SET) and the Education and Training Foundation (ETF) for the FE and skills sector.

2. Scope

This policy applies to:

- All TTT Course Tutors, Course Assessors, IQAs and the Centre Manager (CPD is a condition of their engagement)
- Administrative staff where CPD is relevant to their role (for example, safeguarding, data protection, cyber security)
- Associates and contractors providing services that require current occupational knowledge

3. Definitions

The following terms carry the meanings given throughout this policy.

Continuing Professional Development (CPD)	The planned, ongoing activity by which individuals maintain and develop their knowledge, skills and effectiveness in their role.
Occupational Competence	Current, relevant knowledge and skills of the subject area being taught or assessed, typically evidenced by recent practice and recognised qualifications.
Pedagogical / Andragogical Competence	Current knowledge and skills in teaching, training and assessing adults.
CPD Log	A record kept by each individual of CPD activity undertaken, hours claimed, reflection and impact.
Reflection	A written account of what was learnt, how it will be applied and the impact on the individual's practice or learners.

4. Policy Statement

TTT is committed to the following principles and commitments.

1. Every Course Tutor, Course Assessor, IQA and the Centre Manager maintains and evidences CPD appropriate to their role each year.
2. CPD is planned, recorded, reflected on and reviewed; hours alone are not sufficient.
3. CPD covers both occupational currency (the subject being taught or assessed) and pedagogical / andragogical currency (how adults learn and are assessed).

4. Mandatory CPD in safeguarding, Prevent, equality and data protection is completed annually by every staff member and associate.
5. CPD evidence is reviewed annually by the Centre Manager and is available to Awarding Organisations and EQAs on request.
6. TTT supports CPD through funded activity, resources, peer standardisation and time for reflection.

5. Minimum CPD Expectations

Role	Minimum CPD hours per year	Minimum content mix
Centre Manager	35 hours	Sector leadership; safeguarding; regulatory; operational; pedagogy, etc.
Course Tutor	30 hours	Subject currency; adult teaching and learning; equality; safeguarding; digital pedagogy, etc.
Course Assessor	30 hours	Occupational currency; assessment practice; feedback; equality; safeguarding, etc.
Internal Quality Assurer (IQA)	30 hours	Standardisation; IQA methodology; risk management; equality; safeguarding, etc.
Administrative staff	10 hours	Role-relevant CPD plus mandatory topics, etc.
Mandatory topics (all roles)	Included in the above	Annual refresh: safeguarding and Prevent; equality, diversity and inclusion; data protection and cyber awareness, etc.

6. Types of CPD That Count

CPD is broader than attending a formal course. The following count when reflected on and recorded.

- **Formal training:** accredited courses, webinars, short qualifications, conference sessions
- **Awarding Organisation updates:** attending regulator or AO updates, reading specification changes
- **Professional reading:** sector publications, books, white papers, research, policy briefings
- **Standardisation activities:** TTT standardisation meetings, peer moderation, cross-centre networks
- **Occupational practice:** current or recent practice in the field taught or assessed (including consultancy, volunteering, project work, etc.)
- **Reflective practice:** structured reflection on teaching, assessment or IQA activity, with evidence of change
- **Mentoring and coaching:** giving or receiving structured mentoring
- **Writing and presenting:** creating learning materials, blog posts, delivering CPD to others

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- **Digital and pedagogical CPD:** learning new tools, AI in education, accessibility practice
 - **Safeguarding, Prevent and EDI:** annual refresher training

7. Planning and Recording CPD

7.1 Annual CPD Plan

- At the start of each CPD year (1 April to 31 March, aligned with TTT's review cycle), each individual agrees an Annual CPD Plan with the Centre Manager, identifying priorities, target hours and planned activities
- The plan is proportionate to the role and to any gaps identified at the previous review

7.2 CPD Log

- Each individual maintains a CPD Log capturing: date, activity, duration, type, source or provider, brief reflection and impact on practice and any evidence (certificate, screenshot, notes)
- The Log is reviewed informally during the year and formally at annual review
- A CPD Log template is available from the Course Coordinator

7.3 Reflection

- Hours alone do not meet the CPD expectation; every activity is accompanied by a short reflection on learning and impact
- Reflections take the format of Activity, Key Learning, Application and Impact on Learners

8. Annual CPD Review

- Each individual attends an annual CPD review with the Centre Manager
- The review evaluates CPD completed against the plan, identifies any gap, agrees the next year's plan and documents the outcome
- A satisfactory review is a condition of continuing engagement for Tutors, Assessors and IQAs
- Where CPD is below the minimum or is thin on reflection, a development action is agreed (such as directed reading, additional standardisation, mentoring)

9. Standardisation and Peer Learning

- TTT holds at least two standardisation meetings per year for Course Assessors and IQAs; attendance is a CPD activity in its own right
- Standardisation covers samples of anonymised assessment work, feedback tone and consistency, Awarding Organisation updates and assessment policy changes
- Peer observation and feedback is encouraged; outputs are recorded as CPD

10. Funding and Support

- TTT provides funded access to core CPD resources, including subscriptions to sector publications, Awarding Organisation updates and a reasonable annual CPD budget per role

- Time for reflection and attendance at standardisation meetings is a funded part of the engagement
- Where a specific external course is relevant and proportionate, staff may request funding by written application to the Centre Manager

11. Mandatory Topics

Every staff member and associate completes the following at least annually, with evidence filed and the completion date recorded:

- Safeguarding and Prevent refresher (aligned with the Safeguarding and Prevent Duty Policy)
- Equality, Diversity and Inclusion refresher (Equality Act 2010)
- Data Protection and cyber security awareness (aligned with the Data Protection and GDPR Policy and the Information Security and Cyber Security Policy)
- Health and safety awareness relevant to the role

12. Roles and Responsibilities

Role	Responsibility
Centre Manager (Phenil Mehta)	Owns the policy; agrees plans and conducts annual reviews; validates CPD quality, not just quantity; approves funding; ensures Awarding Organisation and EQA can see CPD evidence on request; completes own CPD review with a trusted peer or external professional body.
Course Coordinator	Maintains central CPD records; sends reminders; coordinates standardisation meetings; manages CPD Log template and evidence storage.
All staff and associates	Plan, carry out, reflect on and evidence CPD; attend the annual review; complete mandatory topics on time; raise development needs proactively.

13. Failure to Meet CPD Expectations

- A first shortfall triggers a supportive development action plan and a follow-up review
- Repeated failure to meet CPD expectations without reasonable cause is handled under the Staff Disciplinary and Sanctions Policy
- Where occupational or pedagogical currency can no longer be evidenced, TTT reassigns the individual away from the affected role until it is restored; the Awarding Organisation is informed where required

14. Records and Retention

- CPD plans, logs, evidence and annual review outcomes are retained for the duration of engagement plus 6 years under the Data Retention and Disposal Policy
- Central CPD records, including dates of mandatory training completion, are held in the Single Central Record alongside safer recruitment data

15. Monitoring and Review

This policy is reviewed annually by the Centre Manager as part of TTT's self-evaluation process. Interim reviews are triggered by Awarding Organisation, ETF or SET guidance changes, EQA feedback or a significant shortfall. All outcomes are recorded in the Version History at Section 17.

16. Related Documents

This policy should be read alongside:

- Staff Code of Conduct
- Safer Recruitment Policy
- Staff Induction Policy
- Staff Disciplinary and Sanctions Policy
- Assessment Policy
- Internal Quality Assurance (IQA) Policy
- External Quality Assurance (EQA) Policy
- Safeguarding and Prevent Duty Policy
- Equality, Diversity and Inclusion Policy
- Data Protection and GDPR Policy
- Information Security and Cyber Security Policy
- Health and Safety Policy

17. Version History

Version	Date	Author	Summary of Changes
1.0	22/04/2026	Phenil Mehta	A new standalone policy specifying role-based minimum hours, content mix, types of CPD that count, Annual CPD Plan and Log, reflection expectations, standardisation, mandatory topics, funding and the annual review cycle. Aligned with Awarding Organisation centre requirements and SET / ETF expectations for the FE sector.

18. Approval

This policy has been reviewed and approved by the Centre Manager of TTT.

Phenil Mehta
Name

P Mehta
Signature

22/04/2026
Date