



Quality Assurance  
Continuous Professional Development  
Guidance Note

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The National  
**Skills** Academy  
RAIL 

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### What is CPD?

Continuing Professional Development [CPD] is the documented process of undertaking activities to gain new, retain and expand, existing skills within your occupation beyond initial training. The activities should always look to increase your knowledge and skills within the industry or as a Trainer/Assessor increasing the quality of your delivery for learners. The process should be authentic and help you set development and goals, whilst assisting to keeping knowledge and skills current.

The requirements:

- A minimum of 30 hours CPD per annum must be undertaken.
- Entries must be balanced covering a range of activities.
- CPD entries must be recorded, explained, relevant and have enough evidence uploaded to support activities.
- CPD submissions must meet the requirements identified in the NSAR guidance note and RTAS rules.
- Where there is insufficient evidence of a robust approach to CPD by an individual NSAR retains the right to withdraw assurance until the relevant CPD is achieved

### How does CPD benefit you?

As a learning and development professional, it is important to continually be looking for ways to improve. You are an 'expert' to your learners and should be able to stretch the delegates within their learning environment.

It also:

- ✓ reminds you of achievements and progression.
- ✓ fills gaps in your skills and capabilities.
- ✓ provides opportunities for career progression
- ✓ directs your career and help you achieve your professional goals
- ✓ demonstrates your professional standing to clients and employers

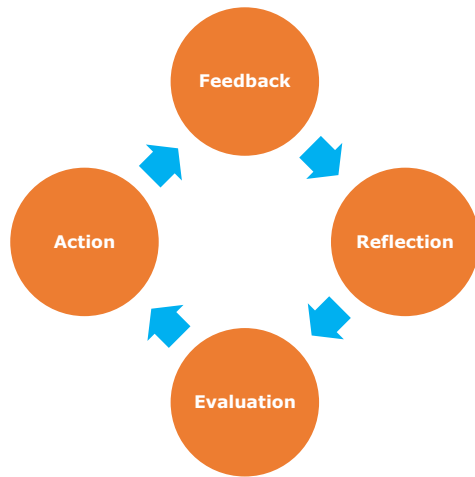
### What is the risk of not managing Trainer and Assessor professional development?

The most apparent result of not completing CPD for the year is being found as non-compliant or downgrading a Providers Quality Assurance Grade. This then may affect your reputation with Employers and Peers alike. However, the biggest impact will be to your Learners. By not keeping up to date and expanding your knowledge they will lose the quality within their Learning. This then will then be taken into a working environment and be a knock-on effect to the industry.

## How do you:

### Plan your CPD?

It is important to set out an achievable CPD plan. This will allow you to identify and develop your skillset to help you reach personal and career goals. You may find CPD valuable in:



- Filling personal skill gaps
- Reflections, insights and learning points from taking on a new responsibility
- Organisational or role change within the company
- Seeing specific needs for learners
- Lessons learned from mistakes
- Lessons learned from critical incidents or events
- Wanting to build your specialisms

### Build your CPD?

#### 4 Simple Steps

##### 1. Feedback

Feedback provides you with areas for improvement, both good and bad - constructive feedback identifies your strengths and weaknesses. This will come from learners, observations, walk in's and verification reviews.

##### 2. Reflection

Reflect on the past year and review where you honestly think your strengths and weaknesses have been. Was there something you found challenging or something you enjoyed. By reflecting on your past work, you can identify areas of development that others may not have spotted.

##### 3. Evaluation

By reviewing all feedback, collected from others and your own reflection, you can evaluate which areas you can improve in and how. This process should provide you with your action plan outlining specific skills, knowledge, and experience you need to develop in order to achieve your goals.

##### 4. Action

The most important stage. Completing the areas for improvement, that was underlined in your evaluation, through the relevant CPD activity. Each activity should be documented in real time to ensure you are able to present suitable evidence alongside a clear explanation of what you have learnt.

## Test your CPD portfolio's quality of submission?

### The Good:

<b>Shows a clear attempt of development in role</b>	Entries are to expand capabilities within the Industry & Training/Assessing		
<b>Evidence supports criteria</b>	Evidence is uploaded and follows The NSAR Guidance note for Trainers & Assessors - Continuing Professional Development (CPD)		
<b>A range of categories used</b>	Different areas of your role are present.		
<b>Supportive explanation of why the CPD has been useful</b>	A clear explanation of what has been learnt and why this CPD was used to increase your scope.		
<b>Examples:</b>			
Attending classroom or practical courses (Initial training only)	Working with new processes or systems / new Technology	Upskilling and mentorship of industry peers	Websites relevant to training or your field of expertise
Undertaking mentorship to increase capabilities.	Participating in working parties	Attending Conferences / seminars	Newsletter Subscriptions
Developing new training packages	Attending professional bodies meetings / workshops	Online courses / MOOCs [Massive Open Online Courses.]	Network meetings / Industry networking.

### The Bad:

<b>Part of Job specification</b>	Activities outlined in your job description		
<b>Not related to Industry or job role</b>	Does not improve Industry Knowledge or your role as a Trainer/Assessor		
<b>Evidence is not within guidelines</b>	Using the NSAR Guidance note for Trainers & Assessors Continuing Professional Development (CPD)		
<b>Uploading all at once</b>	CPD should be reviewed and updated continuously		
<b>Examples:</b>			
Department Meetings	T&A Exams	Peer to Peer observations	Excessive use of one category
Not presenting enough evidence or explanation	Recertifications to competencies	One-line explanations	Workplace assessments (Not initial cycle)
Reviewing updates to learning material/RTAS rules	Evidence uploads not meeting criteria	Wrong use of category for entries	Verification Reviews

**The Ugly:**

<b>Being untruthful</b>	CPD should be honest		
<b>No interest shown</b>	A lack of activities and explanation		
<b>Resubmitting entries</b>	Not reviewing last year’s entries		
<b>Not starting CPD</b>	Not submitting any CPD will lead to consequences		
<b>Examples:</b>			
No evidence submitted	N/A in explanations	Untruthful entries	Giving excessive hours for what would be read through the year on websites.
Activities that took place last CPD year	Reviewing updates to learning material	Copied entries from Peers	Trainer/Assessor entry level qualifications
Induction to new company/sponsors	Fraudulent certification	Copied entries from last year’s submission	Not submitting any CPD for the year

**REMEMBER...**

**If you cannot answer the four following questions from the activity you have done, it is not CPD.**

- 1. Have I learnt anything relevant to my role?**
- 2. Will I do anything differently and/or better?**
- 3. What will I do next?**
- 4. Does it benefit my delivery and learners?**

## CPD Categories and Hours Caps

### 1. Courses Completed

#### 1.1. Attending Initial Rail based training courses (18 Hours Maximum)

**Criteria of entry:** Completing initial rail-based training as a delegate to increase Sentinel competence or the ability to use equipment/machinery to which you are competent.

#### Evidence Criteria:

- ✓ Attendance register
- ✓ Email from provider confirming attendance
- ✓ Certificates
- ✓ Sentinel records

**A perfect entry example:** An Initial LXA course, with a clear reflection of technical knowledge learnt from the course. An explanation of what behaviour you will change and the next step of progression. Activity evidence attached would be a Sentinel Screenshot with the competence clearly seen.

#### 1.2. Attending an initial non-technical course (18 Hours Maximum)

**Criteria of entry:** Completing a non-rail related course. These courses must relate to your role as Trainer/Assessor that would improve quality in your teaching/assessing or benefit the Learners/Training Department.

#### Evidence Criteria:

- ✓ Attendance register
- ✓ Email from provider confirming attendance
- ✓ Certificates
- ✓ Internal CMS records

**Perfect entry example:** An Initial First Aid course, with a clear reflection of First Aid knowledge learnt from the course. An explanation of what behaviour you will change and the next step of progression. Activity evidence attached would be a certificate with your name on, dated.



### 1.3. Completion of an eLearning course (18 Hours Maximum)

**Criteria of entry:** Completing an online course within the Railway industry, Quality in teaching or a course that would benefit learners.

**Evidence Criteria:**

- ✓ Name and dated certificate
- ✓ Online confirmation of passing with you name stated
- ✓ Confirmation from provider stating your name, date and course passed

**Perfect entry example:** An eLearning course on GDPR, with a clear reflection of knowledge learnt from the course. An explanation of what behaviour you will change and the next step of progression. Activity evidence attached would be confirmation from the provider stating your name, date and course passed.

## 2. Quality in Training and Assessment

### 2.1. Qualification within teaching or Quality assurance (30 Hours Maximum)

**Criteria of entry:** Undertaking professional Level 4 trainer/assessor qualifications, completing a professional IQA qualification or a recognised professional course related to your role.

**Evidence Criteria:**

- ✓ Attendance register
- ✓ Records from provider confirming attendance and/or progression, certificates

**Perfect entry example:** An Initial IQA course, with a clear reflection of quality systems learnt from the course. An application of what behaviour you will change from this knowledge and the next step of progression. Activity evidence would be certification from the course.

### 2.2. Developing new training packages for learners (15 Hours Maximum)

**Criteria of entry:** Writing/producing new training/assessment materials.

**Evidence Criteria:**

- ✓ Meeting minutes / Requests to support why this Training was needed with any plans/drafts created in planning stages alongside a copy of developed material

**Perfect entry example:** Creating a PowerPoint in areas of weakness for learners, with a clear reflection of how improvements to teaching can be made an application of what behaviour you will change from this knowledge and the next step of progression. Activity evidence would be the answer analysis review with meeting minutes stating the issue/action, the plans that helped build the material and the PowerPoint created.

### 2.3. SEN [Special Educational Needs] progression within the training department (15 Hours Maximum)

**Criteria of entry:** Completing an activity which would benefit learners with Learning needs.

#### Evidence criteria:

- ✓ Meeting minutes / Requests to support why this Training was needed with any plans/drafts created in planning stages alongside a copy of developed material
- ✓ Certification of course/eLearning
- ✓ Articles read/watched regarding Special Educational Needs
- ✓ Working alongside SEN based parties to gain more knowledge

**A perfect entry example:** Developing added learning material for learners with Dyslexia. Showing a clear reflection of SEN knowledge learnt from the activity. An explanation of what behaviour you will change and the next step of progression. Activity evidence attached would be the learning material developed with the plans that identified the need for this and drafts created whilst planning.

## 3. Upskilling/ Mentorship capabilities

### 3.1. Completing mentorship to gain capabilities to Train/Assess (30 Hours Maximum)

**Criteria of entry:** Undertaking mentorship (Being upskilled) to delivery of new Training/Assessments.

#### Evidence Criteria:

- ✓ Mentorship/Observation forms
- ✓ Internal CMS records

**A perfect entry example:** You have completed your 50% and 100% observations on the course you are being mentored in. There is a clear reflection of knowledge learnt from your mentorship. An explanation of what behaviour you will change and the next step of progression. Activity evidence attached would be observation forms signed and dated by your mentor.

### 3.2. Undertaking the role as a Mentor (Upskilling of other trainers) (10 Hours Maximum)

**Criteria of entry:** Supporting/Mentoring/Upskilling a peer to be able to Train/Assesses a competence.

#### Evidence Criteria:

- ✓ Mentorship/Observation forms
- ✓ Internal CMS records

**A perfect entry example:** You are mentoring an industry Peer, with a clear reflection of technical knowledge learnt from you being a Mentor. An explanation of what behaviour you will change and the next step of progression. Activity evidence attached would be the Observation form you had completed with any feedback given to your Peer.

## 4. Contributing to operational parties

### 4.1. Undertaking additional duties (10 Hours Maximum)

**Criteria of entry:** Updating your technical knowledge by working/contributing to working parties. With new processes or systems, this may include going out trackside to work with new equipment.

#### Evidence Criteria:

- ✓ Site Access/Sign in records
- ✓ Written confirmation of attendance from the responsible company/sponsor signed by your manager
- ✓ Technical on-site records such as possession packs showing role and attendance.

**A perfect entry example:** Working trackside with new equipment, with a clear reflection of technical knowledge learnt from the event that could be passed to the learner. An explanation of what behaviour you will change and the next step of progression. Activity evidence attached would be a SSOWP signed by yourself and the rest of the working party.

## 5. Keeping up to date with industry Knowledge

### 5.1. Reading relevant articles/professional journals (5 Hours Maximum)

**Criteria of entry:** Reading articles or journals such as formal industry reports, professional body subscription magazines, DfT publication

#### Evidence Criteria:

- ✓ Copy of publication read

**A perfect entry example:** A subscription to Rail technology magazine, with a clear reflexion of knowledge learnt from the publication. An explanation of what behaviour you will change and the next step of progression. Activity evidence attached would be subscription evidence with name present alongside suitable hours aligned.

### 5.2. Updating knowledge through Industry related video or books (5 Hours Maximum)

**Criteria of entry:** Using Video or Books to update knowledge or gain Knowledge within either the Railway sector or for the Assurance of Teaching/Assessing.

#### Evidence Criteria:

- ✓ Copy of publication read,
- ✓ A download/Link to video streamed

**A perfect entry example:** A Ted Talk regarding quality in training was watched, with a clear reflection of technical knowledge learnt from the stream. An explanation of what behaviour you will change and the next step of progression. Activity evidence attached would be a download or link to the video with suitable hours aligned.

### 5.3. Reading relevant textbooks within the industry or training / Industry standards (5 Hours Maximum)

**Criteria Of entry:** Reading rail/learner/training related textbooks/standards such as IRSE publications, PWay books and standards, OHL publications and standards.

#### Evidence Criteria:

- ✓ Copy or link to publication read

**A perfect entry example:** A new Network Rail standard is released and read, there is clear reflection of knowledge learnt from the standard. An explanation of what behaviour you will change and the next step of progression. Activity evidence attached would be a download of the standard.

## 6. Industry events attended

### 6.1. Attending industry Workshops (10 Hours Maximum)

**Criteria of entry:** An industry related workshop.

#### Evidence Criteria:

- ✓ Tickets of attendance
- ✓ Email confirming attendance from organisers
- ✓ Certificate with Name and Date

**A perfect entry example:** A Maths workshop, with a clear reflection of knowledge learnt from the workshop. An explanation of what behaviour you will change and the next step of progression. Activity evidence attached would be a photo of the attendance register which your name on.

### 6.2. Attending seminars/webinars (10 Hours Maximum)

**Criteria of entry:** Formalised Seminars/Events delivered by professional and/or rail industry bodies such as NSAR, Rail Live, ISLG etc in a related subject matter. **(Not internal meetings)**

#### Evidence Criteria:

- ✓ Tickets of attendance
- ✓ emails confirming attendance from organisers
- ✓ Certificate with Name and Date

**A perfect entry example:** Attendance of Rail live, with a clear reflection of any knowledge taken from the event. An explanation of what behaviour you will change and the next step of progression. Activity evidence attached would be tickets of attendance.

### 6.3. Networking with professionals in the field (10 Hours Maximum)

**Criteria of entry:** Attending formal industry networking events, working in collaboration with other trainer/assessors outside your own organisation. **(Not internal meetings)**

#### Evidence Criteria:

- ✓ Published Agenda's
- ✓ Certificate of attendance
- ✓ Minutes with Name outlined
- ✓ Membership lists
- ✓ Attendance list

**A perfect entry example:** Attending a Network Rail meeting, with a clear reflection of knowledge learnt from the event. An explanation of what behaviour you will change and the next step of progression. Activity evidence attached would be a Certificate of attendance.

## Ready to start your CPD Year?

### Use your 4 steps

#### Feedback

Use any Feedback given to you. This could come from your Learners with course feedback, Your Peers and Training Managers from Observations and even from NSAR after our Visits!

#### Reflection

Reflect on your journey. Where do you want to be in the next year? What do you want to achieve? What positive and Negative points from your Feedback did you find? Use our categories to look at the range of CPD you can produce.

#### Evaluation

Planning time! Start early and plan what you want to achieve, how you can do this and set yourself a timeframe for achieving this. Stay on track and review through the year.

#### Action

Complete your planned CPD year! Remember CPD is ongoing, if you need to change your plan, you can!

### Ready to upload?

- Use the above, to decide what category your CPD entry falls under.
- Log on to your Skills Backbone Account and simply click on 'CPD', then click on selected category and tell us what you've been up to!
- Remember to be clear, detailed, honest and make sure you meet criteria by using this document.
- Do not forget to upload your entries in real time, this way all the information is still in your head to produce well documented explanations and to ensure you don't forget your any of your hard work.
- Do not risk a rejected portfolio for not submitting on time or your submission failing the test!
- Use the Mid-Term Review for guidance and speak to your Training manager.

## Additional Help?

Get in touch: <https://nsar.freshdesk.com/a/dashboard/default>