

Beaumont College Staff Development



Our organisation

Beaumont College is Scope's specialist residential FE College for learners with Cerebral Palsy. The student population continues to evolve to reflect Scope's mission for inclusion for people with all disability, so that learners with other difficulties such as Down's Syndrome and Autism Spectrum Conditions are also being supported. The college currently has 96 learners between the ages of 19-23 with roughly one third of this cohort being day attendees.

Learners follow one of three curriculum programmes over a three year period. The ability range covers a wide spectrum from Milestone 2 to Level 1 and the three programmes differentiate accordingly from sensory based approaches through to a more vocational focus. All three programmes allow learners to access creative arts subjects and a diverse range of personal development activities.

Our approach

Staff Development at Beaumont College is organised and monitored by a small dedicated team who also manage the budget, the manager of the Workforce Development (WfD) team sits on the Leadership group. The annual staff satisfaction survey has several questions relating to workforce development and staff training. A full staff training needs analysis is carried out every three years. (Staff turnover is below 10%), information is used from this to identify staff needs, this includes basic literacy and numeracy.

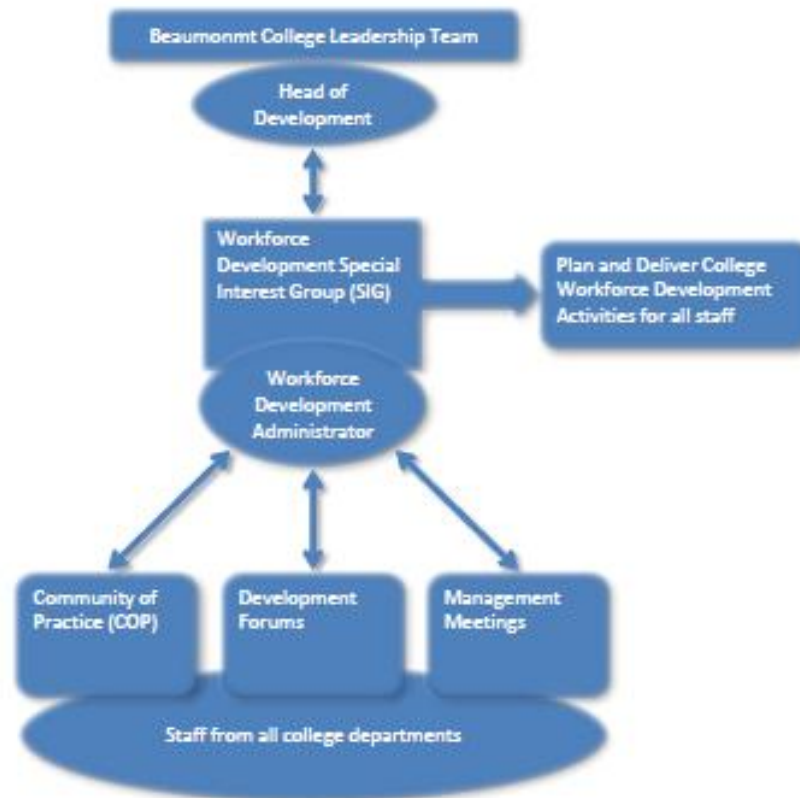
The WfD team records all staff training attended. Managers are able to access these records for use in supervisions and appraisals. Staff are also encouraged to look at their records and use them as evidence for their CPD.

Forums: College teams are managed separately with managers meeting regularly in area Forums. An example of this would be the Curriculum Forum – all areas of the curriculum are discussed and training needs and opportunities are identified. Individual training requests are also discussed and approved. A member of the workforce development team attends the meeting to highlight mandatory training requirements and to raise awareness of training targets. The WfD administrator then takes the training day requests and organises the training and trainers. Often this training is delivered by members of the college multi-disciplinary team. Following training days all trainee feedback is collated and fed back to the individual delivering and a summary is given to the Forum.

COPS (Communities of Practice): Members of the therapy team meet regularly as above. As they work directly with learners and staff supporting them, they have the opportunity to identify training needs of the staff by observed practice and feedback. They bring this information to the COP for discussion and then feed this information to the Forums to support decisions made regarding training needs.

SIG: The Workforce Development Special Interest Group has representatives of managers from all areas of college. These meetings are central to coordinating the information from the forums and COP meetings. In addition to this, it is the arena to discuss the WfD budget, and set targets for the coming terms/year. The information gathered in this group and its recommendations directly influence the college Workforce Development Quality Improvement Plan and are informed and directed by it.

The diagram below illustrates how the groups fit together and are driven by the leadership team.



The outcome and impact of the work

Specific training has been developed in response to identified need that is worth highlighting:

Foundation Degrees –part of the vision which underpinned the development of the foundation degrees was to create a workforce with the ability and skills to work with students with many complex needs not just on a practical level but by developing their critical thinking. These foundation degrees have been offered to all staff. The foundation degrees aimed at learning support staff is ‘inclusive learning’ and for student support staff, the foundation degree is ‘Health & Social Care’.

Autism training – in response to the changing focus of applications for places at Beaumont, it was decided that level 4, 5,6 and 7 courses would be developed with the University of Cumbria. Being both general and specific to Beaumont learners this course has equipped staff with current best practice and thinking in teaching and supporting learners on the autism spectrum. In addition it has enabled staff to gain a recognised qualification at a level higher than their last qualification, thus demonstrating subject and qualification progression.

Next Steps & future planning

Workforce Development at Beaumont is dynamic. Priorities and needs of the learners is always changing and the staff team need to be ready and prepared to meet the organisation’s needs. Therefore as part of the next steps we are developing our e learning opportunities using the Moodle. This will enable easier and targeted access to refresher and update training to staff.

Case study prepared Janet Sellers, Head of Development & Diversity at Beaumont College.March 2012