



Good Value CPD

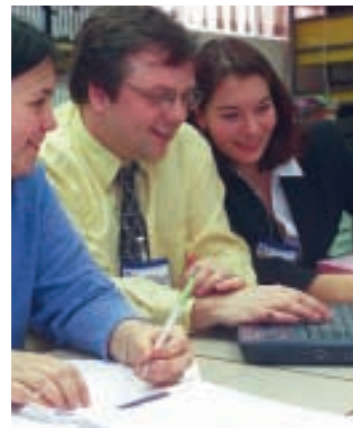
A Code of Practice for Providers of Professional Development for Teachers

Headteachers

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Contents

1. Introduction	1
2. Planning	2
3. General Provision	2
4. Delivery	3
5. Assessment and Evaluation	3
6. Monitoring	4
7. Equal Opportunities	4
8. Health and Safety	4

1. Introduction

1. Professional development for teachers and those who work with them in schools has been changing dramatically over recent years. Much of it comes from the support colleagues provide for each other formally and informally. Equally, planned development is needed for individuals, departments and whole schools to improve the quality of education. This too may be in the form of collegial learning within schools – often, though not always, with the help of outside expertise.
2. It can be delivered in a variety of ways. Alongside the more traditional “courses”, themselves quite diverse in methods of delivery, we now see schools and providers trying new methods such as problem solving groups and consultancies. ICT and distance learning are increasingly being used.
3. It must be for the teachers and the school to decide which is most suitable to their needs. They will often seek the advice and expertise of outside agencies.
4. This Code of Practice is intended to help both partners understand what can and should be expected from outside providers. It does not have the force of law though, of course, schools and providers may enter into a contract if they wish.
5. This Code of Practice sets out what schools and individuals can expect from people and organisations that are publicly funded to provide professional development. It is targeted at any body that provides training or development aimed at meeting specific needs which can be purchased by a school or teacher using Government funds, such as commercial bodies, local authorities and professional associations. Most of the Code applies to both school or individual specific and general development activity. Where there are differences in requirements, these are set out in separate sections.
6. This Code of Practice underpins the range of training and development offered to teachers once they have completed their induction, through to supporting better school leadership. Throughout this Code the term “development activity” is used to cover both training and development. The Code is based on existing good practice and is established on the principles that high quality professional development will:
 - a. meet identified individual, school or national development priorities;
 - b. be based on good practice – in development activity and in teaching and learning;
 - c. help raise standards of pupils’ achievements, including those with special educational needs;
 - d. respect cultural diversity;
 - e. be provided by those with the necessary experience, expertise and skills;
 - f. be planned systematically;
 - g. be based, where appropriate, on relevant standards (e.g. subject leaders, SEN, SENCOs);
 - h. be based on current research and inspection evidence;
 - i. make effective use of resources, particularly including ICT;
 - j. be provided in accommodation which is fit for purpose;
 - k. provide value for money; and
 - l. have effective monitoring and evaluation systems, including seeking out and acting on user feedback to inform the quality of future provision.

2. Planning

7. The planning for professional development will begin with the identification of objectives that will emerge from the performance management and school development processes. This will be done by teachers and managers in the school. From these objectives, it will be possible to:

- a. identify needs;
- b. decide what development activity is required and how to provide it; and
- c. define the outcomes and how to measure them.

Much of the best practice in these stages is grounded in joint partnerships between the teachers/schools and the providers. However, it is always helpful for there to be clarity about what can and should be expected of external providers.

8. The provider, after a needs assessment analysis, should agree with the school or individual:

- a. the needs which are to be addressed;
- b. the purposes of the development activity; and
- c. the success criteria – in terms of:
 - the quality of the development activity itself;
 - the objectives set after needs identification;
 - the desired outcomes for pupils' learning and development, where this is appropriate; and
 - the expected benefits for individual participants.

9. The provider should also let the school or individual have details of the people delivering the development activity setting out:

- a. their experience and expertise in the sector generally;
- b. their specific expertise and experience in the area to be addressed in the development activity; and
- c. where relevant, the research and inspection evidence which will be informing their input.

10. In addition, the provider needs to supply the school or individual with information about the requirements set out in later sections of this Code.

3. General Provision

11. The provider should:

- a. give a brief description of the event and set out in writing the aims of the development activity, including whether it is intended to meet national, local, school or individual priorities. If national or local priorities, appropriate references should be provided. The aims should set out clearly how, in the short – and long-term, pupils are expected to benefit from the development activity as well as setting out the professional benefits for individual teachers or headteachers;
- b. indicate clearly the target audience;
- c. give details of charges, including any additional costs (for example for materials or books) which participants will be expected to meet in addition to the course fee, which should not be varied once courses have been publicised;
- d. ensure that terms and conditions of booking are clearly publicised;
- e. provide details of people delivering the programme;

- f. provide details of venue, dates and times;
- g. indicate if there is likely to be demand on participant's time other than for attendance (for example, supplementary reading, homework) and to give estimates of how long this may be;
- h. provide details of the assessment procedures to be used if the participants are to be assessed; and
- i. provide details of accreditation and routes of progression if appropriate.

4. Delivery

- 12. Providers must explain in advance the delivery methods they intend to use and, where appropriate, give reasons to ensure that participants are clear about what will be expected of them. The method of delivery should be appropriate to the subject of the development activity.
- 13. Delivery should meet the following criteria:
 - a. professional development should only be delivered by those with the necessary experience, expertise and skills;
 - b. materials used should be of a high standard, both in terms of content and of presentation;
 - c. providers should give careful consideration to the question of differentiation in delivery, to take account of possible different needs of those participating in the provision;
 - d. the venue should be well-prepared, organised, equipped and comfortable; and
 - e. the contents of the development activity should be informed by recent, relevant research and/or inspection evidence.

- 14. The provider should make clear, in advance, if they will be exercising any rights they may have under intellectual property law to restrict the use of materials provided during the development activity.
- 15. Once a course has been planned and the programme agreed and issued, the course should closely follow this programme. Courses – particularly longer courses – could vary in order to meet the emerging individual needs of teachers and this flexibility may, by agreement, be built in during the planning stage.
- 16. Once planned and publicised, it is expected that courses will run. Delegates must be notified within 5 working days if it becomes necessary to cancel or postpone an event, unless the reason is illness or other unpredictable emergency.

5. Assessment and Evaluation

School or individual-specific

- 17. In the planning stage, criteria for success must have been established. The provider must put in place procedures whereby the school or individual, with the provider, can evaluate the extent to which the provision has been successful in:
 - a. improving the opportunities for pupils to succeed. Not all these outcomes can be measured and few will be measurable in the immediate period after the development activity. Nevertheless a clear framework for considering the impact on pupils' learning and development must be part of any assessment process of development activity, and where there are measurable outcomes these should be included in the assessment with a timescale; and

- b. meeting the needs of individual teachers, including headteachers.

- 18. The participants must be given the opportunity to make a judgement on the quality and impact of the development activity itself, considered against the requirements laid out above.
- 19. If the provision is to be on-going, procedures must be established to monitor its effectiveness during the delivery period and, where necessary, to change or, in extreme cases, end the input by the provider.

Other provision

- 20. The provider must make sure that participants can assess whether the aims of the course, as set out in the preliminary documentation and through objective setting, based on needs identification, have been met.
- 21. Participants must be given the opportunity to comment on the quality of the development activity judged against the requirements set out above. They must also be given the opportunity to say whether their personal needs have been met and to suggest ways in which the provision might be improved to meet the aims more effectively. Information gleaned from this exercise must inform future planning and development of the content and delivery of the provision.
- 22. If the participants have been assessed, the provider must inform them of the results as soon as is practicable.

6. Monitoring

- 23. Training providers must clearly state what their performance targets are. The quality of provision must be monitored and evaluated by comparing actual performance against these targets.

- 24. Performance information must be gathered by the provider. It must include learner perception of quality of provision, and the frequency with which the course aims and objectives are met. Other performance targets such as teachers' objectives and pupil improvement, and the ratio of courses run to those cancelled must be considered. Information on a provider's track record must be made available to participants upon request.

7. Equal Opportunities

- 25. The provider needs to ensure that access to the development activity is open to all teachers and headteachers, including those with disabilities. Provision must conform to the requirements of the Disability Discrimination Act 1999, Race Relations Act 1976, Sex Discrimination Act 1975 and the Human Rights Act 2000. The provider needs to respect cultural diversity and advertising of development activity should aim to widen participation.
- 26. In planning the development activity the provider should give consideration to and take account of the needs of those with childcare and family.

8. Health and Safety

- 27. The provider must ensure that all of the standards required under Health and Safety at Work legislation are met.

Notes

Notes

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