

A Code of Practice for providing Continuing Professional Development

The role of Croydon QDI in Continuing Professional Development

The challenges now facing schools are such that new and innovative responses are essential – for ensuring an entitlement to high quality CPD, for supporting recruitment and retention and for school improvement.

These challenges need an organisational capacity to meet change with creativity and optimism which is achieved by developing the professional knowledge, skills and competencies of all staff.

We take seriously our commitment to the principles of Investors in People and Investors in Equalities by recognising that the context for meeting these challenges is one of an increasingly diverse group of clients with regard to the racial background, cultural heritage, disability, faith and age of both women and men.

Croydon QDI's mission is to promote the professional development and competence of all staff by providing high quality CPD that supports their desire to improve themselves and thereby raise standards.

Given this model it is important to maintain a consistency of approach and quality of delivery and in order to ensure this all providers* will need to conform to this Code of Practice.

Note *providers are defined as Croydon QDI staff or those individuals or organisations commissioned by Croydon QDI to provide CPD



Principles

1. Much professional development, particularly in well run organisations, comes from the support people provide for each other formally and informally. Equally, planned development is needed for individuals, teams, departments and whole schools to improve the quality of the education service they provide to their learners.
2. This Code of Practice underpins the range of training and development offered to teachers, support staff, managers and others. The Code is based on existing good practice, drawing heavily from the DfES Code of Practice for providers of CPD to teachers. It is established on the principles that high quality professional development will:
 - a. meet identified individual, team, school, LEA or national development priorities;
 - b. be based on good practice - in development activity and in teaching and learning methodologies;
 - c. support the raising of standards in education by enriching the experience and expertise of all staff;
 - d. respect diversity and have regard to the appropriate Equalities legislation, particularly the Sex Discrimination Act (1975), the Disability Discrimination Act - DDA (1995), the Race Relations (Amendment) Act (2000) and the Special Education Needs and Disability Act (2001).

- e. be provided by those with the necessary experience, expertise and skills;
 - f. be planned systematically;
 - g. be based, where possible, on relevant standards;
 - h. be based on current research and inspection evidence;
 - i. make effective use of learning resources particularly 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 feedback to inform the quality of future provision.
3. CPD provided or procured by Croydon QDI will observe the principles and practice of Equality Assurance by:
- a. ensuring delivery that is non-discriminatory in context and training method;
 - b. promoting success in organisations through the effective use of diversity in their teams.

4. There must be a process of identifying needs, deciding provision and then defining the outcomes and how to measure them. The process of identifying needs should lead to objective setting by the participants (individuals, teams, or whole schools) firmly based on the strengthening of performance management. This in turn is related to the improvement of performance in schools and across LEAs, in accordance with national and local priorities.



The Code

5. This Code of Practice sets out what clients, other service agencies and individuals can expect from Croydon QDI and those organisations which are providing continuing professional development which has been commissioned by Croydon QDI.

General provision

6. The provider will:
- a. give a brief description of the event and set out the aims of the development activity, including whether it is intended to meet national, local, LEA or individual priorities. The aims should identify the professional benefits for individuals and schools;
 - b. 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 service agreement/course/event fee;
 - c. ensure that terms and conditions of booking are clearly publicised;
 - d. indicate clearly the target audience;
 - e. provide details of the assessment procedures to be used if the participants are to be assessed;
 - f. provide details of accreditation and routes of progression if applicable;
 - g. indicate where applicable any demand on participant's time other than for attendance - for example, supplementary reading together with an estimate of likely time commitment;
 - h. provide details of venue, dates and times together with any resources that may need to be brought.



School or individual specific activities

7. The provider, after a needs assessment analysis, will agree with the school, team 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.



8. The provider, if commissioned by Croydon QDI, will also provide 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;
- c.** the research and inspection evidence which will be informing their input where appropriate.

9. In addition, the provider will supply information about the other requirements set out in later sections of this Code.

Delivery

10. Continuing Professional Development can be delivered in a variety of ways and providers should explain, in advance, the methods they intend to use and, where appropriate, give reasons to ensure that participants are clear about what will be expected of them. Common ways include:

- a.** formal and/or informal presentations by the providers or participants;
- b.** group discussions;
- c.** exercises relating to the topic;
- d.** role play;
- e.** direct observation of participants' and others' working practices and discussion of the methods and outcomes;
- f.** coaching, modelling, mentoring;
- g.** using ICT;
- h.** other practical activities.

11. The contents of the development activity will be informed by recent, relevant research and/or best practice.

12. The method of delivery will be appropriate to the subject of the development activity.

13. Continuing Professional Development will only be delivered by those with the necessary experience, expertise and skills.

14. Materials used will be of a high standard, both in terms of content and of presentation.

15. Providers will give careful consideration to the question of differentiation in delivery, to take account of the possible different needs of those participating.

16. The venue will be well-prepared, organised, equipped, comfortable and compliant with the demands of the DDA.

17. The provider will make clear, in advance, if they will be exercising any rights they may have under intellectual property and Human Rights legislation to restrict the use of materials during the development activity.

18. Once a course/event has been planned and the programme agreed and issued, the course/event will closely follow this programme. Courses – particularly those comprising of several sessions – could vary in order to meet the emerging needs of individuals or groups of participants.

19. Once planned, it is expected that courses/events will run. Whenever practicable, participants will be notified at least 5 working days ahead if it becomes necessary to cancel or postpone an event.

Assessment and Evaluation

20. In the planning stage criteria for success will have been established and the provider will 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.** meeting the needs of individuals and teams in their professional and career development;
- b.** improving the individual's or school's capacity;
- c.** meeting Equalities Assurance aims.

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 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.



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

General provision

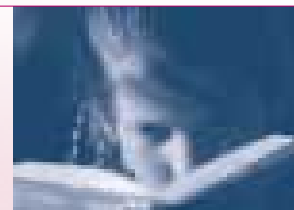
23. The provider must make sure that participants can assess whether the aims of the course, as set out in the preliminary documentation, and through objective setting based on needs identification, have been met.
24. Participants must be given the opportunity to comment on the quality of the development activity judged against the requirements set out above. They will also be given the opportunity to say whether their personal needs had been met and ways in which the provision might be improved. Information gleaned from this exercise should inform future planning and development of the content and delivery of the provision.
25. If the participants have been assessed the provider will inform them of the results as soon as is practicable.
26. Continuing Professional Development providers, whether internal or external to Croydon QDI, should clearly state what their intended learning outcomes are. The quality of courses/events should be monitored and evaluated by comparing actual performance against these intended outcomes.
27. Performance information should be gathered by the provider. It should include learner perception of quality of provision, and the frequency with which the course aims and objectives are met. Other performance information such as participant objectives and the ratio of courses run to those cancelled should be considered.

Equality issues

28. The provider will respect cultural diversity and ensure that access to the development activity is open to all participants including those with disabilities and conforms to the requirements of human rights and other legislation concerned in particular with race, disability and gender. The provider will also have regard to the appropriate Council and LEA Equalities Policies and when required will provide Croydon QDI with equalities monitoring data for activities, courses or events.
29. In planning the development activity the provider will give consideration to and take account of the needs of those with childcare and family responsibilities.
30. The provider will ensure that all of the standards required under Health and Safety at Work legislation are met.

Complaints

31. The provider will follow the agreed Complaints Procedure, available from the Principal Admin and Finance Officer at the Centre.



Data protection

32. The provider will comply with the requirements of data protection legislation and respect the rights of participants to decide what personal information about them held by the provider is used and revealed to others.

Continuous Improvement

Croydon QDI is a member of the British Quality Foundation (BQF) and is committed to using the Excellence Model to regularly monitor, review and evaluate its work in order to make improvements.

Croydon QDI works within Best Value criteria and consistently strives to provide the highest quality services and provide excellent value for money.

Acknowledgements -

Good Value CPD - A Code of Practice for Providers of Professional Development for Teachers DfES publication 0059/2001 01.03.01

Contact -

Croydon QDI, Davidson Professional Centre, Davidson Road, Croydon CRO 6DD
Tel: 020 8655 1299 Fax: 020 8656 1544

e-mail: teachers.courses@croydon.gov.uk
www.croydonqdi.co.uk

