THE CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS IN WALES : INTERNATIONAL AND PROFESSIONAL CONTEXTS

A review carried out for the General Teaching Council for Wales, by the Cardiff School of Education, University of Wales Institute, Cardiff and the PPI Group.

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1. INTRODUCTION

1.1. In November 2001, the General Teaching Council for Wales awarded a contract to the Cardiff School of Education, University of Wales Institute, Cardiff and the PPI Group for the evaluation of the pilot of professional development projects being undertaken by teachers in Wales during the period September 2001 – March 2002. As part of this contract, a 'desk-based review of individually focused Professional Development activities in other professions in the UK and in teaching in the UK and other countries' was commissioned. This work, leading to this report, has been undertaken over a two month period by Professor David Egan of the Cardiff School of Education, University of Wales Institute, Cardiff and Christine Simmonds, an Educational Consultant.

1.2. Following discussion with Council officers, the researchers decided to employ a series of case studies for the two fields of investigation required.

1.3. In considering CPD (Continuing Professional Development) in other professions in the UK, the following case-studies have been examined:

- Engineering;
- Nursing, midwifery and health visiting;
- Law (solicitors), and
- Medicine.

1.4. Case-studies of teacher CPD have been undertaken for the following countries:

- Malaysia;
- Ghana;
- New Zealand;
- Korea;
- USA (New Jersey)
- Australia;
- Scotland;
- European Union;
- Ireland;
- France

As the situation in England is well known to the Council, it was decided not to include it among the case studies.

1.5. For the purpose of consistency of reporting and so as to allow effective comparisons, the following key areas and questions have been examined:

- *Definition* : how is CPD defined?
- *Type* : what counts as CPD activity?
- *Requirement* : is there a requirement to undertake CPD?
- *Amount* : how much must be undertaken?
- *Monitoring* : how is this monitored and is there a link to appraisal and career progression?
- *Nature :* what is the nature of the CPD which may be undertaken?
- *Planning* : how is it planned?
- *Recording* : how is it recorded?
- *Accreditation* : what systems are in place for internal/external accreditation?
- *Provision* : who provides the CPD?

- *Support* : What support is offered by employers and others?

1.6. As was required by the contract and given the limited timescale available, the research undertaken has been predominantly desk-top, involving literature searches and the use of the internet. A small number of interviews with officers of professional associations and with teachers from other countries has also been carried out. As is indicated below, the researchers believe there is scope for extended research, so as to further elucidate some areas of comparison and to explore the experience of individual teachers and other professionals.

2. EXECUTIVE SUMMARY

2.1. In all contexts considered in this review, CPD is *defined* and perceived in a way which emphasises the importance of professionals continuing throughout their careers to strengthen their knowledge and skills. Although, in some countries, teachers are encouraged to broaden their experience and develop their personal skills through lifelong learning, in general this is a stronger feature of the other professions considered here.

2.2. Whilst the *types* of learning embodied in teacher CPD are moving away from traditional formats to embrace a greater variety of resources and styles, this is more pronounced in the other professions that have been surveyed. In particular, they place much greater emphasis on:

- work-based learning managed by the learner. To the extent that this is in place in teaching it tends to follow a 'top-down, training (rather than learning) approach;
- private study (other than courses taken in higher education institutions) involving traditional and innovative (particularly on-line) methods;
- the preparation and delivery of lectures, training, conference papers and publications (based upon research), and
- participation in supporting learning and learners (such as mentoring and coaching) and in other professional activities, such as the work of professional bodies and learned societies.

2.3. In teaching, the *requirement* to undertake CPD varies from country to country. Whilst there are still many cases where it is voluntary, there is a growing tendency for it to be an expectation and in some cases that requirement is explicit and connected to appraisal, career progression and continuing registration as a teacher. Such mandatory stipulations are much more firmly in place in the other professions reviewed here. In general the requirement to undertake CPD is part of increasing, tightly controlled re-registration procedures and, in some cases, is a necessity for career progression.

2.4. The *amount* of CPD which is required is also more strictly regulated (in terms of hours and days) in other professions than it is in teaching. There is in these professions, however, a move away from the quantification of professional development to a greater emphasis on 'fitness for purpose' and the quality of learning undertaken. The same trends are also discernible in teaching, where, in any event, quantifying CPD expectations is rarely practised. In the other professions considered in this work, the individual's ownership of CPD through their self management of learning which is linked to planning and recording, is a strong culture. Whilst this is also to a large extent true in teaching, there is not a similar requirement for planning and recording within an entitlement framework.

2.5. Although it is manifest that the other professions reviewed here appear to have in place greater formal CPD requirements, there appears to be less of a difference in the way that this is *monitored*. Stronger regulatory procedures linked to appraisal and continuing registration are developing in teaching. In other professions, although CPD requirements are even more explicitly tied to registration, there is no evidence that monitoring is strictly enforced and much emphasis is still placed on 'professional trust' in the form of self-management and self-declaration. Appraisal procedures are no more developed in these professions than is the case in teaching; as has been noted above, however, demonstrating successful CPD is more likely to be sought for career progression.

2.6. In line with what has been reported above in 2.1. and 2.2. the *nature* of CPD in all the contexts considered here reflects the importance placed on professional competence, technical knowledge and the need for updating. Teaching and other professionals also now place more emphasis on generic skills such as the importance of management training, communications and financial acumen, although this is probably more embedded at all levels in the professions other than teaching. They also place greater emphasis on the personal/experiential dimension of CPD in domains such as personal skill (for example in training to use ICT and foreign language acquisition), broadening experience and developing new areas of expertise to assure continuing employability or career changes within the profession.

2.7. There is a major dichotomy between teaching and other professions investigated here in terms of the requirement for CPD to be planned. With a limited number of exceptions, this is strikingly absent from practice within the teaching profession. Whilst it is not a strong feature in all the other professions considered, in many cases (in the way set out in 2.4. above) planning is seen as being fundamentally important in using CPD for career development and this is supported in various ways.

2.8. The same picture is also presented in relation to *recording* CPD. Because requirements are stricter in other professions and planning more embedded, the self-management of professional development requires that records are kept. These may be required for monitoring purposes, to support applications for career progression and in seeking re-registration. There is little, if any, of this practice present in teaching.

2.9. In relation to *accreditation*, however, the situation in all the professions considered as part of this research is broadly similar. It is one of under-development in relation to internal (towards professional standing) and external (towards higher education qualifications) practice. Whilst some good practice exists in teaching (in Australia, for example) and in other professions (the link between CPD and the upgrading of membership category within professional bodies), in general this is an under-exploited area.

2.10. The pattern of *provision* of CPD varied from country to country in the teaching examples considered and from profession to profession in the UK. In the four professions, other than teaching, which have been reviewed, whilst external providers (including higher education) are involved, the main emphasis is on work-based learning, private study and in-house or in-profession delivery by professional bodies or authorised providers. In teaching, work-based activity is also important, although, as has been suggested above, it places less emphasis on the learner and learning. Whilst other forms of provision are usually government/state driven and delivered (sometimes on their behalf by higher education or private companies) or are part of formal university higher degree programmes, in some countries a greater variety of learning opportunities and avenues are available for teachers and there is a growing tendency for providers to work together in partnership.

2.11. *Support* for CPD in relation to funding and time allowance is clearly a pressing issue in all the professional contexts considered. Increasingly, the expectation that professionals will undertake CPD is seen as something that the individual professional must manage and, therefore, where costs in terms of time and money are involved, these might have to be met. State and employer support are probably more available in teaching than in other professions, but there is nevertheless much variability in relation to entitlement. A significant difference within other professions is the emphasis placed on work-based learning and the strong encouragement for fellow professionals to support the CPD work of their colleagues, including mentoring, which of course can be counted as CPD activity in its own right.

3. OTHER PROFESSIONS IN THE UNITED KINGDOM

3.1. Introduction

3.1.1. The most recent comparative research in this area has been undertaken by the Professional Associations Research Network at the University of Bristol. It collected data from 269 associations on CPD activities. Some of the main findings of this research are:

- about one-third of professional associations make compulsory CPD a requirement of membership;
- there is a lack of clarity on what is meant by CPD and the requirements in place;
- the main barriers to CPD are the lack of time, incentives, support and money, a hostile or indifferent workplace culture, problems with access to relevant learning activities and an overly constraining CPD system;
- there is a strong view among professionals that it would be much better if CPD were made compulsory, with employer support and peer review.

3.1.2. This review analyses the position within four leading professions which each have a single regulatory body and a number of professional associations. What follows below is a summary of the situation in these professions and more detailed reporting on each of them.

3.2. Summary

	MEDICINE	LAW (SOLICITORS)	NURSING, MIDWIFERY AND HEALTH VISITING	ENGINEERING
DEFINITION OF CPD	'Educational activities which maintain and further develop competence and performance'.	'A course, lecture, seminar or other programme or method of study that is relevant to the needs and professional standards of solicitors and complies with guidance issued by the Law Society'.	'Set of standards and guidance designed to provide the best possible care for patients and clients, based on the need to keep up to date with new developments in practice and to think and reflect'.	'The systematic maintenance, improvement and broadening of knowledge and skill and the development of personal qualities necessary for the execution of professional and technical duties throughout a working life'.
TYPE OF LEARNING	Not specified by GMC, but one Royal Medical College allows for face-to face, distance learning, e-resources, private study and certified awards.	Attending courses, writing law books and articles, preparation / delivery of courses, coaching / mentoring, distance learning, research, private study and attending specialist committees.	Work-based, attending lectures, courses, research and private study.	Work-based, courses, distance learning, private study, refereed papers, delivery/preparation of lectures, secondment, voluntary work, tutoring etc.
CPD REQUIREMENT	Linked to appraisal and revalidation.	Requirement for registration.	Requirement for re-registration.	Linked to registration and upgrading.
AMOUNT OF CPD	• self managed. • Royal Medical Colleges specify amount or leave to individual doctors.	• self managed. • 16 hours per year. • at least 25% accredited courses. • up to 75% other activities.	• self managed. • at least 5 days (35 hours) over 3 years.	• self managed. • Professional institutions specify number of hours per year.
MONITORING	• Annual review of revalidation folder (linked to appraisal). • Independent review (5 yearly) of folder leading to revalidation.	• CPD record can be audited at any time. • Evidence must be offered in annual application for certificate to practice.	• Evidence must be provided every 3 years for re-registration. • Sample audit of CPD Record carried out each year.	Evidence of CPD must be provided during professional review.
NATURE OF CPD	Matter for Royal Medical Colleges. Example suggests must be: • Personal • Professional • Practice-based • Reflecting health service priorities	Professional business and personal, including: • Management course in first 3 CPD years • 2 modules of Professional Skills Course in first CPD year.	• Health related professional updating • Personal skills	• Updating and developing technical competence • Personal and management skills • Broadening experience
PLANNING	Required as part of new appraisal procedures	Strong encouragement, with supporting documentation and guidance.	Not required	Encouraged
RECORDING	In revalidation folder.	CPD Record must be kept. Sample provided.	In Personal Professional Profile. Template provided.	In Professional Development Record.
ACCREDITATION	GMC leaves to Royal Medical Colleges. One example suggests they internally accredit their own and external awards.	At least 25% (and up to 100%) of CPD must be accredited.	No system in place.	No system in place.
PROVISION	• Private study • Professional bodies	• At least 25% by bodies authorised by Law Society • Professional bodies • HE • In-house • Private companies	• Work-based • HE courses & lectures • Distance learning • Professional bodies • Private study	• Work-based • Professional institutions • Events based • Private study
SUPPORT	Situation unclear, but likely to become self-funded	Individual responsibility. Employers not obliged to offer funding or time.	Individual responsibility. Strong implication that support will be received in work-based activity.	Individual responsibility. Strong culture of support for colleagues, mentoring etc.

3.3. Engineering

3.3.1. The regulatory body for the profession is the Engineering Council. It supports its member institutions in the field of CPD through:

- establishing a framework of requirements for CPD, together with criteria and guidance on its implementation;
- facilitating and supporting good practice, and
- representing their interests on CPD and Lifelong Learning matters.

Specific policies and practices are the responsibility of members' institutions. What is reported below is the general situation applying in the profession, followed by the illustrative examples of the Institution of Electrical Engineers and the British Computer Society.

3.3.2. The *definition* of CPD offered by the Engineering Council is:

'The systematic maintenance, improvement and broadening of knowledge and skill and the development of personal qualities necessary for the execution of professional and technical duties throughout the individual's working life'.

This is expressed in the following central aims as:

- contributing to employment performance;
- providing a high quality service;
- achieving greater job satisfaction, and
- improving employability and career prospects.

3.3.3. The *type* of CPD encouraged places a central emphasis on 'the challenges and opportunities of work experience', but it allows for this to be supported by:

- in-house courses;
- external courses;
- work-based learning;
- distance learning (including web-based learning);
- private study;
- preparation and delivery of lectures and presentations;
- preparation of refereed papers;
- attendance at lectures, seminars or conferences;
- coaching, tutoring, mentoring, teaching;
- secondment and special projects, and
- relevant voluntary work.

Some member institutions are pioneering electronic forms of delivery, recording and support, although, generally, there is caution on the efficacy of this format for CPD.

3.3.4. The Engineering Council has a strong *requirement* (Rule 8.1. of the Code of Conduct) for registrants to take 'all reasonable steps to maintain and develop their professional competence and knowledge'. Evidence of professional development and compliance with the CPD Code are requirements for initial registration. Most member institutions have similar requirements for registration and may review evidence of CPD when considering applications for upgrading to Membership or Fellowship of the institution. In some cases, institutions make clear that sanctions will be applied if there is evidence of non-compliance with CPD requirements: the Royal Institution of Chartered

Surveyors, for example, makes clear to its members that these might range from a friendly warning to ultimate expulsion. In others, for example the Institution of Chemical Engineers, whilst CPD is strongly recommended, it is not mandatory.

3.3.5. The Council does not specify a fixed *amount* of CPD which should be undertaken annually, preferring to emphasise the commitment of members (including support for others) to engage in self managed activity. Some member institutions, however, do recommend specific amounts; the Institution of Structural Engineers 20 hours per year and the Royal Institute of Chartered Surveyors, 60 hours, for example. The trend, however, is to move away from this type of quantification to 'fitness for purpose' and quality criteria.

3.3.6. The Council carries out *monitoring* of the work of its member institutions and requires them to monitor what is being undertaken by their members. This can be linked to appraisal systems (in the form of the Professional Review) and to applications for upgrading of membership (see 3.3.4. above). Many member institutions require annual returns to be made, but it is accepted that the response is generally low.

3.3.7. The *nature* of CPD is something which is largely left to members to decide and self manage. The view is that engineers and technicians need to enhance their professional competence throughout their careers, taking into account changes in technology and business practice. The emphasis is on an individual taking his or her own responsibility for the most appropriate development at different stages of a career.

3.3.8. *Planning* is an important element of the self-management of CPD. Identifying and prioritising development needs and actions, using a range of appropriate learning opportunities, is a central obligation required by the CPD Code. Appropriate guidance and documentation is supplied by member institutions.

3.3.9. *Recording* CPD in a Professional Development Record is also a basic requirement. Members must be able to show suitable evidence of their CPD activity, a record of development achievements, evaluation and review. They must also demonstrate that they have supported the learning of others through, for example, acting as a mentor, sharing professional knowledge and expertise and contributing to the activities of a professional body. Such evidence may be required in the contexts set out above in 3.3.4. and 3.3.6.

3.3.10. Internal *Accreditation* is an area of variability and flux, reflecting the situation set out above in 3.3.5. Whilst the Engineering Council does not operate a 'value' system for particular types (or durations) of CPD, some member institutions do so. The Association of Project Managers, for example, puts a value on various CPD activities on a scale from 1 to 10 and invites its members to do the same. The two figures are multiplied together to give a total points score. Others maintain a time requirement, but, in general, there is a move away from this type of calibration. This research did not identify any evidence of a system of external accreditation by higher education or other bodies/sectors.

3.3.11. This probably reflects the fact that *provision* in the engineering profession, appears to be predominantly in-house or in-profession. There is some encouragement to consider external providers, but not in a way that, for example, might exploit partnership possibilities with the higher education sector.

3.3.12. All members of the Engineering Council are obliged by the CPD Code to *support*, as well as participate in CPD activity, in the manner described in 3.3.9. above. It is unclear what support is available in terms of time (to dedicate to work-based learning which is not incidental) or finance to support external courses.

3.3.13. The Institute of Electrical Engineers has joined with the Institution of Mechanical Engineers and the Institution of Incorporated Engineers to form a Professional Development Partnership. Based upon the Engineering council CPD Code, the following are some of the main features of its CPD practice:

- the requirement is obligatory, based upon self-management;
- CPD is no longer measured on the basis of hours, but in relation to relevance, regardless of how long an activity takes;
- the nature of CPD which is encouraged is 'anything that adds to the personal store of relevant skills, knowledge and experience', but it is recommended that this should include learning in the areas of technical knowledge in the current area of operation, broadening this into other fields to increase employability and non-technical 'soft-skills' such as management techniques, finance, languages etc;
- the type of CPD envisaged may be accessed at home, at work and at events;
- planning, recording and evaluation are seen as central and a Professional Development Record book is provided;
- support is offered through an interactive website, mentoring and Institute publications.

3.3.14. The British Computer Society advises its members that if they 'think education is expensive, just try ignorance'. Their approach to CPD also reflects many of the features set out above. Additional facets of their practice worthy of note are the following:

- the provision of a CPD Record Card to enable members to briefly record relevant evidence;
- an encouragement to members to develop CPD activity in a way that is suited to their needs but embodying a measurement system which 'gives due weight to the various forms of CPD' and, for example, weights preparation of a professional paper or article at 5 CPD units, whereas 'attendance only' CPD is awarded ½ CPD unit per hour;
- the Society recommends that members should seek to achieve an average of at least 20 CPD Units per year;
- each January the completed (and authenticated) CPD record card for the previous year must be returned to the Society, which registers what has been undertaken and returns the card with any comments;
- if at least 20 CPD units are recorded in a year, or 60 over three consecutive years, a Certificate of Achievement is given;
- members are provided with advice on learning styles and how to adapt these to their needs.

3.4. Nursing, Midwifery and Health Visiting

3.4.1. The regulatory body for these professions is the United Kingdom Central Council for Nursing, Midwifery and Health Visiting (UKCC). Its key tasks are to:

- maintain a register of qualified nurses, midwives and health visitors;
- set standards and guidelines for education, practice and conduct;
- provide advice on professional standards, and
- consider allegations of misconduct or unfitness to practise due to ill health.

3.4.2. As part of the Post-registration education and practice (PREP) standards which the UKCC upholds, there is an implicit *definition* of CPD as something that will assist professionals in providing the best possible care for patients and clients, through keeping them up to date with new developments in practice and encouraging them to think and reflect for themselves. This should enable members to demonstrate to patients, clients, colleagues and themselves, that they are up to date and developing their practice as a key component of clinical governance.

3.4.3. The *type* of learning activity which enables these requirements to be met is left entirely up to individuals and this is seen as a strength of PREP:

'The UKCC believes that <u>you</u> are the best person to decide what learning activity you need to undertake. <u>You</u> are the best person to decide the extent of which you are practising ……'

Examples provided in the guidance for members indicates that this will mainly involve work-based learning, although instances of home-based private study (including reading, research and net-based activities), attendance at educational events (lectures and conferences) and involvement in structured courses (including HE provision) are also given. More detail is provided below at 3.4.7.

3.4.4. The regulatory *requirements* linked to PREP are explicit and mandatory. Health professionals must be registered with the UKCC and re-registration must take place every three years. Applicants must make a declaration that they have me the PREP requirements, which are twofold:

- the PREP Practice Standard which requires the applicant to have worked in some professional capacity during the previous five years for a minimum of 100 days (750 hours) or have successfully undertaken an approved return to practice course, and
- the PREP CPD Standard, whereby registrants must demonstrate that they have undertaken and recorded the required amount of CPD over the three years prior to application.

3.4.5. The *Amount* of CPD required to meet the standard is at least five days or 35 hours of learning activity 'relevant to practice' during the three years prior to renewal of registration. This must be self-managed and recorded. There is no requirement to 'collect points or certificates of attendance'.

3.4.6. *Monitoring* of this CPD requirement is operated in relation to continuing registration. Each year, a sample of registrants is asked to provide the UKCC with a brief description of their learning activity and the relevance of this learning to their work. PREP CPD summary forms are used for this purpose and individuals selected in the sample are obliged to return these as part of the PREP CPD standard. In the re-registration process, which takes place every 3 years, applicants must declare they have undertaken and recorded the CPD requirements. There is no indication, however, that compliance with the CPD standard plays any part in appraisal and salary/career progression.

3.4.7. As has been pointed out in 3.4.3 above, the UKCC takes a very liberal attitude to the *nature* of the CPD to be undertaken. The regulatory body indicates that:

- it must be relevant to the work being done/or planned to be done in the near future, and
- it must help to provide the highest possible standards of care for patients and clients.

A range of useful examples are provided for guidance. These include case studies relating to acute care, midwifery, community nursing and health visiting, education and research, management and practising in other areas. Examples of each of these are:

- a nurse from an A&E unit attending a lecture by a Professor of Anatomy at a teaching hospital which included handling of limb specimens;
- a midwife who on beginning work in a socially disadvantaged area attends a library to access databases on local caesarean rates;
- a community psychiatric nurse who shadows an experienced colleague for a day to find out about outreach services for people with complex needs;
- a ward sister who, through attending study days, became interested in research and decides to enrol on a research awareness module at a local university;
- a matron/manager of a nursing home who attends a course on dealing with complaints;
- a person recently retired from the NHS who, in order to develop a new career, attends an evening course on aromatherapy at her local higher education institution.

In each of these examples, the learning activity is described, the outcome is considered and there is reflection on how this learning has influenced work.

3.4.8. Whilst it is implicit in the guidance offered on PREP that *planning* is important, no particular advice, tools or requirements are put forward.

3.4.9. *Recording* of achievement, however, is part of the mandatory requirement of PREP CPD. This must be maintained in a personal professional profile (PPP) and whilst there is no approved format for this, a template and guidance are offered. This enables members to record the location and nature of the learning activity, to describe it and to reflect on outcomes.

3.4.10. There is not a system in place for internal or external *accreditation* of CPD activities, although the examples of HE activity instanced above would be likely to lead to accreditation. In fact, the liberal attitude taken by UKCC (see 3.4.5. above) could be seen as almost discouraging the possibility of accreditation.

3.4.11. There are no approved forms of *provision*. Whilst there is an almost implicit assumption in documentation that much of the learning activity will be work-based, the examples given in the guidance and the degree of self-management of CPD, suggests that a wide variety of provision and providers are accessed.

3.4.12. Whilst employers are made fully aware of PREP requirements, it is unclear to what extent, if any, they are expected or requested to *support* this financially or in terms of time. There is a clear assumption that everyone involved in the profession will support their colleagues in meeting PREP requirements. There is also an explicit statement that it is entirely up to members to decide if they wish to pay for PREP CPD.

3.5. Law (Solicitors)

3.5.1. The regulatory body for solicitors is The Law Society. It publishes documentation relating to its CPD Scheme and maintains a CPD Team within its Regulation and Information Services Division to deal with member's enquiries and offer advice.

3.5.2. The Law Society Training Regulations of 1990 offer the following *definition* of CPD:

"a course, lecture, seminar or other programme or method of study (whether requiring

attendance or not) that is relevant to the needs and professional standards of solicitors and complies with guidance issued from time to time by the Society."

3.5.3. The *type* of CPD recognised includes:

- **accredited courses** offered by approved providers that require attendance for one hour or more. Participation could be either attendance (at the complete course) or preparation/delivery. 'Courses' can include face-to-face sessions, distance learning and structured coaching or mentoring sessions that meet specified standards;
- **other CPD activity**, including participation in accredited courses of less than one hour, non-accredited courses which last more than 30 minutes, coaching, mentoring sessions (include distance versions) which meet required standards, writing and publishing, research which leads to a written outcome, production of a dissertation, learning from approved AVA material, work towards gaining the qualification to be a NVQ assessor/verifier, involvement in specialist committees/working parties within the profession and study towards NVQ business and professional qualifications.

3.5.4. It is a *requirement* for all solicitors (as individuals rather than for their firms) admitted to the Law Society Roll that they fulfil the following CPD requirements:

- a compulsory management course must be completed within the first three CPD years (this attracts 7 hours towards the CPD requirement);
- unless they have taken them pre-registration or have completed similar courses, during their first CPD year solicitors must undertake the Financial and Business Skills and Client Care and Professional Standards modules of the Law Society's Professional Skills Course (the hours count towards the requirement);
- at least 25% (and up to 100%) of the requirement must be met by participation in accredited courses, and
- up to 75% of the requirement may be through a wide range of other CPD activities. These regulations can be waived for solicitors not currently in practice and reduced pro-rata for those in part-time employment. Some aspects of the regulations (relating to monitoring and participation in accredited courses) can be waived for solicitors in firms which hold Investors in People (or similar) accreditation and those which have been authorised by the Law Society as in-house CPD providers. Other than in these situations, there are no exemptions from the scheme.

3.5.5. The *amount* of CPD which must be undertaken on an annual basis to meet these requirements is 16 hours. This is self-managed.

3.5.6. *Monitoring* of these requirements and the amount of CPD undertaken on an annual basis is undertaken by:

- self declaration when solicitors make their annual application to the Society for a certificate to practise;
- the Society have the right to ask to see the CPD Record Card at any time. Whilst the Society will seek to assist, rather than penalise, members who are not in compliance, persistent neglect of the requirements is regarded as a serious matter which can lead to disciplinary procedures being taken. Appraisal is developing within the profession and is the responsibility of firms and other employers. It is not clear to what extent undertaking CPD is considered within this process and related to salary/career progression.

3.5.7. As is pointed out in 3.5.3. and 3.5.4. above, the *nature* of the CPD to be undertaken, whilst regulated to some extent (business as well as professional courses must be completed), in essence, allows self-management related to the needs of individual solicitors. The guidance offered by the Society provides a strong steer that in order to meet the CPD requirement, activities should 'be at an appropriate level and contribute to a solicitor's general professional skill and knowledge and not merely advance a particular fee-earning matter'. The planning examples (see 3.5.8. below) provided by the Society, illustrate this. For example, it is suggested that a newly qualified solicitor in a high street practice, undertaking employment law, but interested in moving into the personal injury field, would need to develop personal/business skills (keyboard competence and time management) as well as professional knowledge linked to costings and medical reports.

3.5.8. *Planning* is an important part of the scheme and the guidance documentation supplied by the Society. The strong view of the Society is that 'unplanned activity is very unlikely to bring the maximum return on investment in terms of time and money'. Whilst the onus is upon the individual solicitor to undertake this planning, there is an encouragement to discuss and analyse this with firms so 'as to derive the maximum value from the CPD scheme for both individual solicitor and the firm as a whole'. Solicitors are advised to devise career plans, with goals and targets for different stages of their careers. They are provided with the following planning tools:

- a training needs (SWOT) analysis form, and
- a training and development plan

Worked examples of these forms are also provided.

3.5.9. As has been indicated above, it is a requirement that solicitors *record* their CPD activity. The Society provides members with a training record form and a worked example. Members are strongly encouraged to keep this record as the development takes place. The worked example indicates that the details of the activity should be recorded (including the number of hours involved) and the value of the activity should be reflected upon. For example, a course run by the Institute of Taxation is reflected upon as follows:

'Of great value to see the legal issues from a non-lawyer's point of view. This will help in preparing a new approach to putting across some of these issues'.

Solicitors are also encouraged to use the planning and recording tools they are provided with, so as to regularly review their career development, using this flexible approach to revise their training and development plan.

3.5.10. As has been indicated above, at least 25% of CPD activity must receive *accreditation* and this can be up to 100%. There is no system in place allowing non-accredited activity to be considered for accreditation towards professional or external awards.

3.5.11. Accredited *provision* must be authorised by the Law Society. A list of such providers is kept by the Society and is made available to members. This includes professional associations (among which is the Law Society itself), solicitors' firms authorised to do in-house CPD work, higher education institutions and private management and training firms and organisations. An illustration of this is provided in one of the worked examples of a training and development plan provided for members. It is suggested that an experienced solicitor taking up a senior management role would have needs which could be met by in-house (knowledge of the market place) and external (strategic planning, communication skills, clients

transactions and marketing planning) providers. It is indicated that the latter might involve courses offered by the London Business School, the Institute of Management, the Institute of Directors and coaching from a marketing adviser delivered in-house.

3.5.12. Whilst it is expected that employers will give general *support* and encouragement to solicitors to meet their CPD requirements, responsibility lies with the individual solicitor to undertake appropriate activity and employers are not obliged to offer financial or 'time-off' support.

3.6. Medicine

3.6.1. The regulatory body for the medical profession is the General Medical Council (GMC). During the 1990s, working with the universities and the Medical Royal Colleges, it has led the reform of medical regulations. In particular, it has sought to develop a culture which promotes quality improvement, recognises the inevitability of error in a judgement-based discipline and encourages openness and honesty. This has resulted in the following:

- the production of explicit standards of professional practice in the form of the document *Good Medical Practice;*
- a new curriculum in the medical schools;
- means of assessing poorly performing doctors, and
- the introduction of a system of periodic revalidation of doctors after their initial registration.

Whilst (see below) the GMC has a requirement for all doctors to be involved in CPD, specific regulations and requirements are the prerogative of the Medical Royal Colleges. What is reported below, therefore, is the general situation applying within the profession, followed by the example of the Medical Royal College of General Practitioners (MRCGP) which is in the vanguard in developing CPD policy. Because this is currently a developing area, it is not possible to be totally definitive about the situation in the profession. Whilst the experience of consultants (in relation to appraisal) and General Practitioners (in relation to CPD linked to re-validation) is, therefore, instructive, it probably represents the most developed, rather than general, practice.

3.6.2. The *definition* of CPD implied in *Good Medical Practice* is 'educational activities which maintain and further develop competence and performance'.

3.6.3. The *type* of CPD which should be undertaken is not stipulated by the GMC, although the documentation for consultant appraisal and for GMC revalidation does specify recent research and publications as being part of what is anticipated.

3.6.4. The *requirement* to undertake CPD is clearly expressed in the definition provided in *Good Medical Practice* (3.6.2. above). It states that the duty of doctors is to keep their professional knowledge and skills up to date, including observance of laws and statutory codes of practice, which regulate medical practice. The principles set out in *Good Medical Practice* apply to all doctors throughout their professional lives and are the basis for registration and the new procedure for periodic revalidation that provide doctors with a licence to practice. As is explained below, this can lead to non-compliant doctors being refused revalidation and the right to practice. Special circumstances are in place for particular categories of doctors such as locums, those retired or working abroad and doctors returning to practice after a career break.

3.6.5. The *amount* of CPD required has and continues to be a matter for the Royal Medical Colleges. There has been little uniformity in the past, with the emphasis being on self-management, such that the initiative to undertake and report CPD is left to individual doctors. Given that this situation is now in a process of change, it would not seem useful to report here this variegated practice. The GMC, as part of the process of developing revalidation, has asked the Medical Royal Colleges to elaborate the principles of *Good Medical Practice* in their own specialities. Several colleges have already done this or are in the process of completing the work; the new practice established by the RMCGP is set out below.

3.6.6. *Monitoring* will be driven by the process of revalidation being currently introduced by the GMC. This will embrace the new systems of annual employer appraisal currently being piloted with consultants. The revalidation system has 3 stages:

- regular (usually annual) review of a doctor's revalidation folder, delivered through employer appraisal systems;
- periodic (normally every five years)assessment of the folder by an independent group of registered doctors and lay people, using the professional standards laid down by the GMC and the Royal Medical Colleges; this group will either recommend revalidation or refer the matter to the GMC, and
- the GMC will either confirm revalidation, or in cases where this is not recommended, decide what further steps to take, with the ultimate sanction of removing registration from the doctor.

3.6.7. The *nature* of the CPD to be undertaken is again very much a matter for the Royal Medical Colleges, within the general requirements and definition set out in 3.6.2. and 3.6.4. above. It is interesting to note, however, that the appraisal documentation being introduced for consultants distinguishes between CPD and CME (continuing medical education). It also encapsulates performance in undertaking medical research.

3.6.8. Whilst *planning* is implicit in the guidance offered by the GMC and in the appraisal system which is being developed for consultants, there are no explicit requirements.

3.6.9. The recording of CPD will now be closely linked to the revalidation folder which should provide a continuous record of practice, including steps the doctor is taking to stay up-to-date and to develop professionally. The appraisal documentation being piloted with consultants also indicates that recording and evaluation will play a central part in this system.

3.6.10. There is no evidence of internal or external *accreditation* of CPD, although it is anticipated that as part of their revalidation folders, doctors may have undertaken external assessments for Medical Royal College or Deanery training.

3.6.11. The GMC does not appear to prescribe any particular form of *provision* for CPD. The appraisal documentation being introduced for consultants envisages that this will involve 'individual development, locally-based development and participation in Royal Medical College or speciality association activities'.

3.6.12. The GMC in its documentation is silent – in terms of finance, time and the involvement of other colleagues – on matters relating to *support*.

3.6.13. The Royal Medical College of General Practitioners (RMCGP) has been undertaking significant work to develop its CPD requirements for members. In March 1999, the College commissioned Professor Janet Grant from the Joint Centre for Education in Medicine to undertake the development of a system for accredited continuing professional development (APD) that is currently being piloted and will begin in the Spring of 2002. The main features of this system are:

- a *definition* of APD as 'ongoing support for GPs' CPD as part of their everyday practice';
- the requirement that as part of GMC revalidation GPs will undertake six modules of APD every five years. These will be:

  a) keeping up-to-date and improving care
  b) communication skills
  c) record keeping
  d) access and team-working
  e) referrals and prescribing
  f) complaints and removals

  GPs will choose when and how often they do each of the latter five modules, but they must all be undertaken at least once every five years;
- the *type* of learning involved in APD is not made explicit in the documentation, but it is implicit that it will include face-to-face courses, distance learning, e-resources, private study and certified awards and programmes;
- that the *amount* of CPD is not linked to 'old fashioned thinking of one hour chunks of time, but the more adult approach of planning ongoing learning as necessary to maintain competence';
- monitoring is closely tied to annual appraisal and revalidation and attempts to assist GPs in 'planning their learning, demonstrating the quality of their practice and celebrating their achievements in looking after patients'. It is intended that the APD portfolio and the revalidation folder be essentially one and the same;
- the *nature* of CPD involved in the programme is intended to be:

  a) personal to the GP
  b) professional, so as to maintain and update competence
  c) practice-based
  d) reflective of health service priorities.

  This balance of personal/professional/contextualised CPD is reflected in the six modules to be undertaken;
- thorough guidance is given on *planning* through a process, whereby, at least once a year, a GP undertakes peer review with their APD facilitator (see below) leading to a learning plan which identifies their educational needs, records baseline knowledge and decides on learning appropriate to needs and priorities;
- *recording* of the APD programme is achieved through:

  a) diary sheets kept at fortnightly intervals
  b) summary record sheets
  c) annual records
  d) annual peer review record sheets;

  These will comprise the core APD evidence which will be a major part of the revalidation folder;

- APD is one of a range of internal awards which the RMCGP offers for *accreditation*. It is estimated that by completing the APD the GP will have compiled about half the evidence required for the award of Membership of the RMCGP. GPs can also include any higher degree work they are undertaking in their APD/revalidation portfolio;
- whilst such external CPD may be counted towards APD/revalidation, it is implicit in the documentation on APD that *provision* will be in-house and in-profession, led by the APD Facilitator.
- an elaborate *support* system is in place. Each GP is assigned to a local APD Facilitator. These are GPs who have demonstrated their standard of general practice knowledge and skills by passing the MRGCP and who are currently members of the College. They will have been trained for their role and will need to continue to show their competence in facilitation and appraisal. They meet the GP once a year (for two hours) for the peer review and will be available at other times by phone, mail or through convening a small local APD Group. As well as assisting the GP in appraising current practice and planning future CPD, the facilitator will accredit current work. The costs of APD have not yet been finalised, but will have to cover the APD facilitation and support structure, registration costs and the learning materials.

4. TEACHING IN THE UNITED KINGDOM AND OTHER COUNTRIES

4.1. Introduction

4.1.1. The most recent academic survey of professional development in teacher education examined experience in eleven countries across four continents. Among the great variety of experience which is reported, three strong features could be identified:

- the broad meaning which is given to CPD in these countries and the difficulty, therefore, of arriving at any precise definition;
- the considerable diversity which exists in models of provision, and
- an increasing trend towards a partnership model of delivery for CPD, involving teachers, schools and providers.

4.1.2. Whilst this diversity is also apparent in the eight countries considered in this review (4 of which are also included in the survey noted above) additional trends also emerge:

- the growing importance placed on CPD by the teaching profession, its representative organisations and governmental bodies;
- the belief that positive features of teacher CPD include:
  - gains in pupil achievement
  - an increase in the esteem of teachers;
  - improved retention rates;
- more strategic approaches to CPD which emphasise the entitlement of teachers and control of their own professional development within an agreed framework.

These are, however, current and developing tendencies, which are not necessarily reflected in the historical practice summarised in the next section and reported more fully in the treatment of each of the eight countries which follow.

4.2. Summary

4.2.1. In the countries surveyed, CPD is generally *defined* in terms of progression in the knowledge and skills of teachers. Some countries also emphasise the personal development it can facilitate.

4.2.2. The main *types* of learning activities which constitute CPD vary from country to country. It is possible, however, to identify three tendencies:

- traditional course/event type activity (developing countries and Ireland);
- a move towards school-based training (European Union countries), and
- allowance for a greater variety of learning styles and opportunities (Australia and USA).

4.2.3. The *requirement* to participate in CPD can also be categorised in terms of three main trends:

- a strict regulation which is linked to continuing registration and/or career advancement (USA, Ghana, New Zealand and Korea);
- no mandatory requirement (Malaysia and Ireland), and
- no mandatory requirement, but an increasing expectation that CPD will be undertaken (European Union, Scotland, France and Australia).

4.2.4. The *amount* of CPD required is either precisely specified (New Zealand and USA) or, more generally, is left to individual teachers and schools to decide.

4.2.5. *Monitoring* of CPD can be characterised as being:

- either permissive allowing for self-management by schools and teachers (European Union, France, Scotland, Malaysia, Ireland);
- or regulatory with strong involvement from the state or other bodies and which may be tied closely to appraisal (Australia), promotion (Korea) and re-registration (New Zealand). It is unclear, however, to what extent this monitoring is effective in practice.

4.2.6. The *nature* of CPD in all these countries is one (in line with the definition in 4.2.1.) which is strongly linked to classroom and professional needs that reflect state education policies. This is true of developing countries as well as the European Union, North America and Australia. In some countries, however, more emphasis is placed on personal and experiential development (Korea, USA, Australia); these are generally the countries which allow for a greater variety of learning activities to comprise CPD.

4.2.7. Other than in the USA and to a certain extent Australia, there is no requirement upon teachers to systematically *plan* any CPD activity.

4.2.8. The same picture is apparent in relation to *recording* any professional development which is undertaken.

4.2.9. Other than in Australia (where innovative practice is in place) internal and external *accreditation* of CPD is non-existent.

4.2.10. CPD for teachers may be *provided* in one of the following ways, or in some combination:

- largely through in-house delivery (the main tendency in the European Union and Scotland);
- mainly by government bodies or agencies, including higher education, working for them (Malaysia, Ghana, Korea, France and New Zealand), and
- a variety of providers with an increasing trend for them to be working together in partnership (USA, Australia and Ireland).

4.2.11. *Support* for teachers to undertake CPD in terms of time and money is extremely limited and subject to the variables of available school and national funding. In general, there is a growing expectation that teachers will undertake any CPD requirements either as part of school managed programmes or in their own time and at their own expense.

4.3. Malaysia

4.3.1. CPD is *defined* as 'the process by which teachers acquire the knowledge and skills essential to good practice at each stage of a teaching career'. Malaysia is seen as a leader among developing countries in providing opportunities for the personal and professional development of teachers.

4.3.2. The *type* of CPD available is degree (first and higher) level study and short courses. Degree courses can be pursued on a full or part-time basis. Short courses are delivered on a traditional basis.

4.3.3. There are currently no *requirements* for CPD. Teaching has a low professional status in the country and this is reflected in the weak knowledge base and lack of professional autonomy of teachers. At present, the Ministry of Education is concentrating on improving the quality of entrants to Initial Teacher Education and Training (ITET) and the possession of a first degree as a minimum qualification for entry into the profession.

4.3.4. No *amount* of CPD to be undertaken is specified.

4.3.5. CPD is *monitored* at school level.

4.3.6. The nature of CPD is essentially professional, with short courses focusing on educational management, implementation of new strategies, teaching techniques and curriculum developments.

4.3.7. *Planning* is a matter for individual teachers.

4.3.8. There is no expectation that teachers will *record* their CPD.

4.3.9. There is no system of *accreditation* for CPD.

4.3.10. *Provision* of degree level study is by universities, including foreign universities many of whom have set up branch campuses in Malaysia. Short courses are provided by the Ministry of Education.

4.3.11. The Ministry offers *support* to teachers undertaking degree study, including study leave and scholarships. Support for teachers attending short courses is dependent on individual schools.

4.4. Ghana

4.4.1. CPD is *defined* in terms of in-service courses which help teachers to upgrade their knowledge and methods of teaching and to discuss teaching syllabuses, so as to ensure a common teaching approach.

4.4.2. The *type* of learning activity involved is in-service courses.

4.4.3. It is a *requirement* for all teachers to attend in-service courses.

4.4.4. The *amount* of CPD to be undertaken is dependent on the needs of individual teachers.

4.4.5. *Monitoring* of CPD is undertaken by the Ministry of Education.

4.4.6. The *nature* of CPD is closely related to professional and particularly classroom need. In essence, it attempts to respond to problems which have been identified in classrooms.

4.4.7. There is no *planning* requirement for teachers.

4.4.8. Teachers are not expected to *record* their CPD.

4.4.9. No formal *accreditation* system exists and there is no correlation between CPD and promotion opportunities.

4.4.10. *Provision* is undertaken by the Ghana Education Service, a division of the Ministry of Education. Course organisers work with schools and local committees to identify classroom needs and deliver training.

4.4.11. There is no clear system of *support* for teacher CPD.

4.5. New Zealand

4.5.1. CPD is **defined** as 'any activity that develops an individual's skills, knowledge, expertise and other characteristics as a teacher. These include personal study and reflection as well as formal courses'.

4.5.2. The *type* of learning activity involved is in-service courses.

4.5.3. *Requirements* for teachers to participate in professional development are set out in the 'dimensions' of teaching listed by the Teacher Registration Board and have to be demonstrated as part of the process to maintain registration.

4.5.4. Current employment contracts specify that the *amount* of CPD undertaken by teachers must be up to 10 days a year when schools are closed for teaching.

4.5.5. *Monitoring* is achieved through a process, whereby renewal of a practice certificate is dependent on satisfactory, recent teaching experience, including active involvement in professional development. Schools are required to develop performance appraisal systems which include a professional development component. Teachers' contracts are used to identify and prioritise areas for individual teachers' CPD and this is linked to salary and promotional progression.

4.5.6. The *nature* of CPD at local level is tailored to the professional needs of teachers and schools. Nation-wide courses are provided to prepare teachers for curriculum and other major changes.

4.5.7. There are no *planning* requirements upon teachers.

4.5.8. Teachers are not expected to *record* their CPD activities.

4.5.9. An *accreditation* system does not exist.

4.5.10. School Support Services (Advisers) are responsible for the *provision* of CPD under contract to the Ministry of Education.

4.5.11. The courses provided by the School Support Services are funded by the Government. Otherwise *support* for teacher CPD is dependent on individual schools.

4.6. South Korea

4.6.1. CPD is *defined* as work to 'improve educational expertise and quality and to enhance the quality of teaching, to establish a desirable view of the teaching profession and to encourage a sense of commitment for teachers to carry out educational activities faithfully and to cope with the rapidly changing info-orientated and industry-orientated society'.

4.6.2. The *type* of learning activity involved is lectures and distance learning.

4.6.3. To gain promotion, teachers must meet the *requirement* to study successfully at a higher level.

4.6.4. The *amount* of CPD is, therefore, linked to these promotional levels, which are first and second level teachers, principal and vice-principal. Training requires 30 days (180 hours) or longer.

4.6.5. *Monitoring* of these requirements is by course outcome and subsequent career progression.

4.6.6. The *nature* of CPD is a mixture of professional and personal development needs, including the broadening of experience. Professional certificate courses (linked to the levels described in 4.6.4.) cover theoretical and practical aspects of teaching, curriculum reform and specialist training. An interesting feature of provision is overseas training, including 10-12 days of visiting other countries to help teachers develop a comparative perception of education and culture. This is done through visits to educational institutions, museums, industry etc.

4.6.7. There are no *planning* requirements for teachers.

4.6.8. Teachers do not have to *record* their CPD activity.

4.6.9. *Accreditation* is linked to the certificate courses being undertaken with universities.

4.6.10. *Provision* is undertaken by universities and teacher colleges through regional institutes and training centres. The National Institute for Educational Research and Training has a role in the training of principals, vice principals, administrators and those undertaking masters degrees.

4.6.11. The Ministry of Education at national and provisional level offers *support* for the CPD programme outlined above.

4.7. USA (New Jersey)

4.7.1. CPD in the USA is a matter for individual states. New Jersey *defines* CPD as a variety of opportunities to continually learn, update and improve the knowledge and skills of any professional.

4.7.2. The *type* of CPD undertaken includes courses (including on-line versions), conferences, seminars, research, writing, mentoring, service on specialist committees, teaching courses/workshops and writing grant applications.

4.7.3. There is a requirement upon teachers to complete CPD specified and approved by the Commissioner of Education on the basis of recommendations from an advisory committee, the majority of whom are practising teachers.

4.7.4. The *amount* of CPD required is 100 hours every 5 years. All of the activities set out in 4.7.2. accrue hour-for-hour-credit. No more than 75 hours can be accrued from mentoring, service on specialist committees, teaching a course/workshop and writing grant applications.

4.7.5. *Monitoring* is achieved through an evaluation by a local district supervisor at the end of the 5 year period that the hours requirement has been met and that the needs of teachers, as identified in their planning, are being achieved. If the requirement is met, special recognition can be recommended; if it is not, there is the possibility of the teachers' licence being suspended.

4.7.6. The *nature* of the CPD undertaken must be related to individual professional needs, with a focus on content knowledge and the enrichment and broadening of pedagogy. This may include curriculum development work, research related to this and activities which support/enhance the profession.

4.7.7. Teachers are required to undertake *planning* of this CPD in relation to state standards for CPD and how their professional development activities will enable them to meet these. This will be recorded in their professional improvement plan (PIP) following discussion and agreement with a designated supervisor.

4.7.8. A CPD *record* must be kept by teachers logging the actual hours of independent study undertaken.

4.7.9. The only *accreditation* arrangements which apply are those associated with undertaking formal university degree courses.

4.7.10. *Provision* of CPD comes from a number of areas, including higher education, professional associations, training organisations and district boards of education. The Professional Development Board at county level assesses the effectiveness of this provision.

4.7.11. It is unclear as to what *support* (in terms of time and finance) may be available to teachers to meet their CPD requirement.

4.8. Ireland

4.8.1. CPD is *defined* as equipping teachers 'with the capacity to respond effectively to major changes in the education system, including changes in curriculum, teaching methodologies, assessment, school organisation and management and to provide for teacher's personal and professional development needs'.

4.8.2. The *type* of CPD offered is mainly in the form of courses. Delivery during school hours is rare and summer courses are frequent.

4.8.3. There is no formal *requirement* for teachers to undertake CPD.

4.8.4. There is no designated *amount* of CPD.

4.8.5. *Monitoring* of CPD does not take place.

4.8.6. The *nature* of CPD is closely tied to professional needs in areas such as leadership, management, the pastoral curriculum and school planning and development. There is a growing view within the profession that more attention needs to be given to teachers' personal development.

4.8.7. There is no requirement upon teachers to undertake *planning* of CPD.

4.8.8. *Recording* of CPD is not required.

4.8.9. There is no system of *accreditation* for CPD.

4.8.10. *Provision* comes from a variety of sources, including higher education, Education Centres, the teacher associations, Ministry Inspectors, consultants, subject and specialist associations. Education Centres (of which there are 24) receive funding from the Department of Education and many have full-time directors.

4.8.11. *Support* for CPD is limited. Teachers pay for courses themselves; there is an entitlement to have 3 days unpaid leave during the year to attend courses, but most do not avail themselves of this.

4.9. Australia

4.9.1. The approach to CPD adopted in Australia has been *defined* as 'designated to facilitate positive change in the education system and in the theoretical and practical knowledge and attitudes of individuals'.

4.9.2. The *types* of learning activity associated with CPD include work-based study, CPD days in school, conferences, seminars, presentations to conferences, research, publication, short courses, higher degree courses and learning packages.

4.9.3. Whilst there are no formal *requirements* to undertake CPD, as can be seen below there is now an increasing expectation that this will be done.

4.9.4. The *amount* expected is also not formally laid down, but will be related to the needs of teachers as identified through monitoring and planning procedures.

4.9.5. *Monitoring* of CPD is increasing with the expectation that it will be undertaken by teachers. In some states, appraisal systems and promotion prospects are being linked to CPD. There is also a system whereby the individual plans of teachers to undertake CPD must be turned into a school plan which has to be approved by the Department of Education.

4.9.6. The *nature* of CPD is linked both to the professional needs of schools and teachers (achieved mainly through work-based study) and also to personal development needs (achieved mainly through external study). The encouragement to teachers to engage in research, writing and conference presentations is indicative of a desire for them to take control of their own development.

4.9.7. *Planning* is an integral part of the greater encouragement to undertake CPD. In some states, teachers develop a Personal Professional Development Plan each year in conjunction with the school principal who subsequently requires progress reports to be submitted.

4.9.8. This planning process and the involvement of many teachers in accredited courses result in an increasing requirement for them to *record* their CPD activity.

4.9.9. *Accreditation* of CPD work is being developed in innovative ways in Australia. Teachers can take various CPD modules at universities across the state and can use these to satisfy the requirements of their employers and combine them to receive higher degree awards. Other forms of CPD such as conference presentations by teachers can also be accredited.

4.9.10. *Provision* of CPD comes from nay other sources as well as universities, including consultants, private providers and government bodies. University based modules often involve higher education staff, school personnel and Department of Education officers in joint provision.

4.9.11. Increasingly, teachers are expected to undertake CPD outside of school and term time, so as to meet the expectations and to be able to access opportunities for promotion. It is possible for schools and teachers to gain financial *support* for CPD activities, with schools creating ring-fenced budget with, on some occasions, individual teacher entitlement.

4.10. The European Union

4.10.1. CPD is *defined* as any form of in-service training which will lead to enhanced teacher knowledge and skills.

4.10.2. The *type* of learning activity involved relies on school-based training, but teachers continue to participate in external long and short course provision, including higher degrees. An increasing emphasis is being placed on classroom-based educational research.

4.10.3. The *requirement* to undertake CPD varies. In some instances it is voluntary; in others, participation is compulsory. In all cases, the necessity of teachers undertaking CPD has recently been placed within a legislative framework.

4.10.4. The *amount* of CPD required also varies from country to country.

4.10.5. *Monitoring* by Ministries of Education is developing as CPD becomes part of a legislative framework. In Spain and Portugal, career advancement is closely linked to professional development.

4.10.6. The *nature* of CPD is closely linked to the priorities of national educational policies.

4.10.7. There are no *planning* requirements for CPD placed upon teachers.

4.10.8. *Recording* of CPD undertaken is not expected.

4.10.9. Apart from procedures associated with undertaking higher education courses, there is no system of *accreditation* of CPD in place.

4.10.10. Whilst ITET is strongly university based, they do not tend to be as closely involved in *provision* of CPD, which is mainly undertaken by government organisations to promote national education policies.

4.10.11. *Support* for teachers undertaking CPD is limited. The CPD budget is generally small and, therefore, limits the financial support which can be given by schools. School based CPD generally takes placed outside school time and attendance is compulsory.

4.11 France

4.11.1 CPD is *defined* as 'any activity which leads to the ongoing development of teachers through an updating and enhancing of knowledge and skills'.

4.11.2 *Types* of learning activity involved include work-based study, university-based courses and distance learning.

4.11.3 There is a *requirement* to attend day conferences organised by the ministry of education, that address shortcomings identified by the inspectorate and new curriculum developments. Other than this, there are no formal requirements.

4.11.4 The *amount* of CPD expected of teachers is currently under review. Until now three hours of the thirty-hour working week in primary schools must be devoted to work based CPD.

4.11.5 *Monitoring* of CPD is a matter for the inspectorate. It is not linked to appraisal or career progression.

4.11.6 The *nature* of CPD has moved from what has been perceived as the dominance of theoretical perspectives studied in university courses, to a greater concentration on practical/pedagogical matters addressed through school based study.

4.11.7 There is no expectation that teachers will formally *plan* their CPD activity.

4.11.8 Similarly, there is no requirement upon teachers to *record* CPD.

4.11.9 Those teachers undertaking higher education study are involved in *accreditation*; no system exists for CPD accreditation outside of higher education.

4.11.10 *Provision* is still generally dominated by formal, academic, university based courses approved by the ministry. There has, however, been a move towards work based study, particularly in primary schools. It is accepted that there is a variability in the quality of this type of CPD activity.

4.11.11 A national pool of replacement teachers is available to cover classes so as to allow work based CPD to take place. Other forms of *support* available include mobility grants to enable teachers to spend three months studying in other countries.

4.12. Scotland

4.12.1. The following *definition* of CPD in Scotland has been offered:

'a process whereby teachers may be helped to become more professional through learning to improve their expertise in what they already do or about developing new knowledge and skills and/or new learning and teaching strategies'.

4.12.2. The *type* of CPD which is currently in place relies mainly on school-based consultancy, short courses and higher education degree courses. Short course delivery has particularly employed cascade models.

4.12.3. Although there is an increasingly strong view in Scotland that CPD should be given the same importance as ITET, there is currently no *requirement* for teachers to undertake CPD or training leading to further qualifications.

4.12.4. Given the above, there is no specified *amount* of CPD which must be undertaken.

4.12.5. Although the GTC in Scotland is interested in being able to *monitor* CPD, currently there is no system in existence.

4.12.6. The *nature* of the CPD which does currently take place has become increasingly related to the professional competence and classroom needs of teachers. This is true of higher education degree courses, as well as short courses and new qualifications such as those for headship.

4.12.7. There is no requirement upon teachers to *plan* CPD.

4.12.8. Outside the HE course participation, teachers are not expected to *record* their professional development.

4.12.9. There is little *accreditation* of CPD outside the higher degree courses.

4.12.10. *Provision* of CPD has been characterised as 'diverse, systematic and disjointed'. It comes from universities, Education authorities and consultants.

4.12.11. Higher degree courses involve a mix of evening, weekend, summer-school and distance learning elements. Registration fees are sometimes paid by employers, but generally have to be met by teachers. Short course provision is often paid for by central government. *Support* for CPD is, therefore, limited.

5. FURTHER WORK

5.1. In the time available to undertake this work it has been possible to locate and analyse the main features of CPD within the professions and countries targeted. There are three areas where it is suggested that further work, if required by the Council, might improve the qualitative understanding of the evidence presented here:

- the perspective of individual members of teaching and other professions, where good/interesting/innovative practice has been identified;
- case studies of individual teachers and other professionals which could illustrate in greater fine-grain the general trends noted here, and
- an assessment of how effective good/interesting/innovative practice identified here is in achieving gains for learners.

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