

Evaluating the impact of CPD

- Regulations of September 2007 - aimed at 'professionalising' the teaching workforce in FE & skills through ITT & CPD
- Distinguish between input & output models of CPD

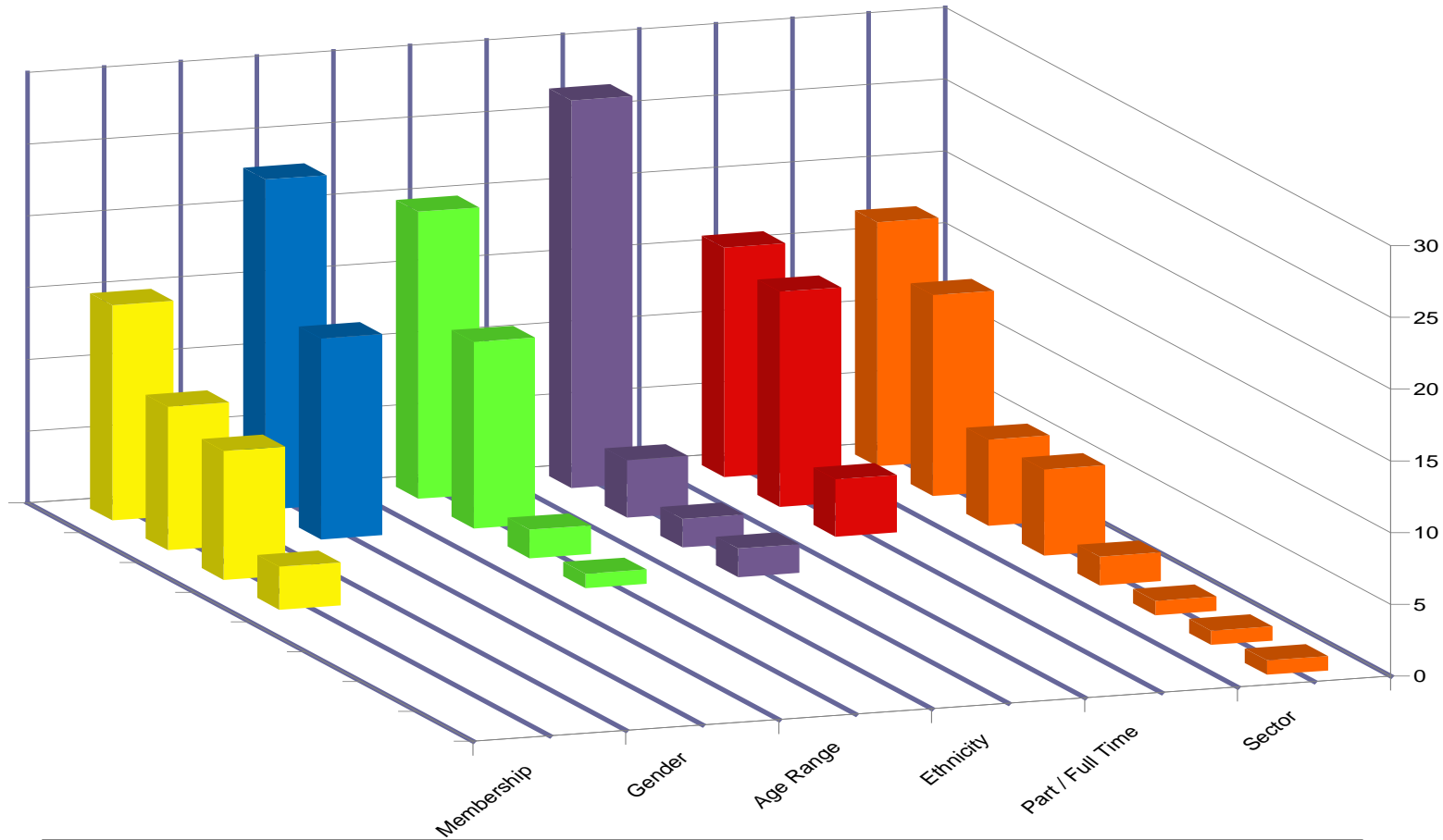
IfL's approach to CPD

- dual professional model of the reflective practitioner
- individual, personal responsibility & autonomy
- peer review & dialogue in communities of practice
- wide-ranging - informal or formal
- underpinned & supported by (REFLECT) technology
- focus on learner impact

So what counts as impact?

- 30 hours for FT teachers & pro rata for PT to a minimum of 6 hours of CPD?
- in last year's CPD sample reviewed, only 28% identified any impact on learners
- difficult to collect evidence & express in writing, but more confident talking about it in telephone interviews
- online survey into impact - what difference did CPD make to you, your practice, your learners, colleagues or organisation?

Sample of Initial Online Survey



Has the CPD you completed had any impact

| on | Yes | No | Not known |
|--|-----|----|-----------|
| 1.) you personally and professionally? | 26 | 8 | 4 |
| 2.) your learners? | 29 | 5 | 4 |
| 3.) your colleagues? | 19 | 14 | 5 |
| 4.) your institution? | 20 | 13 | 5 |

Examples of impact

- Comment, observations?
- Alternative ways of expressing impact?
- How do we value and recognise these?

Any further comments?

- 20 responses
- 'I don't feel that reflecting on CPD, declaring it or analysing it in any way is at all helpful to me outside our internal appraisal system.'
- 'you can't leave - you're the only one who knows what they're talking about!'
- 'Professional development is something people do if they have an interest in the work they are doing, but recording it is a bit more of a pain.'

Concluding comments

Where to next?

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