

Ongoing Professional Development Schemes and Processes Used by Regulatory Bodies

A report on arrangements for continuous professional development and regulation in community learning and development, general practice and teaching.

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1 Remit

Ongoing professional development schemes and processes used by regulatory bodies

1.1 Purpose

Produce a report for the Scottish Social Services Council (SSSC) that:

- identifies the scope and nature of ongoing professional development schemes and processes used by regulatory bodies similar to the SSSC
- indicates how these bodies manage the continuing learning and development requirements of their workforces
- identifies how, if at all, these processes are linked to a professional development framework
- identifies the methodology they use for providing evidence of ongoing learning and development.

1.2 Plan

Identify three bodies with similar purposes to the SSSC, seek contact with key figures for discussion and explanation and review the materials and information they make available to their workforces.

Initial contact would be sought with the General Teaching Council for Scotland (GTCS), the Royal College of General Practitioners (RCGP) and the CLD Standards Council for Scotland (CLD Standards Council).

Write and present a report that will inform the SSSC's Learning Strategy and review of post registration learning and development.

1.3 Practice

In meeting this remit publically available documents in the three areas were examined and discussions were held with Rory Macleod and Susan Basset of the CLD Standards Council for Scotland, Dr David Cunningham of NHS Education Scotland (NES), Dr Sally Al-agilely, Scottish Lead for the RCGP, Rosa Murray of the GTCS and Gerald Donnelly, Head Teacher of Castle Douglas High School.

This report consists of a summary of findings and recommendations followed by detailed description of practice in each of the three professions.

Indented quotations are either from named publications or from individuals. Individuals quoted are not named within the report to protect confidentiality.

To allow readers to follow any point of interest into greater detail, websites are identified throughout the text.

2 Summary of findings

2.1 Community learning and development (CLD)

Practitioners in CLD cover a very wide range both in qualifications and in service delivery. To meet this, the CLD Standards Council has identified two tracks to professional qualification, but explicitly with the same underlying principles and values. Additionally it has designed a Standards Mark (SCSM) to be awarded to organisations that meet defined standards in providing CPD for their practitioners.

Registered Membership of the CLD Standards Council is free and voluntary. Accreditation and validation services offered by the Council are also free.

Members are expected to undertake 35 hours of continuous professional development (CPD) each year.

The CLD Standards Council is supported by Education Scotland and has access to its extensive web-based resources

2.2 General practice

General practitioners (GPs) are extensively trained and intensively audited. They work usually in autonomous partnerships with a Licence to Practice awarded by the General Medical Council. Every GP is required by the GMC to undertake 50 hours of CPD each year and explain and discuss their experience as part of their annual appraisal. Each hour counts as one credit and demonstration of impact on practice qualifies for double credits.

Every five years GPs are required by the GMC to undertake a revalidation process built on their previous appraisals but with specific extra requirements.

Appraisal and revalidation is carried out by GPs trained by NES and appointed by their local health board. Both processes are free to GPs.

The GMC and the RCGP provide extensive web-based guidance and support for GPs in undertaking CPD, appraisal and revalidation. The annual fee paid by a GP to the GMC is £390. Membership of the RCGP costs £499 but is optional.

The Standard for GPs is defined in Good Medical Practice published by the GMC.

2.3 Teaching

All teachers in local authority schools in Scotland are required to be registered by the GTCS.

Teachers are expected to undertake an annual process of professional review and development (PRD) with their line managers and from 2014 will be required to engage in a five-yearly process of Professional Update conducted by line managers and reported to the GTCS. PRD and Professional Update processes are free to teachers.

The GTCS has a set of three professional standards, from initial registration through career long development to leadership and management. These are expected to inform CPD. Additionally it accredits the Scottish Qualification for Headship (SQH) offered by universities and the Flexible Route to Headship (FRH) managed by Education Scotland.

GTCS also offers a Professional Recognition Award that has had very little take up.

The GTCS and Education Scotland offer extensive resources to support teachers in CPD.

The GTCS annual subscription is £50.

3 Policy issues

3.1. Effective engagement by the workforce

CLD has a largely unqualified workforce supported by a relatively small core of qualified staff, it relies on voluntary participation as a central principle of practice. For both practical and principled reasons it has chosen to work, at present, through persuasion and self-regulation with two categories of professional membership.

The medical profession, driven to a large extent through pressure from events, makes engagement by its workforce a requirement for a continued licence to practice and supports this through a managed system of yearly appraisal and five-yearly revalidation. Each specialism within medicine uses this system but with its own definition of context and content.

The teaching profession in Scotland has chosen to develop two levels of post initial qualification standards: for continued professional learning and for leadership. Teachers are required to choose which of these is relevant to their own work and to choose which aspects of their work they should focus on and provide evidence for. Appraisal processes are managed locally with each teacher required to report every five years to the GTCS that they have followed these procedures.

3.2 Cost

Whatever model of CPD is adopted there will be a real cost in developing and maintaining it. CLD has managed this by absorbing costs within the core team in the CLD Standards Council and through practitioners giving their time freely. GTCS has used members of their core staff and volunteers from universities to develop their frameworks and will pass the cost of maintaining the system to local authorities and schools. It received a grant of £200,000 from the Scottish Government for the development of its professional understanding process. GMC and RCGP are funded through substantial membership subscriptions to develop protocols and thereafter appraisal and revalidation are managed and paid for by NES and health boards.

3.3 Range

Of the three professions researched one dealt with medicine, one differentiated in terms of career stage and choices (teaching) and one divided the profession into two separate tracks (CLD).

3.4 Impact

Of the three professions, only the GMC make specific reference to impact. GPs are encouraged to consider it by the award of extra credit if they can produce appropriate evidence. The nature of the impact and of the evidence is for them to decide.

3.5 Scottish Credit and Qualifications Framework (SCQF)

None of the three professions were concerned with credit rating against the SCQF though the GTCS uses the language of level 11, without referring to SCQF.

4 Recommendations

4.1 Workforce engagement

Of the three professions only CLD works on a voluntary basis. GPs have moved from formal appraisal by peers to a stringent revalidation requirement, also conducted by peers. Teachers have moved from the suggestion that they engage in appraisal based on professional development to the requirement that they must do so and that this should be conducted by line managers.

- 4.1.1 'It is recommended that the social service workforce should be required to engage in regular appraisal of professional development conducted by line managers and reported to the SSSC and that this should be necessary for continued registration and a condition of employment.'

4.2 Cost of development and maintenance

As yet, CLD meets its costs entirely within its existing salary bill. The GMC developed its systems within its own resources and running costs are met substantially through NHS funding mechanisms. The GTCS received a relatively small grant from the Scottish Government for the development its Professional Update; running costs are met largely by employers.

- 4.2.1 It is recommended that:

- 'the SSSC should seek support funding from the Scottish Government for the development of systems of appraisal of professional development'
- 'ongoing running costs for professional development and appraisal should be met by employers'
- the 'SSSC web-based resources for professional learning should continue to be developed and expand.'

4.3 Range of provision

The Scottish social service workforce is large and very varied.

- 4.3.1 'It is recommended that a clear timetable for planning and rolling out appraisal systems for the entire workforce, over a period of not more than 10 years, should be established.'

- 4.3.2 'It is recommended that a statement of standards at a higher level for each element of the workforce should be introduced subsequent to the introduction of the initial statement of standards.'

4.4 Impact

Formal measures of impact are difficult to establish on an individual basis.

- 4.4.1 'It is recommended that the process of appraisal should include a requirement that appraisees should identify an aspect of their practice that they consider has improved as a result of their professional learning.'

4.5 SCQF

The SSSC arrangements for professional development are already well embedded within the SCQF.

- 4.5.1 'It is recommended that the levels and language of the SCQF should continue to underpin descriptions of professional development and appraisal.'

5 CLD

5.1 General

The CLD Standards Council website is: www.cldstandardscouncil.org.uk

Education Scotland's CLD website is:
www.educationscotland.gov.uk

In CLD the distinction between initial training and CPD is not clear cut.
Interviewee comment:

'It is experiential learning because the majority of members are volunteers. They are not paid staff. They don't necessarily know at that time that they might want qualifications, they might later and we know that over the years that 60% of our degree workers have started off doing voluntary work.'

Number of paid staff and volunteers reported to be involved in CLD in Scotland (2010)

	Public sector	Third Sector	Total
Paid staff	3,802	526	4,328
Volunteers	4,624	508	5,132
Total workforce	8,426	1,034	9,460

These are the latest available figures.

5.2 CLD Standards Council for Scotland

Administratively the CLD Standards Council is located in Education Scotland. The relationship between the two is defined by a framework agreement.

The CLD Standards Council is made up of four committees: approval, CPD, registration and executive. More than 50 people from across the full spectrum of activity in CLD sit on the committees. The committee members have a wide range of knowledge and expertise, with backgrounds in the voluntary sector, social enterprise and local authorities. They include practitioners, managers, trainers and academics, specialists in youth work, adult literacies, community development and more.

The CLD Standards Council is committed to:

- ensuring high quality workforce development strategies, including a supported induction stage, through their work with employers and national partners
- advocating on behalf of the sector on matters pertaining to registration, training courses and CPD in CLD
- advising government with regard to registration, training courses and CPD in CLD.

Key projects that the CLD Standards Council has undertaken to date include:

- drafting, consulting on and publishing the CPD Strategy for CLD
- refreshing the CLD competences and producing a resource pack to support their use
- refreshing the Guidelines for the Approval of CLD Learning Programmes
- drafting, consulting on and publishing a Code of Ethics for CLD.

5.3 Evolution of the CLD Standards Council

Scottish Government policy has been a major driver of professional development in the sector during a decade of evolution.

2003 The development of a national body for CLD was a commitment made in the Scottish Executive's report Empowered to Practice which considered the future of CLD learning in Scotland.

2004 A Short Life Task Group was set up to consider the development of a practitioner-led body. It recommended that the CLD Standards Council be established and this was agreed by Ministers.

2007 Publication of the report Strengthening Standards: Improving the Quality of Community Learning and Development Service Delivery.

2007 An Interim Standards Council was put in place. It began a period of development and dialogue with the sector.

2009 The CLD Standards Council was founded and the Cabinet Secretary for Education and Lifelong Learning directed it to:

- deliver a professional approval structure for qualifications, courses and development opportunities for everyone involved in CLD
- consider and establish a registration system available to practitioners delivering and active in CLD practice
- develop and establish a model of supported induction, CPD and learning opportunities.

View the Guidelines for the Professional Approval of CLD Learning Programmes: http://109.233.117.82/standards_council/wp-content/uploads/The_Guidelines_refreshed_august_2013.pdf

5.4 The legislative framework for CLD

The basis for CLD in existing legislation for education in Scotland was outlined in 1999 in guidance from the Scottish Office Education and Industry Department (Circular 4.99):

‘Local authorities provide community education as part of the exercise of their duty under section 1 of the Education (Scotland) Act 1980 to secure the adequate and efficient provision of further education.’

Other legislation including the Local Government in Scotland Act 2003 and legislation relating to equalities and human rights has important implications for the provision of CLD; those of the 2003 Act are spelt out in the statutory guidance attached to it.

This was strengthened by the publication of a Scottish Statutory Instrument (SSI) in 2013.

The SSI is intended to strengthen the legislative basis for CLD. In particular it is intended to support the achievement of the following policy goals:

- Communities across Scotland - but particularly those who are disadvantaged have access to the CLD support they need.
- Communities across Scotland are enabled to express their needs for CLD provision.
- Community Planning Partnerships (CPPs), local authorities and providers of public services more generally respond appropriately to the expectations set by the CLD Strategic Guidance.

It seeks to do this by setting requirements on local authorities in relation to the auditing of need for CLD, consultation and planning.

View The Requirements for Community Learning and Development (Scotland) Regulations, 2013: Consultation on draft regulations:
www.scotland.gov.uk/Publications/2013/03/7748/1

5.5 Strategic Guidance for Community Planning Partnerships: Community Learning and Development in June 2012

The Scottish Government's Strategic Guidance for Community Planning Partnerships: Community Learning and Development (Strategic Guidance) published in June 2012 identified the purpose of CLD as being to 'empower people, individually and collectively, to make positive changes in their lives and in their communities, through learning'. It indicated that, within the national performance framework, CLD's specific focus should be on:

- improved life chances for people of all ages, through learning, personal development and active citizenship
- stronger, more resilient, supportive, influential and inclusive communities.

The Strategic Guidance also made it clear that the Scottish Government wishes to see CLD delivered as a core part of public services across Scotland:

'The implementation of this guidance provides the impetus for CLD to be delivered as a consistent, central element of public services in Scotland and will be based on a continuing dialogue with key stakeholders.'

The Strategic Guidance expected the CLD Standards Council to (among other things) establish a registration system for practitioners delivering and active in CLD practice and deliver a professional approvals structure for qualifications, courses and development opportunities for everyone involved in CLD.

View the Strategic Guidance for Community Planning Partnerships: Community Learning and Development: www.gov.scot/resource/0039/00394611.pdf

Interviewee comment:

‘Our analysis of about half a dozen professions told us that they were all formed out of crisis to protect themselves. We wanted to do exactly the opposite. We wanted it because it was a good idea. We wanted to share our practice and our positives together, not to create a wall that you had to get in to, like the law, medical teaching. ’

5.6 CLD practitioners

CLD practitioners work in diverse roles and settings. Membership is open to practitioners who deliver CLD outcomes through, for example:

- community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers)
- youth work, family learning and other early intervention work with children, young people and families
- community based adult learning, including adult literacies and English for speakers of other languages (ESOL)
- volunteer development
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders
- learning support and guidance in the community.

Practitioners will include, for example:

- people in public sector or voluntary sector or community based organisations
- people working in community health, housing or social enterprise situations where there is a commitment to working according to CLD practices
- part time and sessional staff and volunteers who are practising according to the requirements for registration.

Interviewee comment (altered): ‘I think it is more a question of time before workers with more vulnerable people will have to be registered. We are probably the only substantial group of people that aren’t registered in some form or other. Social workers are, care workers are, teachers are so why are we not? So part of our cunning plan, and it wasn’t an accident, that if we start getting some of the principles in practice before we get told.

‘And one of the principles about that is that we own that. I’m stressing that so it’s not an insignificant point.’

5.7 Registration categories

Interviewee comment: 'Weave a competence led model which we talk about both in terms of prequalifying training and post initial training. That isn't everyone's cup of tea but we know that – it's not the only game in town – but people are now using it widely. Everywhere you go it trips off people's tongues, not just because they have heard of it, they actually work with it.'

There are two categories for registration, Registered Associate Member of the CLD Standards Council.

5.7.1 Registered Associate Member of the CLD Standards Council

Associate Membership is available to full time, part time and voluntary practitioners in CLD who commit to the principles as stated in the requirements for registration. For example it may be appropriate for people who:

- have completed an approved professional qualification but still have to gain the practice time component
- are students
- hold qualifications below degree level
- are volunteers or practitioners who work according to CLD principles and practices and have yet to embark on accredited CLD training
- have qualifications in other disciplines
- have no formal qualifications.

5.7.2 Registered Member of the CLD Standards Council for Scotland

The standard entry requirements are a CLD Standards Council approved degree level qualification plus two years verified practice in a community learning and development setting, working to the values and principles, competences, ethics and the commitment to CPD defined in the standard.

This category will include practitioners who meet the qualification and practice requirements and will include for example people who:

- are employed by voluntary or public sector organisations
- are volunteering in a CLD context
- are supporting or managing staff or volunteers in voluntary or public sector organisations
- are operating at a strategic level within voluntary or public sector organisations
- are on management boards of voluntary sector organisations
- are at a senior management level within voluntary or public sector organisations that are delivering CLD services
- are delivering professional level CLD training.

Membership is voluntary and, so far, free. Consultations on the draft registration system showed a range of different views. There was roughly a two thirds one third split in favour of a voluntary system. The majority of

those in favour of a compulsory system were public sector employees. There was also a drive to establish a voluntary system with a view to moving towards a compulsory system, and this possibility will be re-considered once the current system is firmly established. Decisions on the future direction of the CLD Standards Council, and the registration system, will be taken by members.

Interviewee comment: 'Along the way there were a number of discussions about how much this should cost and frankly we have four committees, 50/60 people, they all put the time in for nothing. We pay hardly any expenses, one or two from the voluntary sector, the odd overnight if they are coming from a distance. As do all the panels going to assess university courses. They do it for nothing.'

5.8 The minimum requirement for registration

All practitioners seeking to register as members of the CLD Standards Council must formally commit to the following principles:

- the values underpinning CLD
- the Code of Ethics for CLD
- ongoing CPD
- practise using the CLD competences

In particular CLD practitioners will:

- communicate with constituents, other professionals and partner agencies in an open, honest, accurate and straightforward manner
- challenge any unlawful or unjustifiable discrimination by constituents, other CLD practitioners and colleagues in other professions.

CLD practitioners will not:

- behave in such a way, inside or outside of work, that will call in to question the individual's suitability to work in CLD
- behave in such a way, inside or outside of work, that will bring the profession of CLD in to disrepute.

View A Registration System for Community Learning and Development (CLD) Practitioners in Scotland: http://109.233.117.82/standards_council/wp-content/uploads/2015/07/Registration_System_Document.pdf

5.9 CPD Strategy

A Learning Culture for the Community Learning and Development Sector in Scotland, the CLD Standards Council's CPD Strategy is accessible at: www.cldstandardscouncil.org.uk/files/CPD_Strategy_for_CLD

The Strategy states clearly that practitioners should:

- ensure they maintain and develop their competence through reflective practice and CPD
- integrate CPD directly with personal development plans
- take responsibility for their own learning.

A figure of 35 hours CPD per year for those in full time CLD occupations is a minimum recommended by the CLD Standards Council as being both realistic and achievable, pro rata for part time staff or volunteers. This is in addition to any initial training or required or regulatory training and is designed to be consistent with the CPD requirements of similar professional areas.

Practitioners should be able to undertake, reflect upon, record and be able to evidence their commitment to CPD. Employers are expected to have in place mechanisms for workforce development that will include opportunities for CPD and the means to record it.

All CLD practitioners can already access the new CLD Standards Council CPD system. I-develop are an electronic CPD framework for the sector. It offers the facility to plan the practitioner's CPD journey, record CPD activity and log progress of personal development in relation to each of the competences for CLD.

I-develop can be accessed at: www.i-develop-cld.org.uk

5.10 The CLD Standards Council approvals suite

This suite of defined processes for the approval of programmes leading to learning is intended to meet the needs of all practitioners in CLD. It is made up of the Developmental Approval route, the Professional Approval route and the SCSM.

- The **Developmental Approval** route is for providers offering learning opportunities below degree level that have already been verified by the Scottish Qualifications Authority (SQA). The process is paper based: providers are asked to submit their SQA report alongside a brief CLD focused submission; these papers are then shared with the panel electronically and discussed in teleconference before a decision is agreed.
- The **Professional Approval** route is for providers offering learning opportunities at degree and post graduate level. The process involves a significant written submission followed by a panel visit to the provider.
- The **SCSM** has been developed to recognise the quality of CLD learning opportunities provided to CLD staff by their employer. The SCSM looks at the whole range of learning opportunities offered, not one specific programme, as well as the learning culture of the organisation. It is awarded to bodies that meet the expected standards.

5.10.1

The Developmental Approval process is the route offered for programmes that have already been validated by the SQA or where the provider of a programme has been granted status as an approved centre by the SQA devolved authority scheme.

- An example of a suitable programme is the HNC in Working with Communities.
- An example of a member of the devolved authority scheme is a college.

The process combines a written submission which complements the SQA report with a virtual panel discussion. There are no arrangements for approval visits. Guidelines for approval are provided to set out the principles and values underpinning the process as well as guiding providers through the construction of the written submission.

The developmental process allows providers to use the evidence that they have prepared and presented to the SQA to support their application to the CLD Standards Council, avoiding duplication of time and effort. The submission focuses specifically on the CLD aspects of the programme.

The first step in the process is to share the SQA report with the CLD Standards Council approval officer who will match it against the developmental process criteria. If it matches, the provider will be asked for written evidence of the CLD aspects of the programme.

This written evidence will then be considered by a panel of peers from the CLD field. There may on occasion need to be a face to face meeting with the panel and provider but normally the process will be virtual; panels discuss the submission by teleconference.

The approval process takes as long as is necessary for the learning provider, in discussion with the Standard Council's approval officer, to put together the relevant documentation, and to implement any conditions and/or recommendations arising from the granting of approval. The approval officer role is to support and guide learning providers through the process. They co-ordinate the process and liaise between the learning provider, the virtual panel and the Approval Committee.

The approval officer will be on hand to answer any questions you have; provide further information and guidance on the process; advise on the written submission and provide support in the approval process.

Detailed guidelines including the full CLD Competences Framework can be found at: http://109.233.117.82/standards_council/wp-content/uploads/The_Guidelines_refreshed_august_2013.pdf

5.10.2

The professional approval process is the route offered for degree and postgraduate programmes. The process combines a significant written submission with a two day visit from an approval panel.

Professional approval process takes as long as is necessary for the provider, in discussion with the approvals officer, to put together the relevant documents, arrange a visit and implement any conditions arising from the visit.

The guidelines for approval set out the principles and values underpinning the process as well as guiding providers through the construction of the written submission and explaining what happens before, during and after the visit.

The submission is expected to:

- Demonstrate and illustrate how the training programme/course prepares trainees to undertake CLD work which recognises the needs of the community; the needs of the employers; the role of other agencies and professionals, part time staff and volunteers.
- Demonstrate that the training programme/course is consistent with the values and principles of CLD and CLD national priorities as outlined by the CLD Standards Council.
- Demonstrate how the training programme/course is mapped to the Competences for CLD.
- Detail the curriculum and outlines how the training programme/course recognises the SCQF levels and tariffs.
- Demonstrate methods for the accreditation of prior learning and experiential learning.
- Demonstrate the relationship between theory and practice within both institution and practice based elements.
- Outline how the training programme/course addresses the needs of inter-professional collaboration and equal opportunities.

The approval visit involves a group of peers, normally convened by a member of the approvals sub-committee, meeting over one or two days at the university/college/organisation seeking approval. At this meeting the group will look at the programme documentation and formulate questions which will be discussed with members of the programme team.

It is normal for the approvals group to meet with staff delivering the course, students and fieldwork practitioners supervising placements.

At the conclusion of the approval visit, the panel gives a decision on whether the training programme has been approved. This often includes conditions, which must be met before the programme starts, and recommendations which are points of development for the programme team.

The process is based on dialogical and developmental debate and attempts to avoid the feeling of an inspection.

The approval process takes as long as is necessary for the learning provider, in discussion with the approval officer, to put together the relevant documentation, arrange the visit and implement any conditions and/or recommendations arising from the visit.

Although the process will vary for each learning provider, the following timeline gives a rough indication of the time required for the various stages.

- Ten weeks prior to intended approval visit date: initial draft submission document to approval officer.
- Four weeks prior to intended approval visit date: confirm date with approval officer, panel and provider.
- Two weeks prior to intended approval visit date: final submission document to approval officer.
- The approval officer role is to support and guide learning providers through the process and to deliver approval reports to the Approval Committee. They co-ordinate the process and liaise between the learning provider and the committee.

Detailed guidelines including a full statement of the CLD Competences can be found at:

http://109.233.117.82/standards_council/wp-content/uploads/The_Guidelines_refreshed_august_2013.pdf

Interviewee comment: 'And then the most interesting one is our Standards Mark, the recent one, which is about any piece of training with the CLD focus which could be introduction type training, very small pieces of work, and right through to CPD type stuff. '

5.10.3

The SCSM is the route offered for organisations who offer CLD learning to staff from the smallest voluntary sector project to local authorities and national agencies. The SCSM process looks at the whole range of learning opportunities offered, not one specific programme, as well as the learning culture of the organisation.

The CLD Standards Council created the SCSM in response to feedback from the sector.

Interviewee comment: 'If they do something that's in this area it will appear on our pathway on our website saying we recognise that provider as being good quality so if someone has done training with them they then might progress into doing the HNC. We hope that once recognition of the Standard Mark builds up we can link in with the colleges to see if they can give recognition for this work.'

The SCSM:

- provides national recognition of CLD learning opportunities for practitioners with strong focus on the values, principles, competences and Code of Ethics for CLD

- celebrates success and promotes good practice and impact
- establishes a developmental framework using peer moderation to enhance learning opportunities for CLD practitioners

The SCSM is designed to support employers to:

- ensure that their organisation becomes a learning community for the entire workforce
- develop and implement a CPD policy
- provide continuous leadership and support for CPD opportunities
- strengthen and extend local partnerships
- encourage sharing of impact and learning from good practice.

The SCSM is designed to nurture a culture of learning in the sector in order that individual practitioner's engagement with professional learning will contribute to the development of a profession:

- where learning is celebrated, recognised and encouraged
- where learning is reflected on and shared
- where challenge is relished and embraced
- where critical reflection is embedded in practice
- where individuals can explore learning related to their role throughout their careers.

This culture is expected to be underpinned by the values and competences of CLD and commitment to the CLD Code of Ethics.

Interviewee comment: 'We grant them the approval for Standard Mark for three years and half way through we would check in with them. It really is a check in process – how's things going, what have you done that's new. We may go out and see something they are delivering – we have that option available to us. What we plan to do is to get some feedback from participants/students – what did you go through, what it did for you, what has changed. After three years they re-apply.'

The SCSM does not replace the existing routes available for approval of individual learning programmes. For example, an employer may offer the PDA in Youth Work, approved using the developmental process, and also be awarded the SCSM.

The Guidelines for the Standard Mark Approval Process set out the principles and values underpinning the process as well as guiding providers through the construction of the written submission.

The approval officer will liaise with the learning provider and offer advice on the submission document. The length of the document will vary depending on the provider. All submissions must clearly demonstrate quality approaches in: planning, delivery and review, and the learning provider must consider the best evidence of the core standards within these areas. The evidence should already be available to the provider and should not require the provider to write a whole new set of documents for this submission.

The guidelines give some examples but learning providers must supply their own specific evidence for each of the core standards. The evidence provided should be CLD focused and be proportionate, appropriate, relevant and in context. It is important that the evidence supplied is current and still in use.

A virtual panel will be established to consider the submission individually and raise any questions via the approval officer. The approval officer will collate these questions and present them to the learning provider with a deadline for response. Once the panel are satisfied they have enough information to make a decision, the approval officer will arrange for a teleconference to allow them to share their views and reach their final decision.

The SCSM award process is completed twice a year. Once a learning provider has expressed their interest in applying for SCSM, the approval officer will:

- advise them of the next available award date
- agree a visit to discuss the process and agree timescales
- provide reminders of key deadlines.

Normally the process for approval will take four/five months. The approval officer's role is to support and guide learning providers through the process. They co-ordinate the process and liaise between the learning provider, the virtual panel and the Approval Committee.

Detailed guidelines and the CLD Competence Framework can be found at:
http://109.233.117.82/standards_council/wp-content/uploads/The_Guidelines_refreshed_august_2013.pdf

Interviewee comment: 'A point I'd like to make is that these aren't rules, these are here for you to pull them apart, but what we are saying is that they are not for dismissing either. So, how do you interpret this material in your context? There are two reasons for that. One is that we are close to the field's views. And secondly it allows people specific stances on our work whether they are political, moral, faith or otherwise – and the very wide range of settings that you find community workers in nowadays – arts, housing, health, council, voluntary organisations – to have a view of their view. So our message is that anything in our standards game is about you as an individual practitioner not you and the agency you are working for, not even you and the profession, it's about you as an individual practitioner. Whatever you decide is your ethical and moral place in this work. We are suggesting that that there needs to be one.'

5.11 Online learning materials

Education Scotland is a rich source of learning materials for CLD:
www.educationscotland.gov.uk/communitylearninganddevelopment/

This includes individual distance learning material but much of the resource consists of material to be used locally by groups of practitioners.

6 General practice

6.1 General

The GMC CPD website is:

www.gmc-uk.org/education/continuing_professional_development.asp

The RCGP revalidation and CPD website is: www.rcgp.org.uk/revalidation-and-cpd.aspx

In December 2013 there were 4,858 doctors in general practice in Scotland. (Source: Information Services Division, NES)

Since April 2002 it has been a statutory requirement for all GPs to have an annual appraisal. Annual appraisals play an essential part in the process of revalidation for all doctors which began in 2012. Revalidation became a requirement in 2012.

6.2 Regulation and quality assurance

Medicine has a long history of regulation and quality assurance. The GMC (in an earlier version) was established by the Medical Act of 1858, strengthened by a Medical Act of 1950 and further defined by the presently substantive Medical Act of 1983. It is also subject to European directives on recognition of qualifications from the European Economic Area.

The GMC's functions are to:

- establish and maintain a register of medical practitioners in the public sector in Britain
- regulate and set the standards for medical schools including, since 2010, postgraduate medical education
- establish a licensing and revalidation system for all practising doctors in the UK, by Order of the Privy Council in 2012.

The main objective of the GMC, by an Order of the Privy Council in 2002, is to 'protect, promote and maintain the health and safety of the public'.

The GMC is funded by annual fees required from those wishing to remain registered and fees for examinations. The fees for 2013-14, which came into effect from 1 April 2013, are:

- annual retention fee: £390 for registration with a licence to practise; £140 for registration without a licence to practise
- registration fee for newly qualified doctors: £185
- provisional registration fee: £90.

The threshold to qualify for an income discount is £31,000. This means that, from April 2013, any doctor whose total gross worldwide income from all sources is less than £31,000 will qualify for a 50% reduction in the annual retention fee.

‘The initial registration fee is £195 or £350, depending on circumstances.’

On top of that being a member of the RCGP costs £499 and the British Medical Association (BMA) £300.

6.3 The GMC and CPD

The GMC does not endorse or accredit CPD or give points/credits for CPD activities or events or hold lists of CPD providers. Doctors seeking this kind of information are directed to their Royal College, employer or the BMA.

What it does is define CPD in ‘Continuing professional development: guidance for all doctors’ (June 2012), a 27 page document:

www.gmc-uk.org/CPD_info_sheet_June_12.pdf_48968022.pdf

The guidance document is very clear in what it expects of GPs.

‘In this guidance the terms ‘you must’ and ‘you should’ are used in the following ways.

- ‘you must’ is used for an overriding duty or principle.
- ‘you should’ is used when we are providing an explanation of how you will meet the overriding duty.
- ‘you should’ is also used where the duty or principle will not apply in all situations or circumstances, or where there are factors outside your control that affect whether or how you can follow this guidance.

Interviewee comments: ‘In this guidance, the term ‘practice’ includes all the professional roles that you have now and those that you plan to take on in the future. To maintain your licence to practise, you must demonstrate, through the revalidation process, that you work in line with the principles and values set out in this guidance. Serious or persistent failure to follow this guidance will put your registration at risk.’

The document stipulates that the core guidance in CPD is the GMC specification of Good Medical Practice (www.gmc-uk.org/guidance/good_medical_practice.asp) sets out the principles and values on which good practice is founded and which places a duty on keeping knowledge and skills up to date throughout a working life by regularly taking part in activities that maintain and further develop competence and performance.

The detail of how CPD should be carried out is remitted to the Royal Colleges and Faculties that deal with specialisms within medicine (there are 13 royal colleges, one college and two faculties). Most of the colleges and faculties have formal CPD schemes that are based on the Academy of Medical Royal Colleges’ document, The Ten Principles for College/Faculty CPD Schemes: www.aomrc.org.uk/doc_details/9327-10-principles-of-cpd

Interviewee comment: 'I think most people will spend £250 to £350 a year on CPD.'

6.4 System development

While the GMC and the medical profession in general were moving towards a more systematic approach to medical education the Harold Shipman case became a significant driver of accelerated development. Mr Shipman was found guilty of murder in 2000. The report of the subsequent enquiry, published in 2002, concluded that he had murdered at least 215 patients since 1975 and suspected that he had murdered as many as 260 people.

Interviewee comment: 'That was awful, really awful. There were mistakes made in those days but that was terrible, a real shock. Some people said he was a lovely man; he was there when my mum died. The court said he killed your mum.'

In **2007** the independent Tooke Report on Modernising Medical Careers 'Aspiring to excellence' recommended that there should be a regulatory structure within GMC that oversees the range of undergraduate and postgraduate medical education and training, continuing professional development, quality assurance and enhancement.

In **2008** the GMC published its draft framework for appraisal and assessment. Structured around four areas from the GMC's Good Medical Practice, this framework would form a key part of the annual appraisals which would inform doctors' revalidation.

In **2010** the Patel Report emphasised the value of training from the first day at medical school to the last day a doctor is in practice but added that it must not lead to a 'one size fits all' approach to regulation.

Under the genuine aim of continuity and coherence in the way that regulation operates across the different phases of doctors' careers, there are fundamental differences between the undergraduate, postgraduate and continuing practice stages of education and learning. The regulatory system needs to acknowledge those differences where they are genuine.

Above all, The Patel Report said: 'the GMC should develop a regulatory framework for the education and training of doctors in career posts. Such a framework would not only be in the interests of the doctors concerned (who are often disadvantaged by limited access to training and CPD opportunities), it could also provide reassurance that these doctors are meeting national standards overseen by the regulator.'

Interviewee comment: 'By its nature, CPD must be tailored to the specific needs and interests of individuals and their practice. Specific outcomes may be hard to measure. If CPD is to be effective, it cannot simply be instrumental and narrow, based only on past performance. It must also predict future challenges. Indeed, it is important to recognise that CPD may not produce immediate and tangible benefit in terms of measurable outcomes or changes in behaviour. The regulator should, therefore, be

extremely cautious before seeking to intervene directly in CPD through application of prescriptive requirements which may add little or no value and put effective practice at risk.'

View the Recommendations and Options for the Future Regulation of Education and Training report: [www.gmc-uk.org/Recommendations and Options for the Future Regulation of Education and Training FINAL.pdf](http://www.gmc-uk.org/Recommendations_and_Options_for_the_Future_Regulation_of_Education_and_Training_FINAL.pdf) 31524263.pdf 34560875.pdf

In 2013 the highly critical Francis Report on failings in the mid to late 2000s within the Mid Staffordshire Hospital Trust made recommendations on openness, transparency and candour among NHS staff.

Interviewee comment: 'The GMC has been moving on this for the last twenty years but now things are really going fast.'

6.5 Appraisal and revalidation

The RCGP guidelines for appraisal are typical of the Royal Colleges' approach. View the RCGP Guide to the Credit-Based System for CPD: www.rcgp.org.uk/revalidation-and-cpd/rcgp-educational-accreditation/~media/Files/Revalidation-and-CPD/Credit-Based-System-for-CPD.ashx

Interviewee comment: 'I used to be a GP appraiser. The GP appraiser system has been going for I think nine years now. People would have a yearly interview with an appraiser lasting couple of hours. They go through various things that have happened, their learning plans, what has happened in their surgery, discuss events, present an audit. That would take a couple of hours and be signed off electronically. That plan would be looked at the next year, you would be building on year by year.'

These guidelines for GPs are presented in a 25 page booklet (August 2013) essentially specifying:

- a minimum of 50 credits is required per year
- a broad range of general practice experience should be covered in 250 credits over five years
- credits will be self-assessed and verified at appraisal.

One credit is based on one hour of learning activity accompanied by a reflective record. However, if the doctor can demonstrate that the learning has been implemented in practice, resulting in improvement in patient care or positive changes in an area of the doctor's work, the GP can claim two learning credits for each hour of such learning activity.

Interviewee comment: 'You do the 50 hours but you can double your money if you show impact. If you've got a family with hemochromatosis and you know nothing about that disease, you've done a literature search, found some articles, prepared a presentation for colleagues, and now you can handle whatever comes along.'

'The appraiser coming in would talk this through with the GP. You'd say what made you learn these things, what made you decide about your practice, what was the purpose of that and what difference did that make? Or my letters to a colleague in gynaecology are much better.

'Seeing education as not isolated from your job but part of your daily practice.'

Impact in this context refers to the demonstration of implementation of learning on:

- patients eg a change in practice, implementing a new clinical guideline, initiating
- monitoring a new drug for the first time
- the individual, personal development, eg development of a new skill or further development of existing skills
- service eg developing and implementing a new service, developing a local patient pathway, teaching others
- others, teaching and training, leadership within the NHS locally or nationally).

Advice from the RCGP to GPs suggests that in planning and reviewing progress with CPD over the year GPs should:

- have a personal development plan that meets their own development needs and that of their workplace
- have a system for recording what has been learned and their reflections on it, in both planned learning and incidental learning
- consider how their learning can be used to improve patient care
- claim CPD credits at double the time spent if a demonstrable change in care has resulted.

'In the early days there was a lot of this is Big Brother looking over your shoulder but that's gone. Most people now probably enjoy the process. It's a chance to review things that have happened over the year.'

Revalidation is the process by which all licensed doctors must demonstrate every five years that they are up to date and fit to practise. Revalidation started on 3 December 2012 and the GMC expect to revalidate the majority of licensed doctors in the UK for the first time by March 2016.

Revalidation is supported by Revalidation What you Need to Do:

www.gmc-uk.org/static/documents/content/Revalidation_What_you_need_to_do.pdf 54286567.pdf

6.6 Appraisal and revalidation in practice

The GMC requires every doctor to undergo an individual appraisal every year and be revalidated every five years.

During their appraisals, doctors will discuss their practice and performance with their appraiser and use supporting information to demonstrate that they are continuing to meet the principles and values set out in Good Medical Practice (www.gmc-uk.org/guidance/good_medical_practice/contents.asp)

The standards are organised in four areas:

1. Knowledge skills and performance
2. Safety and quality
3. Communication, partnership and teamwork
4. Maintaining trust.

Each area is described by three attributes. The attributes define the scope and purpose of each area; for instance, maintaining trust requires doctors to reflect on and evidence how they:

- show respect for patients (paragraph 53-55)
- treat patients and colleagues fairly and without discrimination (paragraph 56-64)
- act with honesty and integrity (paragraph 65-80).

It is expected that over a five year period all 12 of the elements of the standard will be reviewed. The GMC guide to appraisal The Good Medical Practice Framework ([www.gmc-uk.org/static/documents/content/GMC1pdf\(1\).pdf](http://www.gmc-uk.org/static/documents/content/GMC1pdf(1).pdf)) for appraisal and revalidation details what is expected of doctors in this process.

There are six types of supporting information that doctors will be expected to provide and discuss at their appraisal at least once in each five year cycle. They are:

1. continuing professional development
2. quality improvement activity
3. significant events
4. feedback from colleagues
5. feedback from patients
6. review of complaints and compliments.

The GMC guide on Supporting Information for Appraisal and Revalidation details what kind of information will be required for appraisal: http://www.gmc-uk.org/RT_Supporting_information_for_appraisal_and_revalidation_DC5485.pdf_55024594.pdf

The GMC also supplies interactive case studies which bring to life the principles in the guidance and cases heard by fitness to practise panels, which provide examples of where a failure to follow the guidance has put a doctor's registration at risk. In preparing for appraisal doctors develop a portfolio of evidence which is sent to their appraiser, normally electronically, who then constructs a possible agenda for a meeting.

6.7 The Scottish GP appraisal scheme

The Scottish GP appraisal scheme has been developed by NHS Education for Scotland (NES) in conjunction with a number of partners, including the Scottish Government, the BMA, and the RCGP to support GPs in keeping up to date as practitioners and in continuing to meet the requirements of the GMC's Good Medical Practice.

In Scotland the GP appraisal scheme is managed at a national level by NHS Education for Scotland's GP Appraisal team. The GP Appraisal Team co-ordinates the development and monitoring of the scheme, providing support and guidance for appraisers, appraisees and local administrative staff. It also co-ordinates the training courses for new and existing appraisers and runs an annual conference to support continuing development for appraisers.

There are about 190 appraisers spread across the country carrying out appraisals. They are practice based GPs selected following an internal advertisement to GP practices. They receive a two day training programme and are allocated within their health board to GP practices.

Local appraisal advisers (LAAs) are responsible for the development and internal quality assurance of the GP appraisal scheme in Scotland at a local level. Each health board has its own LAA(s) providing support and guidance.

The GMC requires the appointment of a responsible officer to report the results of appraisals and revalidations to it. The responsible officer is usually the medical director of the health board.

In the world of GPs, each health board will employ a number of appraisers who will work one or two sessions per week. For example Ayrshire and Arran Health Board have about 11 appraisers or so, managed by a local appraisal adviser who is a GP too. The local appraisal adviser will meet with the health board, and usually link in to the associate medical director. Each board will have five or six associate medical directors, usually a GP would be one of them.

The appraisal criteria are defined by the GMC in Good Medical Practice and further elaborated by the RCGP and the General Practitioners' Committee in their joint publication Good Medical Practice for General Practitioners.

A time line for appraisal and details of its content can be found at:

www.rcgp.org.uk/~media/Files/Revalidation-and-CPD/CPD%20Credits%20and%20Appraisal/GoodMedicalPracticeforGPsJuly2008a.shx.ashx

Help for GPs being appraised can be found at the website:

www.rcgp.org.uk/~media/Files/Revalidation-and-CPD/CPD%20Credits%20and%20Appraisal/GoodMedicalPracticeforGPsJuly2008a.shx.ashx

6.8 Revalidation

Revalidation started to be rolled out on 3 December 2012 and the GMC expect to revalidate the majority of licensed doctors in the UK for the first time by March 2016.

The revalidation format is exactly the same as the appraisal format except that doctors are required to include the results of a multisource colleague questionnaire and feedback from patients, though these can be included in any appraisal process within the 5 year period.

It works because we have had experience of appraisal.

6.9 Colleague Feedback (multi-source feedback)

The GMC have agreed that one type of information required of all doctors for the purposes of their revalidation is feedback from colleagues. This is also referred to as multi-source feedback (MSF) or 360 degree feedback. All doctors are expected to seek such feedback from colleagues at least once in every five year revalidation cycle.

The feedback should be used formatively:

- as a reflective learning and development tool to identify strengths and areas for possible development and improvement in a doctor's practice, to inform their continuing professional development
- as one of several pieces of supporting information, that when considered together, will inform the decision as to whether a doctor should be recommended for revalidation by their responsible officer.

A variety of MSF tools are available. The GMC have provided a questionnaire (www.gmc-uk.org/doctors/revalidation/colleague_patient_feedback.asp) and a number of Medical Royal Colleges and commercial providers offer questionnaires for this purpose.

In September 2011 the Scottish Government Health Department commissioned NES to develop a colleague questionnaire that would be suitable for all GPs and career grade doctors in Scotland. This questionnaire is available as a web resource and is free to use for doctors registered with the Scottish Online Appraisal Resource (SOAR): www.appraisal.nes.scot.nhs.uk/

Details about the NES multi source feedback questionnaire can be found at the website:

www.appraisal.nes.scot.nhs.uk/help-me-with/msf/questionnaire.aspx

6.10 Patient feedback

A popular tool amongst GPs for patient feedback is the CARE measure. The CARE measure is entirely doctor-centred, and its content is largely independent of where you work or whether the patient knows you. It can be accessed at: www.caremeasure.org/

6.11 Revalidation and the GMC's fitness to practise procedures

Doctors' fitness to practise is the focus of both revalidation and the GMC's fitness to practise processes. Nevertheless they are separate processes with different aims:

- revalidation is the process through which a doctor's fitness to practise is positively affirmed
- the GMC's fitness to practise procedures, as described in Section 29 of the Medical Act, focus on dealing with concerns that are raised about a doctor's fitness to practise.

6.12 RCGP Accreditation Mark

Institutions, companies and individuals can apply to have their CPD provision awarded the RCGP Accreditation Mark. Details of RCGP Accreditation Mark requirement can be found at:

<http://www.rcgp.org.uk/professional-development/rcgp-educational-accreditation-for-education-providers.aspx>

An activity that has been accredited by the Royal College for General Practitioners will be recognised by GPs and other participants as an activity that is of a high quality and associated with the high professional standards the RCGP stands for. Activities are not themselves credit rated; it is for the GP to judge how much credit should be claimed.

Accreditation is for three years but reaccreditation can be sought. A fee is charged each time; £1000 in year 1, £700 in years 2 and 3 for one activity provided by a commercial organisation, £500 and £300 for NHS and charities. For greater numbers of activities fees rise proportionately.

Quality assurance procedures range from visits to questionnaires.

The RCGP Accreditation Mark can be used on marketing and promotional materials produced for an accredited activity.

A list of RCGP accredited activities can be found at:

www.rcgp.org.uk/professional-development/rcgp-educational-accreditation-for-education-providers/accredited-organisations.aspx

Interviewee comment: 'I guess we as GPs are small autonomous businesses. We employ people, we own the building. To have that autonomy you have to have some responsibility. If you are employed by somebody and they say you need to get training on x, you would say are you providing it? If I was to take some time out of the surgery the practice manager would say is this your holiday? And if it's not, what is it

then? The main thing is that you've got a personal responsibility and the GMC will scrutinise that and regulate that.

'There are lots of providers of CPD. NES is one. You can easily do all your CPD outside NHS Education. The Universities have some role – they may want to publicise some research or they have a visiting professor. Health boards especially if it something they want to happen, eg if they are concerned about prescribing antibiotics they will have presentations and workshops on that. Private companies will come up from England and maybe attract 200 GPs for a day. But also people do a lot of their own stuff in their practice – if something has gone wrong and they discuss it that counts. So people can be self-directed in that.'

7 Teaching

7.1 General

The Education Scotland website is: www.educationscotland.gov.uk/

The total number of teachers based in pre-school, primary, secondary and special schools, or visiting specialists, was 51,078 in December 2013: 48260 schools based, 1288 pre-school, 1170 visiting:
www.scotland.gov.uk/Topics/Statistics/Browse/School-Education

7.2 The GTCS

GTCS was the first professional registration body for teachers in the UK, and one of the first teaching councils in the world. It was set up in 1965 under the Teaching Council (Scotland) Act 1965 following concerns that entry requirements had lowered after the Second World War and unqualified teachers were working in Scottish schools. Its powers, remits and duties have since been amended by other legislation, including the Teaching and Higher Education Act 1998 and the Standards in Scotland's Schools etc. Act 2000.

On 2 April 2012, the GTCS was granted independence, with enhanced powers and greater flexibility, by the Scottish Government. The Teaching Council (Scotland) Act 1965 was repealed and replaced by the Public Services Reform (GTC Scotland) Order 2011. The Public Services Reform (General Teaching Council for Scotland) Order 2011 was made by Scottish Ministers in accordance with the Public Services Reform (Scotland) Act 2010 and passed into law on 17 March 2011.

All registered teachers are required to pay an annual registration fee to remain on the register and be eligible to teach in a Scottish local authority school. From 1 April 2014 the annual registration fee was increased to £50 and is due in April each year.

(The General Teaching Council for England was established in 1998 and abolished in 2012. It was replaced with the Teaching Agency, an executive agency of the Department for Education. The General Teaching Councils for Wales and Northern Ireland are devolved responsibilities and still exist.)

7.3 GTCS's general functions are to:

- keep a register of teachers
- establish and review the standards of education and training appropriate to school teachers
- establish and review the standards of conduct and professional competence expected of a registered teacher
- investigate the fitness to teach of individuals who are, or are seeking to be, registered keep itself informed of the education and training of individuals undertaking courses for the education and training of teachers

- consider and make recommendations to Scottish Ministers about matters relating to teachers' education, training, career development and fitness to teach as well as the supply of teachers
- keep such registers of other individuals working in educational settings as it thinks fit
- maintain a scheme of Professional Update for teachers

In February 2014 there were 74,950 teachers registered with the GTCS. The registration fee is £50 per annum.

7.4 Milestones in professional development for teachers

Government policy has been the main driving force, working through the GTCS and appointed review groups.

The last decade of the 20th century saw a move to strengthening management as the key to improvement in education, culminating in the Scottish Qualification for Headship (SQH) in 2000 and the establishment of a Standard for Headship in 2005.

The turn of the century saw an increased interest in enhancing the capacity of teacher through CPD.

In 2001 the McCrone Agreement (A Teaching Profession for the 21st Century 2001) on teachers' pay and conditions introduced the concept of Chartered Teachers who would be rewarded by additional, and substantial, payments for excellent performance as teachers without having management responsibilities. Progression through the Chartered Teacher grade would be by qualification at masters' level.

The agreement included a requirement for all teachers to continue to develop and improve their skills throughout their careers. It specified that:

- 'teachers shall have an ongoing commitment to maintain their professional expertise through an agreed programme of CPD
- 'an additional contractual 35 hours of CPD per annum will be introduced as a maximum for all teachers, which shall consist of an appropriate balance of personal professional development, attendance at nationally accredited courses, small scale school based activities or other CPD activity
- 'every teacher will have an annual CPD plan agreed with her/his immediate manager and every teacher will be required to maintain an individual CPD record
- 'it is the employer's responsibility to ensure a wide range of CPD development opportunities and the teacher's responsibility to undertake a programme of agreed CPD which should be capable of being discharged within contractual working time.'

In **2002** the Teacher Induction Scheme was introduced to offer all new teachers qualifying from Scottish universities a paid year-long placement in a mainstream school, giving them support to achieve the Standard for Full Registration. The scheme is managed and administered by the GTCS on behalf of the Scottish Government. It provides each new probationer teacher with school-based mentoring and support, as well as a programme of CPD led by the local authority. Probationary teachers have a maximum class commitment of 0.7 full time equivalent (FTE).

A national framework for CPD was launched in 2003. It defined CPD as 'the range of experiences that contribute to teacher development is very wide and should be recognised as anything that has been undertaken to progress, assist or enhance a teacher's professionalism.'

The CPD framework was based around three professional standards:

- standard for full registration
- standard for chartered teacher
- standard for headship.

In **2004** the Scottish Executive published guidance for professional review and development (PRD).

In **2009** a revised Standard for Chartered Teacher was introduced but a survey for the Donaldson Review showed that 70% of teachers did not intend to take it up within the next five years. In November 2010, The Scottish Government and COSLA decided to freeze entry to the chartered teacher programme

In **2010** the Scottish Government established a Review of Teacher Education in Scotland, led by Graham Donaldson, the former Senior Chief Inspector at Her Majesty's Inspectorate of Education (HMIE). His report was published in 2011 making 50 recommendations. The Scottish Government accepted all recommendations in full, in part or in principle. The Scottish Government then set up The National Partnership Group (NPG) which brought together representatives of universities, local authorities, schools, individual professionals and national organisations to develop plans for how the recommendations in Teaching Scotland's Future could be implemented.

In **2011** Education Scotland was formed by the merger of Learning and Teaching Scotland and HMIE, the National Continuing Professional Development Team and the Scottish Government's Positive Behaviour Team. It is an Executive Agency of the Scottish Government responsible to the Cabinet Secretary for Education and Lifelong Learning.

In **2012** the National Partnership Group (NPG) set up to implement the Donaldson proposals recommended that educational leadership would best be developed through a framework rather than a pathway. It also suggested a model for career long professional learning.

The Donaldson report can be found at:

www.gov.scot/resource/doc/337626/0110852.pdf

The NPG report can be found at:
www.gov.scot/Publications/2012/11/7834/0

7.5 GTCS standards

A suite of revised professional standards for teachers was launched by GTCS in March 2013.

The revised standards which replaced the previous four standards in August 2013 are:

- the Standards for Registration (incorporating the standard for provisional registration and the standard for full registration)
- the Standard for Career-long Professional Learning
- the Standards for Leadership and Management (incorporating the standard for middle leadership and the standard for headship).

The Standard for Chartered Teacher was superseded by the Standard for Career-Long Professional Learning.

These three standards and the sub-divisions within them are intended to provide the substance for the processes of professional review and development and Professional Update. Writing them was a substantial task.

‘The standards have been rewritten – that was quite a job. And there aren’t too many of us. What we had to do was we had to write these standards. At first we were talking about refreshment but it wasn’t, it was a rewriting. We also had the end of the standard for chartered teacher which was a difficult context for us to work in. People got very hurt by that and angry. Here we had an incentivised standard that had just been removed with little justification. We selected the writing teams on the model of who was actively working in the field.’

7.5.1 The standards for registration

Mandatory requirements for registration with the GTCS in December 2012:
www.gtcs.org.uk/web/Files/the-standards/standards-for-registration-1212.pdf

The Standard for Provisional Registration is expected to be met by teachers at the start of the induction year that follows teacher training. The Standard for Full Registration is expected to be met by teachers at the end of the induction year. Achievement of this standard is a legal requirement for employment in a Scottish school. These standards are intended to provide:

- a clear and concise description of the professional qualities and capabilities probationer teachers are expected to attain
- a professional standard against which reliable and consistent recommendations and decisions can be made on the fitness of new teachers for full registration with GTCS

- a clear and concise description of the professional qualities and capabilities fully registered teachers are expected to maintain and enhance throughout their careers
- a baseline standard of professional competence which applies to teachers throughout their careers.

7.5.2 The Standard for Career-Long Professional Learning

Supporting the Development of Career-Long Professional Learning December 2012: www.gtcs.org.uk/web/FILES/the-standards/standard-for-career-long-professional-learning-1212.pdf

The focus of this standard should not be on teachers achieving the standard as the end achievement but instead on teachers concentrating on developing particular specialisms leading to success in specific areas of pedagogical and subject expertise. Alongside the processes of Professional Review and Development (PRD) and Professional Update, this standard, for those who choose to reflect against it, is for ongoing, rigorous, critical and clearly focused professional discussions about professional learning, practice and career development. Teachers engaging with this standard may be engaging with masters level learning and/or masters qualifications. GTCS recommends that the GTCS Professional Recognition Framework is used to identify and provide opportunities for receiving recognition for specific areas of accomplishment in teaching and learning or academic study linked to the Standard for Career-Long Professional Learning.

Interviewee comment: 'One of our writing groups was for what we came to call Career-Long Professional Learning, it came to have many titles but we had to be careful – acronyms can be very dangerous and you had to be careful that you don't get something that is awful. We worked quite closely with Graham Donaldson because it was the hardest standard to write.'

7.5.3 The Standards for Leadership and Management

Supporting leadership and management development December 2012: www.gtcs.org.uk/standards/standards-for-leadership-and-management.aspx

The Standards for Leadership and Management are intended to be used for multiple purposes, including:

- support for self-evaluation and reflection for teachers in, and aspiring to, formal leadership roles in schools
- the design of programmes for aspiring or serving middle leaders
- the design of programmes leading to the attainment of the professional award and/or academic qualification leading to the Standard for Headship
- an assessment framework for such programmes

- a template to plan and enhance coherent leadership development pathways and programmes
- informing the process of recruitment and selection
- contributing to dialogue about leadership and management

There are two distinct but complementary elements in the standard:

- for existing or aspiring middle leaders
- for existing or aspiring head teachers.

7.6 Professional Recognition Awards

Interviewee comment: 'Take up of this programme has been insignificant. To be honest, I've never heard of it, far less heard of anyone doing it.'

'The Professional Recognition Framework was established by GTC Scotland in 2005.'

Professional recognition offers the opportunity to be recognised as a teacher developing as a reflective, accomplished and enquiring professional, continually enhancing practice at all stages of their career. Professional recognition aligns primarily with the Standard for Career-Long Professional Learning. Applicants may choose to reflect against the Standards for Leadership and Management.

Interviewee comment: 'Within the Standard for Career-Long Professional Development is provision for professional recognition. It is a much broader standard and it is written at master's level. So there is lot of critically examining and systematically investigating. The idea behind that was to align it with Donaldson's idea of aspiring to masters' standards. We had to have a standard for all teachers that put them at that level. It is not a master's award but it is written in master's language.'

In order to achieve professional recognition teachers are required to adopt an enquiring approach to investigate and evidence:

- how they have engaged in enhanced, significant and sustained professional learning to develop professional knowledge and understanding
- and how this has impacted on their skills and abilities and on learners and learning.

They should demonstrate this in relation to one or more of the key areas of career-long professional learning as outlined in the Standard for Career-Long Professional Learning.

To be eligible teacher(s) must:

- have gained full registration with the GTCS.

- have completed one year of professional practice after gaining full registration

Teachers are expected to maintain a professional portfolio which will include evidence of how they have developed and shared their knowledge, understanding and pedagogical expertise within the area(s) of their professional practice in which they are seeking professional recognition. This will include a critical discussion and analysis of evidence of the impact of their work on their professional practice.

This portfolio should be discussed with the teacher's line manager as part of the ongoing PRD process. It is not necessary to send this to GTCS with their application. Teachers are required to retain the portfolio for one year as the GTCS conducts a sampling of successful applications twice a year to ensure consistency of standards. An evaluation of the sampling process is circulated to the Education Committee at GTCS.

Teachers considering an application for professional recognition are advised to support their self-evaluation and professional learning and focus their claim within one or more of the following areas:

- pedagogy, learning and subject knowledge
- curriculum
- enquiry and research
- educational contexts and current debates in policy, education and practice
- sustaining and developing professional learning
- learning for sustainability.

To gain professional recognition in a specific area of expertise teachers are required to demonstrate:

- enhanced, significant and sustained professional learning, aligned to the Standard for Career-Long Professional Learning, or other appropriate Standard, leading to the development of expertise and accomplishment in the specified area
- professional expertise/accomplishment within a specific educational context
- professional learning and development related to the area of expertise/accomplishment
- professional reading and research related to area of expertise
- professional action evidenced within a portfolio
- critical reflection and analysis of impact on professional practice, learners and learning
- evidence of how this expertise has been shared and what impact this has had on colleagues and wider community
- summary of professional discussion with line manager.

The applications are assessed by two members of the GTCS Education Team and the applicants are notified by letter of the decision. Individual successful awards are recorded on the register of teachers and notified to the appropriate employer for information.

Interviewee comment: 'We don't want a tick box approach. We want people to reflect on professional learning. We would want teachers to benchmark against the appropriate standard. The last thing we would want is for people to go through a list putting ticks in boxes. We would want them to focus on one or two areas in a deeper way – that will give us much more transformational change.'

GTCS Professional Recognition awards are valid for a period of five years after which teachers must demonstrate that they have maintained their knowledge and expertise in order to renew the award. It is the responsibility of the individual teacher to submit their claim for renewal.

7.7 Professional Update

GTCS was tasked by the Scottish Government to introduce a scheme for the reaccreditation of teachers. The title GTCS chose for this process was Professional Update. Engaging in this process will be a requirement for continued registration with the GTCS.

The representative working group established to do this identified the purposes of Professional Update as being to:

- maintain and improve the quality of our teachers as outlined in the relevant Professional Standards and to enhance the impact that they have on pupils' learning
- support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession in Scotland.

Inspiration for these objectives came from a key statement in the Donaldson Report:

'Long term and sustained improvement which has a real impact on the quality of children's learning will be better achieved through determined efforts to build the capacity of teachers themselves to take responsibility for their own professional development, building their pedagogical expertise, engaging with the need for change, undertaking well-thought through development and always evaluating impact in relation to improvement in the quality of children's learning. That is the message from successful education systems across the world.'

The consultation ran from 1 February 2012 until 12 March 2012.

A rolling programme of engagement of teachers in Professional Update will start in August 2014 continuing annually until August 2018.

The Professional Update process requires the following of teachers:

- an annual update of contact details to GTCS
- engagement in professional learning

- self-evaluation against the appropriate GTCS professional standard
- discussion of this engagement and the impact of this, as part of the PRD process
- maintain a professional learning record and portfolio of evidence
- five yearly confirmation of this engagement to GTCS.

It is anticipated that all registered teachers will be included in the process of Professional Update, with the process adjusted to suit the needs of different types of teachers including those working outwith the classroom but within the education sector such as quality improvement officers, senior education managers and directors of education.

Engagement in Professional Update is designed to be an ongoing process, with professional learning and PRD at the heart. Every five years, teachers will be required to confirm their engagement in this process with GTCS.

Like the professional learning record, this will be completed in a number of ways depending on the system in place – My GTCS, another online system (eg Gateway, SOPRA) or confirmed through a stand-alone My GTCS sign off process. Each of these methods is being tested as part of the pilot programme and the GTCS is working with all local authorities to help make sure that an appropriate system is in place.

Whatever the agreed system, the teacher is confirming the following, endorsed by their line manager, that:

‘I confirm that I have engaged in ongoing professional development in line with the GTCS Professional Standards, maintained a CPD record and portfolio of evidence, and have discussed the impact of my professional learning with my line manager as part of my professional review and development process.’

The GTCS will have a validating role in the process, ensuring that local authority PRD systems are robust and that teachers are allowed to demonstrate the skills they already have as well as learn new ones. GTCS has developed validation guidelines, which we are using to validate local authority processes as part of the pilot programmes of Professional Update. It has also developed validation guidelines for use in the independent, university and college sector.

The GTCS anticipates that much of the work required to operate Professional Update will be carried out by local authorities and other employers with GTCS providing advice and support as required.

A list of materials produced by local authority employers to support the PRD and Professional Update processes can be found at: www.gtcs.org.uk/professional-update/sharing-practice-in-professional-update.aspx

The GTCS website has extensive resources to support PRD and Professional Update: www.gtcs.org.uk/standards

Education Scotland also has extensive web resources to provide support for professional learning:
www.educationscotland.gov.uk/professionallearning/index.asp

As with CLD, much of this resource is directed at local groups of teachers and locally provided training.

7.8 Professional Update Phase 1 Evaluation 2013

Overall the data has shown a positive response to the Professional Update process. There were no significant distinctions between the managers and the teacher's data. The focus group data broadly mirrored the issues emerging from the survey and offered some further insights into the experiences of individuals' engagement in phase 1 of the pilot.

The My GTCS system was viewed favourably. Some suggestions for development of the My GTCS system were offered, including:

- allowing word documents (and other files) to be uploaded as part of evidence
- ensuring the online forms that record professional learning and impact are not too restrictive and can be modified to suit individual need/context
- be more comprehensive in terms of the types of professional learning undertaken.

There were a number of comments that suggested current local authority/school systems were not too dissimilar to what was being required and in general people saw the benefit of the Professional Update process.

The importance of high quality and skilled reviewers who valued the process of PRD and Professional Update was a dominant issue raised throughout.

View the Professional Update Phase 1 Evaluation report:
www.gtcs.org.uk/web/FILES/professional-development/professional-update-phase-1-evaluation.pdf

7.9 Flexible route to headship (FRH)

FRH provides the participant the chance to develop interpersonal skills and leadership qualities.

The FRH programme is a leadership development opportunity for aspiring head teachers. It is administered by Education Scotland and delivered in partnership with local authorities, universities and the GTCS. It is accredited by the GTCS.

The programme offers choice and flexibility for individual participants, takes account of different learning styles of participants and is predominately practice

based with a strong focus on impact. The programme requires individuals to self-evaluate against the SFH and construct a professional learning plan.

The programme is centred on a coaching model of learning. Each participant is allocated a coach recruited by the local authority and is also supported by their Head Teacher or the head teacher's designated representative. Features of the programme delivery include:

- a national two day residential course for coaches and participants
- two national one day leadership conferences for coaches and participants
- six national coach network meetings
- local network support and guidance for coaches and participants
- fortnightly coaching meetings between participant and coach
- robust and rigorous assessment and moderation.

There are three opportunities for assessment at key stages. These stages are moderated locally and also by Education Scotland. Stages 1 and 2 are assessments of the written commentary and portfolio, stage 3 is a field visit by a coach from a different local authority that checks the claims for competence. Assessment is made by the field assessor on the final submission of the Reflective Commentary and Portfolio of Evidence. This is also moderated externally. At stage 4 the participant is invited for a professional interview by GTCS to finally establish their competence in meeting the Standard.

7.10 Scottish Qualification for Headship (SQH)

Like the flexible route, SQH is designed to allow the participant to develop and demonstrate the competences they require to meet and achieve the SQH.

The programmes offered by various university providers include seminars and evidence of school collaborative working with colleagues and the wider educational community. A major element of the course is a work based learning project.

Many of the original programmes have been revised by the providers to include a broader understanding of leadership concepts and practices currently operational within schools in Scotland.

The SQH/Leadership programmes offered by the university providers are accredited by the GTCS and reviewed on a regular basis at national meetings.

The FRH and the SQH programmes are likely to change in the light of the new standards.

7.11 Lessons learned

Interviewee comment: 'What lessons have we learned? I would start building the capacity now of people to write them. When we were writing them thankfully we had really motivated people who were highly experienced in writing standards. Writing of standards is a complex thing to do. Sometimes the people in the groups were not sufficiently politically savvy. If we were doing it again I would start now building the capacity. I would start looking at local authority folk in writing groups and start working with particular individuals you think might be really good at doing this work – maybe hold a seminar. The local authority bit was missing in a few of the writing groups.'

Appendix

Writing standards and protocols

1. Writers

Writing of standards and procedures is best done by a small team of, say, two or three people selected for their knowledge of the field, their experience and skill in writing standards or a mixture of both. The amount of time need should not be underestimated and consideration should be given as to how the time of writers can be protected. There is no need for writing teams to be representative of any institution or organisation. Their critical quality lies in the skills and knowledge they bring. It may be helpful to identify suitable people at an early stage and try to engage them with upcoming developments.

2. Steering committees

Representative steering committees are necessary to secure engagement by the field. Their role should be to provide comments and advice for writers and to make recommendations to policy makers. They should not be expected to engage in detailed writing.

3. Managers

Managers should be sufficiently in touch with writers to keep the development programme on track and to provide support where and when necessary. They have a significant role in being aware of and responding to 'political' issues that writers or steering committees may not know of.

4. Timetable for development work

However long it takes to clarify the nature and direction of travel of developments at a policy level, from the start of the writing and ongoing consultation processes it should be possible to complete a final stage in eight to 10 months, possibly allowing one year at most to provide a margin.

5. Clarity of language

Care should be taken to express what may be complex concepts that are new to many people in accessible language. Doing so is a significant skill that may require a sub-editing process.

6. Learning from others

Writers should feel comfortable about adapting the language and structures used by other professions that have engaged in the same tasks. Good ideas are worth using.

7. Useful contacts

For the three professions surveyed useful contacts for further discussion would be Rory McLeod, Director of CLD Standards, Dr David Cunningham, Assistant Director of GP Education at NES, Rosa Murray, Education Advisor Professional Learning at GTCS.

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