

## Frequently asked questions

### Continuing professional development

#### **Why do I need to do this CPD?**

Under the Further Education Teachers' Continuing Professional Development and Registration (England) Regulations 2007, every full-time teacher is required to complete at least 30 hours of Continuing professional development (CPD) each year. Every part-time teacher must complete at least the pro-rata equivalent of 30 hours of CPD each year and this is calculated on the basis of the number of hours spent teaching in proportion to the number of hours a full-time teacher in the same institution spends teaching, subject to a minimum of six hours each year. Every teacher must maintain a record of the CPD that they have undertaken each year and make it available to their employer(s) for monitoring purposes.

#### **Why do I need to be a member of the Institute for Learning?**

Since 1<sup>st</sup> September 2007, all teachers delivering further education (FE) level provision are required to hold membership with the Institute for Learning (IfL), which is the professional body for the FE sector. Teachers are expected to provide a record of the CPD undertaken to the IfL every year to confirm that they are updating their subject knowledge and teaching and learning skills.

Teachers in sixth form colleges, however, can choose to join either IfL or the General Teaching Council for England (GTC(E)). Teachers who were teaching in both a school and an FEI before 1<sup>st</sup> September 2007, and who continue to teach in both sectors and wish to maintain their GTC(E) membership, are also exempted from the requirement to register with IfL.

There is an online registration facility available on the IfL website.

#### **Will membership cost me anything?**

There is an annual registration fee and the cost depends on the level at which you are registered. See the Institute for Learning (IfL) website for details.

Pre-service trainee teachers are admitted to the IfL free of charge, giving them access to the resources of the IfL and the opportunity to contribute to debate in the sector.

**How long will my application take?**

The application process will take up to four weeks from the date your completed application is received. Those joining online will receive an initial acknowledgement via email ahead of formal confirmation.

**What is the difference between Full & Associate teachers?**

For the purpose of the new regulations, the definitions are as follows:

A full teaching role is one that carries the full range of teaching responsibilities and requires the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum innovation or curriculum delivery strategies.

An associate teaching role carries significantly less than the full range of teaching responsibilities and does not require the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum innovation or curriculum delivery strategies.

**I employ someone to teach for a couple of hours a week who holds no teaching qualifications. Do the regulations apply to them?**

A subject specialist who takes no part in the teaching process but who purely offers perspective on their area of expertise is regarded as a visiting lecturer and will be exempt from the regulations. Part-time staff are not considered to be visiting lecturers, irrespective of the number of hours they work. Agency staff are also not considered to be visiting lecturers, so are bound by the regulations.

**Who will be monitoring that teachers are registered with the IfL and have qualified teacher (QTLS) status?**

It is the responsibility of institutions to ensure that their employees comply with the incoming regulations. The Institute for Learning will be establishing a mechanism whereby employers can check directly an employee's ongoing registration and status. It will also be of interest to external inspectors in terms of its impact on provision.

**Who will be responsible for monitoring CPD?**

As with any profession, the individual is responsible for planning and evaluating their own CPD, but must recognise that they work within the context of the employer's business objectives and must reflect key national priorities in post-compulsory learning. The Government requires employers across all sectors to be fully involved in the development of their staff. Investment in the professional development of teachers should be of primary

importance to management and staff development teams, supported by HR practice and is likely to be of interest to external inspectors. The Institute for Learning will be monitoring teachers' CPD records on a sampled basis to ensure compliance and offer additional support when required.

### What is regarded as CPD?

CPD is defined as any activity which has an impact on your teaching. The following list is based on a set of examples provided by the Institute for Learning (IfL). Further examples and case studies will be made available to members as the IfL website develops.

Examples of CPD activities:

- accredited CPD courses or programmes
- attendance at subject-specific conferences
- briefings by awarding bodies and impact on practice
- carrying out and disseminating action research
- curriculum design, development and validation
- e-learning courses for skills updating and application to own teaching
- engagement in structured professional dialogue and learning conversations
- equality and diversity training or updating and the impact on teaching and subject
- evaluation of feedback (learners and peers)
- examiner, verifier or assessor responsibilities, and feedback from these for your courses
- gaining relevant qualifications
- giving a presentation at a conference in your subject area
- industrial updating through visits, placements and reading
- involvement in relevant institutional research projects
- joint work with other organisations
- links with employers and evaluating the impact on learners
- membership of a special interest group
- membership of committees, boards or steering groups related to teaching of your subject area
- membership of professional bodies, guilds or societies in order to maintain or develop specialist vocational skills
- mentoring new colleagues
- organising trips, residentials or work placements
- partnership activities (schools, employers, other providers)
- peer coaching (coaching others and being coached in your subject or vocational area)
- peer observation
- peer review
- planning or running a staff development activity or event
- preparation for and evaluation of appraisal
- public service and voluntary work
- reading journal articles

- reviewing and developing teaching in preparation for inspection
- reviewing books or articles
- secondments
- significant input at team meetings
- subject learning coach training
- subject-specific project work or project development
- supervising research
- team or department self-assessment
- team-teaching
- updating knowledge through the internet, TV (including teachers' TV) and other media and reviewing these with a group of professional colleagues
- updating on liaison with other support services and the impact on teaching and learning
- updating on national policy developments and the impact for you and your organisation
- updating on teaching for new curricula and qualifications
- updating on teaching in new contexts such as Train to Gain
- visits to community organisations
- work shadowing
- writing reports or papers.

**I regularly take part in local curriculum development meetings and I don't have much more time. Will this mean I have to give up some of my regular commitments?**

No. Attendance at this type of professional meeting can count towards your CPD requirement. What is important is to identify how this or any kind of activity supports your development and fits within a framework that you can design and agree for CPD.

**What if I'm already on a CPD programme before I register? Can any CPD I do before count towards my requirement?**

Only if your CPD activity overlaps with the CPD year.

**How and when should I start recording my CPD?**

Existing teachers and those entering the sector in September 2007 have until 31 March 2008 to register their membership with the Institute for Learning (IfL). Newly appointed teachers are required to register within six months of their appointment. Teachers should spend the next 12 months planning their CPD. For further information on when your CPD Cycle commences and when to start recording your CPD, please refer to information on the IfL website.

### **When does the CPD year run?**

The Institute for Learning (IfL) regards CPD as something which should be controlled by the individual member. All members have an obligation to provide IfL with a record of the CPD they have undertaken each year by 31<sup>st</sup> August for monitoring purposes. This does not mean that a member's CPD year should end on 31 August. It is possible for members to plan their CPD to coincide with their teaching year and, provided that they maintain their CPD record regularly, they will have recorded a whole year's CPD by 31<sup>st</sup> August irrespective of when their own CPD year started. IfL would, however, recommend that members do not choose to end their CPD year in August because they need to give themselves time to ensure that their CPD has all been recorded by 31 August.

IfL will be implementing a CPD monitoring procedure, which will enable them to identify and promote examples of good practice and offer support where necessary. It will also be used to ensure compliance with a member's regulatory obligations, so those found not to be complying are likely to face disciplinary action.

### **Do I need to maintain an online portfolio of CPD?**

You are expected to keep a record of CPD and will need to provide the [Institute for Learning](#) with an annual statement of your CPD. This statement should indicate where the evidence for your CPD can be found. Putting it online makes it more easily accessible and IfL provide online tools for reflection and recording of CPD. They are developing [REFLECT](#), a tool that helps members to build their personal online portfolio (or "ePortfolio").

### **What is a full-time teacher for the purposes of measuring CPD?**

The actual amount of CPD someone has to undertake is based upon the average teaching contract at an individual college. Anyone working less than this should have their CPD requirement pro-rated accordingly, and everyone must do a minimum of six hours per year. Pro-rating should be based on a percentage of the full time equivalent for your institution. Please see the example below to work out how many hours you are required to do:

<u>% of full-time contact worked</u>	<u>CPD requirement</u>
100%	30 hours
80%	24 hours
50%	15 hours
25%	7.5 hours

20%	6 hours
10%	6 hours

**Part-time teachers who were employed between September 2001 and September 2007 were only required to achieve stages 1 & 2 of the C & G 7407. Are they regarded as qualified, or do they now need to get Cert Ed/PGCE?**

Anyone who was considered qualified under the regulations which were in force at the time of their initial employment will not be disadvantaged under the new rules, and will still be considered as qualified, provided that their employment remains part-time. If moving to full-time employment, they are required to become fully qualified, but not licensed.

**I am registered with the GTC so do I have to carry out CPD?**

Teachers employed solely within a sixth form college and registered with GTC(E) are obliged to advise the Institute for Learning (IfL) of their ongoing registration details on 31<sup>st</sup> August each year, undertake the relevant amount of CPD each year and make a record of that CPD available to their employer for inspection.

Teachers employed both within a school and an FE college and registered with GTC(E) before 1<sup>st</sup> September 2007 are obliged to advise IfL of their ongoing registration details on 31<sup>st</sup> August each year, undertake the relevant amount of CPD each year and make a record of that CPD available to the IfL and their employer for inspection.

**What are the implications if staff fail to carry out the required amount of CPD?**

Unless a member has a valid exemption from carrying out CPD such as maternity/paternity or long term sick leave, then they are expected to meet their CPD obligations. The Institute for Learning (IfL) is committed to assisting our members with the planning and execution of their CPD, however, deliberate non compliance with the requirements will be reported to the conduct committee, with the ultimate sanction being expulsion from the IfL.

**What are the consequences if employees do not register with IfL or obtain QTLS?**

The [Further Education Teachers' Continuing Professional Development Regulations 2007](#) require teachers in FE Colleges to register and there will be implications for those who do not comply as they prevent employers using existing teachers not registered by 31<sup>st</sup> March 2008.

**If a teacher has their Licence revoked by IfL how will their employer be informed and what can they, the employer, do about it?**

An employer will be able to check ongoing registration. The IfL will expect members to inform employers upon suspension or expulsion.

**Can institutions set up a mechanism for registration of their employees?**

Employers are able to submit electronic spreadsheets to the Institute for Learning (IfL) containing the minimum data required for registration. IfL then register these teachers and guide them through the process of completing their registration.