

## Quality assuring non-accredited, in-house, continuing professional development

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### Introduction

This report discusses one activity which is ‘work in progress’ at the CETT for Inclusive Learning (CETTIL) whose aim is to provide a source of expertise for those who teach or support learners with learning difficulties and/or disabilities (LDD). The partnership is led by the School of Health, Community and Education Studies (HCES) at Northumbria University and contributing partners are drawn from further education, specialist colleges, offender learning, voluntary sector, adult and community learning and work based learning providers.

### Background information

Activities carried out during year one identified:

- Wide range of non-accredited staff development activity. This highlighted ‘titles’ of the activity but not outcomes, content, etc, so unable to benchmark
- Anecdotal evidence was suggesting that some practitioners were struggling with IFL REFLECT
- Lack of quality assured LDD subject specialist CPD and progression pathways.

### Dilemma

How do we pull all these strands together to bring meaning to:

- Individual CPD to ensure it meets the needs of organisations and individuals
- Ensure that CPD is meaningful and leads to professional development
- Raise the quality of CPD on offer both within and outside the CETTIL partnership?

### The solution

- Build upon Northumbria University and the School of HCES strong track record in accreditation of work related learning
- Mirror Northumbria University quality assurance processes to meet internal and external scrutiny
- Create a series of transferable guidelines and supporting documentation
- Develop CETTIL members to fulfil the roles in quality assuring provision.

### What we did

- Invited CETTIL members with staff development and quality assurance roles to a workshop to discuss what they wanted and what could and could not be carried out. Do we credit the provision or the individual? We decided on the individual, enabling academic credit at different levels depending on level of reflection through work related learning
- Developed a pro-forma to make more transparent the non-accredited, CPD activity that was being provided by the partners. This began the benchmarking process
- Held a workshop to develop guidelines and documentation to support the quality assuring process
- Developed and piloted REFLECT workshops linked to CPD
- Built in REFLECT as part of all CETTIL quality assured CPD activity – immediate reflection and longer term transfer and impact reflection
- Trained some partners in quality assuring provision including the various roles and responsibilities of a peer reviewed approval panel
- Held pilot approval panels.

### Where next

- 5 diverse CPD activities have been quality assured
- Review the process and documentation as a result of the pilots by end March and then roll out across the wider partnership
- Create a web based CETTIL Directory of CPD activities that will be open to the wider community and delivered by partners
- Provide guidelines for APEL to allow an individual to bring forward CPD as part of academic credit
- CPD activities + Certificate of Attendance + Reflections = Portfolio → APEL.