

Design principles

	Effective CPD will:	The reasons for this are:	To achieve this principle, CPD providers should:
1	Set clear expectations	Participants can assess whether the CPD will meet their need; and the effectiveness of the CPD can be assessed	Provide pre-course materials that accurately reflect the content and delivery of the course, ensuring participants arrive prepared and ready to learn and share
2	Be sound in its evidence base, informed by effective practice and research	Evidence shows that effective CPD is based on robust, recent and relevant research and evidence	Design programmes that are evidence-informed, delivered and reviewed by staff with recent relevant expertise who are familiar with research findings about what makes effective and impactful teaching, learning, assessment and leadership
3	Use facilities, environments and materials that engage and motivate practitioners to learn and develop	A conducive and inclusive environment optimises the scope for learning and equality of access	Arrange well-equipped, accessible spaces, and set a facilitative, enabling atmosphere adapted to individuals' needs; ensure that materials reflect and appreciate the diversity of FE and skills
4	Be focused on learner outcomes	Evidence shows that more effective CPD has a clear focus on learner outcomes	Keep a clear focus on how the CPD will help participants bring about sustained changes to their practice which will have clearly defined beneficial effects on learner outcomes
5	Be sustained over time	Evidence shows that more effective CPD is sustained over time	Build in opportunities for further or repeat learning, including active signposting to further CPD opportunities, to embed and build on the initial CPD intervention
6	Secure management buy-in	Evidence shows that more effective CPD has the active ongoing support of participants' leaders and managers	Make leaders and managers aware of the objectives of the CPD and the benefits for participants and learners; some CPD providers may actively gain leaders'/ managers' endorsement for participants to join



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7	Model effective teaching practice	The medium is a part of the message	Ensure that all materials and trainers are informed by a high level of knowledge and understanding of effective pedagogical principles and practice (these evolve over time and should be reviewed)
8	Enable collaboration and sustainable learning relationships	Evidence suggests that effective CPD is often collaborative in nature	Ensure that participants can engage, share and collaborate as part of the training and development; identify follow-on opportunities for working in collaborative networks, including online
9	Refer to the Professional Standards or the Leadership Excellence Framework	It supports a strategic, career-long approach to CPD and the attainment of professional statuses – QTLS and ATS	Make explicit through the development experience how it maps to the stages of ETF's Professional Standards
10	Enhance and extend specialist knowledge	Evidence shows that effective CPD is often subject-specific	Help participants to consider how they apply the learning to the teaching and sequencing of knowledge and skills in their specialism
11	Have opportunities for deliberate practice	Evidence shows that effective CPD often has opportunities for deliberate practice of the new skills and techniques learnt	Create supported opportunities for deliberate practice during and/or following the CPD provided
12	Support participants to measure their progress, reflect on their learning and plan next steps	Most effective CPD is not a 'transmission model' but an iterative process of feedback and improvement, where participants take ownership of their own development aims and their achievement	Create opportunities for facilitated reflection, and support the use of data and evidence to reflect on, contextualise and critically evaluate their learning to plan next steps