



NCETM Standard for CPD Providers in Mathematics

The Quality Mark Criteria

Continuing Professional Development (CPD) in mathematics is now offered by a whole range of providers. The existence of a CPD market place raises a key question for prospective participants: how do they know that the CPD they will receive is of high quality? By subscribing to the NCETM Standard for CPD in mathematics, providers in all phases and all sectors will be able to demonstrate their commitment to high quality CPD by meeting the following quality indicators:

Quality Mark 1 – Promotion: description of the provision

Providers will:

Criterion 1.1: make available clear information to prospective participants describing the provision on offer, indicating the target audience;

Criterion 1.2: communicate clearly the purpose and aims of the provision and methods of delivery;

Criterion 1.3: set out clear objectives to demonstrate how the content and methodology of the course/provision will meet individual, institutional or national development needs or priorities;

Criterion 1.4: give details of location, dates, times, charges and any additional costs;

Criterion 1.5: if appropriate, give details of accreditation and routes of progression.

Quality Mark 2 – Components of effective CPD in mathematics

Providers will:

Criterion 2.1: show how their provision takes into account all or some of the three strands of effective CPD (1) mathematical knowledge, (2) mathematics-specific pedagogy and (3) embedding into classroom practice, making clear which components are the focus and which are omitted, if any;

Criterion 2.2: make use of appropriate methodologies relating to each of the components above forming the focus of the provision;

Criterion 2.3: differentiate delivery, to take account of the different needs or circumstances of participants, in relation to these components.

Quality Mark 3 – Ensuring high quality provision

Providers will ensure that:

Criterion 3.1: materials used are of a high standard and that the venue is well-prepared and comfortable;

Criterion 3.2: the forms of delivery, including the effective use of ICT, are appropriate to the subject matter or focus of the provision;

Criterion 3.3: the content is informed by recent, relevant research and/or inspection evidence where appropriate;

Criterion 3.4: they have in place procedures whereby the school/institution or individual, with the provider, can evaluate the extent to which the provision has been successful in meeting the needs of participants; this should enable participants to suggest ways in which the provision could be improved and therefore should go beyond a short, end of course 'tick list';

Criterion 3.5: they have in place well-defined internal self-evaluation and monitoring systems for the provider to ensure the quality of provision/course leaders or trainers.

Quality Mark 4 – Extending impact beyond the provision

Providers will:

Criterion 4.1: encourage participants to reflect on a course/provision, collaborate and share outcomes;

Criterion 4.2: provide strategies or mechanisms to encourage participants to consider the impact on learning and learners' development;

Criterion 4.3: suggest ways that participants can continue to network or collaborate beyond the initial provision, e.g. through an online forum, presenting at subject association meetings and conferences, or becoming actively involved with a subject association;

Criterion 4.4: in the case of accredited provision, enable participants to track their progress and record their achievement through the provision of specified learning outcomes.