Towards the creation of a
PUNJAB TEACHERS
STANDARDS AND
DEVELOPMENT
AUTHORITY
(PTSDA)
TA10

Directorate of Staff Development
School Education Department
Punjab Education Sector Project
TEACHER CERTIFICATION AND LICENSING

January 2013
Towards the creation of a PUNJAB TEACHERS STANDARDS AND DEVELOPMENT AUTHORITY (PTSDA)

January 2013

Institute of Education University of London
Towards the creation of a
PUNJAB TEACHERS STANDARDS AND DEVELOPMENT
AUTHORITY

Issue and revision record

Revision | Date | Originator | Checker | Approver | Description
---|---|---|---|---|---
01 | Jan 2013 | IOE | Rosalind McGinley | Wenbin HU | Technical Accuracy
 | | | | | ToR Compliance
 | | | | | Formatting-CE
 | | | | | Proof Reading-CE

This document is issued for the party which commissioned it and for specific purposes connected with the above-captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

This document contains confidential information and proprietary intellectual property. It should not be shown to other parties without consent from us and from the party which commissioned it.
Towards the creation of a
PUNJAB TEACHERS STANDARDS AND DEVELOPMENT AUTHORITY

Content

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Activity to date</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Issues and advice</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Pre-service teacher training</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Concept and purpose of professionalisation</td>
<td>6</td>
</tr>
<tr>
<td>6.</td>
<td>Scope: Who is a ‘Teacher’?</td>
<td>7</td>
</tr>
<tr>
<td>7.</td>
<td>Qualification, accreditations, professional statuses and jobs</td>
<td>8</td>
</tr>
<tr>
<td>8.</td>
<td>Four levels of 'professional status' recognition</td>
<td>9</td>
</tr>
<tr>
<td>8.1</td>
<td>Registered Teacher</td>
<td>9</td>
</tr>
<tr>
<td>8.2</td>
<td>Licensed Teacher</td>
<td>10</td>
</tr>
<tr>
<td>8.3</td>
<td>Chartered Teacher</td>
<td>10</td>
</tr>
<tr>
<td>8.4</td>
<td>Chartered Headteacher or Chartered Principal</td>
<td>10</td>
</tr>
<tr>
<td>9.</td>
<td>Accrediting readiness for headship</td>
<td>12</td>
</tr>
<tr>
<td>10.</td>
<td>Maintaining and improving standards</td>
<td>13</td>
</tr>
<tr>
<td>11.</td>
<td>The authority’s wider functions</td>
<td>14</td>
</tr>
<tr>
<td>12.</td>
<td>Getting started: How it will happen</td>
<td>15</td>
</tr>
<tr>
<td>13.</td>
<td>CPD links to this structure</td>
<td>16</td>
</tr>
<tr>
<td>14.</td>
<td>Proposed next steps</td>
<td>17</td>
</tr>
<tr>
<td>14.1</td>
<td>Support for legislation, including support for advocacy</td>
<td>17</td>
</tr>
<tr>
<td>14.2</td>
<td>Visioning and vision-to-reality planning</td>
<td>17</td>
</tr>
<tr>
<td>14.3</td>
<td>Identifying and closing gaps in skills and capacities</td>
<td>18</td>
</tr>
<tr>
<td>14.4</td>
<td>Support for elaboration of standards</td>
<td>18</td>
</tr>
<tr>
<td>14.5</td>
<td>Support for the development of assessment and quality assurance</td>
<td>18</td>
</tr>
<tr>
<td>14.6</td>
<td>Support for the development of a leadership college within PTSDA</td>
<td>18</td>
</tr>
<tr>
<td>14.7</td>
<td>Support for the strategic development of CPD infrastructures</td>
<td>19</td>
</tr>
<tr>
<td>14.8</td>
<td>Support for the organisational construction of PTSDA</td>
<td>19</td>
</tr>
</tbody>
</table>

Figures

Figure 8.1: The full structure, and the routes to headship

275694///1/A 21 March 2013
Towards the creation of a
PUNJAB TEACHERS STANDARDS AND DEVELOPMENT
AUTHORITY

1. Introduction

The wide programme of school reform and system development which has been taking place in Punjab
over the last few years is impressive in many respects. Strong features include the organisational and
administrative arrangements for supporting a coherent, systemic approach across all the Districts, and the
very effective use of ICT for performance management. The infrastructures and capacities implied by
these developments suggest that now some of the conditions are in place to offer a reasonable prospect of
success to the project to professionalise teaching through teacher certification and licensing, with
associated development of CPD systems.

Several other conditions need to be in place which are still not yet sufficiently developed. First, there will
need to be a vision, clearly articulated, shared and supported by the key proponents of reform who will be
driving forward the changes. This vision will provide the rationale and hence the inspiration to energise
developments. Further work needs to be undertaken on visioning.

Secondly, stakeholder engagement and relationship management will be necessary in order to establish a
critical mass of wider stakeholder support. This includes the need to anticipate the objections likely to
come from teachers’ trades unions and to develop strategies for communicating clearly the positive
benefits envisaged. Stakeholder engagement and relationship management also embrace consideration
of perceptions and realities in a number of related areas. These include the extent to which each category
of people involved in or affected by the implementation of these projects has, or can be enabled to acquire,
the knowledge and skills that they will need to play the part expected of them; whether and to what extent
the advantages of these developments mesh with stakeholders’ own patterns of motivation; and whether
and to what extent the resources (of money, staff time, materials and information) allocated to support
these projects accords with what those involved think they need.

Thirdly, at a very busy time of educational development in Punjab, it will be necessary to establish and
sustain sufficiently strong arrangements for driving forward this initiative. These must include robust
arrangements not only for project management, but more significantly, for project governance, including
clear loci of accountability. The Steering Committee established to oversee the project must be enabled to
provide drive and accountability on an ongoing basis.

Fourthly, the teacher certification and licensing project is certain to encounter some difficulty in achieving
consensus among stakeholders and local experts on the shape of the scheme. Clear decisions, and the
justifications for them, need to be developed as part of the process of presenting draft legislation.

Conceptual frameworks must be adopted to sit at the heart of the design of the certification and licensing
project. These must take account the latest research on effective CPD. Also, the core concepts of quality
development and professionalisation involve arriving at satisfactory answers to the following questions
about each relevant topic.

- Are there clear standards? How are these expressed?
- How and by whom are standards set?
- How and by whom are standards monitored?
- How and by whom are judgements made about whether standards have been met?
- What is the evidence base and level of transparency in relation to each of the above?
Towards the creation of a PUNJAB TEACHERS STANDARDS AND DEVELOPMENT AUTHORITY

The project requires the questions above to be answered in relation to the following:

- Pre-service training and standards for entry to the profession
- Standards of conduct and discipline
- Standards of professional practice and competence
- Standards for continuing professional development and career progression

The aim of establishing an autonomous body for teacher certification and licensing also invites consideration of how much the answers to the questions above should seek to foreground the role of respected educational practitioners in arriving at judgements and taking decisions.

Agreeing (in broad brushstrokes for initial consultation) a proposed model of professionalization of teaching will require decisions in relation to a number of issues including the following:

- The scope of licensing: which phases and sectors will be covered, and whether several separate registers will be maintained
- What levels of licensing will apply, eg basic practitioner level, senior practitioner/middle management, leadership
- What powers and sanctions attach to licensing
- What transitional arrangements will be offered to existing teachers who do not meet the new higher standards that licensing will require
- The duration of the licence, arrangements for renewal and for cancellation
- The extent to which the teaching profession will, ultimately, be actively involved in maintaining and developing its own standards
- How infrastructural support for CPD can best mesh with the licensing/re-licensing process
- How to locate action and decision-making as locally as possible while maintaining rigorous and consistent standards across the Province
- What organisational and administrative structures, and ICT systems, will be needed to service the requirements of these developments
2. Activity to date

At the time of writing this report (January 2013), three fieldwork sessions by IOE personnel have taken place in 2012. These visits have been separately reported. They included a gateway consultancy; an extended visit in August – September, and a shorter visit in December.
State schooling in Punjab is expected to last for at least ten years (Grades 1-10) and begins at age 5. Students can remain in school until they are age 19. Approximately 53% of children are educated in state schools, and 47% in some form of private education.

Much has been achieved over the past few years to improve the quality of teachers in Punjab. Although in the past teachers have often been poorly qualified, we understand that since 2009 it has been a requirement that new teachers hold an initial degree (BA/BSc) followed by a professional qualification (BEd), and many also now hold a MEd degree. However, there is still concern about the quality of these qualifications. It is also our understanding that it is currently still possible for teachers to be appointed without a professional qualification, with the condition that they achieve this within three years of appointment. Future registration processes will need to achieve the correct balance between imposing rigorous standards and enabling transition from current practices.

Even though new teachers coming into the profession are much better qualified than they were in the past, there is major concern about those already in post, and also about the status of teachers, especially those in primary schools. Teachers are currently paid according to the age of the children they teach. This means that more qualified teachers tend to teach older children, and as there are salary grade boundaries related to the age of those taught. This has both quality and status implications for the teaching of primary children.

DSD officials recognise that across the world it is accepted that the quality and status of, particularly primary, teachers is essential to improving educational quality, and that barriers to this should be removed. International education research clearly identifies that countries that focus their most experienced and qualified teachers on younger children make the greatest strides in educational achievement. It is, therefore, clear that the PTSDA will need to address this issue. This can be most easily achieved by giving equal access to all teachers, whatever age they teach, to the full range of professional accreditation. If salary enhancement can be ultimately linked to accreditation levels, then this would serve as a tool to break down barriers between teachers at different age levels.
Teachers in Punjab are now expected to hold both a first degree (BA/BSc) and a professional qualification (BEd) before being appointed as a teacher. The BEd is typically a nine month taught course followed by a three-month ‘internship’ period. Following appointment, the new teacher is given a one-month full-time intensive ‘induction’ during which they are given support by DSD before beginning work in a school. This ‘induction’ is required as the professional degrees awarded by universities and colleges vary considerably in quality. There is currently no moderation of these courses and qualifications. DSD is currently considering setting up its own professional development college and awarding its own ‘degrees’. We suggest that the PTSDA sets up and maintains a register of all current pre-service professional qualifications, then moderates and accredits only those that meet their standards, which would be set to a level currently regarded as ‘best practice’. Accreditation could be removed at any time if standards were not maintained.

PTSDA would need to allow three years from the date of relevant legislation for providers to reach this standard. Up to that date all current BEds would continue to be accepted as professional qualifications for teaching. Any new qualifications begun following the date of legislation would be required to meet the new standards to be accredited.

There was a clear view from those with whom we spoke that pre-service professional studies should be for a full year, with school experience running concurrently. The current ‘internship’ of three months would be better provided as a ‘probationary’ period during the teacher’s first year of teaching. This requirement would need to be met by all accredited providers within three years of the legislation. We are not aware of any developed country that awards a ‘degree’ after one year of study and Punjab BEds are neither recognised as degrees internationally, nor do they have international currency as professional teaching qualifications. By enhancing requirements for entry into the profession, the status of teachers in Punjab will be enhanced, both within the Province, but also more widely in Pakistan and internationally.
5. Concept and purpose of professionalisation

As a means to advancing a number of national and provincial policies for the improvement of education, the professionalisation of teaching seeks to build the capacity, skills, confidence and public esteem of teachers in a sustainable and financially efficient manner. Professionalisation means that educators themselves will develop the ability to lead the improvement needed in the quality of teaching and learning in Government schools; to make objective and informed assessments of the practice of other teachers; to identify how that can be improved; and to be instrumental in supporting that process of improvement. Central to the idea of professionalisation is the establishment and development of an autonomous body with high credibility among practising professional teachers, through which professional standards and ways of working are cultivated, and the competence of individual practitioners is endorsed against objective criteria.
6. Scope: Who is a ‘Teacher’?

The teaching profession covers different sectors (for example, Government schools and private schools), different phases of education from primary to higher education, and different career stages or levels of responsibility from beginning teachers, to senior professionals, to teachers, head teachers and principals with significant management and leadership responsibilities. The scope of the PTSDA’s core activities will embrace teachers in all of these sectors, phases and roles, but will exclude other educational professionals whose work includes neither teaching nor leading the work of teachers.
Towards the creation of a
PUNJAB TEACHERS STANDARDS AND DEVELOPMENT
AUTHORITY

7. Qualification, accreditations, professional statuses and jobs

The concept of professionalisation requires clear distinctions to be made between qualifications, accreditations, professional statuses, and jobs. Qualifications are awarded for life, usually by a university or similar body, to certify that certain kinds and levels of knowledge were demonstrated by the holder at the time of the assessment. Qualifications are important; they form a necessary threshold for entry to the profession and form a desirable element within teachers' lifelong learning. Accreditation includes the award of qualifications but the word also has a usage to refer to the certification of practical skills and competences.

Professional statuses recognise the professional standing of an individual within their field. This is different from the qualifications they hold and from the designation of the job in which they are currently employed. Professional statuses are based on criteria which include knowledge, successful experience and practical competence at various levels. Professional statuses are usually awarded by a professional body for a set period of time after which the recognition has to be renewed.
Towards the creation of a
PUNJAB TEACHERS STANDARDS AND DEVELOPMENT
AUTHORITY

8. Four levels of ‘professional status’ recognition

The PTSDA will award professional statuses at the following four levels.

8.1 Registered Teacher

When teachers are appointed to a teaching post they should as a minimum be required to have the following:

- An initial degree

- A professional qualification (Note that this should accredited at the level of a Graduate Teaching Diploma for all those entering three years after the relevant legislation being approved).

Within one year of appointment to their first post, all teachers should have:

- Undertaken approved DSD induction training

- Been responsible for a full workload as a teacher

- Been graded at least satisfactory over the period for their work

- Met the basic ‘standards’ relevant to new teachers as set out in the National Professional Standards for Teachers in Pakistan.

During the pre-registration year mentoring support should be provided through DSD structures to help new teachers to reach the standards required for Registration.

If this has been achieved then the teacher should apply to the PTSDA for registration as a Registered Teacher. If approved, the teacher’s name will be entered onto a register. Each entrant on the register would be given a number to indicate their place on the register, one to record the year of registration, and a letter code to record their status; for example 0001/13/R. This number would be used to track them over subsequent years.

A process would need to be set up to check that applicants have reached the required level before their names are entered onto the Register. The process would also need to be to inform them of this status having been achieved.

PTSDA would be able to adjust the minimum requirements for base-level registration at any time, although once achieved a teacher can only be de-registered for a limited number of reasons.

If registration is refused due to the teacher not meeting the standards required, the teacher would have one further year to gain it. Any teacher not ‘registered’ two years after beginning teaching should normally have their appointment withdrawn.

Other teachers already in post who are able to attain the required standards when this process becomes a requirement for new teachers, should be encouraged to undertake the process of registration.
8.2 Licensed Teacher

This designation recognises that a beginning teacher has demonstrated the normal professional competence required of a teacher. Teachers enter the profession as Certified Teachers, then take a pre-service induction programme. They then move into a teaching post, and during their first year or so of service they will receive further support, mentoring/coaching, training and professional supervision to enable them to develop good general effectiveness as a teacher, and to achieve Registered Teacher status. See below for how standards will be defined. The teacher working towards Licensed Teacher status will have an approved mentor and will gather evidence of their capability including reports of lesson observations undertaken by trained assessors. Normally Licensed Teacher status should be achieved by a new entrant to teaching between three and five terms after they have become registered. Existing teachers will be given a period of five years following the formal establishment of PTSDA in which to become Licensed Teachers. In all cases, the License has a duration of five years unless it is withdrawn because of exceptional circumstances. Fresh evidence of capability must be submitted for the renewal of the License every five years. The professional status designation Licensed Teacher tells the general public that a teacher is of proven competence.

8.3 Chartered Teacher

This designation recognises that an experienced teacher in a position of responsibility has demonstrated an advanced level of competence including competence in supervising the work and development of other teachers. Designation as a Chartered Teacher requires significant and successful teaching experience; knowledge both of subject and of subject-related pedagogy, the latter at Masters level; demonstrable ability to lead the work and professional development of other teachers including through effective mentoring and coaching; demonstrable commitment to the teacher’s own professional development; and demonstrable engagement in the affairs of the profession beyond the school in which they work, for example through contributions to professional development or as an assessor of Licensed Teachers. The designation Chartered Teacher tells the general public that a teacher is of senior professional standing and has a high level of competence.

8.4 Chartered Headteacher or Chartered Principal

The professional status designation Chartered Headteacher or Chartered Principal recognises that a headteacher or principal has demonstrated professional competence in leading and improving an educational institution. This designation is for individuals who have sufficient experience in role to produce evidence of their effective institutional leadership. The two designations are identical in all respects: the choice of ‘Headteacher’ or ‘Principal’ will simply reflect the normal usage in the sector where the awardee works.

A diagram of the full structure, and the routes to headship, is shown below in Figure 8.1.
Figure 8.1: The full structure, and the routes to headship
9. Accrediting readiness for headship

The quality of school leadership is essential to the process of professionalisation and for this reason PTSDA will operate a Leadership College. The core of this provision will be a programme to prepare suitable individuals to become headteachers or principals. The programme will lead to accredited recognition that an experienced teacher has demonstrated the knowledge, skills and attitudes to make them a suitable candidate for appointment as a headteacher or principal. This accreditation will be called the Punjab Professional Accreditation for Headship (PPAH).
PTSDA will employ a range of strategies for maintaining and improving standards. Provincial Professional Standards for Teachers in Punjab will be developed based on the national standards, and these will be elaborated into levels, specifying levels at which each of the standards must be demonstrated by Certified, Licensed and Chartered Teachers. A new set of Provincial Professional Standards for Headteachers will be developed and similarly the levels required for the award of Chartered Headteacher status will be identified.

For all PTSDA statuses and accreditations, rigorous assessment procedures will be developed, using registered assessors with the necessary skills and professional credibility, and with arrangements for the standardisation and moderation of assessments. When the system is mature, Chartered Teachers will be involved in the assessment of Licensed Teachers. There will be mechanisms for dealing with any disputes in relation to assessments.
Towards the creation of a
PUNJAB TEACHERS STANDARDS AND DEVELOPMENT
AUTHORITY

11. The authority’s wider functions

As well as the functions described above, the PTSDA will be involved with matters concerning teachers’
capability and conduct; with conducting and disseminating relevant research; publishing guidance to
improve all aspects of teacher education and teacher practice; providing or commissioning a wide range of
continuing professional development; and with offering policy advice on matters within its remit.
Towards the creation of a
PUNJAB TEACHERS STANDARDS AND DEVELOPMENT
AUTHORITY

12. Getting started: How it will happen

The introduction of professionalisation has to be phased in gradually for three reasons: first in order to build up a pool of trained assessors; secondly because of the administrative and operational systems that must be developed; and thirdly because the concept of professionalisation challenges traditional assumptions, and may seem threatening, so people need sufficient time to become accustomed to the idea.
Towards the creation of a
PUNJAB TEACHERS STANDARDS AND DEVELOPMENT
AUTHORITY

13. CPD links to this structure

This ‘registration’ structure is purposely reliant on teachers taking responsibility for their own professional development. It is therefore essential that any new CPD structure recognises this and makes provision for approved requirements and credits to be supported and achieved.
Towards the creation of a
PUNJAB TEACHERS STANDARDS AND DEVELOPMENT
AUTHORITY

14. Proposed next steps

In order to take forward the issues identified above and consistently with previous discussion and
agreement, we propose that the priorities for the next stage of our technical assistance should include the
following:

14.1 Support for legislation, including support for advocacy

Purpose and nature: To provide technical assistance to DSD (and SED as necessary) to enable the
production of an appropriate Draft Bill, and to provide supporting material for explaining the Bill and
anticipating queries and objections.

The nature of the activity includes technical legislative drafting; liaison with DSD/SED on technical sections
of the Bill (e.g. consequential amendments) which must be undertaken internally; extrapolating the
elements of the project vision which require legislation, and where necessary clarifying the vision;
producing an explanatory prospectus and advocacy materials including answers to anticipated questions
and objections.

Deliverable: Draft Bill, prospectus and briefing materials

14.2 Visioning and vision-to-reality planning

Purpose and nature: A meeting of the key proponents of the reform to agree the vision, followed by a
vision to reality planning workshop for those with key implementation responsibilities, using methodologies
developed by IOE achieves a number of purposes. It secures the understanding, commitment and
motivation of key proponents and implementers in delivering change; provides intensive capacity-building;
provides skills development essential to leading change including team-working, advocacy, flexibility and
problem-solving; and makes a significant contribution to actual strategic and operational planning.

Without this activity, the legislation will almost certainly fail, because during the scrutiny stage it will become
evident that its proponents cannot support it coherently and convincingly, and that plans for implementation
have not been thought through.

The core of the activity is an important meeting of the key proponents of reform, basically those who make
up the Steering Committee, followed by a residential workshop of four full days, with preparation and
follow-up. This would be for a group of between 12 and 20 key leaders and implementers of the project
are identified as the participants who must contribute fully and actively throughout the workshop. Each of
the four days of the workshop includes a mixture of intensive development sessions, and times when the
participants work in groups on executive challenge tasks, all related to the actual implementation of the
project. The nature of executive challenge as a learning method requires that important elements of the
challenge remain secret until they are revealed at critical points in the process. The participants devise
solutions to problems using certain structured methods, and groups present and advocate their solutions
on the last day. The collation of these solutions forms core content of a strategic implementation plan.

Deliverables: Agreed vision; outline implementation plan, and a report of vision to reality planning
workshop.
14.3 Identifying and closing gaps in skills and capacities

Purpose and nature: Successful and sustainable implementation of the project requires effective ‘ownership’ of all key elements by DSD, and also that DSD should be seen as a credible organisation both to support the advocacy of the Punjab Teachers Standards and Development Authority during the passage of legislation, and to take on the functions of the new body. These differ in important respects from DSD’s current remit and skill set. Consultancy support is necessary to compare current skills and capacities with those that will be needed, to identify the gaps and to advise on the most effective strategies for closing the gaps. The nature of the activity is management consultancy and executive development, in both cases fitted around other strands of activity to achieve efficiency.

Deliverables: Statement of approach agreed with DSD; report of gap analysis with proposals; professional development activities for relevant senior leaders.

14.4 Support for elaboration of standards

Purpose and nature: Building on the National Professional Standards for Teachers in Pakistan, to agree the processes to develop descriptors for Licensed Teacher status, a higher level set of descriptors for Chartered Teacher status, a new set of standards for headteachers, and a set of descriptors for Chartered Headteacher status.

It is very important that these statements of standards are developed and owned by the professionals who will be responsible for implementing them. The role of technical assistance is to facilitate such processes. Any attempt simply to impose externally developed statements of standards would be almost certain, quite rightly, to result in the rejection of the reform package as a whole.

Nature of the activity will be to establish, guide and facilitate working groups of practitioners who can develop these descriptors and standards.

Deliverable: Documents setting out proposed descriptors and standards for wider consultation

14.5 Support for the development of assessment and quality assurance

Purpose and nature: To design the arrangements for assessing whether individuals meet the requirements of professional statuses, including criteria and methods of assessment, the quality assurance, standardisation and moderation of assessment judgements made, and arrangements for the identification, appointment, development and professional supervision of assessors. The nature of the activity is consultancy, working closely with individuals in DSD and other experts identified in agreement with DSD.

Deliverable: ultimately, a draft PTSDA Assessment Handbook, but in the first instance a work-plan which would support advocacy during legislation, in particular to respond to queries about standards.

14.6 Support for the development of a leadership college within PTSDA

Purpose and nature: Significant international research attests the importance of effective school leadership to the delivery of education reform. The activity is to give technical advice on the organisational and operational model for a leadership college within PTSDA, taking account of global good practice and local context. The nature of the activity includes consultancy involving dialogue with DSD and other relevant local experts.
During the scrutiny of the legislation, clear plans for addressing school leadership will be an important counter to arguments that implementation is too challenging.

Deliverable: a draft prospectus for the leadership college

14.7 Support for the strategic development of CPD infrastructures

Purpose and nature: The implications for future CPD systems arising from the establishment of the PTSDA are enormous. This activity is to advise on the design of CPD infrastructures which will support the development and effectiveness of the full range of functions of PTSDA. The nature of the activity includes, building on the evaluation of CPD process, a series of consultancy discussions to develop proposals for CPD systems which will support and complement the regulatory and recognition functions of PTSDA.

The issue of how skills development and capacity will be addressed is bound to feature during the scrutiny stage of the legislation.

Deliverable: a draft prospectus for the future development of CPD infrastructural support

14.8 Support for the organisational construction of PTSDA

Purpose and nature: building on knowledge of related bodies, including professional institutions in other professions, to propose an organisational design and structure for PTSDA which will enable its functions to be discharged efficiently and effectively. The work will need to take account of local conditions regarding communications and patterns of working. The nature of the activity includes management consultancy working mainly with DSD and other relevant organisations

During the scrutiny of the legislation, inevitably questions will be asked about the size and shape of the organisation required, how expensive it will be and whether and how it will actually be capable of carrying out its functions adequately. For that reason a start must be made on this activity to be able to give early indications which have a measure of coherent internal support.

Deliverable: a draft operational development plan for PTSDA