



Swindon EDUCATION

Swindon LA ICT Strategy 2007-2009

The Swindon LA ICT Strategy contains the vision, shared between schools and Local Authority officers, for how ICT will develop in Swindon schools, as well as a plan for how to achieve national and local priorities. It has been devised by the Education ICT (EICT) group, consisting of Headteacher representatives and Local Authority officers, who will be responsible for ensuring its implementation. It is divided into eight strands, matching those in the Becta Self Review Framework (SRF). It links to the Ofsted Self Evaluation Form (SEF) through the Provision, Personal Development and Wellbeing, and Standards and Achievement sections. It is recommended that schools use this document in conjunction with the Self Review Framework and use it to inform their School Development/ Improvement Plans and Ofsted Self Evaluation Forms.

Strands

1. Leadership and management
2. The curriculum
3. Learning and teaching
4. Assessment
5. Professional Development
6. Extending Learning
7. Resources
8. Impact on pupil outcomes

As a school, you could use this document to:

- review your practice in ICT and define priorities for future development
- understand the support which will be provided by the Local Authority

References:

SEF: OFSTED Self Evaluation Form: <https://forms.ofsted.gov.uk>

SRF: Becta- <http://schools.becta.org.uk>

Swindon LA ICT Strategy

Leadership and management
Strand 1



Impact on pupil outcomes
(Strand 8)

The curriculum
Strand 2

Learning and teaching
Strand 3

Assessment
Strand 4

Extending Learning
Strand 6

Professional Development
Strand 5

Resources
Strand 7



Strand 1: Leadership and Management

Vision for this strand:

All Schools have a fully inclusive vision which clearly identifies the potential of ICT to support and enhance all aspects of the school's work. Realising the vision is an integral part of whole school development planning. Leadership strategically promotes and supports the use of ICT to improve standards, learning & teaching, management and administration. Careful financial planning takes account of all related costs including long-term sustainability. Schools effectively use management information systems, performance data and the use of ICT to improve communications. Schools work to ensure they promote secure, safe and legal use of ICT in their working practices.

In order to achieve this schools need to:

- ❖ Develop an inclusive vision which clearly identifies the potential of ICT for enhancing all aspects of the school's work and how this supports the school's wider aspirations
- ❖ Actively involve all stakeholders including appropriate staff, governors and pupils
- ❖ Inform vision through regular monitoring and evaluation of the school's current position in all aspects of ICT
- ❖ As part of a whole school development planning, regularly review and revise the vision in the light of developments in technology, knowledge of effective practice and the outcomes of school monitoring and evaluation
- ❖ Ensure that school development planning and budgets manage technology for learning effectively through a sustainable model including total cost of ownership, training and ongoing technical support
- ❖ Ensure that all staff are aware of their collective responsibilities in handling data (Data Protection, Freedom of Information), policies and procedures for Health and Safety when using ICT (including e-safety)
- ❖ To make use of performance and management information to enable the effective planning and evaluation of ICT within the school

How the Local Authority will support schools:

- ❖ Actively promote and support the use of the Becta ICT Self Review Framework to Headteachers, Senior Leadership Teams, subject leaders and governors in order for schools to identify priorities for development
- ❖ Provide guidance on good and innovative practice
- ❖ Promote initiatives that clearly identify and exemplify good practice of ICT in Swindon schools through ICT mark accreditation and ICT excellence awards and the use of leading professionals
- ❖ Provide guidance in the effective use of school management systems
- ❖ Support governing bodies in realising and monitoring implementation of the vision for ICT
- ❖ Provide schools with an annual update on ICT funding and clear budgetary guidance that will enable schools to inform future planning including the total cost of ownership
- ❖ Provide support to ensure that all schools are aware of their collective responsibilities in handling data (Data Protection, Freedom of Information) and Healthy and Safety (including e-safety)
- ❖ Provide advice and support to schools in the assessment of performance and management information
- ❖ Support the Swindon SCITT programme to help with recruitment and retention
- ❖ Develop the use of the BECTA self review Framework as a tool to measure support given to identified Primary schools

Support will be provided to all schools through courses, newsletters, curriculum briefings, and conferences. Individual support will also be provided to schools.

References to LA ICT strategy and Ofsted Self Evaluation Form

- ❖ 4b The extent to which learners adopt safe practices in using new technologies, including the Internet

Strand 2: Curriculum Vision for this Strand

All schools are able to deliver an appropriate ICT curriculum to meet the national curriculum statutory requirements and to provide pupils with sufficient expertise to enable them to make effective use of ICT in other areas of the curriculum. Through effective planning and consistent practices across and within the schools, pupils will apply their ICT capability in a wide range of exciting and creative learning experiences.

In order to achieve this, schools need to:

- ❖ Develop an ICT curriculum that is well planned to meet statutory requirements and to enable pupils to develop their ICT capability, through both discrete and cross-curricular opportunities
- ❖ Ensure planning includes an element of challenge with clear opportunities for pupils to extend their capability across a range of applications and subjects
- ❖ Ensure through systematic planning that opportunities are identified for most pupils to apply, consolidate and extend their ICT capability across all subjects, making use of a range of technologies
- ❖ Ensure skills needed for pupils to access the wider curriculum with ICT are mapped and developed to ensure that pupils can use ICT applications progressively across the curriculum
- ❖ Actively encourage and enable pupils to gain appropriate accreditation or recognition for their ICT capability

How we will meet the needs of schools:

- ❖ Provide targeted support to schools regarding the development and monitoring of ICT to ensure ICT is well planned, includes an element of challenge and has clear opportunities to extend pupil ICT capability across a range of applications and subjects
- ❖ Provide schools with guidance on resources that allow effective teaching and learning
- ❖ Support schools to identify how pupils can apply and consolidate skills across the curriculum and support schools to develop ICT curriculum maps to ensure that pupils can use ICT applications progressively across the curriculum
- ❖ Work with schools on transfer projects and use methods of sharing e-portfolios (through learning platform technologies) to ensure schools build on the skills and understanding acquired in other key stages
- ❖ Disseminate an updated Swindon primary ICT curriculum which recognises new technologies and the skills children have and provide better cross-curricular opportunities
- ❖ Provide training opportunities to all staff to develop their ICT capability and understanding of the application of ICT across all subjects, making use of a range of technologies
- ❖ Support schools to enable pupils to gain appropriate accreditation or recognition for their ICT capability at all key stages
- ❖ To support pilot schools for functional skills ICT in KS4 ready for national roll out in 2010
- ❖ To support schools and learning centres with the delivery of the ICT diploma 14-19

Support will be provided to all schools through courses, newsletters, curriculum briefings, and conferences. Individual support will also be provided to schools.

References to LA ICT strategy and Ofsted Self Evaluation Form

- 3a What are learners achievement and standards in their work eg. the extent to which ICT capability and other key skills enable learners to improve the quality of their work and make progress
- 4b The extent to which learners adopt safe practices in using new technologies, including the Internet

Strand 3: Learning and Teaching

Overview of this strand

Our aim is to ensure that we all have high expectations of all our pupils and they have the opportunities to develop confidence to use ICT whenever they feel it is appropriate for their learning, and they are confident in their ability to select appropriate ICT tools and resources, and make sensible and appropriate use of a wide range of digital resources. Teachers will use ICT in the classroom to support and enhance learning, teaching and inclusion.

In order to achieve this schools need to:

- ❖ Develop a clear understanding of how ICT supports learning and teaching across all subjects
- ❖ Develop effective practice in their use of ICT through the improvement of strategic leadership by all subject or curriculum leaders, to enable them to lead, promote and evaluate effective practice
- ❖ Ensure ICT is planned effectively in teaching and provide experiences based on prior knowledge of pupils' ICT capability so that pupils are challenged by their use of ICT
- ❖ Develop critical evaluation on how ICT is used and share reflections and good practice with other colleagues both within and beyond the school
- ❖ Become innovative and take risks through well planned and evaluated projects and share where appropriate, new practice across the school or subject
- ❖ Develop evaluation strategies on the impact of ICT on learning and teaching at all levels which leads to further improvements
- ❖ Develop understanding of how ICT can support the full range of pupils in enabling or widening their access to learning
- ❖ Develop pupils' digital literacy skills to enable them to access and critically evaluate a range of web based resources within and beyond school

How the Local Authority will support schools:

- ❖ Offer support opportunities to schools which may include: subject leader meetings, department meetings, strategy manager meetings, assessment coordinator meetings, leading professionals meetings, whole school inset, in-class support, individual support, team teaching and the plan-teach-review cycle
- ❖ Support and develop the confidence of LA colleagues and strategy consultants to lead effective support and model effective use of ICT within their subjects when supporting schools
- ❖ Provide training opportunities to all staff to develop their ICT capability and understanding of the application of ICT across all subjects, making use of a range of technologies
- ❖ Provide targeted support to subject leaders/ICT Coordinators regarding the development and monitoring of ICT within all curriculum areas, through specific courses, consultancy opportunities, sharing good resources, lead teachers, case studies and disseminating good practice
- ❖ Provide clear guidance and support on assistive technologies to provide alternative ways of communicating for those with severe disabilities
- ❖ Provide clear guidance on how supportive software can enable learners with specific needs to access the curriculum

Support will be provided to all schools through courses, newsletters, curriculum briefings, and conferences. Individual support will also be provided to schools.

References to LA ICT strategy and Ofsted Self Evaluation Form

- 3a What are learners achievement and standards in their work eg. the extent to which ICT capability and other key skills enable learners to improve the quality of their work and make progress
- 4b The extent to which learners adopt safe practices in using new technologies, including the Internet

Strand 4: Assessment

Vision for this strand

Pupils make progress in ICT and in their use of ICT in other subjects. Teachers and their pupils have a good understanding of their strengths and weaknesses and the standards for which they should be aiming, this informs their planning and target setting. There are reliable assessment procedures in place and effective dialogue amongst staff and with pupils. Effective assessment and monitoring procedures link to teachers planning and to whole school improvement.

In order to achieve this schools need to:

- ❖ Develop reliable and consistent systems for teacher assessment of ICT
- ❖ Ensure some moderation is taking place and teachers are confident to assess
- ❖ Develop ways to actively involve pupils in self-evaluating their learning and discuss how ICT has contributed to that process
- ❖ Ensure staff are confident to contribute to pupils' awareness of their learning by regularly engaging in discussion
- ❖ Develop systems to record and share pupil achievement
- ❖ Develop whole school and individual targets and track pupils progress

How the Local Authority will support schools:

- ❖ Support schools with their assessment of pupils work against Curriculum ICT levels through specific courses, consultancy opportunities, good practice, sharing resources and moderation meetings
- ❖ Support schools to develop staff understanding of ICT assessment levels and progression in their ICT skills through Swindon Primary ICT planning materials
- ❖ Support schools with the setting of challenging and realistic targets using prior assessment data
- ❖ Support targeted schools with the use of pupil assessment data to inform intervention and differentiation
- ❖ Support schools in transfer initiatives between KS2 and KS3
- ❖ Develop the use of learning platform technologies to create e-portfolios to enable work to move with the child through different key stages in order to help support schools with transition

Support will be provided to all schools through courses, newsletters, curriculum briefings, and conferences. Individual support will also be provided to schools.

References to LA ICT strategy and Ofsted Self Evaluation Form

- 3a What are learners achievement and standards in their work eg. the extent to which ICT capability and other key skills enable learners to improve the quality of their work and make progress
- 4e How well learners develop skills and personal qualities that will enable them to achieve future economic well-being (for example, literacy, numeracy, information and communication technology, communication, team working, problem solving)

Strand 5: Professional Development

Vision for this strand:

Through regular and systematic monitoring and review the school will plan for professional development in ICT this will include individual development needs but will also be closely linked to the school's strategic developments in ICT.

In order to achieve this schools need to:

- ❖ Develop systems for regular auditing of staff ICT training needs in relation to the wider priorities of the school, with a focus on teaching and learning
- ❖ Plan CPD in response to audits using a wide range of development opportunities tailored to individual as well as whole-school needs
- ❖ Ensure that staff are able to access a variety of central and school-based training opportunities closely linked to the school context
- ❖ Ensure training is well focused, engaging, and effective
- ❖ Ensure that the effectiveness of professional training is monitored, and the schools are able to link CPD to teaching and learning outcomes
- ❖ Develop systems to provide individual mentoring and coaching as part of planned ICT professional development for most staff

How the Local Authority will support schools:

- ❖ Develop support networks and training for Leadership teams subject co-ordinators and ICT leaders to raise standards of achievements in school and focus on learning and teaching
- ❖ Support and develop the confidence of LA colleagues and strategy consultants to lead effective ICT training and support within their areas and subjects
- ❖ Offer guidance to support schools to develop whole school CPD plans which incorporate curricular ICT and MIS
- ❖ Through monitoring and audits develop a central programme of CPD opportunities to offer to schools to support their delivery of ICT especially in the development of trainees skills to use ICT as a tool to support learning and teaching
- ❖ Provide information on appropriate accreditation opportunities to assist administration and school support staff

Support will be provided to all schools through courses, newsletters, curriculum briefings, and conferences. Individual support will also be provided to schools

References to LA ICT strategy and Ofsted Self Evaluation Form

- 3a What are learners achievement and standards in their work eg. the extent to which ICT capability and other key skills enable learners to improve the quality of their work and make progress
- 4e How well learners develop skills and personal qualities that will enable them to achieve future economic well-being (for example, literacy, numeracy, information and communication technology, communication, team working, problem solving)

Strand 6: Extending Opportunities for Learning

Vision For this strand

Learning will be a partnership with the school, home and community more closely inter-related and working together. Learners will be connected to safe and secure learning resources that are accessible anytime anywhere through use of learning platform technologies enabling collaborative and personalised learning to raise standards of achievement and motivation for all.

In order to achieve this schools need to:

- ❖ Develop an understanding of the importance of ICT in extending learning opportunities beyond the school day
- ❖ Develop an awareness of pupils' and families' access to ICT and take steps to establish community partnerships to extend learning
- ❖ Develop a strategy possibly in partnerships with other schools or partners to develop ICT learning opportunities available to the community
- ❖ Make curriculum information available electronically to families, with suggestions on supporting pupils' learning out of school
- ❖ Embed the use of an open and accessible system (learning platform) that is available to learners and families beyond school and out of normal school hours
- ❖ Understand the potential of a learning platform to develop engaging models of learning for disaffected learners, and alternative models for those not in school
- ❖ Develop staff confidence to explore ways of delivering and personalising learning spaces and to use effective communication and collaboration tools to support different learners needs
- ❖ Develop ways of communicating and collaboration through a learning platform within and beyond the individual schools
- ❖ Develop transfer projects using the Learning platform to ease transition from Primary to Secondary schools

How the Local Authority will support schools:

- ❖ Develop schools understanding of the importance of ICT in extending learning opportunities beyond the school day and further develop their understanding and use of learning platform technologies
- ❖ Ensure all schools look strategically at embedding learning platforms within the school strategic plan
- ❖ Ensure LA colleagues have a clear understanding of the technologies and their potential to support and enhance learning and teaching in order that they may support and challenge schools in developing their own practice
- ❖ Work with schools and the SWGfL to ensure the learning platform solution is accessible to all learners, and appropriate and effective training and support is provided
- ❖ Develop innovative projects to further enhance and share the possibilities of personalised learning spaces and collaborative tools
- ❖ Raise awareness of schools in using the technologies to collaborate beyond the confines of their own school enabling learners to be networked to other children, experts, schools, communities within the LA and beyond
- ❖ Highlight and model good practice within the LA and beyond as to how schools can share curriculum information electronically to support pupils' learning and develop ICT learning opportunities available for local communities
- ❖ Work with school youth groups, libraries and other community partners to ensure learners and their families in all our communities are able to access ICT facilities and learning platforms beyond school and out of normal school hours
- ❖ Work with schools and other agencies to develop engaging models of learning for disaffected learners and those not in school through the use of learning platform technologies
- ❖ Work with schools to ensure appropriate learning platform technologies are in place to support ease of transition through different key stages and schools
- ❖ Develop learning platform technologies to integrate and make use of MIS data enabling schools to provide up-to-date management information to all staff and parents as appropriate.
- ❖ Provide e-safety advice, support, training and online tools to schools, to enable all learners to work within a safe and secure online environment.

NB by 2010 all schools will be able to have integrated learning and management systems. The LA target for 2008 is that all learners should have access to a personalised online learning space with the potential to support e-portfolios.

References to LA ICT strategy and Ofsted Self Evaluation Form

- 4b The extent to which learners adopt safe practices in using new technologies, including the Internet
- 4e How well learners develop skills and personal qualities that will enable them to achieve future economic well-being (for example, literacy, numeracy, information and communication technology, communication, team working, problem solving)

Strand 7: Resources

Vision for This Strand

An effective school aspires to a learning culture which is enhanced by the availability of sustainable, reliable and coherent ICT infrastructure and a wide range of appropriate resources. Learning and teaching spaces have been created or adapted to reflect the school's vision, strategy and learning and teaching approaches with ICT. There is reliable access to curriculum and administration resources from a number of locations within the school. Wider access from outside of the school is also available at different levels to staff, pupils and parents.

In order to achieve this schools need to:

- ❖ Have access to quality specialists who respond to technical problems as soon as they are reported, and take appropriate action to prevent breakdowns
- ❖ Consider the physical environment in which ICT is used, how the use of space, layout, furniture, seating, lighting and ventilation and its affect on learning and teaching
- ❖ Consider wider access through mobile devices
- ❖ Develop monitoring of the quality and sufficiency of ICT resources, including digital learning resources and their impact on the quality and range of learning and teaching opportunities
- ❖ Develop clear strategies for developing learning and teaching using ICT which will enable schools to identify the key resources they will need to acquire, using the SBC procurement process
- ❖ Have a clear view of how effective your current ICT resources are in meeting learning and teaching needs and have arrangements in place to identify priorities for future developments
- ❖ Have a good understanding of the total cost of ownership of products and services and identify good value for money in terms of improvements to learning and teaching
- ❖ Have monitoring procedures in place to evaluate the use of and the effectiveness of ICT resources across the school and use this to inform future planning
- ❖ Develop an awareness of pupils' and families' access to ICT and take steps to ensure they have equal opportunities of access to out of hours learning facilities
- ❖ Develop a strategy to access grants and available resources to enable pupils access to ICT out of school hours
- ❖ Ensure access to digital resources and collaborative learning networks follow clear safety guidance and school policies to protect children
- ❖ Make use of appropriate procurement processes such as the BECTA learning and infrastructure service frameworks
- ❖ Engage in the FITS program of excellence for ICT support.

How the local authority will support schools:

- ❖ Develop a register of technical support within the LA in order that schools have an understanding of where they can go to for technical knowledge, expertise and support.
- ❖ Liaise with technical support colleagues in order to brief them on new technologies and develop support networks amongst the different providers
- ❖ Continue to host the secondary technical support forum to drive standards, raise awareness and ensure collaborative skill sharing
- ❖ Advise and support schools in the development of their ICT infrastructure, ensuring safe practices
- ❖ Support and advise schools on ICT resources, including digital learning resources
- ❖ Model strategies for developing learning and teaching using ICT which provide best practice and training
- ❖ Work with key content providers and learning platform solution providers to ensure all schools get best value on procurement
- ❖ Support schools to identify priorities for future developments with ICT
- ❖ Ensure schools have a good understanding of the total cost of ownership of products and services
- ❖ Support schools to develop monitoring procedures schools to enable them to evaluate the effectiveness of ICT resources
- ❖ Advise on software licensing and the safe usage of internet and e-mail within schools
- ❖ Maintain and enhance the schools broadband infrastructure to meet the needs of schools and develop systems to support anytime anywhere learning
- ❖ Work with Capita to provide support models

References to LA ICT strategy and Ofsted Self Evaluation Form

- 4b The extent to which learners adopt safe practices in using new technologies, including the internet

Strand 8 : Impact on Pupils Outcomes

Vision for Stand 8

Pupils make clear year-on-year progress in ICT. Through the opportunities they receive, most pupils become highly confident in using ICT independently. The school uses data on ICT progress to ensure that potentially disadvantaged pupils' achievement is at least satisfactory. Pupils have opportunities to use different applications in ICT creatively across many curriculum areas. ICT enhances pupils' abilities to investigate, solve problems, refine their work, learn from their mistakes and reflect critically. Pupils use ICT to collaborate, and show sensitivity and respect to others. They show interest, enthusiasm and curiosity.

In order to achieve this schools need to:

- ❖ Monitor progress over time for all groups of pupils across all years and key stages. Taking into consideration learner progress in relation to prior attainment, including significant variations between groups of learners
- ❖ Ensure pupils are independent to apply their ICT capability and provide a wide range of ICT experiences across the curriculum
- ❖ Ensure pupils use of ICT develops wider learning skills, such as creativity, problem solving and thinking skills and embedding these within curriculum planning and practice for all pupils.
- ❖ Consider how pupils show interest, enthusiasm and curiosity and how these drive them to explore the potential of ICT both in, and beyond, the school. Explore this interest and curiosity to deliver the curriculum in different ways in and beyond the school day
- ❖ Develop pupils autonomy in their use of ICT technologies

How the Local Authority will support schools:

- ❖ We will provide targeted support to subject leaders/ICT Co-ordinators regarding the development and monitoring of ICT as a subject and across the curriculum
- ❖ Develop a central programme of CPD opportunities to offer to schools the opportunities to develop skills to use ICT as a tool to support and enhance learning and teaching
- ❖ We will provide schools with guidance about resources that allow effective teaching and learning in developing pupils wider use of ICT in order to develop creativity, problem solving and thinking skills
- ❖ Inspire schools to embed learning platform technologies to explore the potential of ICT both in, and beyond the school and challenge schools to find different ways to deliver the curriculum in and beyond the school day
- ❖ We will work with schools to ease transition and transfer from FS to KS1 to KS2 and KS2 to KS3 using e-portfolios and learning platform technologies

Support will be provided to all schools through courses, newsletters, curriculum briefings, and conferences. Individual support will also be provided to schools.

References to LA ICT strategy and Ofsted Self Evaluation Form

- ❖ 3a What are learners achievement and standards in their work eg. the extent to which ICT capability and other key skills enable learners to improve the quality of their work and make progress
- ❖ 4e How well learners develop skills and personal qualities that will enable them to achieve future economic well-being (for example, literacy, numeracy, information and communication technology, communication, team working, problem solving)

Appendix A

Local Authority contacts:

Contact Details	Areas Covered	Strand
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Di Benton e-Champion and Web Officer Sanford House, Sanford Street, Swindon, SN1 1QH Tel: 01793 463895 E-mail: dbenton@swindon.gov.uk	Extending Learning Opportunities Resources	6 7
Anna Dorricott Curriculum, learning and teaching (Secondary) Sanford House, Sanford Street, Swindon, SN1 1QH Tel: 01793 463134 E-mail: adorricott@swindon.gov.uk	Leadership and management Curriculum Learning and Teaching Assessment Professional Development Extending Learning Opportunities Resources Impact on Pupils	1 2 3 4 5 6 7 8
Anna Fairhurst Curriculum, learning and teaching (Primary) Sanford House, Sanford Street, Swindon, SN1 1QH Tel: 01793 465733 E-mail: afairhurst@swindon.gov.uk	Leadership and management Curriculum Learning and Teaching Assessment Professional Development Extending Learning Opportunities Resources Impact on Pupils	1 2 3 4 5 6 7 8
Pete Holbourne Advisory Teacher for SEN/ICT/AAC, Education Support Service, Salt Way School, Pearl Road, Middleleaze, Swindon, Tel: 01793 465369 E-mail: pholbourne@swindon.gov.uk	Particular responsibility for Inclusion and SEN in: Leadership and management Curriculum Learning and Teaching	1 2 3

	Assessment of pupils needs	4
	Professional Development	5
	Extending Learning Opportunities	6
	Resources	7
	Impact on Pupils	8
Lorraine Billis, Deputy Head of Finance – Schools, Sanford House, Sanford Street, Swindon. SN1 1QH. Tel: 01793 465752 E-mail: lbillis@swindon.gov.uk	Finance: Leadership and management	1
	Resources	7
Simon Byford, Information Knowledge Manager, Sanford House, Sanford Street, Swindon, SN1 1QH Tel: 01793 463856 E-mail: sbyford@swindon.gov.uk	Information Management Systems	1
Bridget Sinclair, Governor Support Manager, Sanford House, Swindon, SN1 1QH. Tel: 01793 463064 E-mail: bsinclair@swindon.gov.uk	Governor Support – leadership and management	1
David Hughston, School Workforce Adviser, CPD Centre, Nythe Primary School, Nyland Road, Swindon SN3 3RR Tel: 01793 574528 E-mail: cpdadviser@swindon.gov.uk	CPD Professional Development	5