

# Accreditation and CPD: A Quasi-Symbiotic Relationship

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The true ethos of accreditation cannot exist without CPD; and systematic provision of CPD often requires the structure provided by accreditation to get the chance to flower. This, obviously, helps avoid institutional Kruger Dunning effects in which programs continue in their comfort zone blissfully unaware of developments in the field, thereby becoming progressively unable to identify their own shortcomings (Kruger & Dunning, 1999).

With this premise in mind, the objective of this workshop is to identify important CPD issues in a typical accreditation and to help participants design ways to address those issues in a practical way.

Structure of the workshop is as follows:

1. Brief theoretical overview of the importance of CPD to our profession (Wyatt, 2016; Borg, 2015; Day, 1999; Richards and Farrell, 2005). Very brief reference to the difficulties of hiring staff/assessing teacher quality (e.g. Jacob & Lefgren (2008); Hanushek & Rivkin (2010)) and the importance of teacher performance evaluation (Staiger & Rockoff (2010)), identifying how CPD is an integral part of appraisals and development of an institution.
2. Short summary of the CPD procedures required by two typical international accreditors (EAQUALS and CEA).
3. Activity – small groups (3-5 participants) describe what CPD procedures/processes they have in place. [Each group reports back to the room a brief summary of some the things they do].
4. Presenters' personal experiences of how they worked to make their institutions compliant with the CPD requirements.

5. Activity – small groups (3-5 participants) design an ideal system to be compliant
6. Presenters give a bullet point list of key issues to address for CPD in an accreditation.
7. General Q&A session.