



دائرة رأس الخيمة للمعرفة
RAS AL KHAIMAH
DEPARTMENT OF KNOWLEDGE

Ras Al Khaimah Department of Knowledge

Continuing Professional Development Policy Framework June 2026



1. Purpose

This policy establishes the requirements and expectations for Continuing Professional Development (CPD) across all private schools in the Emirate of Ras Al Khaimah. It provides a consistent framework to ensure that CPD is purposeful, evidence-based, and aligned with school improvement priorities.

2. Scope

This policy applies to all private schools licensed by RAK DOK in the Emirate of Ras Al Khaimah. It covers all teaching staff and school leaders, including principals, vice principals, Heads of Department, coordinators, and classroom teachers.

3. Definitions

Term	Definitions
Annual CPD Plan	A written document, developed by the school, outlining planned CPD activities for the academic year, aligned to the School Evaluation Form (SEF) and School Improvement Plan (SIP).
CPD	Continuing Professional Development — any structured or self-directed activity that enhances the professional knowledge, skills, and practice of teaching staff and school leaders.
CPD Coordinator	A designated member of existing school leadership responsible for planning, coordinating, and monitoring CPD across the school.
School Leaders	Principals, vice principals, heads of department/phase, coordinators, and any staff in a leadership or management role.



Teaching Staff	All staff with a direct teaching role, including classroom teachers, specialist teachers, and teaching assistants with instructional responsibilities.
Themed CPD Visit	A focused compliance visit conducted by DOK to review CPD practice, separate from full school inspections.

4. Minimum CPD Hours

All teaching staff and school leaders must complete a minimum of 75 hours of planned CPD **per academic year**.

CPD hours may be accumulated through any combination of the accepted CPD types listed in **Annex A**. Examples of CPD includes, but is not limited to:

- formal training/capacity building sessions,
- coaching and mentoring,
- self-directed learning,
- peer learning and observations with reflections,
- learning in courses aligned to goals, and
- leadership development activities.

It is important to note that developing and delivering CPD for colleagues counts towards the 75-hour minimum, as does CPD conducted at the beginning of the academic year (e.g., induction, start-of-year training days).

Online, asynchronous, and job-embedded CPD are explicitly recognised towards the 75-hour minimum threshold for staff, provided the school can evidence of participation and engagement.

Schools are required to maintain accurate and up-to-date records of CPD hours for all teaching staff and school leaders. Records should include the date, type of CPD,



duration, provider (can be within the school), and a brief description of each CPD activity.

5. Annual CPD Plan and Balanced CPD Mix

Each school must develop an Annual CPD Plan, aligned to the School Evaluation Form (SEF) and School Improvement Plan (SIP), which demonstrates a balanced approach to CPD delivery.

The Annual CPD Plan must include a mix of CPD sources:

- a) School-led sessions (internal CPD)
- b) External providers (including DOK-led CPD and training sessions)
- c) Inter-school collaboration (including within cluster and within school groups)
- d) Self-directed professional learning

Schools retain the autonomy to determine the appropriate balance based on their improvement priorities and own context.

The *Annual CPD Plan* should be reviewed and updated throughout the academic year to reflect emerging priorities, systemic priorities, staff changes, and/or feedback from CPD activities.

6. External Provider Selection

When engaging external CPD providers, schools must apply the Provider Quality Framework criteria published by DOK (**see Annex C**)

The Provider Quality Framework includes eight criteria: facilitator expertise, evidence-based content, contextual relevance, SIP alignment, evaluation and follow-up, delivery format, cost transparency, and UAE track record.

Schools are not required to meet all eight criteria for every provider selection. Schools should use professional judgement to determine which criteria are most relevant for each decision. Decisions should also align with the recommendations from the Quality Evaluation.

Schools must be able to reference their provider selection approach in their Annual CPD Plan and be prepared to demonstrate how criteria were applied during DOK compliance visits.



7. Measuring the Impact of CPD

Schools must have systems in place to evaluate the effectiveness of CPD and its impact on teaching and learning.

Approaches may include:

- Classroom observation linked to CPD goals
- Student attainment and progress data
- Teacher self-evaluation and reflection
- Portfolio evidence of professional growth
- Stakeholder feedback

Schools are expected to demonstrate not only that CPD has been delivered, but that it has been followed up and applied in classroom practice. DOK will assess follow-up and implementation as part of themed CPD visits.

8. CPD Coordinator

Each school must designate a CPD Coordinator from the existing staff. This is an assigned responsibility within current leadership structures — no additional FTE is required. Many schools already have this responsibility in place within their leadership structure as an important leadership responsibility.

The CPD Coordinator is responsible for:

- Developing the Annual CPD Plan aligned to the SEF and SIP
- Maintaining accurate CPD records for all teaching staff and school leaders
- Coordinating CPD delivery across internal, external, and inter-school sources
- Acting as DOK's primary contact for CPD compliance and coordination

Schools determine the appropriate time allocation for the CPD Coordinator role based on school size and context.

9. Compliance and Monitoring

9.1 Themed CPD Visits

DOK's compliance team will conduct themed CPD visits to review CPD practice across private schools. These visits are separate from full school inspections and are designed to be focused and constructive.



During themed CPD visits, schools will be asked to demonstrate:

- a) Records of CPD hours completed against the 75-hour minimum requirement
- b) The Annual CPD Plan and evidence of its implementation
- c) Systems in place to measure CPD impact
- d) A balanced approach to CPD sources
- e) Evidence of follow-up and classroom implementation of CPD learning
- f) A named CPD Coordinator with documented responsibilities
- g) Provider selection rationale for any external CPD (please note that CPD provided from within an educational group of the school does not count as 'external')

A compliance checklist will be published by DOK in advance of visits so that schools know exactly what evidence is expected **(see Annex B)**

9.2 Non-Compliance

Where a school is found to be significantly below the expected standards during a themed CPD visit, DOK will:

- a) Provide written feedback identifying areas for improvement
- b) Agree an action plan with the school, including timelines for remediation
- c) Schedule a follow-up visit to assess progress

Persistent non-compliance may be escalated within DOK's broader compliance framework.



10. Feedback and Improvement

Annual Review: DOK will conduct an annual review of this policy to incorporate feedback, address emerging needs, and ensure it aligns with the latest educational standards and regulatory requirements.

Feedback Mechanisms: School administrators are encouraged to submit feedback on this policy to DOK, which allows for continuous improvement based on schools' practical experiences.

11. Contact Information

For any questions related to this policy, please contact: info@dok.rak.ae

12. Revision History

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Note:

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Annex A: Accepted CPD Types towards the 75-Hour minimum

Formal & Structured	Scheduled whole-school or phase CPD sessions, external training days and conferences, DOK-led CPD events and workshops, induction programmes at the start of the academic year, accredited courses and qualifications
Coaching & Mentoring	Internal coaching and mentoring (giving or receiving), peer observations with structured feedback, demonstration lessons (delivering or observing), lesson study and collaborative planning with CPD focus
Self-Directed	Professional reading and research (with reflection log), online courses, webinars, and asynchronous learning platforms, action research projects, professional learning communities
Collaborative	Cross-school or inter-school collaboration and visits, subject network meetings, DOK-coordinated cluster activities, joint moderation and curriculum development sessions
Leadership & Development	Developing and delivering CPD for colleagues, leading school improvement initiatives linked to CPD goals, curriculum development and resource creation, mentoring new staff



Annex B: CPD Compliance Checklist for Themed Visits

Area	Evidence Expected
CPD Hours	Aggregated log showing total CPD hours per staff member against the 75-hour minimum breakdown by CPD type. CPD hours will start at the beginning of the AY for teachers and continue until the end of AY for teachers.
Annual CPD Plan	Written CPD plan aligned to SEF/SIP, evidence of implementation (completed vs. planned activities), updates or adjustments made during the year
Balanced Sources	Evidence of a mix of CPD sources: school-led, external, inter-school, and self-directed
Impact Measurement	Systems in place to evaluate CPD effectiveness (e.g., observation data linked to CPD goals, student progress data, teacher reflection logs, portfolio evidence)
Follow-Up & Implementation	Schools have systems in place to effectively monitor the transfer of learning acquired after the CPD into the classroom and all the daily work
CPD Coordinator	Named CPD Coordinator with documented responsibilities, evidence of coordination role being fulfilled (e.g., records management, DOK liaison, plan development)
Provider Selection	For external CPD: evidence that the Provider Quality Framework criteria were considered when selecting providers (e.g., provider evaluation form, selection rationale)



Annex C: Provider (Non-DOK personnel) Quality Framework – Selection Criteria

Criterion	What to Look For
Facilitator Expertise	Facilitators demonstrate relevant subject knowledge, teaching experience, and credibility. They hold appropriate qualifications and can evidence successful delivery in similar contexts.
Evidence-Based Content	CPD content is grounded in current research and best practice. The provider can demonstrate an evidence base for the approaches and strategies being delivered.
Contextual Relevance	Content is relevant to the UAE private school context and can be adapted to different curricula, phases, and school improvement priorities.
SIP Alignment	The CPD offered can be clearly linked to school improvement priorities. The provider’s training must align with the school's SEF/SIP.
Evaluation & Follow-Up	Built-in evaluation and feedback mechanisms are included. The provider offers post-training follow-up, implementation support, or impact assessment in collaboration with the school.
Delivery Format	The provider offers a range of delivery options: in-person, online, hybrid, or asynchronous — accommodating different school schedules and staff availability.
Cost Transparency	Pricing is clearly communicated upfront with a clear contract in place between the school and the provider. The provider demonstrates value for money relative to the scope, duration, and expected outcomes of the CPD.
UAE Track Record	The provider can evidence successful delivery within UAE schools or similar regional contexts. References or case studies are available on request.