PPD Impact evaluation
Bath Spa University summary report
Last revised: Friday, 31 October 2008

Introduction

PPD criterion 7 states that providers should:

'Show how provision delivers postgraduate professional development which meets priority areas identified by the TDA'.

This information is required by TDA by **Friday 31 October 2008**. The evaluation of the programme's impact on practice in schools should be sent in summary form using this template.

PPD partnerships have already specified their approach to impact evaluation in their application. Please note that TDA welcomes different approaches across the partnerships.

The purposes of this summary template are as follows:

- To support providers and ensure that the process of reporting is not unduly burdensome
- To achieve consistency in how this information is reported
- To enable TDA to disseminate effective practice across providers
- To inform the future development of the PPD programme

We are interested in how you have evaluated impact, what conclusions your evaluation has led to and how this evaluation will inform your future provision. Please note that these summaries will be made available for the external quality assurance of PPD that we have commissioned. We will not use this information to make judgements which affect existing funding arrangements but we may wish to contact providers for further detail in cases where the summary is unclear.

Guidance

Further guidance on completing this form is provided. You may also find it helpful to review the TDA's report on PPD impact evaluation and the examples of effective practice provided on our website http://www.tda.gov.uk/partners/cpd/ppd/evaluating_impact.aspx .

The boxes will expand if additional space is needed. However, we would urge providers to be as concise as possible. For the purposes of this summary report, we are interested in your approach to evaluating impact, outcomes and

your appraisal of provision this year, rather than in the detail and the methodology which lies behind the findings. Please note, however, that TDA's quality assurance of the programme may involve further discussion based on the evidence which supports providers' evaluation of impact. This evidence should therefore be available on request.

Section A of the template relates specifically to impact:

1: Part 1: What kinds of impact have you discovered on participants, pupils, schools and others?

2: Part 2: How do you know this has been an impact of PPD? How did you approach this exercise?

3: Part 3: What are the implications of your findings for your current and future provision?

Section B relates to collaborative funding. We are interested in the impact you believe collaborative funding has had on your provision. We are also interested in how this funding has been used. This will enable us to monitor the effectiveness of collaborative funding and also to disseminate to other providers how this funding has been used to good effect.

Provider name: Bath Spa University

Introduction

This report summarises the impact of Bath Spa's Professional Masters Programme for qualified teachers.

The Professional Masters Programme (PMP) at Bath Spa University (BSU) is organised into a range of flexible postgraduate qualifications and award titles as follows:

1. Qualifications

There are five **qualifications** possible within the PMP:

Graduate Certificate (G Cert)   60 credits
Post Graduate Certificate (PG Cert)   60 credits
Post Graduate Diploma (PG Dip)   120 credits
Master of Arts Degree (MA)   180 credits
Master of Teaching Degree (MTeach) 180 credits

All qualifications carry national accreditation under the Credit Accumulation and Transfer Scheme (CATS) and are potentially transferable to another institution.

2. Named Awards

All PMP qualifications are offered with specific awards that indicate the particular career emphasis of the programme of study being followed. To qualify for a Master's award route, a programme must include a *minimum* of 50% module credits relative to the chosen award title (i.e. 90 credits for an MA) as well as become the principal focus of the final research project. Specific PMP award routes provide coherence to a participant's study by linking different modules together under the same broad subject or specialist field category.

However, most teachers join the Professional Master's Programme without any specific career emphasis and enrol onto the default part-time Educational Practice award title for the first stage 60 credits and then review their award title for the latter stages of the programme should they progress onto the higher qualifications.

PMP Award Titles
Specific PMP award titles are:

Education Studies
Counselling and Psychotherapy Practice
International Education & Global Citizenship
Critical and Creative Thinking
Educational Leadership and Management
Learning & Knowledge Technology
Early Childhood Studies
Primary Science Education
Primary Mathematics Education
Primary English Education
Tertiary and Adult Education
Educational Practice
Mentoring and Coaching
Teaching English to Speakers of other Languages
Specific Learning Difficulties/Dyslexia
Educational Assessment
Vulnerable Learners and Inclusion
Arts in Education

PMP Qualification and Award Title

The final qualification reflects the award title that participants select.

For example:
Post Graduate Certificate in Early Childhood Studies.
Post Graduate Diploma in Educational Practice
Master of Arts in Specific Learning Difficulties/Dyslexia.
Master of Teaching in Learning & Knowledge Technology.
Etc.

For our PPD funded programme we mostly recruit teachers[1] working on educational change projects in schools as part of a staff development programme organised between our partner schools and the CPD team at Bath Spa University. This results in teachers mainly being enrolled into our generic shell modules of independent study, work-based action enquiry, or mentoring and coaching, depending on the nature of the projects and specific contextual needs of the schools and teachers. The following flowchart breaks down the apportionment of enrolment between different parts of our CPD provision, namely, in rank order for 2007-08:

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[1] For Academic Year 2007-08 we recruited n=937 onto our PPD scheme for the PMP and 6 onto our professional learning PhD research degrees.

- Work-based/independent study modules
- Leadership modules
- Mentoring and/or coaching
- Core research modules and the final master's dissertation project
- Subject-based modules
- Early professional practice modules offered to NQTs within their first few years of teaching
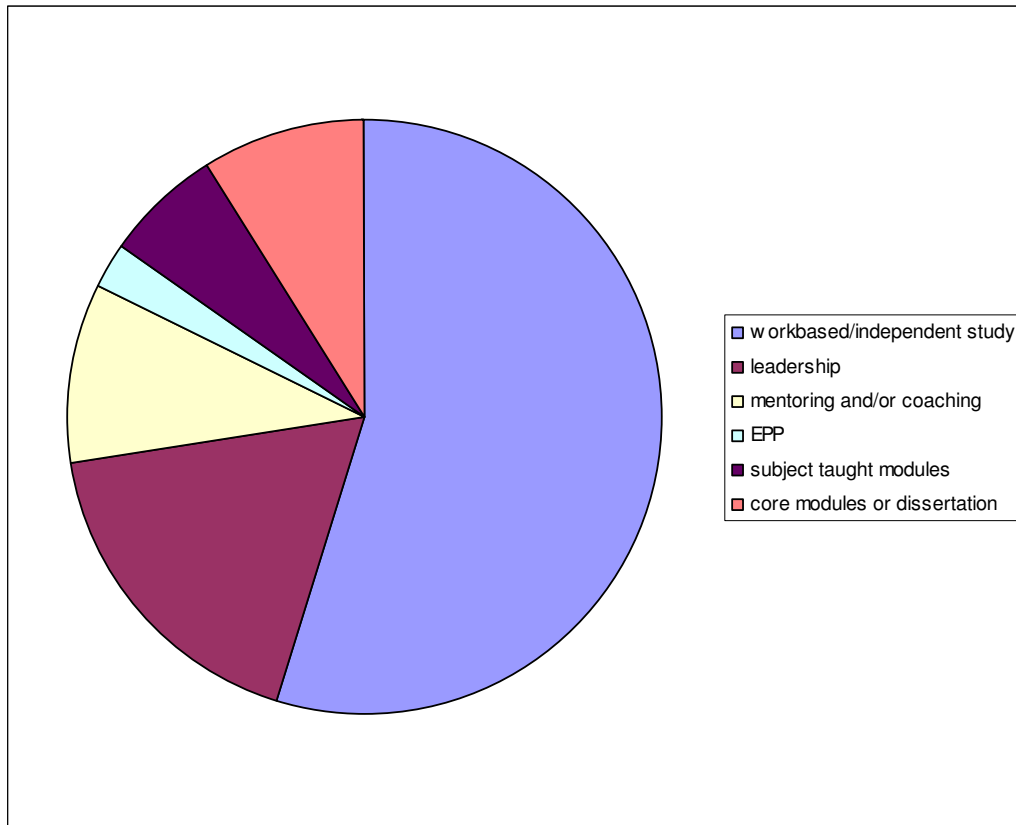

Figure 1: Breakdown of specialist CPD enrolment areas for the BSU PPD scheme

Executive Summary of Programme Impact on the Teaching Profession

In summary, the key areas for CPD impact in schools are linked to teachers engaged in work-based action enquiry projects and independent study topics associated with action research and curriculum development/change. This is also broken down into specific areas and career stages of the teaching workforce, vis-à-vis Early Professional Practice for NQTs, mentoring and coaching modules for more established colleagues, and leadership projects for more senior staff, i.e. middle leadership for subject areas etc. Core research modules and final master's dissertation projects represent a significant minority of overall PPD registrations. These final pieces of work are put into the public domain as published theses and contribute towards the professional knowledge base.

SECTION A: EVALUATION OF IMPACT

PART ONE: What kinds of impact?

Q1a: What kinds of impact has the provision had on participants?

The PPD programme continues to have clear impact on the teaching expertise, the increase in knowledge and understanding and confidence in the practice of those involved in the BSU PPD CPD projects. Our extensive research has uncovered a number of distinct impact-related themes and threads that have appeared within the impact evaluations reported by participants. These have been gathered from the full spectrum of projects which took place during the last academic year 2007/8. These themes will be highlighted and various extracts from these reports have been included to validate and illustrate the development of these themes.

The key impact themes identified and evaluated in this report section are:

1. More reflective and critical of own practice
2. Updating of teaching expertise, improved knowledge of teaching methods
3. Increased subject knowledge, increased confidence and self-esteem
4. Informing of leadership styles and strategies, improving leadership skills
5. Knowledge of action research and benefits of utilising research in the classroom
6. Opportunity for dissemination
7. Increased opportunity for children to use creativity in their learning
8. Increased skills and knowledge
9. Improvement in attainment
10. Increases in confidence
11. Improvement in attitude and behaviour
12. Increased sense of achievement
13. Increased use of pupil voice, pupil reflection
14. Improved interactions with colleagues in school and improved relationships with parents
15. Improved networking with colleagues across departments/schools
16. Formulating school policy
17. Updating of practice

We will now report upon these key impact-related themes.

More reflective and critical of own practice
Several participants from a group undertaking an independent study project very clearly articulated the impact that their project had in the development of reflective practice:
"…having time to reflect on my teaching practice and pedagogy as well as my team's certainly stimulated ideas and new approaches in order to take the department forward."

"Much of my reading has also initiated a critical reflection on the teaching of my 'own' subject".

"Staff (not just teaching) have engaged with exploring ideas from other schools and critically considering whether changes advocated in national research will actually benefit our students and in our context so in lots of ways personalising our school as well as personalising the learning of staff and then consequently students."

This was echoed by a participant in the Science module in the Primary Core Curriculum project: *"I have become a more reflective, self-evaluating teacher as a result."*

A participant in a Vibrant Schools project felt: *"The opportunity to discuss these issues as a group of professionals with journals and other articles as a starting point for debates was interesting both personally and professionally… I have been able to develop in my classroom*

practice by having the opportunity to work alongside another teacher." Also she said, *"The involvement on this programme has been important 'space' to reflect on my practice professionally and to focus on developing the children's writing."*

After a leadership programme, participants reflected: *"Having time to be reflective has been very powerful."*

"My involvement in this programme has enabled me to be more reflective and aware of my practice and to adjust it or change it when necessary."

"This programme has given me the time or perhaps recognised the need to make the time to allow myself to analyse my performance as an individual and manager of others."

"The programme has been invaluable…in guiding me towards answers for myself, based on my personal school experience over the year, the readings offered as guidance, the content of the programme and the opportunity to talk to other colleagues from other schools who are going through similar experiences."

"It challenged my thinking and involved deep personal and professional reflection." "From the very beginning of the programme until now I have gained a deeper understanding of myself as a person, leader, achiever and team member."

A Module tutor had noted that whilst questioning the role of mentor and what it entails, a participant reflected upon the influence that they have on mentees and how best to assist them with the development of their own self-belief. Awareness that the role entails encouraging *"reflective thinking and practice from others in order to improve teaching and learning for staff and pupils."*

One participant on a Middle Leadership course in South Gloucestershire stated, *"The course has had a huge affect on me both personally and professionally. It has revitalised my drive and commitment as a teacher and has made me more focused on what I wish to achieve in my career."*

Updating of teaching expertise, improved knowledge of teaching methods
Within a Vibrant Schools project one teacher said: *"Personally, the opportunity to increase my professional knowledge in this area has been so valuable in my professional development. Actually having the time and resources to carry out research and read further into the area of education has had such an impact on my style of teaching and approach to delivering the learning intention. "*

A participant on a mentoring and coaching project said, *"I have felt more able to get the outcomes from a situation that I desire rather than the outcome being driven by someone else… It has made me more assertive in my professional context, and calmer… (the process) can really empower other people and make seemingly large problems more manageable."*

After a leadership programme, reflections included, *"I would like my colleagues, led by myself to now evaluate all our schemes of work in more detail."*

"In addition, the work we did in secondary teams was particularly valuable as it concentrated on the role of subject leader, a role for which many people do not receive specialist training. It was particularly useful to concentrate on the specific aspects of being a subject leader, such as sampling work, levelling, developing schemes of work and raising attainment."

"I feel that I need to develop further and in the future would like to integrate the thinking of David Kolb's experiential learning cycle when planning future lessons."

"I have consciously been trying to develop a greater variety and flexibility of my styles of leading in the classroom."

"Children need rules and boundaries and a role model". He also said, *"I have prepared*

lessons with more thought."

Another participant stated that linking personal experience with existing theory helped her to *"critically evaluate"* her teaching style and classroom management skills.

Increased subject knowledge, increased confidence and self-esteem
Another participant on a mentoring and coaching project reflected that they, *"…felt empowered by coaching."*

A participant in a leadership course felt that they had *"…gained in confidence in a variety of settings within the local authority"* detailing a broad set of examples from SEN Strategic Boards to within schools. Another said, *"the effects on my 'purpose' have been greatest; I have reflected upon the 'bigger picture'.* This quote could work equally well as an example of reflective and critical practice.

Others said, *"Overall, involvement in this module has been a positive experience which has helped me to understand my own motivation for teaching, has given me a greater understanding of my own personal attributes and will hopefully enhance my professional performance."*

"It has given me confidence in my role."

"I have developed more confidence in myself, not just as a leader, but as a teacher as well."

"I have found the readings on 'What makes a leader' very helpful in understanding the qualities of effective leaders, especially the sections on emotional intelligence and how they affect the leader."

"I never lacked confidence before but, being a leader is an area in which I did feel under confident…I feel I now have the tools to begin improving this."

A participant in a primary core subject module felt it had rekindled her enthusiasm *"for teaching science and (had) explained the necessary skills and approach needed to teach science with maximum impact on the children."*

Another said, *"My subject knowledge (previously very limited!) has increased enormously."*

Another observed that *"through my involvement in this module I have become more enthusiastic about science."*

Another reflected about the maths element, *"I am now able to appreciate the individual areas of maths teaching within the whole spectrum of the subject with…confidence."*

Informing of leadership styles and strategies, improving leadership skills
One participant in a leadership course felt that they were *"now more certain of my role as a leader."*

Others observed, *"I now have an insight into how others perceive me."*

"I fell that I have developed a new understanding of several aspects of my role."

"I now have a better understanding of what makes a leadership style successful and less successful.

One particularly noted that the project at their school, Peers in Oxford, gave them a *"greater range of strategies as a leader."*

On a Middle Leadership course in South Gloucestershire participants said:
"The work on leadership styles and managing change has been particularly significant."

"The course has given me the confidence to be a leader instead of questioning my ability to lead."

Knowledge of action research and benefits of utilising research in the classroom
During a project at Peers School Oxford, one participant reflected that he felt in future it would be important to *implement the ideas that I have researched…"*

Another at a project in the Grange, Aylesbury, felt that it had given them *"the opportunity to develop a more considered approach to the process of action research. This has been particularly helpful to me as I expect students in my subject area to undertake such activities."*

Another participant from the Grange said, *"The research…will be very useful as it will give me an opportunity to explore…"* and listed many varied aspects of their and their pupils work.

Opportunity for dissemination
A participant on a module for primary Science leaders said about the direct impact of course activities, *"By planning a short INSET session and being able to run it past the group, I now feel confident in discussing this issue with may staff."*

Another participant said that within their Action Plan they planned a Staff Meeting to *"convey information gathered on the course to colleagues."*

Another said, *"I am…going to hold a staff meeting to share my experiences (on the course) with the rest of the staff."*

Q1b: What kinds of impact has the provision had on pupils?

Increased opportunity for children to use creativity in their learning
During a leadership module one participant had reflected that their as a direct consequence focus had become *"to develop the independent learner"* within their classroom *"encouraging the students to think for themselves and to problem solve…"*

Another participant reflecting on areas to develop in their department identified one of the two main aims to *"personalise learning especially (at) 6th form level where I feel it may be slightly lacking."*

Another encouraged the students to develop questioning specifically by *"answering a question with a question"* noting this approach as being one that had a direct impact on the quality and effectiveness of their learning.

Within a course focusing on coaching and literacy, a participant considered on their own style of questioning which they observed needed to be more open and reflective so concluded, *"This is something that has impacted (on) my classroom teaching allowing pupils more room for open discussion without judgement, reaching their own conclusions about now to tackle learning challenges...as a result of coaching…the above changes and ethos have allowed for continuing development of the positive learning environment I seek to foster in my lessons. "*

Increased skills and knowledge
A participant in a South Gloucestershire course had noted that developing aspects of coaching would have many wider impacts, *"In future, I would definitely like to make much more extensive use if the coaching model. I have always regarded sharing good practice amongst students as very important e.g. showing good examples of work or different ways to tackle a particular task. I now need to formalise this into a coaching schedule. In particular I think it can be incorporated into some of the peer assessment work we already carry out."*

A participant on a module for Science leaders said *"For my class I have seen an impact on their engagement and interest in science lessons because I am more enthusiastic and confident about the topics."*

Impact noted during a Cornwall project, *"I've liked reading the classic stories even though the language is difficult. I have found it fun working out what words* mean' – Pupil comment.

Improvement in attainment
A teacher on a mentoring and coaching module said as a result of the course, *"I…would like to see if it (effective use of questioning) could be developed a little more, with the aim to improve children's…educational progress.*

One teacher on the project at Peers School Oxford said, *"…the type of strategies that could be used for positive and constructive outcome will be extremely useful in eventual (pupil) learning, achievement and attainment."*

A John Bentley school project participant said, *"evidence from Learning Walks, Lesson Observations and Student Interviews and Questionnaires showed that AfL techniques were being used and that students had clear individual targets."*

Increases in confidence
A participant on an NQT module highlighted the impact the ideas about effective use of their TAs would bring to pupils, *"Work can then be differentiated appropriately and with confidence to enable children to become effective learners. Watching children achieve is very rewarding for all the team."*

"The children of the higher years of the project seemed to gain confidence as they were seen to be helping children in the lower years." reported a teacher on the South Petherton (CHICS) project.
A participant on the 'MFL (modern foreign language) and young children' project reported that the parents of two children said that their children actually had a go at speaking themselves whilst on holiday.

A tutor on a Cornish project reported *"strong pupil involvement in terms of informal discussions, analysis of questionnaires, suggested ways forward."*

Improvement in attitude and behaviour
Having reflected on the reading they had done as part of a South Gloucestershire Middle Leadership project one teacher said, *"The knowledge of…the Emotional intelligence modelled me to develop a project for Y6 pupils to raise self esteem, self-awareness, social awareness and self-management."*

A teacher who was evaluating the impact of her mentoring and coaching module on her pupil said skills employed on the course, specifically target setting had, *"improved a range of attitudes and behaviours and has made a clear distinction between the behaviour and the person."*

A John Bentley school project participant compared the impact on groups of pupils before and after the project said they had *"shown a change in attitude, a much calmer learning environment and certainly a willingness to write and engage."*

A teacher involved in a project in Cornwall noted, *"Playtimes proved to be significantly calmer, leading to less disruption to the start of lessons. Outdoor storytelling sessions inspired some of the older children to read outdoors during their playtimes."*

Increased sense of achievement
A teacher on the project at Norton Hill School found, *"…on questioning the pupils, they were often a lot more confident and demonstrated a better understanding regarding aspects of various skills and activities."*

A teacher taking part in the module 'MFL (modern foreign language) and young children' said, *"I have been amazed at the beneficial impact of language learning on the less able children in my class."*

Increased use of pupil voice, pupil reflection
In the John Bentley school project, a participant reflected that *"that as a direct result of the project the Student School Improvement Group has been launched to take Student Voice from tokenistic school council to something that really does make a difference and allows the voices of students to be really heard and encourage the right people to listen."*

The tutor of the Norton Hill project reported that the wide range of pupil involvement led to the appointment of a 'Pupil Voice Lead teacher'.

A Teacher has commented on the following which indicates their positive perceptions of the action research work carried out, *"Key to the development of the area was the effectiveness of the children's involvement in decision making. Our school council was very proactive and confident to share the views of their classes. They demonstrated effective communication skills in meetings and were confident to share their opinions"*

Q1c: What kinds of impact has the provision had on the wider life of the school/other schools?

Improved interactions with colleagues in school and improved relationships with parents
Participants on leadership programmes reported:
"I have identified the need for much more clarity for myself and my team."

"I now feel prepared as a leader, to offer better support to colleagues."

"This course has made me very aware of the people I'm working with."

"The biggest benefit for me has been that the course has led me to re-evaluate…how to relate to my colleagues better."

"As a result of the programme, I am developing a very effective partnership with my Teaching Assistant."

"The course happened at the right time for me, as it gave me an insight into my changing role within the school."

A teacher involved in a project in Cornwall reported that, *"This shared project gave us the rare opportunity to work together as a whole staff and provided us with a spring-board to consider our varied outlooks and contrasting viewpoints. This has benefited us all and increased our mutual understanding of one another's opinions and, consequently, has also created a stronger bond between us all."*

A participant in a primary Science Leaders course said the course had had an impact on their confidence in *"supporting other staff."*

On the Cornwall project 'How can we enhance our partnership with Parents?' one participant commented, *"I consider this to be a very successful programme. During this programme I have observed a growing awareness, of the importance of not just giving lip service to working with parents. New initiatives have enabled my colleagues to have a fresh insight into their professional practice."*

Another participant said, *"The programme has given me the confidence to work in a more explicitly open partnership with parents. It has enabled me to reflect on my practice."*

Improved networking with colleagues across departments/schools
After a Science leaders course, a teacher noted that *"it has been interesting to work with*

people from other schools and to 'pool' our knowledge."

Two participants of a project at Norton Hill School said, *"This (my findings) was obviously of great interest to the members of the team and provided them with something to think about in terms of changing their future planning and teaching to accommodate for opportunities to use formative assessment more regularly."*
"A model (PPD project) which can be shared more widely with other schools."

A teacher in the group at the Grange, Aylesbury, analysing work on team work said, *"as a result of this, I will approach team working situations with greater understanding."*

Formulating school policy
A participant on a module for primary Science leaders said she felt the course had helped her to know *"where science in my school needs to go next and how I may go about initiating that change."*

The tutor of the South Petherton (CHICS) project reported that as a direct impact of the project that child-lead ideas for writing and writing coming from within topics which is more creative and accessible then became adopted widely as a policy throughout the school.

A participant in a project in Cornwall reported, *"A real School Improvement success – all objectives and success criteria met."*

Updating of practice
A participant on a module for primary Science leaders said that she felt *"more confident of my ability to promote a change towards an enquiry-based approach."*

A participant on the Page to Screen project (visual learning underpinned by digital technology) said *"I will be using aspects of the course as CPD for teachers…"*

'Without the (Cornwall) project I do not believe we could have moved the guided reading project along so quickly and efficiently. All staff have been focused and bound by a prescribed period of time' – Teacher comment.

Q1d: (optional) Has your provision had other forms of impact not covered by the questions above?

Impact on Tutors

The BSU PMP PPD-funded scheme has had a profound impact on tutors. Our partnership involves lead CPD university tutors either running or coordinating workplace school improvement projects in conjunction with regional schools and a network of affiliated field consultants/tutors. Each project requires tutors to provide feedback in the form of a module evaluation report. One tutor reported the following findings:

"*A near 100% pass rate for all those students that register and submit the final assignment. Improved numbers completing the core research modules and progressing onto the final stage Master's project. Many highly relevant and useful Master's projects that relate to professional learning change in the workplace and hence provide evidence of both levering and resulting impact through change and learning.*"

"*These modules impact by changing the career direction of many participants, either through taking on new professional responsibilities or promotions in the workplace or moving on to higher-level career posts. In some cases the research culture continues into PhDs that also relate to workplace change and pedagogy. Evidence of many of these projects are shared*

with the wider teaching/training profession through seminars, conferences and diverse publications, e.g. one student last year won the annual IPDA prize and had a published article on her MA project in the IPDA update newsletter."

One tutor commented in terms of improving module design for subsequent years and potential alignment of PPD work to the new TDA MTL:

"*The future course needs have been considered via the recent revision of the two core modules PR4101 and PR4102. These have been balanced in terms of flexible learning tasks given and also more related to developing methodology and methods more closely to the final project proposal. Other field developments such as the role of PPD to the new proposed MTL are also being tracked and considered within our greater design plans for the PMP.*"

A PPD-funded special needs tutor reported the following:

"*The module achieved its objectives as shown in the Impact Evaluation Reports. In particular, the strong links made between theory and practice encouraged teachers to be reflective and able to justify choices made.*
Teachers commented that they had made significant advances in a variety of ways including:

- *ability to support colleagues in their developing understanding of SPLD and support needs*

- *much deeper understanding of the experience and needs of students with SpLD at all age levels and the ability to structure programmes to suit..*

- *greater confidence in their roles of SENCo, new teacher in specialist context; adult literacy co-ordinator; learning support tutor; assessor and literacy co-coordinator.*

- *development of self esteem, and ability to both discuss and write about issues at Masters level*

- *confidence to develop presentations for colleagues and outside audiences*
pleasure of developing a new network of lasting friendships and collaboration with fellow students"

Impact on Promotion Prospects

A teacher in the group dealing with reflective study of self at the Grange, Aylesbury, considering their teaching career said, *"I have made key changes to my teaching identity which is firstly tangible and observable."*

Another noted the impact of this project, *"It is my intention to explore the possibly of taking on a role with greater responsibility."*

A participants on a leadership programme said, *"May acting H.o.D/mentor has commented on how I have improved this year in my position as a subject leader has supported my promotion to be H.o.D next year."*

Another said, *"I am more ambitious now than I was a year ago, and so I believe that in the future, I will have to move schools in order to progress.*

Exposure to the action research process

A teacher on a NQT module said, *"I was previously unaware of the huge benefits of action research. Now that I am aware I will be using action research regularly in developing my own working practices."*

"As the (school) Leader of this (Cornwall) project I have felt a sense of achievement. I have never had any experience before in action research projects and look forward to partaking in another one."

Wider recognition of BSU's PMP has occurred in a variety of ways, including CPD partnerships between regional training schools and Local Authorities.

Impact on training schools

In the SW Training School news there is a mention of the innovative CPD work of Norton Hill School that has been conducted in partnership with the BSU PPD scheme and Local Authority. For example Norton Hill School in B&NES offers a menu that includes:

  * participation in commissioned action research linked to
    Accreditation (BSU PPD-funded PMP)

PART TWO: How do you know?

> **Q2: How do you know that these are areas of impact related to PPD? What evidence did you collect? Whom did you consult? What strategies did you use?**

The nature of our flexible PPD provision means that most modules operate as 'projects'. This brings together teachers who are motivated and inspired to develop their attributes of collaboration and reflection through professional learning. The core areas of 'leadership', 'coaching and mentoring' and 'curriculum change' form the focus of the majority of projects and embed new skills and knowledge through praxis. Indeed, the whole programme is designed to encourage professional dialogue and critical engagement, inviting participants constructively to challenge policy and practice.
Embedded in our module design and approach is an impact evaluation structure that starts with the analysis of professional needs. This links to Performance Management and the new Standards for Teachers as recommended by TDA and CUREE 2007.
An underpinning assumption of this action research methodology incorporates the gathering of impact evaluation evidence as part of educational research. The process of critically reflecting on practice through the use of learning journals and discussion opportunities within sessions leads to the completion from **each** individual of a detailed impact evaluation report (appendix 1) in which teachers are asked to provide evidence for the impact they have identified (on themselves as professionals, the children that they teach and the impact on their wider work setting). We integrate Likert-scale quantitative data in our reports, but are committed to the value of qualitative evidence and are designing procedures for the systematic management of long term impact. The evaluation of impact is built into the programme design by forming the final session of each project. By designing the session as a professional dialogue, the gathering of data becomes a meaningful evaluation process.

We have also developed an evaluation template which serves as an assessment task so that teachers can gain academic credit for their evaluations. This might take the form of a separate assignment or be incorporated into a research report or presentation. Some modules embed the reporting of impact into presentations made by participants to each other on the final day, others into reports that are disseminated across the relevant Local Authority (for example in Cornwall through their 'Inform' booklet, or Wiltshire through a booklet exploring issues of deputy headship).
Our leadership projects involve systematic visits by teachers to other schools and we receive verbal feedback from heads about these. Where we work in partnership with Local Authorities we share information regarding evaluation with heads, teachers and Local Authority officers.

Our module tutor forms and Quality Assurance questionnaires are ongoing.

PART THREE: Implications for your provision

Q3a: How have you already responded to your evaluation of impact in the current academic year (2008/09)?

As part of the ongoing development of our PPD provision we have revised the format of the impact evaluation report for 2008/09. Based on the themes which have emerged as significant in the evaluation of impact from the past three years, we have embedded more specific prompts for participants and a more detailed Likert Scale (appendix 2). Whilst not wishing to *direct* the reflections, we hope that these prompts will support teachers to consider common themes.

We are also continually developing our assessment modes to embed the process of impact evaluation. From the assignments received to date, this has proved highly reflective as teachers *critically* reflect on impact, analysing their studies and considering themselves as critically reflective practitioners. This has also meant the increased use of reflective writing (through learning journals) and the embedding of this ongoing practice into sessions. This stems from the belief that reflection is a continual process and one that is essential to effective PPD.

Our staff development has included the dissemination of our best practice in gathering impact data, and we continue to review our work with our team of affiliated field consultants. In response to feedback from participants we are significantly restructuring our programme to support progression and incorporate the needs and reflections of our groups. A good example of this can be seen through one of our leadership groups which has involved the participants in the redesign of the module and now involves joint visits to schools and paired learning walks as a learning opportunity.

Q3b: What are the implications of your evaluation of impact on your provision in the longer term?

The restructuring of our programme aims to accommodate the needs of teachers as they progress towards the final stages of the Master's. As our flexible programme means that teachers may be engaged in work-based action enquiry or independent study in the first or second stage of their Master's we have felt it important to embed opportunities for teachers to engage with broader social, political and economic contextual issues and are developing a series of optional 'educational context' seminars for teachers to attend in their 'diploma' year. These are open to all participants and will be evening run. From next year, we will be offering specific Diploma Year

modules for those teachers who have been part of work based action enquiry groups and wish to develop their understanding in one of four key areas

- Learning and Teaching, OR
- Leadership, mentoring and coaching, OR
- Education, politics and society, OR
- Learning & Knowledge Technology

In this way, teachers who have started their Master's study in school or Local Authority groups can join together as enhanced professional learning communities.

The development of the MTL has meant the further development of our Early Professional Development modules, which we envisage assimilating with this new initiative.

SECTION B: COLLABORATIVE FUNDING

Q4a: Please provide a breakdown of how the collaborative funding for 07/08 was used.

Once again the funding released to support collaborative funding has allowed for the appointment of a CPD QA Project Manager. The responsibilities for this post include:

- To develop qualitative systems to capture and report impact evidences, including the impact of the provision on educational institutions/agencies, teacher practices, school/pupil performance and the classroom experience of both teacher and pupil. This may require some fieldwork in schools and other settings.
- To work with all CPD partnership staff in implementing these systems, including through the use of web-based learning management systems.
- To contribute to the re-design of the Professional Master's Programme (PMP) in order to incorporate the new quality assurance (QA) requirements of the Training and Development Agency – in particular collaborative and flexible distributed learning opportunities.
- To work with the existing CPD administrative assistant and university registry systems to obtain and analyse statistical management QA information on the programme, including numbers of participants and completion rates.
- To develop profiles of participants in the PPD programme in relation to their level of experience and the type of schools/organisations in which they work.
- To develop and support partnership administrative systems which monitor and analyse feedback from a wide variety of sources, including: teacher assessment of the PPD programme; Local Authority education development plans; school improvement plans; and, SEFs.
- To produce a comprehensive and systematic report on the QA of the PPD programme annually for the TDA. This needs to be in a format which can be usefully analysed by the provider, user and TDA and provide evidence of best practice and inform future needs analysis for the partnership.
- To contribute to internal partnership staff development workshops aimed at developing and using qualitative instruments for evaluating the impact of PPD activities.
- To contribute to the analysis of the cost-effectiveness of different forms of CPD activity.
- To attend and contribute towards CPD Management and Core Team meetings and staff development workshops as necessary.
- To assist the CPD team in the development and maintenance of new partnerships with all stakeholders.
- To contribute to the administration and evaluation of partnership work in teacher education and training and the professional continuity for CPD progression of ITT into the new teacher career standards, i.e. Core, Excellent and Advanced teacher levels.

Q4b: How did the collaborative funding benefit your provision in 07/08?

This post and its associated responsibilities, including those in relation to the monitoring of quality and the generation of impact data has allowed the CPD team to spend more time in the work-place discussing prospective projects with schools, Local Authorities and Affiliated Field Consultants. Without this post the generation of the numbers of projects and therefore recruitment of participants would be much harder. Without this partnership project management coordination it would also be much more difficult to ensure the overall quality and consistency of delivery. This also helps to make our field delivery systems transparent, accountable and, more importantly, accessible to our teacher participants.

However the role has developed to mean enhanced partnerships with schools and Local Authorities, ensuring a consistency of matching provision to the needs of our customers. The role is one of a lynch pin that crosses administrative and academic roles, but keeps the TDA criteria considerations at the heart of our provision. The role is enhanced by the employment of an ex teacher who can understand and empathise with busy teachers engaged in post-graduate professional development.

PPDImpactEvaluationSummaryReport_BSU_31Oct08

Thank you for completing this evaluation form please return it electronically to: ppd@tda.gov.uk

Or by post to:
Alan Macnally
PPD programme officer
Training and Development Agency (TDA) for Schools
151 Buckingham Palace Road
London
SW1W 9SS

Bath Spa
University

Participant Impact Evaluation

At the end of every professional development programme we ask participants to complete an impact evaluation report. This is to help you to reflect on your learning from the programme, and the impact that this has had on your practice, the children you engage with (where this is relevant), and the team that you work in. This report should be longer than 600 words.

It is important to reference your reflections to direct evidence wherever possible

Name   Date

Describe your professional development as a result of this project.
Please provide specific evidence for your reflections, drawing on your professional needs analysis, ongoing reflective journal and corroborative evidence from colleagues or external bodies.

Describe the educational outcomes for the pupils in your school as a result of this project

Specific evidence for this could reflect the 'voice of children' through interviews and questionnaires and recorded comments. You could also draw on the outcomes of an Action Enquiry, observations, or examples of work. Other stakeholders could be consulted, e.g. parents.

Describe the advantages for your team, department, school or setting as a result of this project

The evidence for this section could include details of policy changes, staff meeting agendas, structural reorganisations. Corroborative evidence could come from other colleagues, line managers or external observers. Include examples of when you have shared your practice.

Describe any other outcomes as a result of this project.

Please use this section to reflect on any other developments that have been a direct result of your participation in post-graduate professional development.

Future Impact

Please take a few moments to consider:

a) your aims for the next 6 months

b) how you will achieve these aims

c) obstacles to this achievement that you can foresee

d) plans to overcome these obstacles

My future CPD interests are..

Bath Spa University would like to contact a sample of participants to discuss this ongoing impact. Please indicate if you are willing for take part.

I am/am not happy to be contacted in six months time to discuss ongoing impact.

We also value the perspectives of your colleagues about your professional development related to this module. If you are happy for us to contact a nominated colleague to discuss this, please indicate below:

I am happy for BSU to contact my colleague _____ (name/role) phone number _____ to discuss my professional development in relation to this module.

Tutor Module/ Impact Evaluation Template

Bath Spa University

Module Tutor Evaluation Report

Due to recent changes in TDA funding it is now a requirement that all course tutors complete a Module Tutors Evaluation Report which can be fed back to the TDA within the context of our PPD annual report.

Name:	
Module:	

1	Please use the space provided to give a brief overview of the project/module in which you have been involved including the teaching methods used.

2	Please confirm the number of participants involved and the attendance rates.

3	Please identify how you have incorporated the participant's initial needs analysis into your module design and allowed for differentiation to accommodate any differences in individual needs.

4	Please identify the assessment methods used.

For each question below, where required, please indicate the extent to which you agree or disagree with the statement, using the scale provided. Then use the space after each question to explain the reason for your answer.

5	The support that I received in designing my C10 project was appropriate.	STRONGLY DISAGREE ①	DISAGREE ②	NEUTRAL ③	AGREE ④	STRONGLY AGREE ⑤	NA
Please explain your reasons for your score							

6	The support that I received in developing my module design was appropriate.	STRONGLY DISAGREE ①	DISAGREE ②	NEUTRAL ③	AGREE ④	STRONGLY AGREE ⑤	NA
Please explain your reasons for your score							

7	The facilities provided (venues, resources, equipment, refreshments) were appropriate.	STRONGLY DISAGREE ①	DISAGREE ②	NEUTRAL ③	AGREE ④	STRONGLY AGREE ⑤	NA
Please explain your reasons for your score							

8	I used Minerva as part of my learning resources for the module	STRONGLY DISAGREE ①	DISAGREE ②	NEUTRAL ③	AGREE ④	STRONGLY AGREE ⑤	NA
Please explain your reasons for your score							

9	I found Minerva useful and a good medium for my participants to learn	STRONGLY DISAGREE ①	DISAGREE ②	NEUTRAL ③	AGREE ④	STRONGLY AGREE ⑤	NA
Please explain your reasons for your score							

10	Overall I was satisfied with the module	STRONGLY DISAGREE ①	DISAGREE ②	NEUTRAL ③	AGREE ④	STRONGLY AGREE ⑤	NA

11	Please identify how well you feel the module has achieved its learning objectives? Please identify the evidence that you have to support any judgements made and identify the methods used to collect and analyse the evidence.

12	Please provide a synopsis of the impact that this module/course has had on its participant's professional development?

13	Please provide a synopsis of the impact that this module/course has had on the participants within the context of their own school, institution?

14	Please provide a synopsis of the impact that this module/course has had on the participants own learners?

15	Please identify any areas of impact that were not originally anticipated?

Future developments

16	What future course needs have you identified?

17	What proposed changes will you consider making to your course to result in greater impact on participant practice both personally and in the context of their own schools as well as development of their own learners?

18	Please use the space below to provide any further comments.

Please return this completed sheet to Zara Johnson **no later than.**

The School of Education gratefully acknowledges the work of the University of Sydney in the production of this evaluation survey.