

PPD Impact evaluation Bath Spa University summary report

Introduction

PPD criterion 7 states that providers should:

'Provide specified management information and include an evaluation of the programme's impact on practice in schools.'

This information is required by TDA by 30 November 2007. 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 TDA's report on PPD impact evaluation and the examples of effective practice provided on our website (...) helpful.

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 headline information rather than in the detail 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 can be used to maximum effect.

Provider name: Bath Spa University

SECTION A: EVALUATION OF IMPACT

PART ONE: What kinds of impact?

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

It is clear from the data gathered to date that the PPD programme is continuing to have an impact on the knowledge, understanding and practice of its participants. Impact in the following areas have been reported and are substantiated by some quotes gathered from the impact evaluations running throughout the last academic year.

More reflective and critical of own practice

'I feel as a direct result of the attendance on the TT4101 [Early Years] module I am learning how to reflect critically on my practice and apply my background reading to planning and the teaching methods I use'

Early Years

'Since starting this course I have a much clearer idea of my inner resources, abilities and limits.... This process of self-reflection has helped me to be more self-aware, self-critical and confident'

Wells Cathedral School Middle Leadership Group

'The course of my professional personal learning journey has been altered through my ability to be open to new ideas and sensitive to the need for change when critically reflecting on the issues that are important in education'.

5x5x5=creativity

'I was able to reflect upon the changes we had made to our learning environment and analysed what these changes indicated about our pedagogical thinking, values and principles ... and what factors (relationships, values and attitudes) were important in sustaining our creative collaborative learning community'.

5x5x5=creativity

'This course has made me look at my approach to working with children and how to get them fully engaged with their learning. I make time to listen and show value in what is said'

Bristol Middle Leaders

"VSP has had a dramatic impact on me as a professional as it has made me focus on 'How children learn, not what they learn?' As a result my teaching has improved and the children are taking ownership of their learning"

Vibrant Schools Project

'Reviewed personal values in classroom'

Mentoring and Action Research Module

Updating of teaching expertise, improved knowledge of teaching methods.

'Learnt a lot about presenting science in the Early Years, where I have limited experience'

Science Subject Leaders

'The policies and pedagogical approaches we have looked at have helped me to develop an understanding that the early years curriculum is providing children with an entitlement for their own particular needs. It has been thought provoking and opened my eyes'

Early Years

'The English module has been really refreshing for me as a professional. It has reminded me of the

process skills involved in reading and writing and has also encouraged me to reflect upon the importance of summative and formative assessment'

Primary Core Curriculum

'As a result of the course, I have developed my understanding and knowledge of children and how they learn languages'

Modern Foreign Languages Group

'As a result of gaining a broader understanding – will use coaching skills to allow mentee to reflect on their own understanding and roles instead of directing the learning.'

Mentoring and Action Research Module

Increased subject knowledge, increased confidence and self-esteem.

'This course has enabled me to gain deeper subject knowledge and therefore increased confidence in my role of subject leader'

Science Subject Leaders

'This programme has drastically increased my confidence and improved my communication and decision-making skills'

Hayesfield Middle Leadership Group

'The advice I have received from attending this programme will help me to develop the role of MFL coordinator in the school and raise the level of awareness of the subject as a whole-school focus in the future'

Modern Foreign Languages Group

The course has been very useful in formalising and ordering many ideas that I have thought about over the last few years. I now have more confidence that I have the skills necessary to progress into more senior leadership roles.

Wells Cathedral School Middle Leadership Group

'The course has empowered me. I have found myself stepping into the more of a leadership role sooner than anticipated due to pressures of the Children's Centre. Colleagues have commented on how I have become more assertive.'

Bristol Middle Leaders Group

'This module has certainly been a valuable part of my professional development this academic year. Although I have completed this year, due to working a 0.5 timetable I will not complete my NQT until next July. This does give me more time though to consolidate what I learnt during my PGCE and the MTeach NQT module has given me a helpful framework to start this'

Secondary NQT Module

'The whole process was very refreshing, almost to the point of being exhilarating and has certainly rejuvenated my passion and enthusiasm for teaching – perhaps because I have been learning so intensively myself'

Wiltshire Early Years Advanced Practitioner Group

Informing of leadership styles and strategies, improving leadership skills.

'Feel more able to communicate with, develop and support staff confidently'

Science Subject Leaders

'It [the course] has given me the confidence to realise that I have the capabilities to lead and do the required job successfully.

Wells Cathedral School Middle Leadership Group

Knowledge of action research and the benefits of utilising research in the classroom

'I have found that the action research I completed on my team analysis has greatly helped me to understand the range of personalities and behaviour traits of the people I work with'

Hayesfield Middle Leadership Group

'The study has enabled me to pass on evidence-based recommendations to schools, which gives more credibility to the recommendations and raises the profile of the Learning Support Team as we are more informed for the role of support and challenge'

Wiltshire Support Services Research Group

'Having been introduced to the action research approach, they can use this again in many aspects of their work in the classroom and in their role as teacher researchers.'

Module Tutor Salisbury High School Research Group

'With information gained from action research outcomes from other Team members we can identify common trends and use this to inform the Team for future work especially in relation to continuing professional training'

Wiltshire Support Services

Opportunity for dissemination

'Preparation and disseminating the presentation depicting our study was another valuable opportunity to exchange professional dialogue with colleagues and to learn about the other areas of independent learning investigated'

Wiltshire Support Services

'Valued dialogue with colleagues and exchanging idea'

'Gained support by working with like minded colleagues'

Wells Learning Research Group

This module continues to have a high level of impact on its participants. As an annual project it is possible for participants to share their understandings with the 'next group' as guest speakers, and this catapults the expectations! Many of the comments relate to increased reflection and professional understandings. The participants also noted the impact of talking with each other.'

Module Tutor Wiltshire Early Years Advanced Practitioner Group

The quotes given above are an indicative sample of the quotes that have been gathered to highlight all of the areas of impact above.

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

Data gathered to date indicates that the PPD programme is continuing to impact on the way that participants are relating to and working with their pupils/students. Impact in the following areas have been reported and are substantiated by some of the quotes gathered from the impact evaluations running throughout the last academic year.

Increased opportunity for children to use creativity in their learning

'The 5x5x5 project has encouraged our children to identify their creative abilities. Children have taken staff on a real learning journey highlighting their interests, strengths and the importance of their imagination'

'During this project we have researched ways to encourage positive learning attitudes and develop skills of research, investigation and problem solving in young children. The positive gains we have seen in children's attainment have encouraged us to utilise our research to invigorate our teaching and learning practice throughout the Foundation Stage (and into Key Stage 1). We are developing and testing this philosophy by reassessing the content and delivery of the whole curriculum'

5x5x5=creativity

Increased skills and knowledge

'Putting into place effective elicitation of knowledge allows teachers to teach pupils new skills and knowledge'

Science Subject Leaders

'Through the work on assessment in Art pupils have become more confident in and more adept at

assessing their own work and the work of their peers'
Module Tutor Salisbury High School

'The positive impact upon PSE development was particularly notable with an increase in concentration, a willingness to share and take turns and play/work freely with freedom, enjoyment and enthusiasm rather than conflict, argument and intimidation'
Wiltshire Advanced Practitioners Research Group

'Throughout the year my class have worked hard to be more collaborative in their working and thinking. Now in class they rarely moan about who they have to work with & have enjoyed the opportunity to work with others , share ideas and improve their personal performance'
Vibrant Schools Project

Improvement in attainment

'[I am] improving attainment through focussing on specific areas when carrying out investigations'
Science Subject Leaders

'The impact of the work on lesson design for low attainers on students has been to boost their self-esteem and to significantly enhance their learning'
Module Tutor Salisbury High School

'There is clear evidence that the school has made progress in addressing underachievement that existed at the start of this academic year and previously. The impact of the VSP has contributed to this and in Sept the LA audit commented that , ' the commitment to VSP is embedded in the philosophy of the school and will continue to be a driving force as part of the whole school Improvement Plan'
Vibrant Schools Project

'Designing a range of more practically based activities for the afternoon lessons in Maths has led to an improvement in the attitude and quality of work produced by the students'
Module Tutor Salisbury High School

'The links with the VSP and the story making process have had a positive impact on writing. The children have made progress in writing of two, or more sub levels'
Vibrant Schools Project

'The result of this work was surprisingly instant with a clear, high level of motivation and with a group with a profile of students likely to achieve A-G this is a rarity'*
John Bentley School Research Group

Increases in confidence

'The children have gained confidence and feel successful when they can introduce themselves, ask or respond to questions [in French]'
Modern Foreign Languages

'Increased children's confidence in their own abilities'
Module Tutor Wells Learning Project

'The introduction of personal mentors for staff has increased confidence of teachers; lessons are better planned, more effectively differentiated and are more interesting. Staff are better motivated and enthusiastic arriving at school earlier in the day; their increased enthusiasm has had a direct and positive impact on children's learning as the school is a happier place to learn. Teamwork has improved and cross curricular activities are more common e.g. science day and National Book week; these have resulted in enhancing children's enjoyment and motivation to learn'
Mentoring and Coaching Module

Improvements in attitude and behaviour

'Instituting starts of lessons in Science that involved getting students working on relevant activities as soon as they entered the room has had the effect of calming the students and creating a better learning environment. The impact on learning has been significant as students have settled more quickly and have benefited from the activities themselves'
Module Tutor Salisbury High School

'We very quickly saw a difference in the attitudes of the children towards their learning. They were quickly more motivated and talked more about their learning and we think that this is as a direct result of the profile of learning and BLP being raised across the school'
Vibrant Schools Project

'Implementing the school behaviour policy impacted on children accessing learning'
Primary NQT Module

'Involvement in the project has helped to support positive attitudes towards learning which is shown by the children being excited and enthusiastic in their learning'
Vibrant Schools Project

'I feel that all the things we have put in place as a result of VSP has had a huge impact on the ethos, behaviour and attitudes of the children, as recognized by OFSTED'
Vibrant Schools Project

Increased sense of achievement

'At this stage, I understand that the most important thing is that my class are enjoying developing language skills and they are feeling a real sense of achievement when they realise that they can.'
Modern Foreign Languages

'These ideas were being listened to and praised by myself and were also being acknowledged and accepted by their peers – a powerful experience for the less confident'
Wiltshire Advanced Practitioners

Increased use of pupil voice, pupil reflection

'The references to 'voices heard' reflects the fact that the team used pupil questionnaires and were quite surprised by their findings. They recognise the importance of 'children's voice' and have planned to incorporate it into their new ways of working. The theme of 'greater consistency' refers to the experiences that children with SEN have as they move through schools, which will hopefully have a positive outcome for their learning'
Module Tutor Wiltshire Support Services

'The children in my class were amazed to see that their ideas were directly used in the changes which were subsequently made and are now constantly providing me with suggestions for the role play area and outside area, which we act on straight away!'
Wiltshire Advanced Practitioners Research Group

'By reflecting on learning choices children became more aware of themselves as learners and reflected better on their learning and future needs'
Wells Learning Project

5x5x5 = creativity

Evidence was collected from children involved in the research focus groups to show the following improvements in:

- o *The variety of creative dispositions observed*
- o *Creative thinking and problem solving skills*
- o *Focus on child initiated and independent learning*
- o *Confidence and self esteem*
- o *More creative environments designed by children*

'We can now see evidence of

- *Children developing powerful skills in questioning, problem solving and investigating. They tell us what they want to learn!*
- *Children in control and excited by their learning*
- *Collaboration both with children and adults -working together to solve problems, share resources and ask each other's opinion and advice*
- *Children believing in creative possibilities –an anything is possible culture*
- *Parental support understanding and interest in what children are doing*
- *Children's concentration and interest increased*

- *Children's improved behaviour and increased self-esteem*
- *Children's improved attainment now measurable in Foundation Stage Profile (and KS1 SAT's results which are now above the national average)'*

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

Data gathered to date indicates that the PPD programme is continuing to impact on the way that participants are relating to and working with their colleagues within their schools. Impact in the following areas have been reported and are substantiated by some following quotes gathered from the impact evaluations running throughout the last academic year.

Improved interactions with other colleagues in school and improved relationships with parents

'As a result of being on the course I have a much better relationship with the headteacher and he has shown that he appreciates my contributions to the management of the school. I also have much improved relationships across the school as a result of improved communication and collaboration.'
Bristol Middle Leaders

The majority of NQTs focus on working with other adults as a major element of the module.

'Greater confidence in deployment of support staff'
'Greater knowledge of role of support staff in class, in school and in other schools'
'Setting clear expectations'
'Greater awareness of importance of two way communications systems with support staff'
'Importance of feedback from support staff; this can also impact on future planning'
Primary Newly Qualified Teacher Module

There are many examples in the evaluations, all demonstrating a growing collaboration between other colleagues at school or nursery, particularly collaboration with parents and support staff.

"The planning is now scribed by all the team and not just the teachers".

"Parents have been keen to engage with the idea of schemas"

"The importance of the parental/home partnership has been highlighted and I think our relationships are improving".

Early Years Module

'Parents have been part of this development process, with curriculum maps sent home for each class which details learning muscles to be focused on each term, parents meetings with the whole school staff and governors to discuss aims progress and developments related to BLP and other Vibrant School Aspects'

Vibrant Schools Project

'Through my better understanding of leadership roles and issues I need to be less affiliative with certain members of the department and more authoritative, particularly where the curriculum delivery is concerned'

Hayesfield Middle Leaders Group

I was very pleased with the use of the coaching techniques which allowed me to help a member of staff within the department, to confront some of their anxieties. This has led to them taking a bigger role in the classroom and was instrumental in keeping them at school.

Wells Cathedral School Middle Leaders Group

'It has been useful to work with different people in the team to engage in professional dialogue, sharing ideas and opinions'

Wiltshire Support Services Research Group

'One participant did a presentation to all staff on an INSET day on her research findings on homework. Another member of staff is producing a booklet of resources for all staff to use. The module brought staff together with the common goal of improving practice. The sessions generated

a good professional dialogue. The opportunity to do some peer observations or paired planning was welcomed by teaching staff. Relationships between staff have been improved by the module'
Module Tutor at Salisbury High School

The first task has direct implications on the ways that the NQT works with support staff. It has impact on approaches to team working:

Ensure that support staff feel supported and set time aside to plan, review, and allow time for discussion and feedback.

Set up open working environment so TA can approach NQT and communicate concerns and ideas.

Module Tutor Primary NQT Module

'My head teacher has supported, encouraged and shown great interest in my action research to support independent writing in boys. He has held it up as an example for other members of staff to use and endeavour to raise the profile and standard of writing (particularly in boys) across the school'

Wiltshire Early Years Advanced Practitioners

Improved networking with colleagues across departments/schools

'By making links with these schools, I have been able to raise awareness of the link between one of my schools and one of the other Spanish schools among parents, teachers and the wider community'

Modern Foreign Languages

'Positive impact/ value of working with colleagues (with and beyond own school) who were undertaking the project'

Wells Learning Project

'The group was interesting as they didn't really know each other very well and so one of the advantages of the group meeting was the opportunity to have cross departmental discussions'

John Bentley School Research Group

Formulating school policy

'By being involved in this module I have...started drafting a 'Modern Foreign Languages School Policy', which is adapted to our school and which focuses on a need for continuity and an involvement of every teacher'

Modern Foreign Languages

'Collaboration in school supported understanding and introduction of renewed maths strategy. Ideas and practices were undertaken and developed across school even in classes where teachers weren't directly involved in BSU project'

Wells Learning Project

'I am developing an MFL policy based on the samples shown on the course. I will attend Secondary School liaison meetings as and when they are scheduled and hope to input information from my course where suitable'

Modern Foreign Languages

'Within a short space of time (about 1 ½ school years) our school will turn into a school which offers MFL across the school from one which had a fee-paying club just last year. Having a sustainable approach to the provision of MFL is vital to the development of the subject and the ongoing professional practice of a forward looking school. None of this was happening before I started this course'

Modern Foreign Languages

Updating of practice

'Assessment has changed dramatically particularly for foundation subjects. Following consultation with all teaching all staff concerned we devised a sustainable and easy to manage systems that focus on skills'

Vibrant Schools Project

'The development of a more creative long term curriculum planning tool is an important step forward for the school influenced by the 'Vibrant Schools' messages received and discussed through our

involvement to date'
Vibrant Schools Project

The quotes given above are an indicative sample of the quotes that have been gathered to highlight all of the areas of impact above.

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

Impact on Tutors

*'Their evaluations and impact evaluations have been **inspiring** for me. I look forward to continuing to support them over the next year or two as they continue onto the next stages of their Masters degree'*

EY Module Tutor

Impact on Promotion Prospects

'It has also allowed me to think about what I want from my career. I would like to progress to the role of Deputy head'

'The CPD programme has given me the confidence to seek a leadership role with the local authority as a secondment and I believe that with the knowledge I have gained from the course, I have a strong chance of developing both personally and professionally in a new role'

Hayesfield Middle Leaders

'The main effect of my involvement in this programme has been to make me think about my career. I didn't really think I wanted one! I didn't want the 'hassle' of management and all that it entails, but now I am considering applying for the next round of NPQH!!'

Wells Cathedral School Middle Leaders

'As my understanding of the role of a leader has developed, so has my confidence in being a leader. As a result I have taken up the challenge of becoming part of the Senior Leadership Team'.

'In my interview for my new role I was asked about teams and managing change. I was able to speak confidently about what had been achieved and also about the processes that had helped me to lead. I got the job!'

Bristol Middle Leaders

Exposure to the action research process

'The impact on staff has been significant in that some teachers have been enthused by the action research approach and are keen to continue it, others have said that they find it a difficult way to learn. As a School we have become committed to the action research approach as a means of having a significant impact on teaching and learning'

Module Tutor Salisbury High School

National Recognition of a Local Authority Master's Research Project from BSU's PMP providing evidence of meeting the Every Child Matters outcomes on children

One adult student is a LA parent partnership coordinator working with a team of LA officials, parents of vulnerable learners and teachers. Her MA dissertation project has won the International Professional Development Association's (IPDA) Erika Lovelady annual UK prize. This requires evidence of professional development impact as follows:

- 1 The winner should be a student currently or very recently registered on a degree programme.
- 2 The winning student dissertation, thesis or paper must be based on work that the student is currently undertaking in relation to his/her degree.

3 The student's work should address social and diversity issues, such as disability, special needs, poverty, racism and sexism.

4 The student's work must be able to show how education and professional development can help tackle diversity and social issues.

5 The winning submission should demonstrate new conceptual thinking.

The tutor described the impact of this project as follows:

“(The student) is an employee of the Bath & North East Somerset Local Authority (LA) in the Parent Partnership Service section of Children's Services. (She) is enrolled on the Professional Master's Programme (PMP) at Bath Spa University and has recently completed her final dissertation project entitled “**An Evaluation of Communication between Educational Professionals and Parents and its Impact on Families and Working in Partnership with Parents**”. (She) describes her master's project in her brief abstract as follows:

Over the last forty years, successive Governments have established, through legislation, the need for educational professionals to work in partnership with parents as a means of improving children's educational outcomes. This has resulted in an expansion of the role of educational professionals, requiring different skills to that used with colleagues and children. Parents of children with Special Educational Needs contact Parent Partnership Services when they are experiencing difficulties associated with their children's education, and through such contact, it has become evident that there are aspects of communication that are a hindrance to working effectively in partnership together. This research is evaluating communication between professionals and parents with a view to ascertaining the effects of poor communication on family life, children's educational outcomes, and working in partnership.

This dissertation was completed and submitted for marking in September 2007. I have been (her) supervisor and can attest to the fact that this is a first class piece of work that is having a major impact on both (the student) and all her colleagues across Children's Services within and outside the LA. It attempts to resolve many of the contemporary issues of inter-professional working across Children's Services in the Authority. This has been achieved by researching a common code of communication ethics as professional practice standards founded on Rogerian-type principles. These ethical standards of professional communication traits are intended for all the professionals and helpers working with families and the community and are linked to the social goals and targets set by the Every Child Matters (ECM) and the latest Every Parent Matters government initiatives. There is no doubt that this work more than achieves the Erika Lovelady prize criteria of addressing contemporary social and diversity issues affecting the wider community of parents of children with special educational needs or those parents of generally vulnerable learners. (This student's) original work breaks new ground by linking the ethical paradigms within counselling as a common core communications protocol to be adopted by all professionals working with parents across Children's Services. Her recommendations seek to implement the key findings of this research project into new LA CPD staff training programmes that will then have their impact upon the wider community.”

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?

We collect and analyse data from a variety of sources to both monitor and evaluate the quality of our PPD provision, and its impact on all of the participants involved, e.g., participants, and the institutions and pupils with which they work. The tools used to gather the data are utilised specifically for the PPD programme. Participants¹ are asked to focus on the results of their PPD activity. Sources of this data are listed below:

- **Evaluative feedback from Partnership schools and Local Authorities (LAs):** This is in the form of visits and informal discussion by CPD Consultants with the senior management teams of both schools and/or LAs engaged in each CPD module.
- **Needs analysis** Participants are asked to complete a needs analysis form at the outset of the programme of study. Individual needs are then considered in terms of individual discussions and conversations at various points in the programme, differentiation of tasks to fit the varying professional contexts of the each groups members and through the tutorial support provided for those doing assignments for accreditation
- **Impact evaluation reports:** These are completed by all programme participants in the final session of each module (an example can be seen in appendix A). To date these reports have focussed on the impact of the CPD process on:
 - Teacher practice;
 - School/pupil performance;
 - The classroom experience of both teacher and pupil.To ensure that the completion of this questionnaire does not result in an extra burden on the participants involved we have ensured that the data generated by the form has multiple uses. All programme participants are informed at the start of each module that their impact evaluation report should be utilised for both the departments/schools own self-evaluation report as well as for the teachers own professional reviews and submission to Bath Spa University.
- **Assignments:** Students are required to critically reflect and engage in an educational enquiry related to the workplace with subsequent discussion of such *embedded* impact.
- **Module Tutor reports from CPD Tutors:** These are completed by module tutors at the end of each module. The primary sources of data to inform these reports are the Impact Evaluation reports generated at the end of each module as well as the assessed work of participants. It is the module tutor reports that have been used to formulate the initial part of this annual report.
- **Module Evaluation Forms:** These are completed by participants on an optional basis. The form relates to issues such as tutor support and therefore are administered by the CPD Administration office (an example can be seen in appendix B).
- **Ofsted reports on both Bath Spa University provision and partnership school provision.** To date this source of data is embryonic. The aim is to begin to utilise this form of data collection in the 2007/8 academic year.

¹ Our PPD provision operates under the auspices of BSU's Professional Master's Programme (PMP), which enrolls both QTS (PPD funded) and non-QTS CPD students. We require all our students to complete the impact evaluation report. Thus, we have useful impact evidence of allied non-QTS funded children's services professionals working alongside our PPD funded teachers. Clearly such inter-professional and multidisciplinary CPD is a major asset of the PMP provision and much appreciated by colleagues working across different areas of Children's Services within our LA regional partners. Our PMP team feels that this kind of provision encourages multidisciplinary working and would like to see other forms of equivalent professional funding to the PPD as this encourages the meeting of the Every Child Matter's government objectives and outcomes for children.

- **Research seminars:** Students that have recently completed the Master's programme are encouraged to participate and present at the PMP research seminar series. This forum provides an opportunity to disseminate good practice. From Academic Year 2007-08 there will be an annual research conference day to disseminate applied teacher research projects.

PART THREE: Implications for your provision

Q3a: How have you already responded to your evaluation of impact in the current academic year (2007-8)?

As a part of the Module Tutor report all tutors are required to review the responses to the individual impact reports for their groups and to assess the need for developments to each of their modules.

This results in an ongoing cyclical process of self improvement. For example the evaluation of the Wiltshire Advanced Practitioners course 2006/7 has highlighted the need to refine the assessment modes to make them more closely correlate to the professional learning tasks. It is hoped that this will lead to increased submission rates for the 2007/8 academic year.

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

It has been agreed that a full review of the way that we gather analyse impact data will be undertaken in the 2007/8 academic year. Currently data analysis is completed without the use of data analysis software due to resource issues². It has been agreed that over the 2007/8 academic year this will be investigated in line with best practice and published literature in the field. Trends of impact are hard to predict at the moment as this is only the second report for the PPD scheme. Once we get to the end of the second triennial round of PPD we will have a series of 6 annual reports and can start to look at longitudinal trends of our CPD participants. Through the ESCalate southwest regional Impact study (led by BSU via the South West Regional Group for Professional Development (SWRGPD)) we have been able to compare and contrast TDA PPD Impact Evaluation Reports across at least 4 major PPD partnerships across the southwest of England. This has opened our eyes regarding the diversity of different approaches towards collecting and analysing such evidence. One key finding so far established is the principle of designing-in impact into the CPD work-based learning processes. Thus, several providers including ourselves have developed professional learning tasks that enable '**formative impact**' to take place dynamically within programmes, as opposed to '**summative impact**' required as a passive outcome of CPD activity. Such 'formative impact' represents a CPD instructional design policy of considering impact as '**Impact-for-Learning**' and represents a major shift in thinking regarding the nature of CPD. Such CPD that embeds impact into practice can be understood as a proactive form of work-based learning from which the Impact evidence base can be regarded as a new approach for instigating and disseminating applied educational research. This was recommended by the OECD (2002) in its report on educational research in England and the need to fund and direct policy towards 'useful' research that would impact upon England's schools. Thus, HEI partners can provide not only a useful accreditation service but also the means to develop and disseminate best practice applied educational research in schools working with teachers as critical researchers of their own practice.

² There is no doubt that Impact Evaluation is a valuable CPD process. Indeed, the quality of Impact Evaluation evidence analysis using Higher Education partnership resources is potentially very valuable. However, the current PPD funding doesn't stretch to the extended short-term and longitudinal analysis that we feel would be useful for the TDA and DCSF to gather and inform CPD policy and practice. Our lead work through the ESCalate southwest Impact research exercise has also been valuable and provided some useful interim recommendations regarding research instruments, processes and the long-term study of impact as a form of applied educational research. We would recommend additional PPD funding to enable a higher quality research methodology and approach for systematising and embedding impact evaluation as a part of an applied educational research. Thus, we might have an extended remit for the 'Collaboration and Impact Research' fund. We note that the TDA has not requested or audited the amount of time invested in this task by partnerships.

SECTION B: COLLABORATIVE FUNDING

Q4a: Please provide a breakdown of how the collaborative funding for 06-07 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 06-07?

Once again the CPD team have noted that this post and its associated responsibilities, including those in relation to the monitoring of quality and the generation of impact data have allowed them to spend more time in the work-place discussing prospective projects with schools, LA's and Affiliated Field Consultants. They recognise that 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.

The Professional Master's Programme had its six-yearly internal university QA review last November 2006 and this provision (including the valuable support from the CPD QA Project Manager funded out of the collaborative provision) received the following commendations by the academic office panel that included two external assessors from other similar National PPD partnership schemes:

The PMP QA review team were particularly impressed with the following:

- the shared vision and values of provision held by all of the team
- the national profile of the provision
- the flexible and responsive attitude of the team, and their needs-driven approach to recruitment of students
- the evidence that individual staff development leads to improvement of the provision, both in terms of curriculum and of quality
- the progress made in reporting of the impact of the provision on students' personal and vocational development
- the role and function of Affiliated Consultants and Tutors, especially with regard to their affect on the impact of provision (as above)
- the energy and thoughtfulness of the subject team in the light of the challenges that they face.

TT4860 Work Based Action Enquiry 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 module, and the impact that this has had on your practice, your team, and the children you engage with (where this is relevant). **It is important to reference your reflections to direct evidence wherever possible**

Name:

Date

What has been the effect of your involvement in this module on your professionalism?

(Personal & professional skills/knowledge/attributes/attitudes/role/ purpose)

(200 words)

This module has had a significant impact on myself as a professional

STRONGLY
DISAGREE

DISAGREE

NEUTRAL

AGREE

STRONGLY
AGREE

What actions have you taken or plan to take that have had or will have a direct bearing on the way that you approach and do your work?
(Actions taken in relation to wider context: team role; leadership role; support role; school or community)
(200 words)

This module has had a significant impact on the wider context in which I work

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
-------------------	----------	---------	-------	----------------

How have your actions had a direct impact on the quality and effectiveness of children's learning, achievement & attainment? (200 words)

This module has had a significant impact on children's learning, achievement and attainment

STRONGLY
DISAGREE

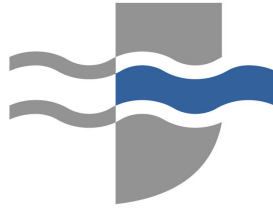
DISAGREE

NEUTRAL

AGREE

STRONGLY
AGREE

General Comment on Outcomes or Impact in relation to your stated professional needs analysis at the start of the programme.



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?

Please return this completed sheet to Alison Denning **no later than the end September 2007.**

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

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

Or by post to:

Angharad Jones
PPD programme officer
Training and Development Agency (TDA) for Schools
151 Buckingham Palace Road
London
SW1W 9SS