



Evaluation of CPD providers in England 2010-2011

Report for School Leaders

This report provides a snapshot of the range of current CPD provision in England, where it stands in relation to the evidence base on effective CPD, and how much it costs. Its contents will help you as a school gain an insight into the current market, and base your decisions when selecting CPD on an understanding of what is available more widely

The research project was commissioned by the Training and Development Agency for Schools (TDA) in England and carried out by the Centre for the Use of Research and Evidence in Education (CUREE)

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Other reports of findings from the same project can be found on the CUREE website and on the TDA website

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Executive Summary

CPD is in a state of turbulence. On the one hand central, free and subsidised provision is disappearing, as are local CPD brokers in the form of many local authority services. On the other, schools are being encouraged and (modestly) funded to provide more CPD support for each other. Budget pressures meanwhile force everyone to consider every penny of expenditure more carefully. In this new world, schools will need to develop a more sophisticated understanding of the nature of good quality CPD, of how to differentiate types of CPD for the range of school and teacher needs they are looking to address, and of whether the CPD they are considering represents value for money.

This report provides a snapshot of the range of current CPD provision in England, where it stands in relation to the evidence base on effective CPD, and how much it costs. Its contents will help you as a school gain an insight into the current market, and base your decisions when selecting CPD on an understanding of what is available more widely.

Background

TDA commissioned CUREE to conduct an evaluation of CPD provision promoted via its national CPD database in the first year of its operation March 2010 – March 2011. The evaluation was designed to be formative – assisting providers to reflect on their provision and ways to take it forward, as well as providing an overview of the range of provision and providers on the CPD database. It also looked at the extent to which the various elements of the code of practice were reflected in provision.

Dimensions

The sample included a total of 75 examples of provision from 75 providers, and the evaluation based on an analysis of documentary evidence, interviews with key individuals, comments from participants, and an observation of a typical CPD event, the selection of which we negotiated with the provider.

Key findings

- Overall the majority of provision incorporated the majority of activity recommended by the code, but with variations.
- Areas of strong practice included collaboration, informing participants about the demands of the CPD and assessment/accreditation, eliciting participant feedback and using the outcomes to inform future planning.
- Areas where there was less evidence of practice, or of less developed practice, included needs analysis, supporting teachers to consider the impact of their CPD on outcomes for their learners, and monitoring application, participant and completion data.
- Average charges across providers on the whole reflected the depth of participants' engagement with professional learning and development the provision was geared towards, but the costs of that provision that individual providers passed onto participants (and so schools) fluctuated greatly.
- In-school provision enabled certain elements of the code to be carried out in more depth, such as aligning the CPD with participant needs and school development, and supporting participants to make the link between their professional learning and their pupils learning.

Background

Following the launch of its national CPD database in October 2009, TDA commissioned CUREE to conduct an evaluation of the provision being advertised on it. In total, we observed 75 examples of CPD practice for schools, representing a wide range of types of provision, types of provider, focus, and target audience.

The criteria for the evaluation were based on the 33 elements of the TDA's code of practice. We collected evidence for all elements, but focused on four in particular as being key to assessing the effectiveness of practice. These were that high quality CPD will:

- take account of evidence that CPD that is **collaborative** and sustained is likely to have more significant and lasting impact on practice;
- help improve **outcomes for children and young people**;
- be based on effective **needs analysis**, and
- encourage participants to be **reflective practitioners** and use their learning to inform their professional judgements.

For each of these key areas, we created benchmarks based on research evidence, which indicated degrees of sophistication in the design and delivery of the CPD (see Appendix D: *Benchmarks*). We report here our findings of the CPD provision we saw in relation to the benchmarks¹.

Interpreting the evidence from the evaluation

There are two ways of reading the outcomes of our observations.

Firstly, the benchmarks represent an assessment of the degree of sophistication of the programme goals embedded in the design, and the depth in which this enables participants to engage with and integrate new knowledge and approaches into existing practice. The goal descriptors encompass a range of four levels: ‘informing’, ‘influencing’, ‘embedding’, and ‘transforming’. In many cases the CPD only set out to support the first steps on this learning pathway. A half-day workshop is more likely to be at ‘informing’ or ‘influencing’ because the provider does not have a lot of scope for supporting development over time, but on its own terms may be carried out to a high standard. If the provision is about updating practitioners with new legislation or exam regulations, this may be an entirely appropriate form of CPD. On the other hand, if the CPD is intended to support significant and far reaching professional learning and substantial enhancement of pupil learning, schools will be looking for CPD with ‘embedding’ or ‘transforming’ goals and processes that support learning at that level.

As a purchaser of CPD, the question you will ask is what you want out of the CPD: what will practitioners know and be able to do as a result of it, and with what degree of intensity will they need to engage in professional learning and development in order to achieve this? Your answer to these questions – which will vary from case to case – will help you interpret our findings in relation to the amount of provision we identified at each of the four goals, and use this to consider your appraisal of the value of the CPD opportunities you are offered.

Secondly, for some components there is a high incidence of provision where practices indicated as important in the code of practice and benchmarks were ‘not observed’ - either directly by fieldworkers or indirectly via other evidence offered by providers. This suggests that this may be an area where there is a need to raise levels of awareness about the importance of the aspects of CPD in question amongst providers.

How well were providers doing in the key areas of effective CPD?

When observing provision, we focussed in on four elements of the TDA’s code of practice, because of the large body of evidence identifying these as key for CPD to be effective. These were:

- take account of evidence that CPD that is **collaborative** and sustained is likely to have more significant and lasting impact on practice;
- help improve **outcomes for children and young people**;
- be based on effective **needs analysis**, and
- encourage participants to be **reflective practitioners** and use their learning to inform their professional judgements.

We created benchmarks for each of the key areas, broken down into three components, helping us describe practice in detail. The benchmark ‘*help improve outcomes for children and young people*’, for example, consists of the components:

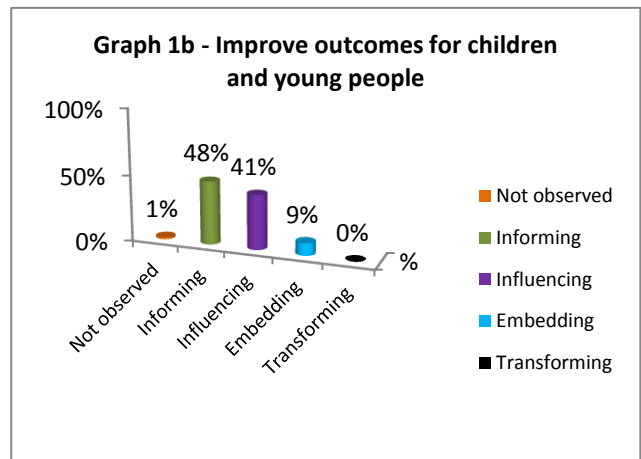
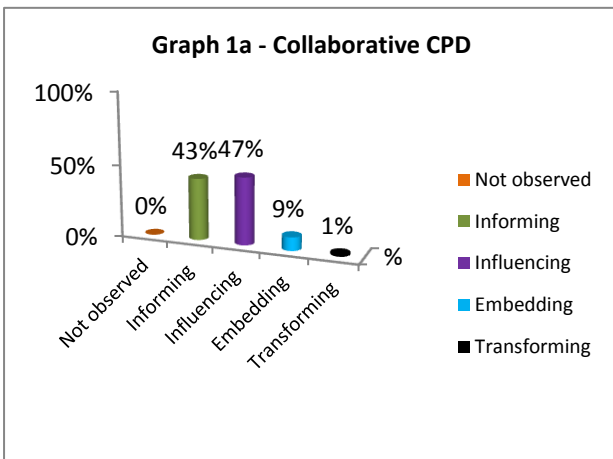
¹ For a full description of the background to the project see Appendix A: *Background and approach to the evaluation*.

- linking participant and student/workplace development needs;
- linking the content and delivery methods of CPD with learner outcomes, and
- supporting participants to assess CPD impact on student learning.

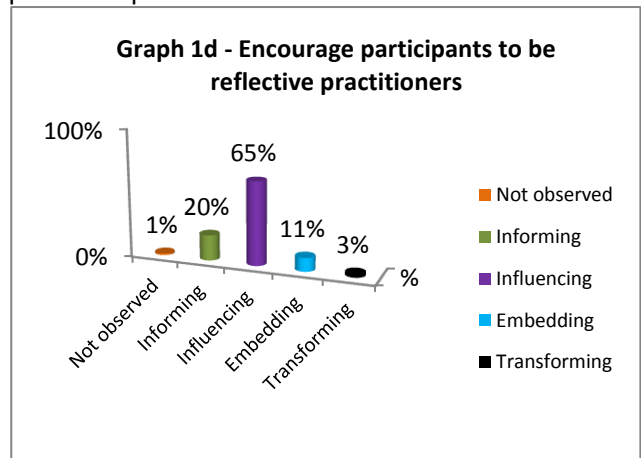
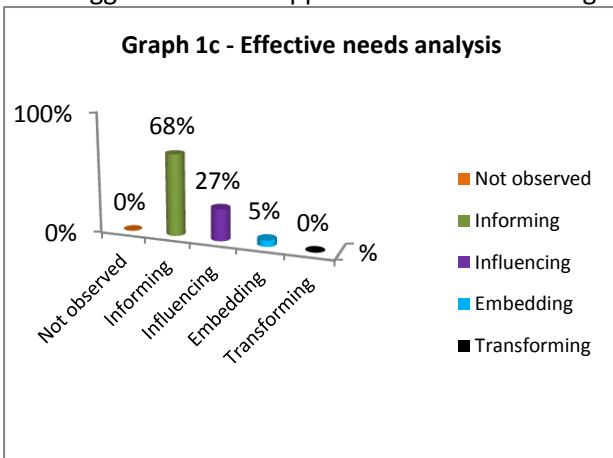
We then analysed our findings for each benchmark as a whole, aggregating across the three components for each, but could also look more closely at what was happening at component level, to understand in detail the nature of practice across the sample. We report both forms of analysis here.

Aggregated findings at benchmark level

Two things are immediately noticeable from the distribution of practice across goals at the aggregated level, as represented in graphs 1a – 1d. Firstly, in nearly all cases providers were making arrangements in at least some of their provision which meant these elements featured in some form. Secondly, much of the provision is bunched around the ‘informing’, ‘influencing’ end of the spectrum – in only one case was more than 10% of provision in each of the key areas beyond ‘influencing’. Worth noting here too, however, is that on the whole, provision geared to ‘informing’ and ‘influencing’ practice involved less cash outlay, than more sophisticated provision (see graphs 3a – 3d below).



This suggests schools’ opportunities for accessing support from providers on the TDA database are



limited, if they are seeking CPD which involves embedded or transformational development, and that schools looking for CPD at these levels need to consider carefully the offer of providers and the follow up and preparatory support they provide in school to ensure that participants’ experiences are as good as they need to be. But it should also be noted in this context that:

- In reality much of this provision is offered to schools on an open access basis so the nature of the in-school learning environment and mechanisms for supporting and tracking staff learning will have a strong influence on whether the CPD experiences of participants are in fact embedded or transformational. Effective schools build a professional learning environment in school that provides the support that needs to be wrapped around short episodes of specialist external contributions. So whilst the direct provision may not in itself offer this support it may nonetheless provide an all important specialist foundation.
- Many of these programmes are designed to make deep and therefore scarce specialist expertise available to schools on a cost effective basis
- Much of the provision we saw was designed as a small scale contribution to development in wider ranging fields and programmes of development,
- Those that did make a more embedded contribution were sometimes, but by no means always, programmes commissioned, for example, from local consultants, and so more precisely tailored to individual needs.

Findings at component level

Collaboration – within the three component strands

Collaboration with colleagues supports effective learning on several levels: it enables participants to engage in learning dialogues, provides much needed support to sustain the professional learner through times of vulnerability when experimenting with new practice, as well as practical support, for example through peer observation. There is also a large body of evidence showing the importance of collaboration for effective CPD. The evidence from our sample was that providers on the whole understood the value of collaboration and organised activities in some form which encouraged dialogue and collaborative learning – in only 3% of provision was this not a feature of direct CPD activity. The majority of practice (68%) was at ‘influencing’ level, where the facilitator arranged activities for pair/group work and discussions at a number of points in the session.

Influencing – collaborative activities during the session - illustrated snapshot

The facilitator arranged pair and small group discussions frequently during the observed session. These collaborative activities lasted typically for 5 to 15 minutes, during which participants reflected on and shared experiences of their role as a SENCO. As the session was one of a series, participants summarised what they had learnt from the course and the impact it was having on their work as SENCO. Participants also explored potential challenges through role play.

Not surprisingly, providers did more to encourage collaboration within the CPD event, than beyond it. In 15% of provision, facilitators had nothing in place to encourage collaboration back in the workplace. At the basic ‘informing’ level (39%), facilitators suggested drawing on support from colleagues. At ‘embedding’ and ‘transforming’ levels, the provider ensured participants worked in collaboration with others, for example through action research, the identification of a mentor in the workplace, or by making it a requirement for two colleagues from the same school to attend the CPD together.

Linking with learner outcomes – within the three component strands

The majority of providers had strategies and activities in place which helped participants understand their professional learning in relation to their workplace development and/or learner needs, so they could make links between the two at a generic level. However, when it came to equipping and supporting participants to understand how their change in practice was affecting pupil learning, 27%

Embedding – supporting participants to assess CPD impact – illustrated snapshot

All participants received a ‘record of CPD’ form, which required them to:

- *reflect on the content of the course;*
- *record up to four actions they will take following the session, and note what they anticipated the benefits to be for themselves and their students;*
- *reflect after a 3-6 month interval what they had done, what they would have done differently and why, and*
- *explore how their practice had changed and what impact this had had on their students’ learning, attitudes and/or behaviour.*

of providers, where we would have expected to see this², had no strategies in place. There was also no ‘transforming’ practice for this component. At the ‘influencing’ level (33%), the facilitator invited participants to consider what aspect of the CPD they would try out in their context and the links with pupil learning. At ‘embedding’ level (16%), providers put in place specific activities which meant

participants focused on changes in pupil learning as an explicit measure of the impact of the CPD on their changing practice. This might be in the form of enquiry, action research or follow up, pupil oriented coaching or mentoring.

Needs analysis – within the three component strands

With regard to needs analysis, we considered not only what providers did before and at the beginning of the provision to match participants’ needs with the shape and content of the programme, but also what steps the provider took to identify what learning the participant should focus on beyond the programme/event. We included this

Embedding – assessing future learning needs – illustrated snapshot

During the course the tutor accessed participants’ portfolios and assessed their progress. The tutor identified learning needs and provided individual feedback on where improvements needed to be made.

component because of the evidence that CPD needs to be sustained in order to be effective, but also because of the contribution it makes to supporting a culture of professional learning in the participants’ setting. This was the least developed component in provision across the piece: in 49% of cases there was nothing in place for participants to assess their future learning needs. There was also no ‘transforming’ practice for this component. At ‘informing’ level (29%), the facilitator discussed with participants what future learning needs might be on completing the CPD. At ‘embedding’ level (7%) there was a formal process in place for assessment of future needs, as illustrated in the example above.

It is also worth noting that *linking participant and workplace/participant needs*, was the component with most practice at the informing level, i.e. collection of basic information on participants. This may be explained by an assumption on the part of many providers that needs analysis is already taking place in schools; that schools identify for themselves whether the CPD the provider is offering is suitable or not to address those needs, and that further needs analysis would be to waste time, given that the school and/or participants have already chosen to spend in this way.

² Where provision was ‘informing’ overall, for example if the focus was on understanding examination processes, we considered linking professional learning with pupil outcomes not always appropriate and so excluded these providers from a judgement on this component. This was the case for 23% of the sample.

Certainly in feedback, several providers took the view that as long as they were clear about the content of the CPD, participants would select the provision based on their and their school's understanding of their own needs. Nevertheless, we came across examples of participants believing the provision was not what they had anticipated, or that they had been erroneously sent on a course, indicating that there is room in some cases for schools and providers to liaise more closely on needs analysis.

Transforming – illustrated snapshot

The provider conducted an audit with the head teacher on the state of the art curriculum and teaching skills in the school and developed an improvement plan in collaboration with school staff, linking CPD for individual members of staff with overall curriculum development.

When provision was geared to transforming practice (5%), the provider undertook detailed diagnostic activity with participants and their schools, and then tailored provision in response, as illustrated in the example.

Reflection – within the three component strands

In 56% of cases facilitators introduced participants to underlying theory at 'influencing' level only, making reference to why a particular practice was important, for example based on research or legislation, but not engaging participants thinking at depth. This did occur at 'embedding' level in 28% of provision, and at 'transforming' level, where participants revisited underlying theory on several occasions and considered its application in different contexts, in 9% of provision. The illustrated example³ shows what this looked like at 'transforming' level. In 7% of provision facilitators did not introduce participants to the underlying theory for

Transforming – exploring underpinning rationale/theory – illustrated snapshot

At the beginning of the course participants were introduced to the concept of 'big ideas', as a way of creating conceptually rich learning opportunities. Over the course of the programme, tutors supported participants to make links between the subject and pedagogic content knowledge and big ideas – for example, the role of questioning to explore and extend students' understanding. When tutors conducted scheduled observations with participants, they gave feedback generally as well as on how the practice related to big ideas.

Transforming – considering/planning for application in own context – illustrated snapshot

Participants had planned and implemented a coaching project between CPD meetings, and were supported to assess its impact. In a workshop participants talked through their project with their group, while a 'listener' made notes and played back what they had heard. The discussion followed a structure of key themes: 'discover, dream, design, destiny' set out on a powerpoint slide.

implementing the practice that was the focus of the CPD and why it is important. This matters because evidence from the EPPi CPD reviews⁴ show that failure to understand how and why practice works leads to surface level adoption of practice only. This results in practice that is either not sustained or inappropriately assimilated. For example, the teacher, lacking the knowledge of underpinning principles uses only surface features or techniques and/or fails to refine the approach appropriately for their

own pupils or community. They talk the talk without walking the walk, meaning new approaches suggested by CPD often fail to have the impact they have in other contexts.

In 24% of provision, facilitators led participants to consider application of the new practice in their context (reflection) at 'informing' level, usually through discussion. However, in 13% of cases there was no consideration of implementation of the practice in participants' own context – indicating an assumption on the part of facilitators that teachers would do this anyway. More extended CPD

³ In this section we provide a selection of examples of practice from across the provision we observed. You can find a full set of illustrated examples at each goal for each component in appendix E.

⁴ <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=274>

provided an opportunity for ‘transforming’ practice in this area (although it did not always occur in extended CPD). The illustrated example above shows how.

How closely were providers adhering to other areas of the code of practice?

For each of the elements of the code of practice (see Appendix A: *Code of Practice*), field workers collected a range of evidence indicating the extent to which they were a part of the provision observed. We then analysed the frequency with which different elements of the code were enacted across the 75 examples of practice. We report in this section the extent to which elements of the code of practice, other than the four key benchmark areas already described, were present in the provision we observed.

Out of the six groups of elements of the code of practice (Guiding principles, Promotion, Planning, Delivery, Monitoring and Evaluation), it was for Promotion that our sample provision most frequently provided examples of practice. Providers found Planning, Monitoring and Evaluation more challenging: some elements of the code of practice grouped under these headings could be absent from as much as 20% of the provision we observed – these are listed below.

Individual elements of the code of practice which were being **enacted most** (i.e. where we had evidence that less than 1% of the sample cohort was not following the particular element) included:

Promotion

- The CPD provider will:
 - indicate any additional demands on participants’ time where relevant;
 - provide details of assessment procedures to be used if the participants are to be assessed , and
 - provide details of accreditation and routes of progression if appropriate.

Delivery

- The provider will:
 - ensure materials used are of high standard , and
 - ensure the venue is well-prepared, organised, equipped and comfortable, optimising the conditions for learning .

Evaluation

- The provider will:
 - provide participants with the opportunity to comment on the quality of the CPD and suggest ways in which it might be improved to meet the aims more effectively. information gleaned from this exercise must inform future planning and development of the content and delivery of provision.

Elements of the code of practice which were **enacted least** (ie where we had evidence that more than 20% of the sample provision did not include that element) were:

Planning

- The provider should agree with the individual:
 - the needs that are to be addressed;
 - the success criteria, in terms of the quality of the CPD itself, and
 - the success criteria in terms of the objectives set after needs identification.

Monitoring

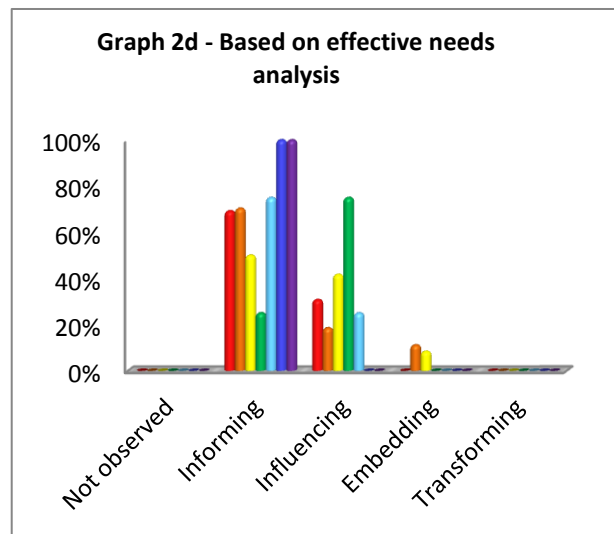
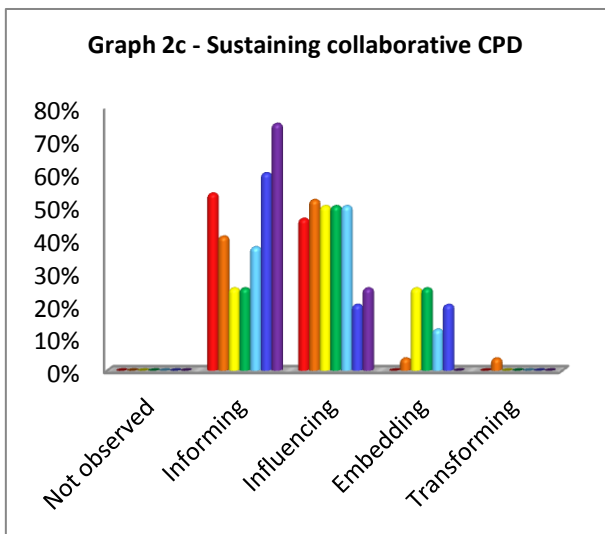
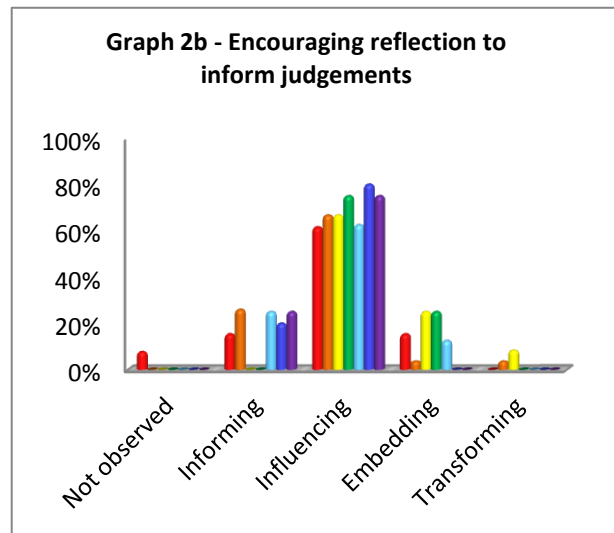
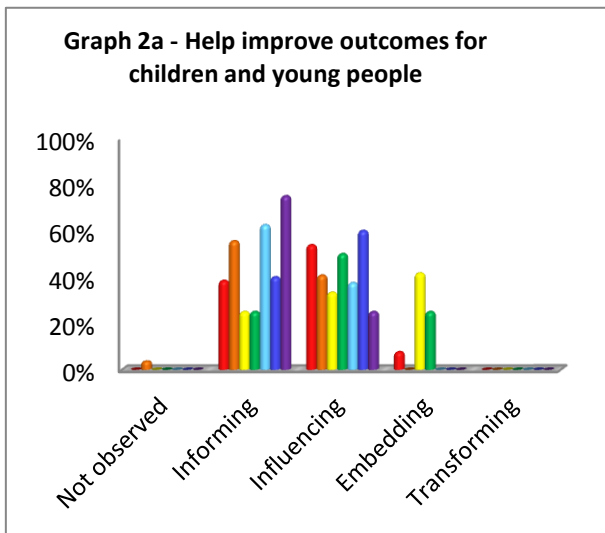
- The provider will gather performance data such as:
 - application, participation and completion in terms of gender, ethnicity and disability.
 -

Evaluation

- The provider will:
 - provide a framework for considering the impact of the CPD on outcomes for children and young people.

Were different types of providers more or less likely to offer provision appropriate for different goals?

On the whole, different provider types followed a regular pattern for the distribution of provision across the goals of each benchmark. However, as can be seen from the graphs 2a – 2d, there were some interesting deviations from the trend.



●	Charitable organisation	●	Consultant / private company
●	National/Professional organisations	●	HEI
●	LA	●	Subject association
●	Other		

Graphs 2a to 2d – Type of provider and provision at different goals.

In interpreting the graphs it is important to bear in mind the percentages are not based on equivalent sample sizes. In particular, the sample size of one group (consultant/private company), at 27 is considerably larger than the others, and the sample size of schools at 2, and HEIs and subject associations at 4 each, smaller than the others (see Appendix E: Sample size and distribution). In addition, we included two schools in the provider sample, and report on our findings for this provision below.

What we describe here are the outcomes for our sample of provision being advertised on the TDA CPD database for each provider type. We have no knowledge of how representative provision on the TDA CPD database is of the pattern of provision nationally.

Of the 17 examples of transforming practice we identified at component level, eight were delivered by providers describing themselves as private organisations or consultants on the database, seven by national organisations, and two by charitable organisations. When we aggregated goals at the benchmark level, 8% of national organisations and 4% of private providers had transforming provision in terms of encouraging reflection to inform judgements, and 4% of private providers had transforming provision in the key area of collaboration.

While half of HEI provision was evaluated as geared towards influencing practice, it is noticeable that HEI provision was represented at the embedding level on three of the four benchmarks, the exception being in the area of needs analysis. The strengths may be indicative of the more involved nature of programmes HEIs provide, in particular providing support for identifying links between developing practice and student learning, for example through action research. The lack of focus on needs analysis may relate to the emphasis in Higher Education on working towards relatively absolute and pre determined levels of academic achievement rather than on building incrementally on learners' identified starting points and to the expectation that as a post graduate learner, needs assessment is a question for professional learners themselves.

Subject associations tended to cluster around informing on all benchmarks, except '*encouraging reflection to inform judgements*', where they followed the trend of being mostly at influencing. This might reflect a focus on developing subject content knowledge for further development in school rather than pedagogic skills.

While the sample size for schools is too small (2) to draw conclusions from, it is puzzling that the provision was at informing level for both schools in the area of 'help improve outcomes for children and young people', especially as schools may be considered the provider with most contact with the ultimate beneficiaries of CPD, the pupils themselves. A possible explanation is that schools take for granted teachers' disposition and ability to connect their own development and learning to its impact on learners, rather than problematising the need for teachers to develop all aspects of their skills set as a professional learner.

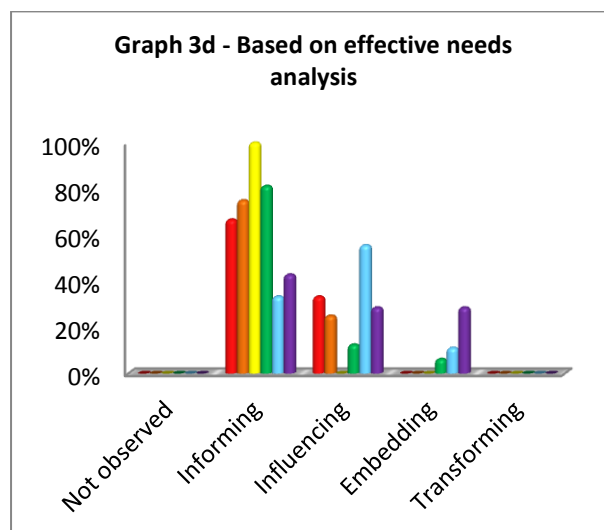
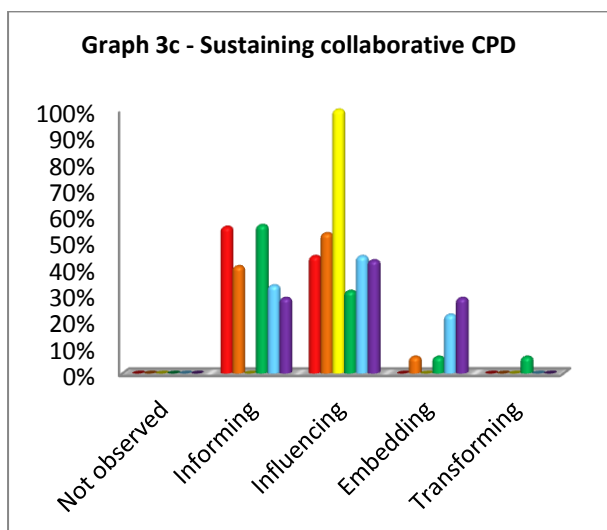
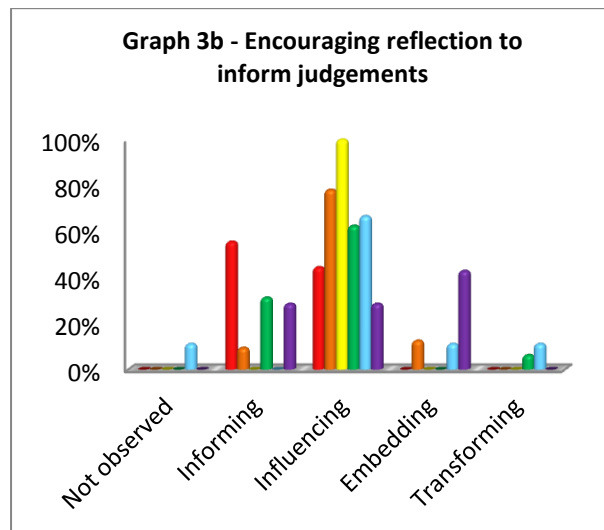
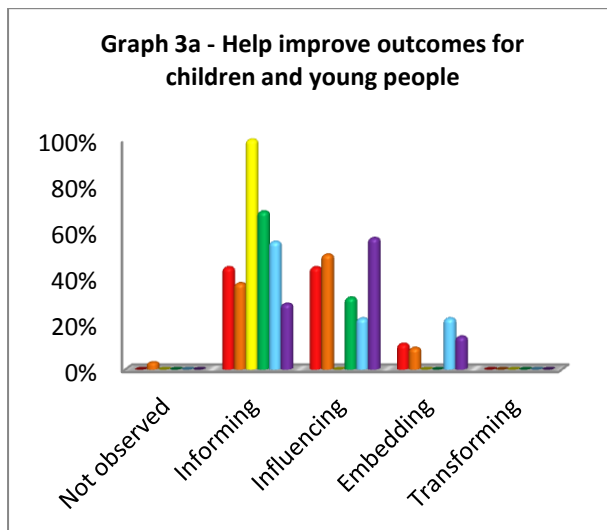
Did the amount of contact time reflect the depth of engagement participants could expect?

To a certain extent the amount of contact time facilitators spent with participants reflected the depth of engagement (goals) participants could expect. However, the data suggest that this was not always a reliable indication of the goals provision would be geared towards. Most striking are the instances where eight days or more contact time was associated with practice limited to no more than informing. Providers offering eight days or more contact time did not appear to be taking advantage of the extended time to develop collaboration, reflection, or making connections with pupil learning beyond informing in nearly a third of the provision observed, or to develop needs analysis beyond informing in 43% of the provision observed.

At the other extreme, half a day or less of contact time did not necessarily mean that participant engagement was at the shallow end of informing. In all four key areas, short CPD sessions could be

at influencing, and in the case of making links with pupil learning nearly a tenth of provision was at embedding.

On the whole, however, there needed to be multiple days of contact time for provision to be at embedding or transforming. But it is worth noticing that a small number of providers were achieving transforming practice for some components with no more than seven days contact time.



●	half a day or less	●	one day
●	between one and two days	●	2-3 days
●	4-7 days	●	8 days or more

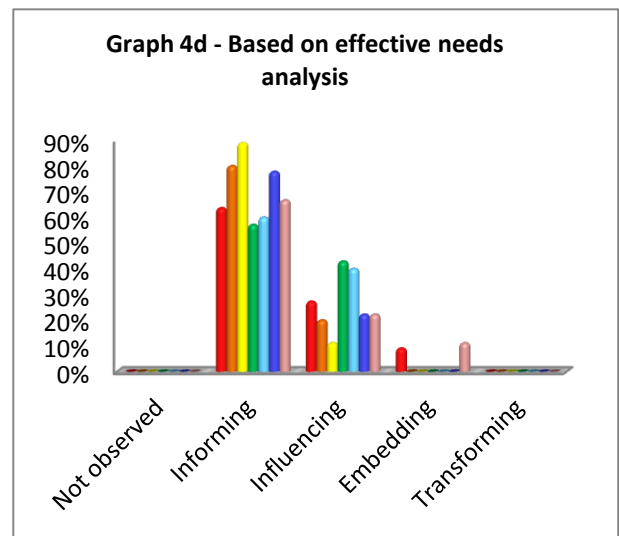
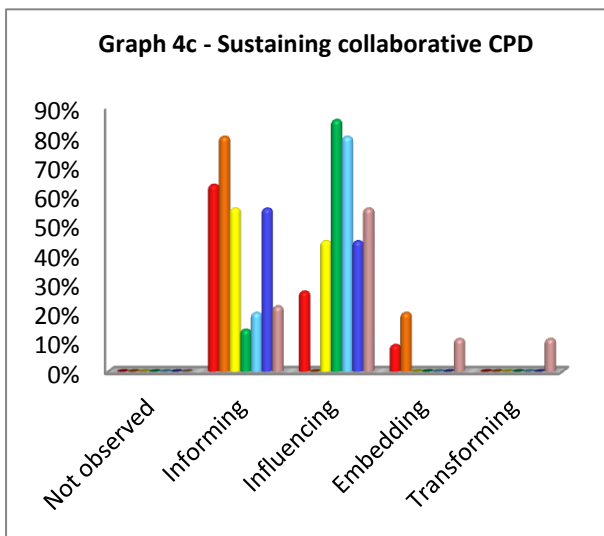
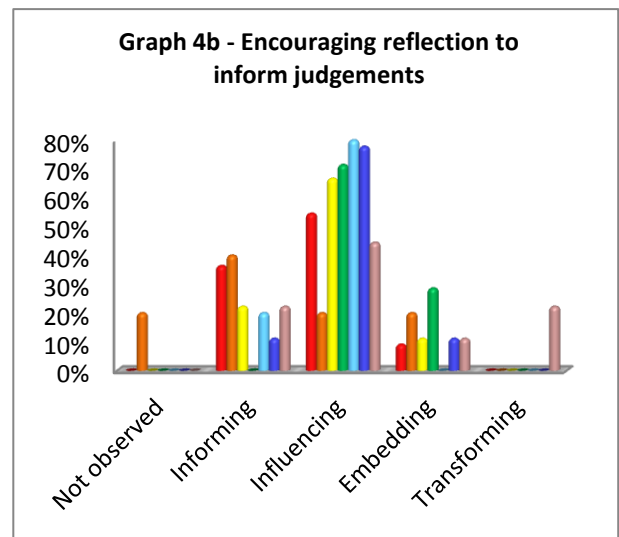
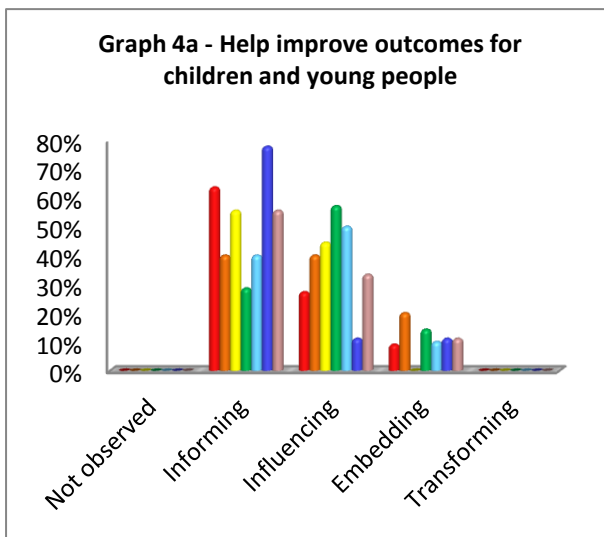
Graphs 3a to 3d – Contact time and provision at different goals







Was the cost of provision likely to reflect the goals providers were working towards?

We did not set out to carry out a cost-benefit analysis or even to collect cost data. But as the project unfolded, we became aware of a wide range of costs for different types of provision, which seemed to us significant. We therefore collected, for all of our sample, basic information on the cash outlay to the school per delegate for attending the CPD, an analysis of which we show tentatively here. It is

important to note that we did not include subsidised provision in the analysis because of the difficulty this presented in assessing the true cash outlay per delegate. The number of providers included in this analysis therefore was 61. It provides no more than an indication in ball park terms the charges per delegate providers are currently setting for different types of provision, and is based on limited data.

The main message to emerge from our findings is that cash outlay is a poor indicator of the depth of learning the CPD will provide. While only the highest cash outlay (£500 or more) secured provision geared to supporting transformation of practice, much other provision was also charged at £500 or more. In the case of linking with pupil learning, 50% of provision which was charged at £500 or more was geared to informing practice, and on one quarter of provision at that charge, participants could expect only the simplest approach to collaboration.



	up to £50		£51 - £100
	£101-£150		£151-£300
	£301-£500		over £500

Graphs 4a to 4d – Cost range and goals of provision

Degrees of sophistication in needs analysis were more or less the same regardless of the cash outlay for the provision. While roughly 10% of provision costing £500 or more was at embedding in the area of needs analysis, more provision at £500 and over was at informing, in percentage terms, than provision which charged £101 – £150.

To give an overall idea of how much provision cost at different goals, we calculated the average cash outlay per delegate for all unsubsidised provision operating towards different goals, and represent this in table 1.

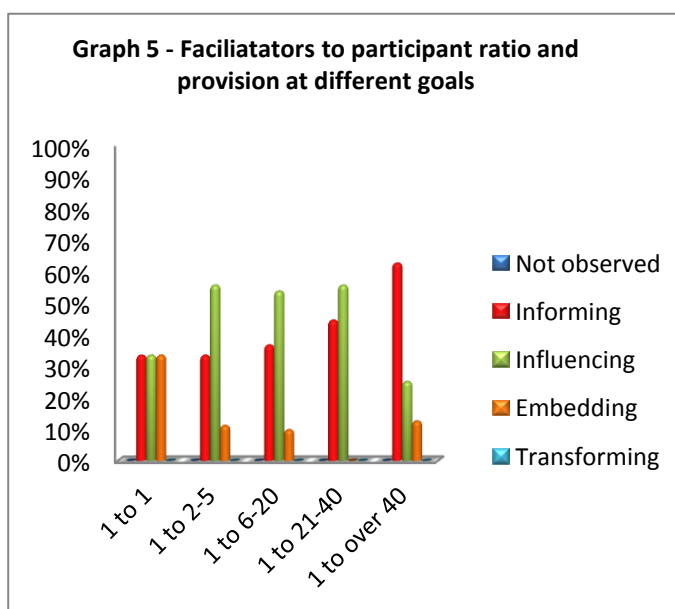
	Average cash outlay per delegate	Provision with lowest cash outlay per delegate	Provision with highest cash outlay per delegate
Informing	£246	£15	£750
Influencing	£288	£24	£1,350
Embedding	£467	£130	£690

Table 1 – Cost range and goals of provision

The figures indicate that while there might be an increase in the average cash cost across providers in line with progressing degrees of sophistication of the CPD, the cost of that provision that different providers pass onto participants fluctuates greatly.

Was the facilitator-participant ratio likely to reflect the goals providers were working towards?

The trend shows that provision that is likely to be geared to informing practice is also very likely to involve higher numbers of participants to facilitators: 63% of provision where there was a ratio of one facilitator for every 40 or more participants was geared to informing practice. However, a smaller ratio was not a guarantee that provision would provider deeper engagement with the CPD. It was interesting to note especially that of the three instances of one-to-one provision we observed, one was at informing, one at influencing, and one at embedding. At the other end of the spectrum one provider was delivering provision geared towards embedding where the ratio was one facilitator to 40+ participants.



What did in-school provision look like?

We observed six examples of in-school provision. By this we mean provision planned with school leaders and targeted at their school's development, as opposed simply to provision which took place on school premises. Often practice which was observed in in-school provision differed little from out

of school CPD, however some in-school provision did have distinguishing features, which we describe below.

Helping improve outcomes for children and young people

When facilitators worked in-school they were in a position to model practice with participants' own learners, so participants could observe in action not only the teaching practice that was the focus of the CPD, but also how their learners responded to this. For example:

- In one provision the facilitator modelled an art lesson for a primary NQT she was working with as part of the whole school development of the arts curriculum. The facilitator and participant focussed on how other curriculum areas, such as history and literacy, could be integrated into the art lesson. The facilitator also supported participants to link their learning with their pupils' learning by providing them with an audit based on the art curriculum – participants ticked off each element when they had evidence pupils had developed specific skills.
- The provider offered follow up sessions in two of the three schools whose teachers attended the INSET to model her approach in the classroom and work with individual members of staff and their groups on aspects of the approach which they were trying to embed in their context.

Encourage participants to be reflective practitioners and use their learning to inform their professional judgements

In-school provision meant that facilitators were well placed to support participants' reflection over time in close relation to their classroom practice. The following examples illustrate this:

- Observing the facilitator modelling a lesson with the participant's own pupils, prompted the participant to reflect on her own practice. She noticed in particular the time the facilitator was allowing pupils to think and formulate answers, without losing their attention or control of the class, and identified timing as an area she would look to develop.
- To help participants develop and refine their practice as they work towards their accreditation, provider tutors regularly observed them and offered feedback. On the day of the researcher visit, the feedback to the participants about their practice covered areas such as supporting and challenging individual learners, sharing attention between them, working with other colleagues in the classroom (as this was a special school, staff to pupil ratio was very high); and use of humour and body language.
- Each of the units involved participants undertaking reading and then developing and showing their understanding through different activities, including providing definitions, summarising and evaluating policies and structures in their school, etc. Following the observed session, the participant was due to have a 'professional conversation' with the tutor over the phone, in which the tutor asked questions about their reading for a specific unit, in order to deepen their understanding and develop their professional skills.

Take account of evidence that CPD that is collaborative and sustained is likely to have more significant and lasting impact on practice

While much of the CPD provision observed for the evaluation included recommendations and sometimes activities for collaborative professional learning, facilitators in-school were able to foster collaboration on an ongoing basis and in response to learning needs as they arose.

- The CPD was part of an ongoing project to develop and integrate the art curriculum. The facilitator arranged joint planning sessions with teachers at the beginning of each term, and conducted whole school staff development sessions.

- The participants worked with their mentors – teachers/other experienced colleagues in their school – as part of the course arrangements. Their mentors supported the participants in their learning and completion of their assignments on a day-to-day basis. During the observed session, the tutor was making specific suggestions about how the participant could work with the teacher when either observing their practice or being observed.

Base CPD on effective needs analysis

Needs analysis, when conducted in-school, meant that the aims of the CPD for individuals could be informed by school strategic objectives. Facilitators were also better placed to review with participants the next step of their learning on an ongoing basis.

- The provider conducted an audit together with the head teacher and art co-ordinator at the beginning of her engagement with the school, in which they identified where staff needed to develop skills in teaching art. During the planning conversations with the art co-ordinator and individual teachers, the facilitator assessed teachers' starting points and based on this helped plan staff and curriculum development.
- Course learning aims are defined in accordance with the professional standards, to enable participants achieve a qualification. The generic learning aims are specified as expected learning outcomes for each of the units. During provider visits to participants' schools, such as the one observed, specifications/next steps are identified for each participant, supporting them on their personalised learning journey. Documentary analysis suggests that learning objectives are agreed with participants at every stage. During the observed session, the participant could comment on the amount of new content to be covered in the coming weeks, and agree the deadline for submitting the assignment and the next visit date.

Implications for selecting and building on CPD provision

The majority of the provision we observed was at the informing/influencing end of the spectrum, suggesting schools might need to take particular care in selecting CPD if what they need is professional learning and development that will embed or transform practice. *What are your current arrangements for assessing the depth of learning the CPD you buy will provide your colleagues? If you currently use length of course and/or cost as a guide, you might want in addition to probe providers on the content of provision and the learning processes, particularly in the four benchmark areas.*

Nearly all providers were making arrangements for and supporting collaborative learning in one form or another. There was a tendency for this to be promoted more during provision than as a process to extend beyond it. *To what extent do you currently rely on/expect providers to arrange for collaborative learning once colleagues are back in the workplace? Do you make arrangements yourself which could tessellate with collaborative activities on courses? Would there be value in you discussing collaboration specifically with your CPD providers to make the most out of opportunities both of you can provide for peer support?*

While in most cases providers helped participants understand the links between their own professional learning and their students' learning at a generic level, e.g. by citing the research evidence on which the provision was based, they were less likely to equip them to assess the impact of their CPD through a focus on learner outcomes or to help participants think about their own classroom evidence that could link the two. *Do you have processes in place which means when staff return from CPD they explore the connections between their changing practice and their learners? Are there examples of provision your staff have experienced where there have been useful activities and resources for explaining impacts on learners which you could use more widely? When*

commissioning or buying CPD you might wish to ask providers explicitly about intended outcomes for learners of your staff attending the provision so you can track them.

Needs analysis on the whole was an underdeveloped area of provision – several providers felt the onus was on schools and participants to select provision according to their needs as they understood them. However, there were also examples of sophisticated approaches to needs analysis, such as audits of staff skills in conjunction with school development. *What links do you currently make between your staff development needs and the selection process for CPD? Are you explicit about where CPD matches needs identified in performance review, for example? If your CPD provider does not invite you to provide information beyond the basics, is there room for a discussion in any case, where you check back with the provider about why your staff are attending the provision, what they want out of it, and whether the provider agrees it is appropriate?*

Understanding the rationale and/or underlying theory for a particular practice means practitioners are better equipped to adapt practice to their particular circumstances. Sometimes if practices are easy to grasp and uncontroversial, it is enough that providers describe underlying theory, but if the rationale for new practice runs against existing beliefs or is counter-intuitive, providers need to prompt participants' reflection at a deeper and more sustained level. *To what extent do your colleagues return from CPD provision able to explain the theory/underlying rationale for the practice they have been introduced to? You might provide opportunities for them to do so in your own evaluation processes, or in debriefing or dissemination sessions.*

The outlay per delegate fluctuated greatly for different provision geared towards similar goals. *What were the goals for the provision you have paid for recently geared to according to the benchmarks set out here? How did you know if the provision was good value for money or not? You might compare the cost of the provision with the average per delegate outlay from the sample in this evaluation as a rough guide to this.*

Appendix A: Background and approach to the evaluation

Purpose and scope of the evaluation

The Training and Development Agency for Schools (TDA) launched its national CPD database in October 2009 – providing schools with a single source of information on a range of deliverers of CPD and their provision. Since then more than 1,000 providers have registered their CPD on it.

CPD providers are required to register and agree to a code of practice prior to adding provision to the database. The code itself (Appendix B) is informed by international evidence about effective CPD, and was developed by the TDA in collaboration with a number of partner organisations and stakeholders.

TDA commissioned CUREE to design and conduct an evaluation of provision on the database in the first year of its operation (March 2010 – March 2011). In conducting the evaluation we set out to:

- create an overview of the range of provision and providers on the database;
- assess how practice related to the code, and develop an understanding of how providers engaged with the code, and
- support providers to engage with the evidence about effective CPD, to reflect on their provision in the light of this, and to build their capacity for self-evaluation.

There is an extremely wide variety of providers and provision represented on the database. Providers could be anything from private sole traders to international organisations, schools to universities. Provision ranged from one-hour twilight sessions to whole year programmes. Appendix C: *Thick description of providers on the database*, sets this out in detail. We therefore designed an evaluation framework that would be flexible enough to encompass this range, and reflect in an appropriately calibrated way the different types of provision we were looking at. In all, we looked at examples of provision from 75 providers.

Four key areas of the code of practice

The code of practice covers the whole range of areas providers need to pay attention to when arranging CPD: from considerations of the quality of content and delivery, to ensuring appropriate venue facilities. In all, the code covers 33 such areas. Our documentary analysis explores the range of provision across these areas, but we selected four areas, which the international research⁵ indicated were key for ensuring good quality CPD, for in-depth analysis. These were the four ‘general principles’ from the code, that high quality CPD will:

- help improve outcomes for children and young people;
- encourage participants to be reflective practitioners and use their learning to inform their professional judgements;
- take account of evidence that CPD that is collaborative and sustained is likely to have more significant and lasting impact on practice, *and*
- be based on effective needs analysis.

Benchmarking

In order to ensure consistency of analysis across providers and over the course of the evaluation, we created benchmarks for each of the four key areas. Each benchmark consists of three components,

⁵ In particular we drew on evidence from large scale reviews on the EPPI database, <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=274> and the Best Evidence Synthesis database, <http://www.educationcounts.govt.nz/publications/series/2515>

helping us describe practice in detail. The benchmark *'help improve outcomes for children and young people'*, for example, is broken down into the three components:

- linking participant and student/workplace development needs
- linking the content and delivery methods of CPD with learner outcomes,
- supporting participants to assess CPD impact on student learning.

We then described the practice we observed relating to each component and aligned it with one of four 'goal' descriptors, designed to reflect the different depths of goal and activity encompassed within the provision we were exploring. The goal descriptors covered a four point range to describe the depth of engagement which the CPD provided participants. In broad terms, the range consisted of:

- 'informing' – drawing participants attention to new knowledge and considerations in implementing new practice;
- 'influencing' – actively engaging participants with new knowledge, assessment of their starting points and considering application;
- 'embedding' – engaging participants in depth and through a range of activities with new knowledge, assessment of their starting points, and planning of application, and
- 'transforming' - equipping participants to take control of their own learning, both within and after the CPD provision.

As an example, the table below illustrates what the goal progression looks like for the component *'help improve outcomes for children and young people: linking participant and student/workplace development needs'*:

informing	influencing	embedding	transforming
Signpost how the focus and context of the CPD opportunity <i>relate to needs</i> and development in the <i>workplace</i> and/or of participants' <i>learners</i>	Encourage participants to <i>reflect</i> , in the light of the CPD focus, on <i>their</i> needs in the context of the <i>workplace priorities</i> and/or specific <i>learner outcomes</i>	Introduce <i>activities</i> for participants to reflect explicitly on their <i>learners' needs and starting points</i> to <i>identify</i> their professional <i>development priorities</i> in relation to the focus of the CPD	Equip participants with <i>tools and skills</i> to identify what and how <i>learner outcomes</i> would be improved through <i>participants' professional learning</i> related to the focus of the CPD opportunity and their development of practice.

The goals were not designed as a continuum of quality, but rather to reflect the different degrees of engagement in professional learning and development which the CPD provided. In this way, we were able appropriately to encompass in the evaluation the range of different types of provision - from one-hour twilight sessions right through to whole-year courses with many hours contact time. The full range of goal descriptors can be found in the Appendix D: *Benchmarks*.

Nature of the evidence

In total we looked at 75 examples of provision from 75 providers. In order to involve as broad a range of providers as possible in the evaluation, we focussed data collection for each on an analysis of documentary evidence, interviews with key individuals, comments from participants, and an observation of a typical CPD event, the selection of which we negotiated with the provider.

We used the evidence we collected to assess which of the goal descriptors for each of the components the provision best reflected. We also noted that a component was 'not observed' where there was evidence that this was not taking place in the provision. We then checked our evidence and interpretation with the provider, inviting them to provide additional evidence where they felt it would affect the judgement, before preparing a final version of the report to send to TDA.

We inputted the judgements and descriptions of practice for the four key areas into a database, along with information about the provider, the provision we saw, and concerning the other areas of the code. We were interested to know in particular if provision was set at different goals depending on:

- the type of provider;
- the amount of provider input / contact time;
- the cost of the provision, and
- facilitator to participant ratio.

In relation to cost, we set out to establish an overall sense of whether the cost of programmes reflected the goals the provision was set towards (informing, influencing etc).

Limitations

We describe below the outcomes of our analysis of the data we collected, as a way of understanding in broad brush stroke terms what provision looks like nationally. We do not present it as a definitive portrait of provision, not least because we only looked at one example of practice, sometimes selected from 100s of events that the provider was offering. Rather the analysis illustrates the range of approaches to CPD being offered to schools through the TDA database during the 2010-2011 academic year, and in so doing acts as a starting point for:

- gaining perspective on what users might expect when commissioning CPD, and
- helping providers understand where their provision stands in relation to other similar providers and provision.

Field workers made a judgement about which goal to apply for each of the three components within the benchmark. In order to ensure consistency of judgements, each report was checked and commented on by a colleague through a process of peer moderation, and then quality assured by a member of the senior project team. In providing an overview of our multi-layered data we have averaged out the judgements to come to a single goal for that key area of CPD. This averaging process had the result of rounding off the extremes of 'not observed' and 'transforming' when it comes to describing outcomes at benchmark/key area level. We set out below how much provision related to which goal descriptor for each of the four benchmarks, but also indicate the degree to which certain aspects of the practice was absent from provision. We did this by giving the number of times we identified it was not taking place at component level.

Appendix B: Code of practice

Code of practice for providers of continuing professional development

Purpose

This code of practice sets out the responsibilities of continuing professional development (CPD) providers in the promotion, planning, delivery, monitoring, assessment and evaluation of the CPD they deliver. It makes explicit the expectations held by the TDA and participants.

Definition of CPD

CPD consists of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice.

Guiding principles

This code of practice is based on the principles that high quality CPD will:

- support the effective operation of the performance review process;
- be based on good practice in teaching and learning;
- equip participants to bring about sustainable improvement in their own performance;
- help improve outcomes for children and young people;
- take account of current and relevant Government and national education policies and priorities;
- encourage participants to be reflective practitioners and use their learning to inform their professional judgements;
- take account of evidence that CPD that is collaborative and sustained is likely to have more significant and lasting impact on practice;
- be based on relevant professional and occupational standards, where appropriate;
- be based on current research and inspection evidence, where appropriate;
- include consideration of how gender, race, socio-economic and other equality dimensions affect teaching, learning and behaviour;
- provide stimulus for further CPD, and
- be based on effective needs analysis.

Upholding the code

All CPD providers listed on the TDA's national database of CPD provision are expected to uphold the behaviours outlined in this code of practice. The TDA will monitor adherence to the code through an on-going, independent evaluation of a sample of CPD providers and opportunities. The TDA reserves the right to review the performance of any provider in respect of its compliance with the provisions of the code.

Code of practice for providers

1. Promotion

The CPD provider will:

- communicate clearly all necessary information to enable potential participants to make informed decisions about the suitability of the professional development opportunities offered. This includes the purpose, aims and learning objectives of the CPD, details of costs, venues, timings and any terms and conditions of booking;
- provide details of people delivering the opportunities where relevant;
- indicate any additional demands on participants' time (whilst ensuring that opportunities are organised effectively to keep any additional demands to a minimum);
- provide details of assessment procedures to be used if the participants are to be assessed, and
- provide details of accreditation and routes of progression if appropriate.

2. Planning

The provider should agree with the individual:

- the needs that are to be addressed;
- how special requirements of participants (such as disability, diet, prior learning/knowledge) will be met, and
- the success criteria, in terms of:
 - the quality of the CPD activity itself
 - the objectives set after needs identification, and
 - the expected benefits for individual participants.

3. Delivery

The provider will:

- ensure the method of delivery is communicated clearly, is appropriate to the subject matter of the development activity and supports effective learning;
- provide flexible access and reduce barriers to learning;
- differentiate delivery to take account of the different needs of the participants;
- in the case of extended CPD activity, exercise flexibility to meet the emerging needs of participants;
- ensure delivery by those with the necessary experience, expertise and skills;
- ensure materials used are of a high standard;
- support participants to consider ways of sharing their learning with colleagues where appropriate, and
- where relevant, ensure the venue is well-prepared, organised, equipped and comfortable, optimising the conditions for learning.

4. Monitoring

The provider will gather performance data such as:

- the frequency with which the aims and objectives of the CPD are met, and
- application, participation and completion in terms of gender, ethnicity and disability.

5. Evaluation

The provider will:

- have in place procedures whereby the school or individual, with the provider, can evaluate the extent to which the CPD has been successful in meeting the needs of individual participants;
- provide a framework for considering the impact of the CPD on outcomes for children and young people, and
- provide participants with the opportunity to comment on the quality of the CPD and suggest ways in which it might be improved to meet the aims more effectively. Information gleaned from this exercise must inform future planning and development of the content and delivery of provision.

Appendix C: Thick description of providers on the database

The thick descriptions have been created based on the analysis of the data recorded by the providers in the publicly available TDA CPD providers' database in April 2010.

Charities

There are 24 charitable organisations currently registered on the database. 46% of them are located in the south (London and south east); 25% are located in the western part of the country (north west, West Midlands and south west) and 21% in the eastern part (north east, Yorkshire, east and East Midlands). One provider (4%) is located in Wales and 1 provider (4%) is located in Scotland.

Most charities (58%) offered between one and five CPD opportunities; a significant minority (38%) registered between 6 and 20 opportunities; one provider registered 40 CPD provisions.

Around 13% of charitable providers did not specify the delivery method and 25% did not indicate the target audience in the descriptions of their CPD opportunities, so all the percentages below are calculated for the providers who stated such information explicitly.

21 charities (88%) specified the delivery mode for their CPD opportunities. 20 providers (95% of those who indicated the place and methods of delivery) offered their CPD opportunities either at their own premises or at a venue other than the participants' schools. One provider offered an opportunity for online learning and four providers offered school-based delivery in addition to the CPD provision at providers' own premises/other non-school venue. One provider offered only school-based CPD provision.

Face-to-face courses were offered by the majority of the charitable organisations (81%). About one fifth (19%) of the charitable providers registered conferences and 'other' opportunities as their CPD provision. Coaching and mentoring, collaborative learning and consultancy were each offered by one charitable organisation.

17 charitable providers (71%) indicated the target audience for their CPD opportunities. Most of the provision (89%⁶) was aimed at teaching staff, followed by support staff (72%). 44% of CPD opportunities was aimed at senior leadership and management.

Colleges

There are only 2 colleges currently registered on the database, one of which is located in the south (south east) and the other in the east (Yorkshire).

One provider offered a single CPD opportunity; the other offered six opportunities.

One provider did not specify the delivery method or the target audience in the descriptions of its CPD opportunities. The other provider offered its CPD opportunities as a face-to-face course either at its own premises or at a venue other than the participants' schools.

Only one of the providers indicated the target audience for its CPD opportunities. 100% of its provision was aimed at support staff.

Consultants

There are 21 consultants currently registered on the database. 14% of them are located in the south (London and south east); 52% are located in the western part of the country (north west, south west and West Midlands); and 33% in the eastern part (north east, Yorkshire, east and East Midlands).

Most consultants (76%) offered between one and five CPD opportunities; 14% offered between 6 and 10 opportunities; and 10% offered between 11 and 20 opportunities.

⁶ Most opportunities are aimed at more than one target audience

All of the consultants specified the delivery mode for their CPD opportunities. 12 providers (57%) offered their CPD opportunities either at their own premises or at a venue other than the participants' schools. 11 consultants (52%) offered school-based opportunities, and of those four also offered non-school-based CPD provision. One provider offered only online/distance learning.

38% of the consultants provided face-to-face courses. Four (19%) consultants registered conferences and two (10%) offered 'other' opportunities as their CPD provision. consultancy and work-based learning were offered by 14%. Facilitation was offered by 19% of consultants. Coaching and mentoring, collaborative learning and consultancy were each offered by 1 consultant (5% of this category).

19 consultants (79%) indicated the target audience for their CPD opportunities. A large majority of the provision (95%) was aimed at teaching staff, followed by senior leadership and management (84%) and support staff (74%). 12 providers (63% of those who indicated the target audience) offered CPD provision which was suitable for senior leadership and management, support staff and teaching staff.

Government bodies

Six organisations (3% of the providers) registered themselves on the database as government bodies. Four of them are based in the south (London and the south east); the other two organisations are located in the East Midlands and the West Midlands.

Four out of six government bodies (66%) offered between one and five CPD opportunities; one provider's offer fell within the six – 10 opportunities' band. One government body offered more than 10 but less than 20 CPD opportunities.

All the providers who identified themselves as government bodies had specified the method of delivery and the target audiences for their CPD provision.

Most of the providers (five out of six, or 83%) offered CPD opportunities at their own premises or at a venue other than the participants' schools. Three government organisations (50% of providers of this type) offered on-line CPD provision; two of these were in addition to the CPD opportunities offered at the provider or other venue. No providers offered any opportunities to be delivered at participants' own schools.

Face-to-face courses were offered by 66% of the government organisations registered on the database. Other methods of delivery, offered by one provider (17%) each, were conferences, observation/placements and professional study.

All the providers of this type identified teachers as the audience for their CPD opportunities. 83% of them also targeted senior management and 50% - support staff.

Higher education institutions

28 providers (13%) registered on the CPD database identified themselves as HEIs. Five of them (18%) are located in the south (London and south east); Nine (32%) in the west (north west, West Midlands and south west); 13 (46%) in the east (north east, Yorkshire, east and East Midlands) and one in Ireland.

Most of the HEI providers (68%) offered between one and five CPD opportunities; 18% offered between 11 and 20; 11% between six and 10, and one provider offered more than 20 opportunities.

All the providers of this type had specified the method of delivery and the target audiences for their CPD provision.

Around two thirds (68%) of the providers offered CPD opportunities at their own premises or at a venue other than the participants' schools. On-line provision and delivery in participants' own schools were offered by five (18%) of HEI providers respectively.

Half of the providers (50%) offered face-to-face courses; 14% offered conferences; 11% - work-based learning; 7% facilitation and other, non-specified, methods of delivery; 3% offered consultancy and professional study.

HEI providers targeted their provision mainly at teachers (54%) and senior management (50%). Support staff was identified as the audience for the CPD opportunities by 39% of the HEI providers.

Local authorities

Twenty local authorities are registered on the TDA database, making up 10% of the CPD providers. One of them (5%) is in the south (south east); 12 (60%) are in the western part of England (north west, West Midlands and south west), and 7 providers (35%) are in the east (north east, Yorkshire, east and East Midlands).

Most providers in this category (55%) offer more than 20 CPD opportunities. 35% of local authorities registered between one and five opportunities. One provider offered between six and 10; and one provider registered more than 10 but less than 20 CPD offers.

Around 15% of the providers in this category did not specify the delivery method and 30% did not indicate the target audience in the descriptions of their CPD opportunities, so all the percentages below are calculated for the providers who stated such information explicitly.

15 providers (88%) indicated that the CPD provision was offered at their venue, and 3 of them (18%) delivered CPD at participants' schools. Online provision was offered by one local authority.

Thirteen providers (76%) chose face-to-face courses as their delivery method. Seven providers (41%) offered conferences. Professional study, facilitation and work-based learning were offered by one provider each. Four providers did not specify their provision, identifying it as 'other'.

Most of the providers targeted their provision at support staff (79%), teachers (71%) and to a lesser extent, senior management (50%).

National organisations

There are 18 national organisations currently registered on the database. 28% of them are located in the south (London and south east); 28% are located in the western part of the country (north west, West Midlands and south west); and 39% are located in the eastern part of the country (north east, Yorkshire, east and East Midlands). One provider (6%) is located in Scotland.

Most national organisations (56%) offered more than 20 CPD opportunities. 22% of providers offered between six and 10 opportunities. 11% offered between one and five, and between 11 and 20 opportunities.

All of the providers specified the delivery mode for their CPD opportunities. A significant majority (89%) of national organisations delivered their CPD opportunities either at their own premises or at a venue other than at the participants' schools. 11% of providers offered online/distance learning and 6% offered school-based delivery. One provider offered an opportunity for online learning in addition to non-school-based CPD provision.

A significant majority (89%) of national organisations offered face-to-face courses. One provider (6%) offered conferences in addition to face-to-face courses. Facilitation and work-based learning were each offered by one national organisation (6% of the providers respectively).

All of the providers indicated the target audience for their CPD opportunities. Most of the provision (94%) was aimed at teaching staff; followed by support staff (78%); and senior leadership and

management (39%). Six providers (33%) offered CPD provision which was suitable for senior leadership and management, support staff and teaching staff.

Private companies

There are 64 private companies registered on the database – 31% of the total. 20% are located in the south (London and south east); 42% in the west (north west, West Midlands, and south west); 33% in the east (north east, Yorkshire, East Midlands and east), and 5% in other countries of the UK (Scotland and Ireland).

The large minority of private companies (48%) offered one to five CPD opportunities; 19% offered six to 10; 17% offered 11 to 20, and the remaining 16% offered more than 20 opportunities.

All but a small minority of private providers (8%) specified the mode of CPD delivery. Most common was for CPD to be delivered at the provider (64%), followed by in-school (27%), and online (22%).

Over half of the provision (58%) was via face-to-face courses, followed by conferences (10%), collaborative learning (8%), and work-based learning (7%). A small proportion of opportunities were registered as facilitation (5%), coaching and mentoring (3%), action research (3%) and consultancy (3%).

Private companies targeted audiences across the range of school staff – 84% made provision for teaching staff, 76% for support staff, and 69% for senior management.

Professional associations

There are three professional associations currently registered on the database. Two thirds are located in the south (London and south east) and one third is located in the East Midlands.

Two (67%) of the professional associations offered between one and five CPD opportunities and the third (33%) offered between six and 10 CPD opportunities.

One of the providers did not include the delivery mode for their CPD opportunities. One provider offered school-based delivery and one provider offered both online learning and CPD provision at the provider's own premises/other non-school venue.

One provider offered face-to-face courses and one provider offered work-based learning.

All three professional associations indicated the target audience for their CPD opportunities. 67% of the provision was aimed at senior leadership and management, support staff and teaching staff. one provider offered CPD provision which was suitable for all three groups.

Schools

There is only one school currently registered on the database, and is located in the south east.

The provider offered a single CPD opportunity as a school-based provision in the form of collaborative learning.

The provider did not specify the target audience in the descriptions of its CPD opportunities.

Subject associations

4% of the providers on the database are subject associations. Four of them (44%) are based in the south (London and the south east); two (22%) in the west (West Midlands and south west), and three (33%) in the east (north east, Yorkshire, east and East Midlands).

45% of the subject associations offered between 11 and 20 CPD opportunities; 33% - five or less; 22% of subject associations registered more than 20 CPD opportunities.

All the providers of this type had specified the method of delivery and the target audiences for their CPD provision.

Most subject associations (89%) offered their CPD opportunities either at their own premises or at venues other than the participants' schools. On-line provision and CPD at participants' own schools were offered by equal numbers (22%) of providers of this type.

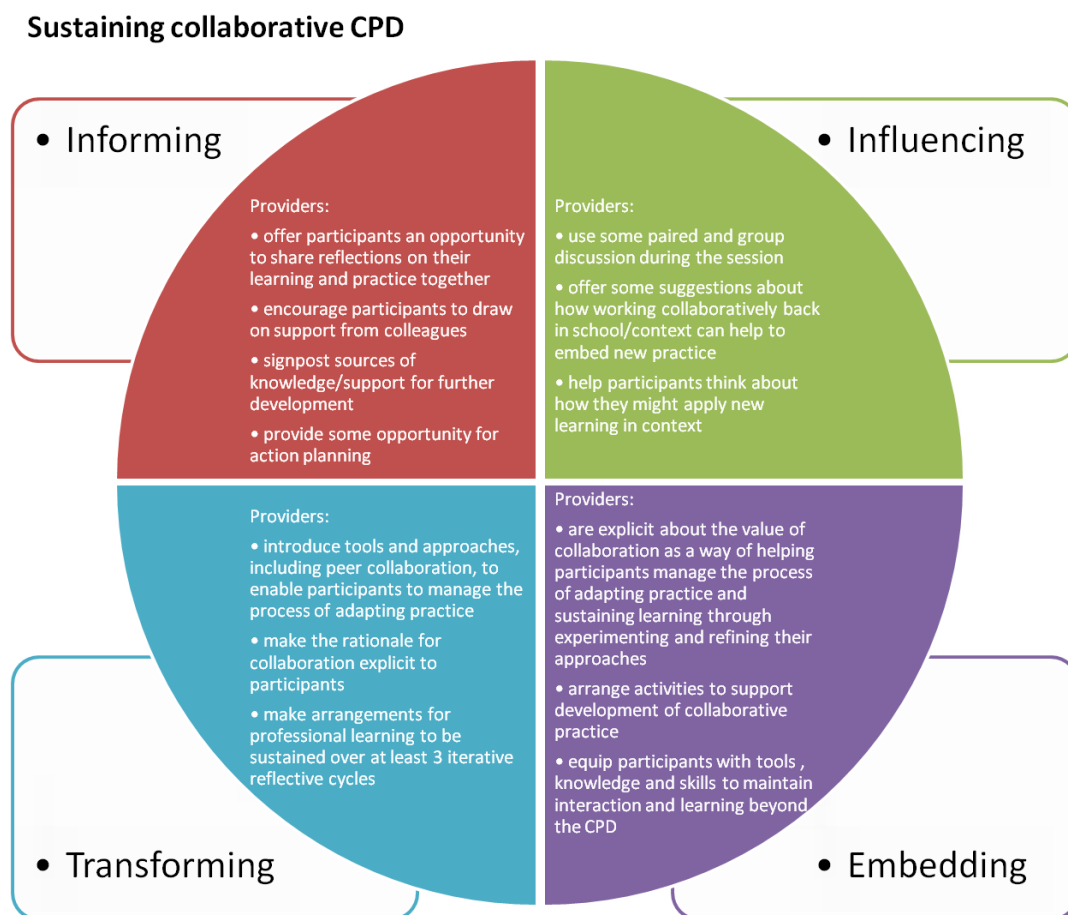
Face-to-face courses were offered by 67% of the subject associations registered on the database. Three providers (33%) offered conferences. Work-based learning and non-specified provision ('other') were offered by one provider each.

All of the providers of this type identified teachers as the audience for their CPD opportunities. 56% of them also targeted senior management and 44% – support staff.

Appendix D: Benchmarks

Sustaining collaborative CPD

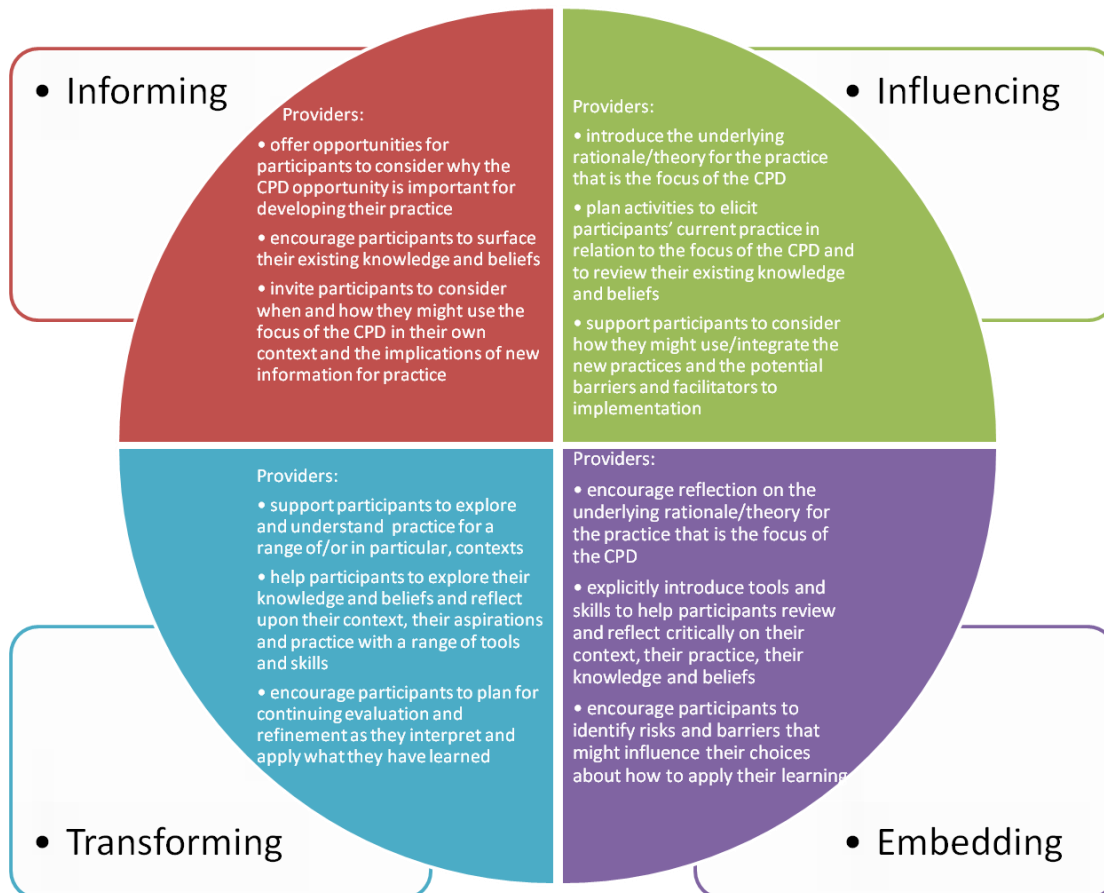
The Code of Practice suggests that high quality CPD takes ‘account of evidence that CPD that is collaborative and sustained is likely to have more significant and lasting impact on practice’. The descriptors below offer evidence-based illustrations of how this principle of the CoP can be realised in different types of CPD provision.



Encouraging reflection to inform judgements

The Code of Practice suggests that high quality CPD encourages ‘participants to be reflective practitioners and use their learning to inform their professional judgements’. The descriptors below offer evidence-based illustrations of how this principle of the CoP can be realised in different types of CPD provision.

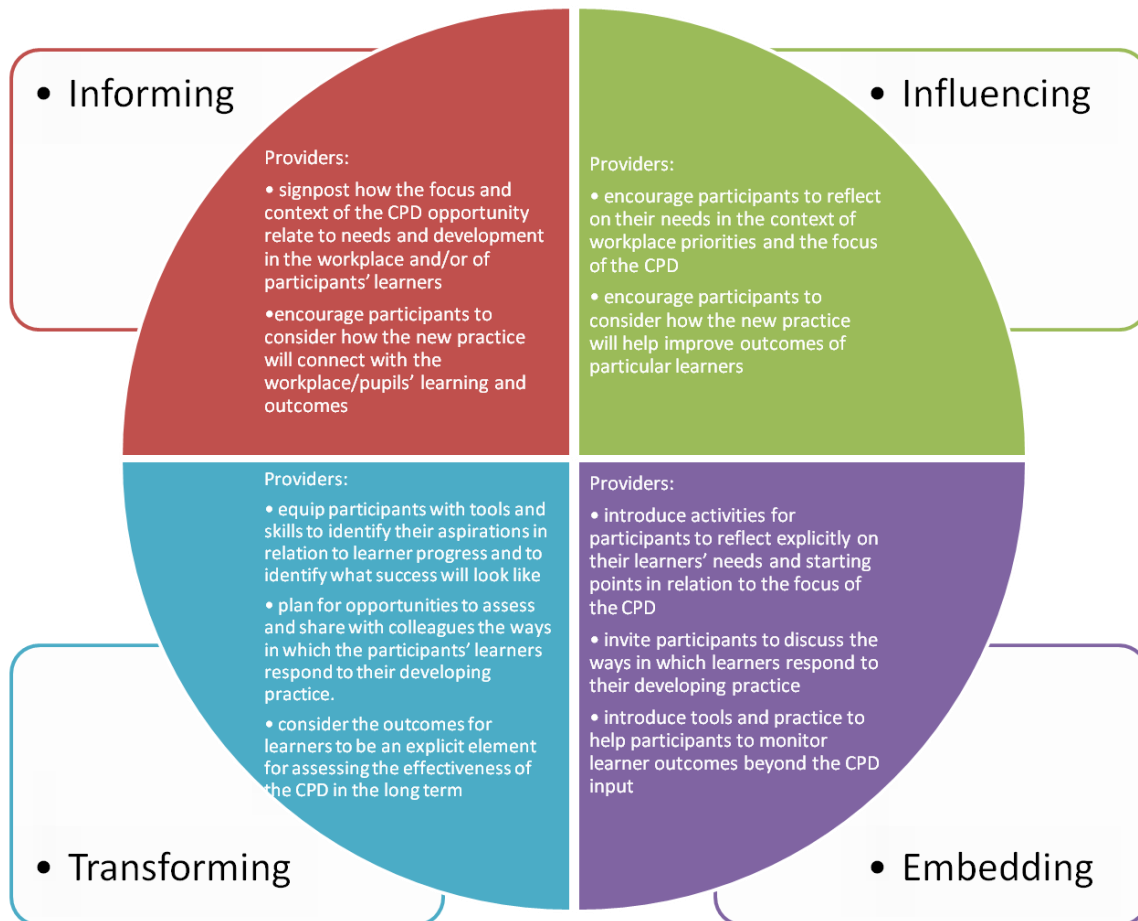
Encouraging reflection to inform judgements



Helping improve outcomes for children and young people

The Code of Practice suggests that high quality CPD will 'help improve outcomes for children and young people'. The descriptors (below) offer evidence-based illustrations of how this principle of the CoP can be realised in different types of CPD provision.

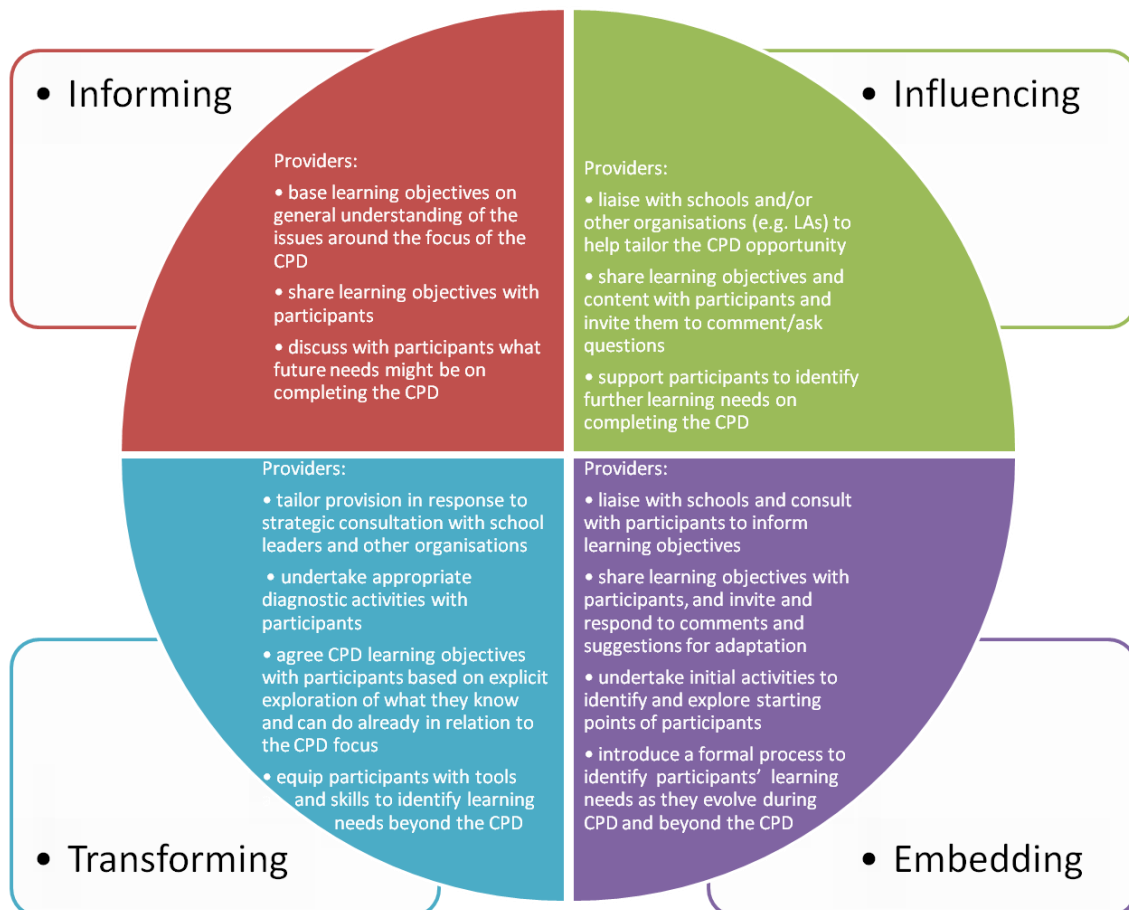
Help improve outcomes for children and young people



Effective needs analysis

The Code of Practice suggests that high quality CPD is 'based on effective needs analysis'. The descriptors (below) offer evidence-based illustrations of how this principle of the CoP can be realised in different types of CPD provision.

Be based on effective needs analysis



Appendix E: Sample size and distribution

In total we observed one example of provision from 75 providers. Our sample included:

Two Professional associations

Two Schools

Four Higher education institutes (HEIs)

Four Subject associations

Five Consultants

Eight Local authorities

10 National organisations

13 Charitable organisations

22 Private companies

Five Others

It should be noted that the organisations who register on the TDA database select the category of organisation which they believe best suits them. We worked with the categories which organisations selected for themselves.

Appendix E: Examples of practice

Take account of evidence that CPD that is collaborative and sustained is likely to have more significant and lasting impact on practice

Participants could expect providers to be doing most in terms of encouraging and supporting **collaboration** in professional learning and development: 43% of provision was 'informing', just under half of provision (47%) was 'influencing', 9% 'embedding', and 1% 'transforming'.

We looked at this key area from three perspectives:

- Component 1: collaborative activities during the session
- Component 2: collaboration beyond the session
- Component 3: resources and support made available by the provider after/between sessions

Component 1: collaborative activities during the session

At **informing** level (11% of provision observed), participants had an opportunity to share current practice, and/or what they were learning in discussion with each other.

Informing – Illustrated snapshot

In this provision participants were introduced to techniques in creating a 3D wire sculpture. In the first part of the session the facilitator guided participants in how to create a bird sculpture, during which participants became familiar with the materials and discussed their use in the classroom. At the end of the session, participants created a sculpture for themselves, after which the facilitator encouraged participants to show each other their work, discuss what they had done and comment on other participants' work.

Influencing – Illustrated snapshot

The facilitator arranged pair and small group discussions frequently during the observed session. These collaborative activities lasted typically for five to 15 minutes, during which participants reflected on and shared experiences of their role as a SENCO. As the session was one of the series, participants summarised what they had learnt from the course and the impact it was having on their work as SENCO. Participants also explored potential challenges through role play.

At **influencing** level (68%), the facilitator arranged activities for pair/group work and discussions at a number of points in the session.

At **embedding** level (17%), the facilitator arranged a number of structured collaborative activities, was clear about the benefits of collaboration, and discussed these with participants.

Embedding – Illustrated snapshot

Each session began with the tutor introducing an activity which the participants tackled in groups. They then fed back their results, thinking and any problems encountered in plenary. There were four collaborative activities in all. The tutor explained to the participants that collaborative learning was as important for them as it was for their students, because it provided a quick means of formative assessment which gave ready feedback on how well they were learning.

Transforming – Illustrated snapshot

Participants discussed the learning agreements, which included agreed protocols for listening behaviours and team work, which they had completed in an earlier session. The facilitator prompted discussion on how collaboration had worked in practice with reference to the learning agreement. The facilitator also gave participants tools to support reflection on collaboration, for example the broken squares activity highlighted the importance of verbal and nonverbal communication in teams.

At **transforming** level (1%), the facilitator introduced tools which participants could use to support and sustain collaboration, and introduced opportunities for participants to discuss their experiences of and refine their approach to collaboration.

In 3% of the provision in the sample this component was not observed.

Component 2: collaboration beyond the session

At **informing** level (39% of provision observed), the facilitator suggests drawing on support from/sharing practice with colleagues in the workplace.

Informing – Illustrated snapshot

The facilitator acknowledged the difficulties in posing philosophical questions to children and suggested participants try out questions and ideas with colleagues before taking them into the classroom.

Influencing – Illustrated snapshot

The facilitator showed participants a video which included interviews with children and teachers about the impact of RE, and advised them to show this to colleagues and leadership team at school to help them understand the importance of RE as part of the curriculum.

At **influencing** level (27%), the facilitator made specific suggestions about how they could collaborate with colleagues in the workplace and/or who they could draw support from.

At **embedding** level (19%), it was a requirement of the CPD that participants identified a coach or mentor to support their CPD, or attended the CPD with a colleague.

Embedding – Illustrated snapshot

The CPD was set up so that participants came as a teacher/TA pair, who then worked together during the session and back in their school. In the first session the facilitator introduced several approaches to teaching and learning and encouraged participants to experiment with one approach in their school in the week between the two sessions. At the beginning of the second session the facilitator asked participants to describe what they had tried in their classrooms and how it had gone.

Transforming – Illustrated snapshot

Participants arranged in pairs research visits to each other's school. The facilitator provided participants with a framework to plan the visit, including agreeing focus and protocols, based on the coaching protocol participants had developed during the first workshop.

At **transforming** level (1%), participants worked on collaborative inquiry to support and assess the implementation of new practice.

In 15% of the provision in the sample this component was not observed.

Component 3: resources and support made available by the provider after/between sessions

At **informing** level (49% of provision observed), the facilitator referred to and sometimes handed out resources for exploring the content of the CPD in more detail.

Informing – Illustrated snapshot

The facilitator brought a selection of tools and materials relating to circle time and different aspects of the model. She also introduced participants to the Quality Circle Time website, which included free resources and links to associated websites.

Influencing – Illustrated snapshot

The tutor encouraged participants to draw support from each other by phone and e-mail, as well as visiting each other's schools to provide peer support. In addition participants had access to the Blackboard VLE to share their views.

At **influencing** level (32%), the facilitator introduced participants to sources of additional information/resources, encouraged networking during the session, and enabled it beyond, usually via online forums.

At **embedding** level (12%), the facilitator required participants through specific activities to deepen their knowledge and understanding, apply learning in their context and reflect on it with colleagues.

Embedding – Illustrated snapshot

The programme was based on a collaborative action research model. Participants engaged in co-teaching sessions with colleagues, jointly reflected on this teaching, and fed back to the rest of the group. Feedback took place both at the CPD input sessions and at action research sessions.

Transforming – Illustrated snapshot

The assessment task required participants to reflect on themes studied during the course. Each participant is allocated a mentor - a colleague in their setting who understands their work. The mentors are trained by the provider to support and challenge the participant while they undertake the CPD, work with them through reflection, and support the research work they undertake.

At **transforming** level (4%), the facilitator made arrangements to support participants through an iterative cycle of implementation, reflection and refinement, including challenge and support from colleagues

In 3% of the provision in the sample this component was not observed.

Encourage participants to be reflective practitioners and use their learning to inform their professional judgements

The approach that participants might expect to see next most frequently was providers encouraging them to be **reflective practitioners**, and use their learning to inform their professional judgements. This area was not observed in 1% of provision, 20% of provision was 'informing', 65% 'influencing', 11% 'embedding', and 3% 'transforming'.

We looked at this key area from three perspectives:

- Component 1: exploring underpinning rationale/theory for the focus of the CPD
- Component 2: reflecting on one's own current practice, skills etc
- Component 3: considering/planning for application in own context.

Component 1: exploring underpinning rationale/theory for the focus of the CPD

Influencing – Illustrated snapshot

There was a significant emphasis on exploring the theories behind various phenomena. For example, the session 'Dare we teach tops?' focused on some of the physical principles that tops (mechanical toys) and other spinning objects demonstrate. In another instance, during the lecture '50 years of lasers' the presenter demonstrated how lasers could be introduced to students, commenting on various aspects of underlying theory. For example, alongside making suggestions for homework and starter activities, the lecturer explained how lasers work and what makes laser light special, highlighting questions and concepts students might have difficulty in understanding and offering solutions.

At **influencing** level (56%), facilitators explained why the focus of the CPD was important. They variously referred to legislation, policy initiatives, the place of content in the curriculum, professional standards, and/or research evidence.

At **embedding** level (28%), participants engaged in activities or discussion to help them make links between practice and underlying rationale.

Embedding – Illustrated snapshot

The facilitator explained the key concepts of global citizenship, and three key messages that underpin global citizenship. In one activity participants were given artefacts, such as a toy car made from scrap metal in Ghana, and asked to think about how such artefacts relate to the key messages, and how they can be used to engage young people to develop their understanding of global citizenship.

Transforming – Illustrated snapshot

At the beginning of the course participants were introduced to the concept of 'big ideas', as a way of creating conceptually rich learning opportunities. Over the course of the programme, tutors supported participants to make links between the subject and pedagogic content knowledge and big ideas. When tutors conducted scheduled observations with participants, they gave feedback generally as well as on how the practice related to big ideas.

At **transforming** level (9%), participants revisited the underlying theory several times and considered its application in different contexts.

In 7% of the provision in the sample this component was not observed.

Component 2: reflecting on one's own current practice, skills etc

At **informing** level (39% of provision observed), facilitators prompted participants to discuss their current practice, sometimes introducing targeted activities to do so.

Informing – Illustrated snapshot

Participants completed a SWOT analysis, which prompted them to discuss what they currently do well in terms of access arrangements and where they could make improvements

Influencing – Illustrated snapshot

During presentations, speakers invited participants to think about their current practice in the light of findings about effective innovative curricula. One speaker asked participants to think about the learning experiences they offered children inside and outside the classroom, to reflect on their own experiences and how they taught their own pupils, and whether they could teach the same material in more exciting ways.

At **influencing** level (35%), facilitators prompted participants to consider their current practice in more depth/detail, sometimes probing for an explanation why they did things the way they did.

At **embedding** level (21%), facilitators organised activities which elicited from participants detailed discussion on their current practice, along with exploration of their knowledge and/or beliefs in relation to the focus of the CPD.

Embedding – Illustrated snapshot

Participants role played a number of scenarios based on challenges SENCOs might experience, such as introducing new ways of working to staff reluctant to change their practice. Participants acted out their role according to their current practice and then with a partner critically evaluated how they had handled the situation.

In 5% of the provision in the sample this component was not observed.

Component 3: considering/planning for application in own context.

At **informing** level (24% of provision observed), facilitators led a discussion with participants on how the focus of the CPD might be implemented in practice.

Informing – Illustrated snapshot

Participants had the opportunity to find out about some of the innovative approaches to the curriculum which were being implemented in local schools. In one case participants explored the aims and methods of the International Primary Curriculum, and reflected on how they might introduce such an approach into their own school.

Influencing – Illustrated snapshot

The facilitator encouraged participants to think about their own current practice and particularly which existing projects they could build electronics into.

At **influencing** level (37%), facilitators led a discussion on how the focus of the CPD might be implemented, prompting participants to think about their context, and how the new practice complements or is different to existing practice.

At **embedding** level (19%), facilitators led a discussion on the implementation of the practice, prompting participants to think about barriers and how these might be overcome.

Embedding – Illustrated snapshot

The facilitator asked participants to suggest what they thought the pros and cons were of introducing Moodle VLE and PB works. Participants identified their advantage, among other things, as supporting pupils voice, and some issues in collaboration, such as the potential for cyber bullying, and so considered approaches to monitoring pupil activity online.

Transforming – Illustrated snapshot

Participants had planned and implemented a coaching project between CPD meetings, and were supported to assess its impact. In a workshop participants talked through their project with their group, while a 'listener' made notes and played back what they had heard. The discussion followed a structure of key themes: 'discover, dream, design, destiny' set out on a powerpoint slide.

At **transforming** level (7%), facilitators introduced a framework to support the implementation and evaluation of the new practice.

In 13% of the provision in the sample this component was not observed.

Helping improve outcomes for children and young people

Slightly less developed was the key area of helping improve outcomes for children and young people. This area was not observed in 1% of provision, just under half of provision (48%) was at 'informing', 41% at 'influencing', 9% at 'embedding', and none at 'transforming'.

We looked at this key area from three perspectives:

- Component 1: linking participant and workplace/participant needs
- Component 2: linking the content and delivery methods of CPD with learner outcomes
- Component 3: supporting participants to assess CPD impact.

In the vast majority of cases, provision relating to components 1 and 2 was observed, but in a large minority of provision (27%), there was nothing in place which meant participants would be equipped to assess the impact of their professional development in terms of their students' learning.

Below we describe how the provision looked different for each of the three goals, and illustrate these with examples of practice.

Component 1: linking participant and workplace/participant needs

At **informing** level (59% of provision observed) providers described to participants the links between the focus of the CPD and workplace and/or their learners' needs, sometimes with examples from case studies or their own experience.

Informing – Illustrated snapshot

When discussing the pros and cons of the mark scheme, the facilitator stressed that having a clear understanding of assessment criteria was important for participants, as it would help them distinguish the different levels students were working at, and so help them be more specific when they gave feedback.

Influencing – Illustrated snapshot

The facilitator encouraged participants to think about what their pupils' response might be when faced with these mathematical problems, and how they might need to adapt their practice to support them. For example, he asked participants to think about the vocabulary they might need in order to tackle the problems.

At **influencing** level (25%), providers invited participants to reflect on their own learners, how they expected them to benefit from the CPD, or how participants might change their practice in relation to learners in their context.

At **embedding** level (13%), providers put in place a series of activities which prompted participants to reflect on their learners' starting points when considering their own professional learning priorities.

Embedding – Illustrated snapshot

The facilitator set up the cloud chamber experiment to illustrate a pedagogic activity that the participants might adapt to the needs of their own students. In a group discussion, participants related this activity to other activities they had done with their students and reflected about how they might now develop their practice in this area. They felt that this would be particularly useful for some of their learners whose learning benefits from visual modelling. In their final assessment on this course, participants are required to design and develop a scheme of work which would meet the needs of their students back in school.

In 3% of the provision in the sample this component was not observed.

Component 2: linking the content and delivery methods of CPD with learner outcomes

At **informing** level (27% of provision observed), the facilitator offered knowledge and expertise related to better outcomes for learners and workplace development.

Informing – Illustrated snapshot

The facilitator gave examples of online applications that she had used, and explained how they had helped learners. In one project, 'Get Your Voice Heard' she set up a Facebook profile to communicate with learners. She then showed a video of an interview with one of the young people on the project who described his engagement and why it had worked for him.

Influencing – Illustrated snapshot

The facilitator asked participants to complete a number of activities with a focus on effective AfL practice, including participants' discussing an example from their own experience of effective feedback, and critiquing an example of teacher feedback in a learner's workbook.

At **influencing** level (49%), the facilitator introduced activities and tools to enable participants develop their understanding of new knowledge and expertise linked with better learner outcomes and workplace development.

At **embedding** level (21%), the facilitator introduced a range of information and activities which help participants develop skills, knowledge and understanding, likely to make changes to students' learning.

Embedding – Illustrated snapshot

The facilitators shared findings from their own longitudinal research in schools teaching global citizenship. They highlighted how different strategies can influence school ethos and pupil well being. Participants trialled the suggested strategies throughout the day, and summarised their learning in plenary sessions. Participants were provided with a 'How do we know it's working?' toolkit for measuring changing attitudes to global citizenship. This had been developed and refined within schools and included audit activities and case studies.

In 3% of the provision in the sample this component was not observed.

Component 3: supporting participants to assess CPD impact

For this component no **informing** level was defined.

Influencing – Illustrated snapshot

At the end of the session, the facilitator asked the participants to consider which of the practices introduced in the CPD they would try in their classroom in relation to the two key barriers to learning they believed their pupils faced.

At **influencing** level (33%), the facilitator invited participants to consider what aspect of the CPD they would try out in their context and the links with pupil learning.

At **embedding** level (16%), providers put in place specific activities which meant participants focus on changes in pupil learning as an explicit measure of the impact of the CPD on their changing practice, often in the form of action research.

Embedding – Illustrated snapshot

All participants received a 'record of CPD' form, which required them to:

- *reflect on the content of the course;*
- *record up to four actions they will take following the session, and note what they anticipated the benefits to be for themselves and their students, and*
- *reflect after a three to six month interval what they had done, what they would have done differently and why, and*

explore how their practice had changed and what impact this had had on their students' learning, attitudes and/or behaviour.

In 50% of the provision in the sample this component was not observed - of these we did not expect to observe practice for this component in 23% of the cases, as their provision overall was at informing level, and this was not defined for this component.

Base CPD on effective needs analysis

Provision was least developed in the area of **needs analysis**, where most provision (68%) was at 'informing', 27% at influencing, 5% was at 'embedding', and none at 'transforming'.

We looked at this key area from three perspectives:

- Component 1: collecting information about participants / diagnostics and how they influence provision
- Component 2: learning objectives and the extent to which they are influenced by participants
- Component 3: assessing future learning needs

component 1: collecting information about participants / diagnostics and how they influence provision

At **informing** level (55% of provision observed), the provider collected basic information on participants before the CPD, and often invited participants to provide information about themselves at the beginning of the session.

Informing – Illustrated snapshot

The facilitator was briefed by the local SCITT to prepare a session for primary PGCE students with a range of science experience/education, and the facilitator prepared the course accordingly. At the beginning of the session the facilitator asked whether any had science qualifications.

Influencing – Illustrated snapshot

The provider liaised with a key contact in the school to discuss participants starting points with regard to wikis. They agreed the session would focus on the basics as this was a new concept for the majority of participants.

At **influencing** level (27%), the provider liaised with individual participants or their workplace to inform the tailoring of the CPD.

At **embedding** level (13%), the provider explored participants' starting points in order to inform and differentiate provision.

Embedding – Illustrated snapshot

On the first study day every participant noted the areas of their practice they most wanted to improve as a result of the course. The facilitator collated comments and discussed with participants which parts of the course would be relevant to them. The provider amends aspects of the course in the light of the initial needs analysis, and the participants' mentors ensure they receive the individual support they need.

Transforming – Illustrated snapshot

The provider conducted an audit with the head teacher on the state of the art curriculum and teaching skills in the school and developed an improvement plan in collaboration with school staff, linking CPD for individual members of staff with overall curriculum development.

At **transforming** level (5%), the provider undertook detailed diagnostic activity with participants, and tailored provision in response.

All of the provision in the sample included activities which corresponded to this component.

component 2: learning objectives and the extent to which they are influenced by participants

At **informing** level (68% of provision observed), the facilitator shared learning objectives with participants.

Informing – Illustrated snapshot

The facilitator showed the objectives for the day on a power point presentation as:

- *provide hands on creative practice;*
- *develop knowledge and skills in sculpture, and*
- *improve teachers' knowledge of the career and practice of contemporary creative practitioners*

Influencing – Illustrated snapshot

The facilitator shared the learning objectives with participants at the beginning of the session and invited questions, asking if participants were expecting anything different. Several participants said they were unsure how social networking sites worked, and so the facilitator gave a brief demonstration of how Facebook works.

At **influencing** level (17%), facilitators shared learning objectives and content with participants and invited them to comment/ask questions.

At **embedding** level (12%), the facilitator shared the learning objectives with participants and responded to suggestions for adaptation.

Embedding – Illustrated snapshot

The 'six essentials' for the day were introduced by the tutor at the start of the day. These included specific learning objectives. The facilitator added to the list further objectives which participants said they wanted from the day. At the end of the event, the facilitator returned to the list to demonstrate how they too had been incorporated in the session.

In 1% of the provision in the sample this component was not observed.

component 3: assessing future learning needs

At **informing** level (29% of provision observed), the facilitator discussed with participants what future needs might be on completing the CPD.

Informing – Illustrated snapshot

At the end of the session participants completed an evaluation form which included a question about future craft training needs, which the facilitator then discussed with participants in plenary.

Influencing – Illustrated snapshot

Participants were given a reflection sheet for them to fill in as the day progressed, noting down any ideas they wanted clarification on, or what they might need to work on in future CPD opportunities.

At **influencing** level (15%), the facilitator supported participants to identify future learning needs on completing the CPD.

At **embedding** level (7%), the provider had a formal process in place to identify participants' learning needs as they evolved during and/or beyond the CPD, and the facilitator responded to these.

Embedding – Illustrated snapshot

During the course the tutor accessed participants' portfolios and assessed their progress. The tutor identified learning needs and provided individual feedback on where improvements needed to be made.

In 49% of the provision in the sample this component was not observed.