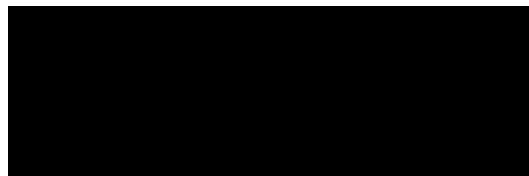


**The POSTGRADUATE PROFESSIONAL
DEVELOPMENT (PPD) PROGRAMME
QUALITY ASSURANCE (QA) STRAND YEAR 2**

TECHNICAL REPORT TO TDA



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- Dr Perrie Ballantyne (Consultant)

The CUREE staff involved in the second year of the evaluation include:

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PPD Technical Report to TDA TDA Postgraduate Professional Development (PPD) Quality Assurance Strand Year 2

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Introduction

1. The Centre for the Use of Research and Evidence in Education (CUREE) was commissioned by TDA in July 2006 to undertake a three-year evaluation of the PPD programme to monitor the quality and impact of the scheme. The evaluation was also intended to contribute to the evolution of the programmes, through working collaboratively with course providers to increase understanding of effective CPD and to use this to guide the development of the provision.
2. The evaluation aimed to identify, highlight and communicate examples of good practice and areas where provision could be strengthened, and inform the nature and direction of further research.

Budget Statement

Figure 1. PPD Year 1 Budget Review

The total budget for the three years of the evaluation is:

Year 1	2006-07	£106,115
Year 2	2007-08	£63,428
Year 3	2008-09	£67,429
Total	3 years	£234,972

Figure 2. Breakdown of Costs for Year 2

Project element	Actual cost
Project planning and management Project set up Project co-ordination Project board meetings Attendance at partnership managers conferences Attendance at project advisory board meetings	£14,916.73
Research Desk research - data extraction of submissions documents, data returns, impact evaluations and any additional documentation Database population Site visits – preparation, visits, data input, travel and subsistence Telephone interviews with students Student portfolio review – including postage of student work	£27,932.09
Data analysis, report writing and QA	£20,564.02
Total costs	£63,412.84

Figure 3. PPD Year 2 Timeline

Week Date	August					September				October				November					December					January 2008				February				March					April				May				June					July						
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4			
30/07/2007	06/08/2007	13/08/2007	20/08/2007	27/08/2007	03/09/2007	10/09/2007	17/09/2007	24/09/2007	01/10/2007	08/10/2007	15/10/2007	22/10/2007	29/10/2007	05/11/2007	12/11/2007	19/11/2007	26/11/2007	03/12/2007	10/12/2007	17/12/2007	24/12/2007	31/12/2008	07/01/2008	14/01/2008	21/01/2008	28/01/2008	04/02/2008	11/02/2008	18/02/2008	25/02/2008	31/03/2008	03/03/2008	17/03/2008	24/03/2008	31/03/2008	07/04/2008	14/04/2008	21/04/2008	28/04/2008	05/05/2008	12/05/2008	19/05/2008	26/05/2008	02/06/2008	09/06/2008	16/06/2008	23/06/2008	30/06/2008	07/07/2008	14/07/2008	21/07/2008	28/07/2008				
Project set up and planning	[Shaded]																																																							
Review of Database and Desk Research						[Shaded]																																																		
Site Visits														[Shaded]																																										
Telephone interviews with students																					[Shaded]																																			
Student portfolio review																									[Shaded]																															
Data analysis and writing reports																													[Shaded]																											
Project Management	[Shaded]																																																							

CUREE Research Team

3. The CUREE research team comprised:

Project Directors	Philippa Cordingley (Chair Project Board) Julie Temperley (Fieldwork and Project Management) Miranda Bell (Data Analysis and Reporting)
Project Co-ordinator	Holly Mitchell Corinne Oldknow
Information Officer	Lauren Goodchild
Researcher	Donald Evans
Researcher	Kate Holdich
Researcher	Emma King
Researcher	Colin Isham
Researcher	Michael Jopling (University of Wolverhampton)
Researcher	Perrie Ballantyne (Consultant)

Sample

4. A sample of 20 course providers/partnerships was selected for detailed investigation in Year 2. This was a departure from the sampling methodology in Year 1, where a stratified sample was chosen rather than a random sample because we wanted to include a range of providers (ranging from large HEI led providers to small subject association providers) in order to be confident about the broad findings. In Year 2 the following 20 partnerships were included in the sample:

- Anglia Ruskin University
- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University
- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

Partnership Managers' Conferences and Development Group Meetings

5. During Year 2 of the evaluation, CUREE team members attended the TDA Partnership Managers' Conference on 22nd November 2007. This provided an opportunity for partnership managers to meet the CUREE research team, to learn about the project, to hear the findings from Year 1, and to ensure that the project was appropriately connected to other related development work.
6. Although the CUREE Directors did not attend Development Group meetings in Year 2, CUREE provided regular reports to the TDA on the progress of the evaluation, which enabled the Development Group to offer strategic advice.

Methodology

Desk Research

7. CUREE continued to use the analytic framework developed in association with the Project Advisory Board and in consultation with TDA, based on an adapted version of the EPPI systematic review data extraction tool to analyse documentation. The analytic framework is based on 3 key evaluation objectives and predictive indicators. It was designed to be capable of storing and analysing multi-method data types.
8. The evaluation objectives were:
 - Evaluation Objective 1: Effectiveness, quality and impact of course preparations;
 - Evaluation Objective 2: Effectiveness of participant recruitment and preparation activities; and
 - Evaluation Objective 3: Provider performance funding criteria and quality threshold.The evaluation objectives were subdivided into level 1 and level 2 indicators; these were developed from cumulative knowledge and expertise in the field of effective professional development.
9. The 'desk research' phase of the project took place in autumn 2007. This involved the qualitative and quantitative analysis of documentation submitted to TDA by the partnerships. The documents analysed included submissions documents, impact evaluations and data returns.
10. In Year 1, a PPD database was designed and built to store and analyse data collected by the researchers. The database was reviewed and some improvements made to functionality at the beginning of Year 2. Researchers were trained in the use of the new functions.

Site Visits

11. Site visits were undertaken by the CUREE researchers between November 2007 and February 2008. This fieldwork phase allowed the researchers to collect further data on the sites, to clarify any ambiguities thrown up by the desk research and to gain an experience of the partnership 'on the ground'.
12. The majority of the site visits lasted a day. Some site visits for the larger more complex partnerships (15+ partners) were conducted over two days.

Figure 4. Breakdown of Site Visit Information

Site Name	No. days for visit	Date of visit	QA (researcher accompanied by CUREE Director)
Anglia Ruskin University	1	29 th February	
Edge Hill University	1	8 th February	QA
Kingston University	2	29 th -30 th January	
Lancashire County Council Education Directorate (Lancashire Grid for Learning)	1	21 st January	
Leeds Metropolitan University	1	20 th February	
Liverpool John Moores University	1	26 th February	
London Metropolitan University	1	6 th February	
London South Bank University	1	25 th February	
Newman University College	1	28 th February	
Birmingham City University	1	30 th January	
University of Chester	1	31 st January	
University of Chichester	2	13 th -14 th February	
University of Cumbria	1	22 nd February	
University of Gloucestershire	1	5 th February	
University of Huddersfield	1	17 th January	
University of Hull	1	28 th November	QA
University of Leeds	1	19 th February	
University of Reading	1	25 th January	QA
University of Southampton	1	27 th February	QA
University of Worcester	1	15 th January	

13. For each of the 20 sites the researchers met with and interviewed the Partnership Manager; they also interviewed a selection of other key staff from the different partners involved in the provision. These included course tutors, administrative staff, business managers, LA staff, CPD co-ordinators and current students. In order to quality assure and to moderate the site visits, members of the research team were accompanied by a project director on at least one occasion.

14. The data collected from the site visits was entered into the PPD database and from this the researchers wrote 20 individual Site Reports. The reports present both an outline of the findings across the sample as a whole and the more detailed findings for each site.

15. Site reports were validated by each provider. Copies of the 20 site reports are available in the Year 2 research report.

Student Portfolio Reviews

16. The sample providers were requested to provide five portfolios of student work (preferably action research or practice-based work) for review from each site. In total, 100 portfolios of student work were reviewed against 11 criteria developed from the analytic framework for (see Appendix 1 for Portfolio Review Grid):

- intended learning focus for student (teachers) and pupils;
- type of student work (e.g. action research, evaluation, literature review etc.);
- intervention;
- evidence of building on existing knowledge;
- focus of work and processes;

- assertions and evidence in support (including contradictory evidence); and
- evaluation of impact.

Figure 5. Number of Student Portfolios Reviewed per Site

Site Name	No. student portfolios reviewed
Anglia Ruskin University	5
Edge Hill University	5
Kingston University	5
Lancashire County Council Education Directorate (Lancashire Grid for Learning)	5
Leeds Metropolitan University	5
Liverpool John Moores University	5
London Metropolitan University	5
London South Bank University	5
Newman University College	5
Birmingham City University	5
University of Chester	5
University of Chichester	5
University of Cumbria	5
University of Gloucestershire	5
University of Huddersfield	5
University of Hull	5
University of Leeds	5
University of Reading	5
University of Southampton	5
University of Worcester	5

Student Telephone Interviews

17. Sample providers were asked to provide 10 student volunteers to take part in a telephone interview.

Figure 6. Number of Telephone Interviews Conducted per Site

Site Name	No. telephone interviews conducted
Anglia Ruskin University	16
Edge Hill University	5
Kingston University	7
Lancashire County Council Education Directorate (Lancashire Grid for Learning)	15
Leeds Metropolitan University	8
Liverpool John Moores University	5
London Metropolitan University	4
London South Bank University	4
Newman University College	3
Birmingham City University	4
University of Chester	5
University of Chichester	8
University of Cumbria	5
University of Gloucestershire	5

University of Huddersfield	8
University of Hull	6
University of Leeds	7
University of Reading	10
University of Southampton	5
University of Worcester	7
Total	137

18. The interviews lasted between 20 and 30 minutes and focused on the following key areas (see Appendix 2 for Student Telephone Interview questions):

- students' motivation to participate in postgraduate study;
- barriers to participation and possible solution;
- marketing and availability of information about the course;
- impacts of studying at M level; and
- perceptions of the CPD processes.

Report Writing

19. The CUREE team collated all the data collected from the different phases of the Year 2 evaluation (submissions documents, impact evaluations, data returns, student portfolio data, student telephone interview data, site visit data including interview data, additional documentation and observation data) and analysed and synthesised evidence across the different data strands to produce their report. The PPD database was used to run comparative queries from the content for indicators (Level 1) and predictive indicators (Level 2). The analysis and synthesis phase of the Year 2 evaluation distilled the main findings, illustrating these with examples from the partnerships. A full report with appendices was submitted to TDA on 14th August 2008.

Summary

Project Management

20. The evaluation has broadly gone to plan. A two week extension to 15th August 2008 for the final reporting deadline was agreed with TDA to take into account additional material produced for discussion at the PPD Steering Group meeting on 11 July 2008.

21. Spending for the year has been within budget.

22. Despite using alternative strategies for conducting the telephone interviews, which were agreed with TDA at the end of Year 1, timing and costs were still put under pressure. And logistical issues associated with tracking down students and receiving correct and sufficient contact details from the programme managers remain. Validation of site reports by partnership managers has also been delayed in some cases.

Recommendations for Year 3

23. Discussions at the end of Year 1 indicated that recommendations for changes to the approach of the evaluation would not be accepted by TDA. We have not therefore made any such suggestions at the end of Year 2. However if TDA's position has altered, we are happy and prepared to discuss possible changes for Year 3 that fall within the scope and resource allocation of the evaluation.

Appendix 1. Student Portfolio Review Grid

Site name	
Student name	
Assignment title	
<p>1. What kind of project is this:</p> <ul style="list-style-type: none"> • Action research • Evaluation • Case study • Portfolio of activity/evidence • Journal • Resource development • Description 	
2. What was the intended learning for students (teachers)?	
<p>3. What was the intended learning for pupils?</p> <ul style="list-style-type: none"> • What did they hope to improve? 	
4. Has the project built on what is already known in field?	
5. What was the intervention – what did they do?	
<p>6. What processes were involved?</p> <ul style="list-style-type: none"> • Coaching • Mentoring • Collaborative enquiry • Individual enquiry 	
<p>7. What was the focus?</p> <ul style="list-style-type: none"> • Pedagogy • Subject • Curriculum • Student characteristics 	
8. Was impact evaluated? If so how?	
9. What was the impact for students and their pupils?	
10. Are assertions supported by evidence? If so what?	
11. Is there any consideration of contradictory evidence? If so what?	

Appendix 2. Student Telephone Interview Questions

This interview schedule is intended to guide the researcher in the areas that they should cover with the students when conducting interviews. The main focus of the telephone interview is the student's experience of the course (section 3) so please could you spend the most time on this section, the other information is to flesh this out.

Key areas to be covered in the telephone interview:

- motivation to participate;
- barriers to participation and possible solutions;
- visibility and marketing of PPD programmes;
- impact of participation
- perceptions of the CPD processes

1. Information about the interviewee	
1. Name	
2. What is your role in school?	
3. How many years have you been teaching?	
4. What phase do you teach?	
5. What PPD course are you studying?	
6. What is the focus of your research or study? <ul style="list-style-type: none"> • Dissertation • Research masters 	
2. Getting involved in PPD	
7. What motivated you to become involved in PPD and why this course? <ul style="list-style-type: none"> • Career • Improve knowledge in a certain area 	
8. What is it you hope to learn?	
9. How did you find out about this course?	
10. Was the course well advertised and did you have access to enough information about the course?	
11. Can you see any ways of improving the marketing of the course to get more people involved?	
12. What barriers have you had to overcome to take part in this PPD course?	
13. In what way could the course be made more accessible for you and other teachers?	
14. Do you have any financial support?	

15. Have you been tempted/tried to involve other colleagues?	
3. Students experiences of the course	
16. What parts of the course do you enjoy? Why?	
17. Do tutors encourage and support you to work collaboratively with one or more other teachers?	
18. Does the course include coaching? What does that entail?	
19. Do tutors model new skills and practices in real classroom situations?	
20. Does the course build in opportunities to experiment with new practice in the classroom?	
21. Do you make use of observation as part of the course? How?	
22. Does the course build in opportunities for planning and reviewing lessons? How?	
23. What parts of the course do you enjoy the least? Why?	
24. How is the course structured and organised? <ul style="list-style-type: none"> • Timings • Locations • Who sets the agenda 	
25. How would do you characterise the teaching on the course and how helpful is this to you? <ul style="list-style-type: none"> • Lectures • Seminars • Tutorials 	
4. Students and their schools	
26. Does your school support your involvement in PPD? If so, in what practical ways?	
27. Has taking part in the course influenced your practice, colleagues' practice and pupils? What have you done differently as a result?	
28. Have you influenced your colleagues learning?	
29. Have you noticed any impact of the course on your pupils? If so what?	
30. What do you think are the benefits from engaging with research?	
31. Have you been encouraged to share this with others?	