

TRAINING AND DEVELOPMENT AGENCY FOR SCHOOLS

PPD IMPACT EVALUATION REPORT

March 2007

Introduction

1. In 2004, the Training and Development Agency for Schools (TDA) established the PPD (postgraduate professional development) programme as a successor to the Award-bearing INSET scheme. In response to applications from providers, the TDA allocated funds for the first phase of this programme to cover the academic years 2005-08. One of funding conditions requires that providers submit '... specified management information and include an evaluation of the programme's impact on practice in schools...' on request from the TDA.

2. Accordingly, in the autumn of 2006, TDA sent a template comprising six questions asking the 56 different PPD providers to prepare concise summary notes about the impact of their provision on practice in schools. The TDA set 30 November 2006 as the submission date for responses. It is not possible to address all the themes, topics and issues raised by providers in the 54 responses that were analysed for this exercise. This report therefore focuses on the key features concerned with impact that have emerged from a detailed study and analysis of the responses.

3. The purpose of this report is to summarise the key findings of the responses for the benefit of TDA and providers. Primarily, the report is intended to provide a sense of how providers approached impact evaluation in the first year of PPD and the extent to which PPD funding criteria 2 and 7 (see Annex A) are being met. The report is also intended to support providers by providing examples of interesting and helpful practice on which they can build in future years. Finally, this report will inform the revision of the summary reporting template.

Executive summary

4. The approaches taken to impact evaluation during 2005-6, and the summary responses provided by providers to TDA in November 2006, have generated valuable evidence both about the impact of PPD funded provision and the evaluation strategies adopted by providers. Many providers have drawn on a wide range of sources and present strong evidence of positive impact on the practice of teachers. There is also promising evidence of impact directly on pupils, although issues concerning timescale (i.e. it is too early in many cases to judge the impact on pupil learning experiences) and the difficulty of establishing causal links have rightly been raised. Nevertheless, the best responses go beyond assertion and explore evidence that suggests a positive impact of PPD on both teacher and pupil performance. A minority of providers focused primarily on methodology in their responses, rather than on actual impact, but it is assumed that this is largely due to the timescale of the first report and that stronger evidence will be forthcoming next year. Interesting approaches to evaluating impact can be found within this report, but in general, those providers who place impact at the heart of their provision were in a stronger position to report on impact in November. The advantages of school-based provision were apparent in the responses, but the need to ensure that the different needs of teachers are met, including those in schools who may not favour such an approach, was also emphasised.

Responses from PPD providers

5. The majority of responses have yielded valuable information and many have been prepared with great care. One provider commented that: 'the need to report to TDA has been a useful exercise ... leading to more discussion of what impact means and ways of reporting it'. There is, unsurprisingly, little uniformity in how the six TDA questions have been answered. To some extent this reflects the widely varying nature, size and scope of the funded PPD provision. It is perhaps also an indication of the progress various providers have made in evaluating its impact. For some respondents, the consideration of impact on pupils' learning experiences seems so central to their provision that it is already incorporated as an integral part of their planning, implementation and review. Other providers have made good progress by identifying and tapping useful sources of information about impact after the participants have completed the courses or their school-based projects. A sizeable number of providers gave information indicating that they were beginning to

collect data on impact, though they had few conclusions to report at this stage. However, a minority of providers have made less progress towards implementing the range of approaches outlined in their original applications and a smaller number did not address the TDA questions fully.

Nature of the Impact of PPD

6. One of the key criteria for securing TDA funding for PPD provision is that it must 'have as its main objective the improvement of pupils' performance through the embedded improvement of teachers' knowledge, understanding and practice'. Many providers have adopted a variant of this wording as the prime objective for their PPD programmes. Furthermore, from the responses received, there seems to be little dissent from the view that the effectiveness of postgraduate professional development provision for teachers should be judged in terms of its impact on the learning experiences of pupils. A substantial minority of providers, however, link teacher development and improved pupil learning experiences primarily through assertion, i.e. that the first will automatically lead to the second. The most helpful and rigorous responses went beyond assertion and explored evidence of such a link. Please note that this is not, of course, an argument against the provision of alternative postgraduate study and research opportunities for teachers that may have less direct impact on the school or classroom. The concern here is about evaluating the outcomes from TDA funded PPD provision, and to learn as much as possible about its impact on schools and pupils' learning experiences.

7. Many respondents helpfully explain the problematic nature of judging the impact of PPD in schools and the difficulty of establishing a causal link between the provision and impact on pupil learning experiences, including attainment, particularly because there are many other initiatives aimed at school improvement. It is evident from the responses that the Universities Council for the Education of Teachers (UCET) guidance on PPD impact evaluation has aided providers in thinking about, and carrying forward, their evaluations. About a third of the providers focus mainly on the range of procedures they *plan* to adopt, and sources of evidence that *might* be used – drawing heavily on the UCET guidance in doing so. However, this report recognises that a relatively short time has elapsed since the start of the funded PPD programme and the requirement for providers to respond to the TDA questions on impact. Several providers rightly pointed out that PPD courses beginning in the academic year 2005-06 were incomplete when they drafted their responses, so they were unable to provide more than general or speculative comments about the impact of their provision. Nevertheless, more than a third of the first round providers have been able to provide rather more detailed responses, albeit with initial and suitably tentative conclusions.

8. Almost all providers outline aspects of evaluation concerned with recruitment, participation, retention and completion. They also identify aspects of evaluation directed towards the satisfaction levels and academic (and other) achievements of participants. These are vital, not only for the provision in its own right but also because impact is diminished without those positive factors.

9. Several providers have begun to formulate typologies of the impact of PPD activities for teachers, which had much in common. For example, one provider identified:

- changes in subject/process knowledge base of participants;
- changes in confidence and self-esteem of participants;
- changes in classroom practice of participants and/or the practice of colleagues;
- improved reflection on practice;
- improved motivation of pupils;
- Improved achievement of pupils.

10. The provider goes on to observe that 'one of the striking features of this typology is the further down the list, the greater the distance between the PPD activity and the impact, and the greater number of other variables come into play.' Providers also point out that changes in teachers' knowledge, skills and behaviour are more likely to be evident during or soon after the PPD, whereas impact on pupils' achievements (for example, in key stage national assessment scores or GCSE grades) might not be evident for months or years, by which time other factors may also have had an effect.

11. Most respondents identified the participants' improved capacity to reflect on their practice as a key positive outcome of PPD, with a claimed associated benefit in the school and classroom. As one provider stated 'it is difficult not to believe that teaching (and learning) is better in the hands of a

reflective professional than one who teaches by numbers'. The most helpful responses went beyond assertion, however, and identified/explored relevant evidence.

12. Notwithstanding the difficulties in assessing impact recorded in the responses and briefly outlined above, many providers who are responsible for a variety of different types of PPD provision, both large and small scale, are seeking to probe the impact of their provision. One provider seemingly spoke for others in writing: 'evaluating impact has been at the heart of the professional debate of all colleagues involved with PPD'. The ensuing sections of this report seek to reflect this debate and outline some aspects of the providers' key findings.

Sources of evidence

13. Responses to the TDA template reveal that providers are gathering data on impact from a wide range of sources. Most providers said they looked for evidence of impact through end-of-module questionnaires, scrutiny of participants' assignments and research reports, consultation with stakeholders (for example, at partnership committee meetings), and in external examiners' reports – though it is rarely clear how the external examiners access information about the impact of the PPD in schools. Several providers indicated that post-module questionnaires included specific questions about the anticipated benefits from the participant's PPD to teaching and pupils' learning; one also included questions about possible obstacles. In addition, some said they already used (or planned to use) further questionnaires to participants, and sometimes also to stakeholders, to gather evidence of impact 6 months or more after the end of the course. A few said that they followed up a sample of students with telephone or face-to-face interviews in order to collect more detailed information about the impact of the PPD, possibly also extending these to a sample of the teachers' line managers. These latter activities can yield valuable evidence about impact on pupils' learning experiences although they need time and resources. Some providers have established small research projects to gather evidence of impact and there were also examples of tutors' time or research assistants being partly supported through PPD collaborative funding.

14. In many ways, these strategies seem to represent a retrospective approach to judging the effectiveness and impact of PPD. In contrast, a significant minority of providers appear to be seeking to identify the potential impact of PPD provision from its inception and, thereby, had access to more diverse and richer sources of evidence, for example through explicit links with performance management or school improvement targets.

15. In their original applications for funding, many providers outlined how participants would complete an individual needs analysis at the start of the course, which would be used to shape the content and approach of their studies. Some responses explained how these needs analyses now include questions about the participants' expectations in terms of outcomes from PPD, which could be tracked through their studies and later formed part of the evaluation of impact. This appears to be an effective approach with a variety of different styles of PPD provision.

16. Several providers have made even stronger moves to ensure that impact is a central concern of the provision, stating that professional development planning (or some similar terminology) formed a key part of the PPD programme. In these cases, close links were made with the individual's performance management targets, school priorities or, in some cases, the school improvement plan. An increasing number of PPD providers have incorporated 'shell (content-free) modules' that allow the provider to validate research/enquiry projects tailored to the specific needs and priorities of the participant's school. This opportunity has also seen a growth in groups of teachers from a single department or school undertaking PPD study together and conducting linked enquiries under the guidance of tutors. Among the sample documents that providers attached to their responses, a couple included the requirement that a line manager should countersign each teacher's proposal for a school-based PPD project. For example, confirming that *'I have read and made recommendations regarding the feasibility, manageability and relevance of the attached research proposal. This research proposal addresses institutional and development priorities. I support this proposal for research and will be interested to consider the impact on practice or potential policy outcomes of research findings'*. This clearly puts impact at the heart of PPD and the structure offers the potential for good evidence about the impact of the provision in schools. However, another provider with a similar policy found the administrative burden of checking senior management support for each participant's project had made the objective difficult to monitor.

17. A summary of the list of sources of impact evidence reported by one provider comprised:

- 'Reflective Professional Development statements' – normally part of assessed work and used to identify participants' needs and expectations of the course, and how it fits in with their performance management, career development and school priorities ... 'ensuring that impact is considered from the outset';
- module evaluation questionnaires completed by all participants in the final session;
- course impact questionnaires - completed within 6 months of module - focusing on pupils' learning experiences and school improvement. (*This comprises a comprehensive range of impact questions including personal professional practice and pupil learning outcomes.*)
- Future Impact questionnaires – completed in final session of course – asking what impact participants hope/expect to achieve, with a sample followed up six months later to check progress;
- PPD Course Committee meetings;
- external examiners' reports – who are asked to include their 'views' about the impact of the courses;
- partner feedback, through regular meetings with all partners to monitor course implementation and impact;
- pupil voice: through a pilot project with a partner local authority using pupil focus groups drawn from classes taught by teachers who participated in the provider's PPD, asking for comment on differences noticed since the teacher attended the course;
- Individual impact interviews with a sample of course participants;
- School case studies: schools that have large number of PPD participants are invited to contribute to case study research to identify impact: these aim to assist schools in improving school improvement targets as well as yielding evidence of impact.

18. Several providers indicated a growing interest in seeking evidence of impact through 'pupil voice', in some cases by setting up small internal research teams to explore its potential. It is, of course, early days to report any conclusions but this does suggest a potentially valuable additional source of impact evidence.

19. Many responses included interesting and helpful examples and quotations that described and illustrated different aspects of the impact of PPD, particularly around pupils' learning experiences and achievements. Some of these appear elsewhere in this report. However, the examples of impact offered are often self-reported. In referring to its '6-months-after follow-up questionnaire' one provider stated that *'our challenge is to use this process to seek feedback from others in school so that the evaluation of impact of the course is not just coming from the perspective of the student.'* Consequently, it was not always easy to tell whether the examples quoted were representative of the provision as a whole or were isolated or exceptional. One of the advantages of using a variety of sources of evidence of PPD impact – such as the list above – is the opportunity for more corroboration and, if possible, triangulation of the evidence.

20. With the growing momentum for school-based enquiry and groups working together on PPD, it was salutary to be reminded that while collaborating on projects with others may be beneficial, it is not possible for all.

Impact on teachers and schools

21. Providers were generally able to cite evidence of the impact of PPD on teachers working directly in the classroom. Much of this related to teachers' own perceptions of improvements in their knowledge and skills: for example, in planning lessons, applying better subject knowledge, the use of new resources and technologies, different approaches to key topics, more effective class management skills, improved higher-order questioning skills, more thorough assessment, targeting and monitoring. However, not all participants teach in schools where changes are easy to implement, but even here providers reported that PPD had often resulted in subtle changes of practice, which have enabled meaningful development to take place. In an area where teachers are scarce and schools rely heavily on overseas trained teachers or those whose own schooling took place in another country, recruitment to PPD programmes can be difficult and outcomes may be modest. Nevertheless, pupils' learning experiences had been improved because their teacher:

- 'changed the way I plan for teaching reading'; or
- 'developed more interactive ways of teaching numeracy'; or
- 'presented research at a staff meeting and started a discussion about how we start the day in Key Stage 1'; or

- 'changed the way I make reading available to boys in my class...'; or
- 'have a better understanding of the assessment of science process skills'.

22. Other evidence, sometimes corroborated by senior managers in the schools and outsiders, such as local authority (LA) advisors and Ofsted inspectors, reported deep impact of PPD on individuals' perceptions, values and practice. This was summarised in a quotation from one teacher: '[PPD] ...had a great impact in changing the way I teach and my professional values'. Other examples indicate: greater focus on pupils' capacity to learn, changed interaction with pupils, increased challenge to pupils, more effective differentiation, development of personalised learning agendas, more interactive teaching, a shift of emphasis from teaching to learning, and emerging evidence of practice being modified to enable pupils to identify their own strengths and weaknesses and empowering them to take more control over their own learning. These latter examples lend support to the claim by many providers that improving teachers' capacity to act as reflective practitioners can significantly improve the quality of the learning experiences of their pupils. Several providers referred to the importance of sustained PPD over time which enabled new practices to be embedded. One provider, commenting about the particular benefits of PPD for participants, wrote: *higher-level study is an uplifting experience that gives them greater confidence to undertake their current roles.*

23. Although sometimes receiving only passing reference in the responses, a significant component of PPD is the provision for middle and senior managers in schools. While it is more difficult to link this provision directly with improvements in pupils' learning, there were many good examples of how better management has improved the conditions and circumstances under which teachers work, such as: more effective school leadership; improved departmental management skills; more 'joined up thinking' in the department; better resource management; improved record-keeping; better planned Newly Qualified Teacher (NQT) programmes, and more effective performance management, target setting and support. Reported impact sometimes extended beyond the learning objectives of the courses, so it is important in evaluating impact of PPD to look for unexpected outcomes. For example, one provider noted that many participants on subject leader courses also reported impact on their own teaching skills.

Impact on teachers' self esteem and confidence

24. Throughout the responses, there were frequent references to teachers' enhanced self-esteem and professional confidence as an outcome, often unexpected, of PPD and it is important not to disregard outcomes like the reported comment by one participant referring to PPD which had 'improved my morale and re-invigorated me professionally'.

25. There is growing evidence to indicate that effective PPD provision is significantly empowering teachers to influence and drive changes in school to the benefit of pupils other than those they teach directly. This helps to embed improvements in practice. Providers gave many examples of evidence from the participants, their line-managers and other stakeholders that illustrate the significant beneficial consequences of these outcomes. The following examples are drawn from a variety of providers, but represent recurring themes:

- ability to give a clearer rationale for one's actions;
- more confidence in managing and influencing colleagues;
- greater willingness and ability to contribute productively to debate in staff meetings;
- greater ability to question alternative viewpoints;
- teacher participants becoming more confident in advocating and defending their claims to new knowledge ... [sometimes even] in school networks;
- ability to lead change initiatives linked to pedagogy;
- by disseminating key outcomes to professional audiences, teachers not only empower themselves but also redefine their professionalism.

26. Several providers reported cases of NQTs, within the PPD programmes, gaining the confidence and ability to make real contributions in developing the teaching of their subject alongside more experienced colleagues.

School-based provision

27. Providers' accounts of their impact evaluation findings suggest the positive outcomes outlined above occurred most strongly when the PPD provision included substantial school-based projects or

research that addressed the professional needs and concerns of both the participant and the school. For example, one large regional partnership reported: 'our initial evaluation is that PPD provision is most effective when it is linked very closely to school improvement priorities'.

28. When these school-based enquiries or research projects involved groups of teachers from departments or across the school, the impact often seems to be multiplied and the prospects of successful embedding increased. Several providers reported unexpected outcomes through teacher participants networking across schools. One large provider in a sparsely populated rural area noted that 'PPD participants have developed support groups or learning networks that have not only enriched their own discussions but also provided a vehicle for dissemination of findings and ideas.' Indeed, some providers have found the volume of teachers enrolling for bespoke PPD based in schools difficult to manage. One provider referred to a 'snowball effect' and that 'the role of key senior teachers cannot be underestimated in driving such a programme at the beginning.' It is encouraging to see teachers from different schools seeking to work together, and this approach seems to offer a productive way forward in delivering PPD in distant rural areas, 'which have often been isolated from high quality continuing professional development opportunities'. While the momentum for this type of PPD provision appears to be increasing, it remains important to ensure the availability of good PPD for those teachers who work in schools that are currently unwilling to support them in engaging in school-based PPD or who wish to pursue a more role- or career-specific route.

Impact on pupils

29. The complexities of linking improvements in pupils' learning experiences directly with their teachers' involvement in PPD, together with the timescale needed for changes to become evident (particularly in regard to attainment data such as National Curriculum levels or GCSE grades) have made providers reluctant to include quantitative data in their responses. Even so, several quoted high percentages of respondents to end of module questionnaires affirming that PPD provision had 'contributed to improved pupil performance'.

30. One provider commented, 'it is easier to achieve objectives in relation to pupils' experiences than pupils' academic achievement'. However, this should not be taken as unwillingness by providers to find evidence of tangible benefits for pupils that can reasonably be attributed to their teachers engagement in PPD. Nevertheless, this is something of a Gordian knot that merits the continuing attention of all PPD providers.

31. As indicated above, the responses included evidence of how pupils' learning environment had been improved through changes in the working practices of their teachers, how pupils had engaged more effectively with the work, and how, in some cases, pupils had been enabled to take more responsibility for their own learning. These, and many others, are valuable examples of PPD impact and can be taken as useful proxy indicators of improved pupil performance.

32. The reported evidence from teachers and schools that attributes improvements in pupils' achievements to PPD is extremely valuable and helpful. From reading the providers' thoughtful comments, it would seem that causal links between PPD and achievement often had a lot to do with teachers' ability to reflect on their professional practice, and the increased confidence that came with greater knowledge, and enhanced pedagogical and class management skills. This appears to be particularly significant when the PPD required teachers to address issues and concerns that focused on their own classrooms and schools. The evidence suggests that this effect was multiplied when several teachers undertook related school-based PPD together.

33. Some providers provided tentative and cautious evidence of a link to pupil attainment. For example, one provider wrote: 'while it is problematic to assume causal relationships, the impact on pupil performance reported by partner schools in terms of improved test results at different key stages has been unexpected in terms of magnitude', citing comments from a partner school (collected as anecdotal evidence of impact by the provider) that '*with PPD in place the school achieved its best results ever with KS3, 4 and A2 results all up about 10%*'; (specifically, KS3 results up by 10-12%, KS4 up by at least 10% from 2004, and A2 results up by 9%) and from another that '*children are more confident and motivated, achieved higher standards (42% achieved L3 in science), and have shown a vast improvement in attainment*'. Another provider reported that stakeholders had made 'very encouraging comments' about the 'direct impact of PPD on raising pupil achievement' e.g. that PPD provision had '*enhanced the performance and professional practice of [the many participant] teachers within the school which contributed to the school raising the GCSE A*-C grades from 38.6% to 66.9%*'.

The significance of such data was not always made clear in the responses, however – for example, over what time period had such improvements occurred and precisely what is was about PPD that had contributed to the improvements.

34. It is, of course, impossible to know of other contributory factors that might have affected pupil performance in such cases. But, as one of the providers wrote, *'the perception of these professionals is that the improvements are a direct result of active involvement in the PPD programme'*.

35. As already mentioned, several providers have established research studies or appointed research assistants to gather evidence of impact. From the responses to the TDA template, it would appear that the challenge now for providers is to explore ways of securing corroborating evidence of impact on pupils' achievement, as well as encouraging participants and stakeholders to try to identify *what* it is about the PPD that they believe has contributed to any improvements. The observations of teacher participants, stakeholders and (potentially) the pupils themselves are all important here.

Impact on tutors

36. Many providers sought to develop teachers as reflective professionals through PPD. It was striking that some of the most successful providers also noted the development of PPD tutors as reflective professionals. Several mentioned the unexpected but rewarding impact on tutors' own professional development that arose from supporting teachers undertaking school-based and networked PPD, for example, with 'live' examples of professional practice which they could use in their own teaching of ITT students. There were also comments that working with PPD participants from ITT partnership schools enhanced relationships.

Summary of Main Conclusions

37. The majority of providers show an impressive level of concern about the impact of their PPD on both teachers and pupils' learning experiences, writing openly and honestly about the strengths and shortcomings of their provision. Evaluation findings have generally been used to modify objectives and improve provision.

38. Many have devoted resources to staff time or small research projects in order to gather more data in future. The wide dissemination of the findings from impact evaluation (and its associated methodology) should benefit all involved.

39. Many providers seemed to have been influenced by the helpful UCET guidance on 'PPD Annual Impact Evaluation'. But a minority of responses focused mainly on methodology and the difficulties in gathering evidence of impact.

40. The following main conclusions can be drawn from PPD providers' responses to the TDA impact evaluation template:

- i. The need to prepare reports on PPD impact for TDA has stimulated more debate about what impact means.
- ii. Generally, providers are seeking evidence of impact from many different sources (§16), involving participants and stakeholders. They are also beginning to look for longer-term evidence of impact, and of embedded changed practices, by using follow-up questionnaires and interviews.
- iii. One of the limitations of the evidence of impact offered is that it was often self-reported or came from only one source. However, providers are beginning to look for corroborating evidence from different sources.
- iv. There appears to be an emerging consensus (§§8,9) about the types of PPD impact that can be identified. These were summarised by one provider as follows:
 - o changes in subject/process knowledge base of participants;

- changes in confidence and self-esteem of participants;
 - changes in classroom practice of participants and/or the practice of colleagues;
 - improved reflection on practice;
 - improved motivation of pupils;
 - improved achievement of pupils.
- v. Almost without exception, providers identified increased confidence and self-esteem as one of the major, but perhaps unexpected, benefits from PPD. While these may not be sufficient outcomes by themselves, where enhanced knowledge, skills, confidence and self-esteem came together, participants were often empowered to do great things in their schools. Teachers' increased confidence and self-esteem were reported as being very significant in disseminating findings from PPD, embedding new improved practices and convincing others: in fact, becoming a professional voice in school.
- vi. There are widespread concerns, associated with academic and professional integrity, that make providers reluctant to claim a causal link between PPD and improvements in pupils' learning. Few providers felt able to quantify impact. They state correctly that it is difficult to disaggregate the effects of PPD from other factors, and while changes in teacher behaviour may be observed quickly, improvements in pupils' learning can only be seen over time.
- vii. Providers also indicated that it is generally easier to achieve PPD outcomes related to pupils' learning experiences than pupils' academic achievement.
- viii. Several providers are actively seeking to incorporate feedback from 'pupil voice'.
- ix. An increasing proportion of PPD provision is being linked directly with achieving performance management and school improvement targets, for example, as part of professional development planning. The most effective provision places emphasis on initial needs analysis – related to both personal and school needs – to shape each individual study and form a basis for judging impact later. School-based projects aimed at enabling teachers to research their own areas of interest, and address practical concerns in the classroom, are becoming a common element of PPD programmes.
- x. Some providers are planning explicitly for impact from the start, through to the design of the assignments and negotiation of research/enquiry projects. A few providers also seek commitment and approval by the school for a school-based enquiry. However, others rightly pointed out that this kind of provision may not suit every teacher's need, particularly in schools that do not offer this kind of support, and that such teachers should not be disadvantaged.
- xi. The development of teachers as reflective professionals was often given as a principal objective of PPD. Some providers also mentioned the rewarding impact on tutors, and their development as reflective professionals, arising from involvement with PPD. A few identified school-based and networked provision as a significant factor in achieving this.

Annex A

Criteria for the assessment of provision seeking funding through the postgraduate professional development (PPD) programme

Applications for funding through the postgraduate professional development (PPD) programme should demonstrate how the intended provision will:

1. lead to recognised qualifications at M-level or above;
2. have as its main objective the improvement of pupils' performance through the embedded improvement of teachers' knowledge, understanding and practice;
3. develop teachers' research and problem-solving skills through the critical evaluation of evidence and research from a range of sources, including academic research and other data available to schools;
4. directly involve teachers, schools and other local and regional stakeholders in planning, reviewing and developing provision to meet the identified needs of schools and teachers in the region(s) where it will be offered;
5. reduce identified barriers to teachers' participation in postgraduate professional development;
6. be subject to internal and external quality assurance procedures;
7. provide specified management information, and include an evaluation of the programme's impact on practice in schools.