

Quality Assurance of Teachers' Continuing Professional Development:

Design, Development and Pilot of a CPD Quality Assurance System

Evaluation report

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1. Introduction

In 2018, the Wellcome Trust and the Education Endowment Foundation commissioned a project to explore the potential development of a quality assurance system for teachers' Continuing Professional Development (CPD). This scoping work explored existing quality assurance systems and sought to test the potential for widespread, sustainable engagement in such a system. The study included stakeholder consultation, through workshops and surveys, and a review of evidence from literature and policy.¹

We now build upon this earlier scoping study with the design, development and piloting of a quality assurance system for teacher professional development. This pilot project was commissioned by the Wellcome Trust and delivered by a consortium of the Chartered College of Teaching (CCT), the Teacher Development Trust (TDT) and Sheffield Institute of Education (SIOE) – part of Sheffield Hallam University. Full details of the design, testing and outcomes of the quality assurance system are provided in a separate report², which contains a summary of the outcomes of the scoping work, and findings and conclusions from the two cycles of design, testing and evaluation undertaken in the pilot. It also identifies key recommendations for how the quality assurance system may be utilised moving forward to increase the quality of CPD experienced by teachers, including offering guidance to support school leaders in making informed decisions about commissioning CPD which is more likely to lead to positive pupil outcomes.

In this report we describe the evaluation, which was delivered in conjunction with the design, development and piloting of a quality assurance system for teacher CPD. This internal, formative evaluation ran alongside the two cycles of testing of the system of quality assurance, to inform both the development of the system during piloting and also future developments of the project beyond this pilot. In this report, we describe the evaluation aims and methodology, detail findings from each participant group, assess the effectiveness of the system, and offer recommendations for the future development of the quality assurance process.

¹ Perry, E., Boylan, M., & Booth, J. (2019). *Quality Assurance of Teachers' Continuing Professional Development: Rapid Evidence Review*. Wellcome Trust and Education Endowment Foundation. Retrieved from <https://wellcome.ac.uk/reports/quality-assurance-teachers-continuing-professional-development>.

² Chedzey, K., Cunningham, M. & Perry, E. (2021). *Quality Assurance of Teachers' Continuing Professional Development: Design, development and pilot of a CPD quality assurance system: Final report*. Chartered College of Teaching, London.

2. Key findings

- The potential value of a quality assurance process to the overall system of teacher professional development in England is seen as very high by all participant groups; participants saw their engagement in this pilot project as a way of contributing to something which is needed and useful in the system.
- The organisations leading this project are seen as trustworthy and appropriate to be carrying out this work.
- Overall, CPD providers and panel members agreed that the quality assurance process as tested in this project has the potential to be workable, robust, fair and valuable for school leaders and the wider system.
- Overall, CPD providers and panel members agreed with the definition of professional development and with the criteria for quality used in the project.
- Where changes were suggested to the definition of CPD or the quality criteria used in the pilot, these were intended to be more inclusive of a range of types and models of professional development, more flexible in their application, or to provide greater rigour in the process of quality assurance.
- The time involved in collating and submitting or assessing evidence is significant. For panel members, in the long term this may need to be offset by a payment or other system of benefits.
- The support and training available to CPD providers and panel members were highly valued; this could be extended to include a range of exemplars from the process and further training around bias.
- The process is developmental: for CPD providers, participation in the process supported reflection on their CPD offer; for panel members, participation supported learning about professional development, including learning from each other.
- Care needs to be taken that participation in the process does not become a 'tick-box' exercise and that there is a process of regular revalidation.
- It is not clear what the most useful format of outcome would be for school leaders; they said they would be interested to see both the outcomes of the quality assurance process and the details of how these were achieved, and that a 'badge' could be useful in supporting decision-making.
- There is some evidence that CPD providers and, possibly, school leaders might be prepared to pay for participation in or access to the outcomes of a quality assurance process, with school leaders suggesting a model where access to the outcomes is part of a subscription model.
- For all involved, the potential to join a group of like-minded stakeholders with an interest in improving professional development is seen as a positive reason for involvement.

3. The design, development and piloting of a quality assurance system for teacher CPD

In this section we provide a summary of the quality assurance system as it was tested in the pilot, the criteria used to make judgements of quality and the pilot participants. Full details of the design, testing and outcomes of the quality assurance system are provided in the main project report³.

3.1 The quality assurance system

Development of the CPD quality assurance system led to a four-stage process:

1. A set of 'CPD quality assurance criteria' (see below) set the standard for quality CPD;
2. CPD providers collate a portfolio of evidence demonstrating how they meet each of the quality assurance criteria and submit this for quality assurance via an online platform;
3. Each portfolio of evidence is reviewed by a review panel of up to five panel members who meet to make a judgement about the extent to which each quality assurance criterion has been met;
4. The outcomes of the review panel meeting are shared with the provider alongside feedback on strengths and potential areas for development.

The pilot ran through two cycles of testing. Following the first cycle of testing a small number of changes were made to the CPD quality assurance system, in order to improve its clarity, efficiency and effectiveness. Full details of the process, including the changes made between cycle 1 and cycle 2 are provided in the main project report.

3.2 The CPD quality assurance criteria

For the purposes of this pilot, 'continuing professional development' (CPD) is defined as:

'intentional processes and activities which aim to enhance the professional knowledge, skills and attitudes of teachers, leaders and teaching staff in order to improve student outcomes'

This can include (but is not limited to): training courses; one-off events and conferences as well as sustained programmes of CPD; accredited programmes, and leadership programmes; mentoring and coaching programmes; facilitated networks, reading and study groups; online training.

For the purposes of this pilot, our definitions do not include: statutory training that you have to undertake as part of working in a school to comply with the law (for example, health and safety, safeguarding, fire safety, first aid training).

This definition is situated within the quality assurance criteria which together provide an indication of what 'high quality CPD' might look like. These criteria were developed from the evidence around

³ Chedzey, K., Cunningham, M. & Perry, E. (2021). *Quality Assurance of Teachers' Continuing Professional Development: Design, development and pilot of a CPD quality assurance system: Final report*. Chartered College of Teaching, London.

effective teacher professional development and in consultation with teachers, school leaders, CPD providers and with input from individuals with expertise in CPD from the wider UK education sector.

For the first cycle of testing, the criteria used to assess quality were grouped into three sections (Figure 1).

CPD criteria for cycle 1

Section 1: intent and impact

1.1 The provider clearly identifies the intended impact and designs CPD which aims to develop participants' beliefs, knowledge, understanding and/or teaching practice

1.2 The provider supports teachers and/or schools to make sustained changes to their practice in light of CPD

1.3. The provider supports participants and/or school leaders to increase the impact of CPD within their own specific contexts

Section 2: Content and design

2.1 The provider considers the specific contexts of teachers and/or their schools, using this to inform CPD design (e.g. career stage /subject/ phase/ curriculum/ school context)

2.2 The provider ensures content and design is underpinned by robust evidence and expertise and makes explicit links between theory, evidence and classroom practice, where appropriate

2.3 The provider designs professional development which includes opportunities for reflection, collaboration and expert challenge

Section 3: Delivery and evaluation

3.1 The provider has established processes to ensure high quality delivery of CPD

3.2 The provider has appropriate systems and processes which are used to monitor and evaluate the quality and effectiveness of their CPD programmes, facilitators and materials

3.3 The provider considers broader factors which may affect the impact of CPD, and takes steps to address these in order to ensure a positive experience for participants and schools

Figure 1. Quality criteria used in cycle 1 of testing

In light of feedback received in cycle 1, these were refined for cycle 2 (Figure 2).

CPD criteria for cycle 2

Section 1: intent

- 1.1 The intended impact of the [training/CPD/CPD programme] is clear
- 1.2 The [training/CPD/CPD programme] aims to develop participants' beliefs, knowledge, understanding and/or teaching practice
- 1.3 Support is given to participants and/or their schools to identify CPD requirements, support implementation and monitor and evaluate the impact of CPD in their own contexts

Section 2: design

- 2.1 The [CPD / training / programme] design and content is underpinned by robust evidence and expertise
- 2.2 [Training/CPD/Programme] design takes into account the prior knowledge, experiences and needs of participants and/or their school contexts
- 2.3 CPD activities are deliberately designed to facilitate sustained changes to practice - activities may include opportunities for application, practice, reflection, collaboration and expert challenge

Section 3: delivery

- 3.1 Effective processes are in place to ensure the [CPD / training / CPD programme] is delivered to a high standard
- 3.2 Internal and external evaluation processes are used to review impact and inform ongoing improvements to the programme
- 3.3 Consideration is given to addressing broader factors that may impede the effectiveness of the [CPD / training / CPD programme] - participant experience; value for money; staff time

Figure 2. Quality criteria used in cycle 2 of testing

3.3 The participants

The term 'CPD provider' includes any individual or organisation (including schools) which provides CPD to schools and school staff. Across the two cycles of the pilot, the quality assurance system was tested with 19 providers in total: 10 in cycle 1 and 9 in cycle 2. A range of types of CPD provider were represented (Table 1). Staff from a small number of CPD providers who undertook quality assurance in cycle 1 joined the review panel for cycle 2.

Type of Provider	Cycle 1	Cycle 2
Charity, Charitable Trust or Foundation	2	3
Subject Association		2
Large scale or commercial CPD provider	1	2
Multi Academy Trust	2	1
University, College or HEI	1	
Teaching School or Local Authority Group	2	1
Independent Consultant	2	

Table 1. Types of provider undertaking quality assurance in cycles 1 and 2

In the quality assurance process, CPD providers collated and submitted a portfolio of evidence demonstrating how they meet each of the quality assurance criteria. This was reviewed by a panel of up to five panel members who made a judgement about the extent to which each quality assurance criterion has been met.

Thirty-two panel members were recruited over the two cycles of testing. Twenty panel members were recruited for cycle 1. Fifteen panel members returned for cycle 2, including six who returned as chair of a panel. Twelve new members were recruited to join the panel in cycle 2, including a small number of CPD providers from cycle 1 and some CPD providers who had previously applied to be involved in cycle 1, but were turned down due to limitations of space. In cycle 1, over half of the panel members were teachers or school leaders. In cycle 2 the panel included increased representation of CPD providers (Table 2).

Panel member role⁴	Cycle 1	Cycle 2
Teacher/School leader	60%	41%
CPD provider or consultant	25%	52%
Individual with expertise in CPD or QA	15%	7%

Table 2. Panel membership for cycles 1 and 2

Further details about the CPD providers and panel members, including their recruitment, support and training, are provided in the main project report.

⁴ A number of individuals fitted into more than one category and therefore these figures represent the predominant category they identified with.

4 Aims of the evaluation

The purpose of this evaluation was to support:

- understanding of the benefits and challenges of the process of quality assurance, its outcomes and potential long-term sustainability;
- improvements to the system between the two cycles of testing;
- long-term planning for a sustainable model of quality assurance of teacher CPD.

The research questions underpinning the evaluation were:

- Are the processes used for quality assurance workable, valid and reliable?
- Are the criteria used in the process for judging quality appropriate?
- Does involvement in the quality assurance process improve understanding of quality in professional development (for CPD providers and for those making judgements of quality)?
- Are the outcomes of the process valuable in improving school decision-making and the quality of CPD offered by providers?
- (How) can the system have long-term utility and scope to be used widely across the sector?

In order to address these questions, we collected and analysed data from participants and stakeholders, including CPD providers and panel members from the two cycles of testing, and school leaders with a role in decision-making around teacher CPD. We also identified other emerging issues relevant to the process of quality assurance and its long-term sustainability.

5 Methodology

5.1 Approach

The evaluation used a mixed methods approach, collecting quantitative and qualitative data from stakeholders, using surveys, interviews and focus groups (Table 3).

Data	Cycle(s)	Stakeholder group		
		CPD providers	QA review panel members	School leaders and school CPD leads
Survey	1 and 2	✓	✓	
Interview	1 and 2	✓	✓	
Focus groups	2			✓

Table 3. Data collection by stakeholder group and method

To supplement our data collection and analysis, we also undertook:

- observations of the quality assurance panel meetings;
- reviews of CPD providers' portfolios of evidence and the outcomes of the process.

Evaluation data collection was supported by use of management information data (participant names, contact details, organisation and role in the project) to contact stakeholders with requests to complete surveys and participate in interviews or focus groups, and to check the representativeness of our data collection with the stakeholders involved in the project.

CPD providers and panel members were recruited to participate in the pilot through organisational networks and from participants in the earlier scoping phase of the project. Consequently a general limitation of the evaluation is that participants should not be taken as representative of all those engaged in CPD provision in England. That noted, the range of CPD provision that was considered by the panels and the diverse composition of the panels gives some confidence that the trustworthiness of the findings are relevant to any wider implementation of the quality assurance process.

5.1.1 Surveys

The online surveys (Appendices 1 – 4) focussed on participants' perceptions of:

- the definition of CPD used in the project and the criteria used in the assessment process;
- the processes used for collating and assessing evidence, including, for providers, the support offered.

The survey also included open questions giving opportunities to share more detail around their perceptions of the process.

For CPD providers, the online survey was similar in both cycles of testing. For panel members, in cycle 2, we differentiated between those who had previously participated in cycle 1, and those who were new to the process. For those who were new to the process, the survey was again similar to that used in cycle 1, with questions asking for perceptions of professional development, the processes used for

collating and assessing evidence, including the support and training offered, and the criteria used in the assessment process. For those experienced panel members who had previously participated in cycle 1, a briefer set of questions asked for opinions about the process compared to cycle 1.

For all participants, cycle 1 and cycle 2 surveys included open questions giving participants opportunities to share more detail around their perceptions of the process.

5.1.2 Interviews

Telephone interviews were carried out with individuals. Each interview lasted 45-60 minutes, were recorded and professionally transcribed for analysis. Interviews took place after the panel meetings, so all panel members interviewed had been involved in a review meeting. All CPD providers had collated and submitted their portfolio of evidence at the time of interview, but all had not necessarily all received feedback from the review process. Interview questions in cycle 1 (Appendices 5 and 6) focussed on:

- perceptions of high quality professional development;
- benefits of and barriers to high quality professional development;
- the quality assurance process, including the criteria, the process of collating and submitting the portfolio of evidence (for CPD providers) and of the panel review (for panel members);
- suggestions for improvement of the process;
- the outcomes of the process, including for their own learning and the potential for the quality assurance system's long-term use and impact.

In cycle 2 interview questions (Appendices 7 and 8) for CPD providers and new panel members were broadly similar to those in cycle 1 interviews. For experienced panel members, including those who had taken on the role of panel chair, interviews focussed on changes to the process for cycle 2 (Appendix 9).

5.1.3 Focus groups

Three focus groups took place in cycle 2, with school leaders holding a leadership role in relation to professional development. The focus groups were intended to add further understanding of the potential for long-term utility and sustainability of a quality assurance process, from a group of key stakeholders who had not previously been involved in the quality assurance process (Appendix 10). School leaders were recruited by email invitations to organisational networks. Eleven participants agreed to take part in one of three focus groups. In the event, nine participants attended.

5.2 Data analysis

Quantitative survey data was analysed descriptively. Data from each qualitative method of data collection-and written comments from the surveys were analysed thematically, using the research questions above as a framework for analysis. Interviews and focus groups were recorded and transcribed. In line with ethical and consent procedures, data has been anonymised for reporting.

5.3 Ethics and data protection

The evaluation followed Sheffield Hallam University's ethical research⁵ and data protection⁶ protocols throughout, ensuring data was handled securely and sensitively with appropriate consent procedures, including anonymity in reporting. A project-specific participant information sheet and privacy notice⁷, and online consent forms⁸ were used for all data collection.

5.4 Participation in data collection

Levels of engagement in data collection were high. Fifty-six individuals were involved across the two cycles of testing, in 98 total engagements (Table 4). Some participants engaged in both survey and interview, sometimes in both cycles of testing (Appendix 11).

Data collection	Participants engaging
Cycle 1 survey	26
Cycle 1 interviews	16
Cycle 2 survey	33
Cycle 2 interviews	14
Cycle 2 focus group	9
Total engagements	98
Total individual participants	56

Table 4. Participation in data collection

⁵ [Ethics and integrity: Sheffield Hallam University](#)

⁶ [Privacy Notice for Research Participants: Sheffield Hallam University](#)

⁷ Project specific information sheet and privacy notice: <https://tinyurl.com/SIOEQACPD>

⁸ Participant consent form: <https://tinyurl.com/SIoE-QAConsent>

5.4.1 Cycle 1

In the first cycle of testing, data collection centred on participants' perceptions of the process of quality assurance as it was tested, including the criteria used for assessment and whether and how the process could be improved. Participants were recruited by an email invitation to complete the survey, sent to all cycle 1 CPD providers and panel members. A question in the survey requested volunteers to take part in interviews. Participant numbers and rates are shown in Table 5.

	Total number of participants in the cycle	Survey		Interview	
		Participants	Participation rate	Participants	Participation rate
CPD providers	10	8	80%	5	50%
Panel members	20	17	85%	11	55%

Table 5. Participants in Cycle 1 data collection

5.4.2 Cycle 2

For CPD providers and panel members, participants were again recruited by an email invitation to complete the survey, sent to all cycle 2 CPD providers and panel members. A question in the survey requested further involvement as interview participants. Numbers of participants are shown in Table 6. Given the high response rates and levels of engagement in cycle 1 and the survey, we interviewed relatively fewer participants from cycle 2, targeting participation from panel members to gain particular insights from: new panel members, experienced panel members, especially those who took on the role of chair, and panel members who in cycle 1 had participated as a CPD provider. School leaders were recruited to focus groups by invitation to direct contacts, through organisational networks, who had previously expressed an interest in this project or similar activity.

	Total number of participants in the cycle	Survey		Interview		Focus groups
		Participants	Participation rate	Participants	Participation rate	Participants
CPD providers	9	9	100%	5	56%	
Panel members	24	24	100%	9	38%	
School leaders						9

Table 6. Participants in cycle 2 data collection

In addition to themes carried forward from cycle 1, in the second cycle of testing we also asked participants to consider the potential for a quality assurance process to have long-term sustainability and impact in the system.

6 Findings

In this section we begin by giving an overview of the findings of the evaluation. Following this, we present detailed findings from each participant group: CPD providers, panel members, cycle 2 panel chairs and school leaders. By grouping findings by participant group, we highlight distinct responses to and perspectives on the quality assurance process and identify differences and similarities in participant responses between cycle 1 and cycle 2. Illustrative quotes and survey data are included throughout. Full survey responses are given in Appendices 1 – 4.

6.1 Overview

6.1.1 The quality assurance process

Overall, CPD providers and panel members were very positive about the potential for the quality assurance process tested in this project to be workable, robust, fair and highly valuable for school leaders and the wider system. Broadly, they agreed with the definition of professional development and with the quality criteria used, with some variations in the relative importance of some criteria and some suggestions for changes. For CPD providers, where changes were suggested to the definition of CPD or to the criteria, these were often intended to be more inclusive of a range of types and models of professional development and more flexible in their application. By contrast, panel members felt that the process could be made more robust through tighter, more refined criteria. This raises a question over how well or whether a single process for quality assurance can adequately deal with the variety of professional development currently available in England.

The support and training available to CPD providers and panel members were highly valued, although not always accessed by CPD providers. Panel members felt that more training, and more experience, would improve the process of assessment. Changes made for the second cycle of testing were mostly seen as improvements, with further changes suggested by some of those involved in cycle 2. Perhaps most significantly, the time involved in collating and submitting (for CPD providers) and assessing (for panel members) evidence is significant and therefore the process may need to be refined to prevent it becoming unworkable in the long-term or on roll-out to larger numbers. Further, payment may be needed for panel members and panel chairs to support long-term engagement; one suggestion is that this might be offered in the form of ‘credits’ to access the outcomes of the process.

6.1.2 Outcomes of the process

All participants were positive about the potential of the process to benefit schools and teachers and most were positive about their participation in the process. CPD providers felt that participation in the process supported reflection on their CPD offer. For panel members, participation supported learning about professional development, including learning from each other, again suggesting that developing a ‘community of learning’ around professional development might be beneficial.

Our findings were inconclusive about the most useful format of outcome for school leaders, although any or all of the following may be useful: a ‘badge’, a set of ratings against the criteria, and/or a listing of those providers who have passed the process. Some school leaders said they would be interested to know about both the outcomes of the quality assurance process and the details of how these were achieved, while others were happy to see only the outcomes. To ensure that the process retains

meaning, care needs to be taken that participation does not become a ‘tick-box’ exercise and that there is a process of regular revalidation.

6.1.3 The potential long-term sustainability of a quality assurance process

The potential value of a quality assurance process was seen as very high by all participant groups. Panel members recognised a potential for bias in their assessments, based on prior experience, roles and professional values, although agreed that this could be mitigated through a number of means, including the vital role of the panel chair. There is some evidence that CPD providers and, possibly, school leaders might be prepared to pay for participation in or access to the outcomes of a quality assurance process. School leaders suggested a model where access to the outcomes is part of a subscription model to the leading organisation. The organisations involved in this project were seen as trustworthy and appropriate to be carrying out this work, and all participants saw their engagement in this project as a way of contributing to something which is needed and useful in the system. The idea of joining a community of like-minded stakeholders therefore indicates one potential route to promotion of participation.

6.2 CPD providers

6.2.1 Reasons for participating

We asked CPD providers why they had chosen to participate in the quality assurance process. From cycles 1 and 2, their responses fit into three broad categories, each illustrated by a participant quote:

- a desire to reflect upon and learn more about their professional development offer;
- an altruistic wish to contribute to system improvement;
- the opportunity to build relationships with the organisations involved in the project.

It's about engaging with people with different philosophies and us reaching out to see how we can work with organisations like TDT and Chartered College and yourselves. What can we learn from those people? It was driven by learning really, but also a potential for building relationships.

Participant 14, CPD provider cycle 1 interview

The emphasis was very much on: this will be a really great opportunity for us to see where we're pitched, where we're heading, do we have a quality programme here and what areas do we need to think about more.

Participant 12, CPD provider cycle 2 interview

Looking at these reasons for participation, in terms of promoting the benefits of participation for CPD providers, it would be productive to emphasise how to minimise the barriers, such as cost and time (see below). Our findings offer some further suggestions for how to promote the benefits of participation, which include: the opportunity to reflect on practice, draw on external expertise, and to join a community of organisations and stakeholders with a shared interest in improving the system of professional development more widely.

6.2.2 The quality assurance process

Overall, the CPD providers in both cycles of testing had positive views of the process of collating and submitting evidence. For example, all providers in cycle 1 agreed that they understood what was needed for the collation and submission of their evidence (Figure 3). Responses were similar in cycle 2 (Figure 4), although four out of nine providers disagreed with the statement “I/we found it easy to collate the portfolio of evidence”.

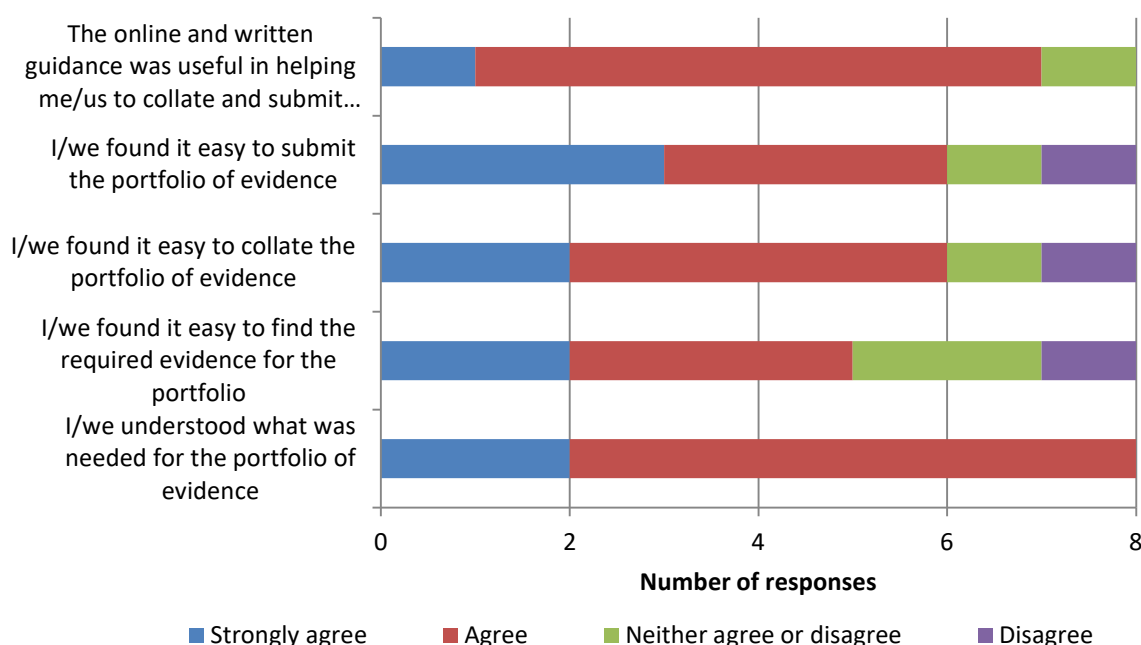


Figure 3. Cycle 1 CPD provider survey: To what extent do you agree or disagree with the statements below about the process of collating and submitting your portfolio of evidence?

In both cycles, the online platform and the support offered were seen as strengths of the process, and for many providers, collating evidence was not challenging. As one CPD provider said: *“The good thing was that I didn't find it difficult to [put] my hands on evidence, which was quite reassuring for me, that they were saying these are the important success criteria and I was like, well yeah, I have some evidence of that. So that wasn't difficult.”* (participant 39, CPD provider cycle 2 interview).

The CPD providers recognised that they were involved in a pilot and were accepting of this. Therefore, their identification of any difficulties with the process was offered with the aim of improvement. Later, we describe some of their suggestions for improvement. Here, we focus on the reasons given for less positive feedback about the process. For both cycles, these focussed around the time taken to complete the process, and, sometimes linked to time, difficulties with the selection and collation of evidence.

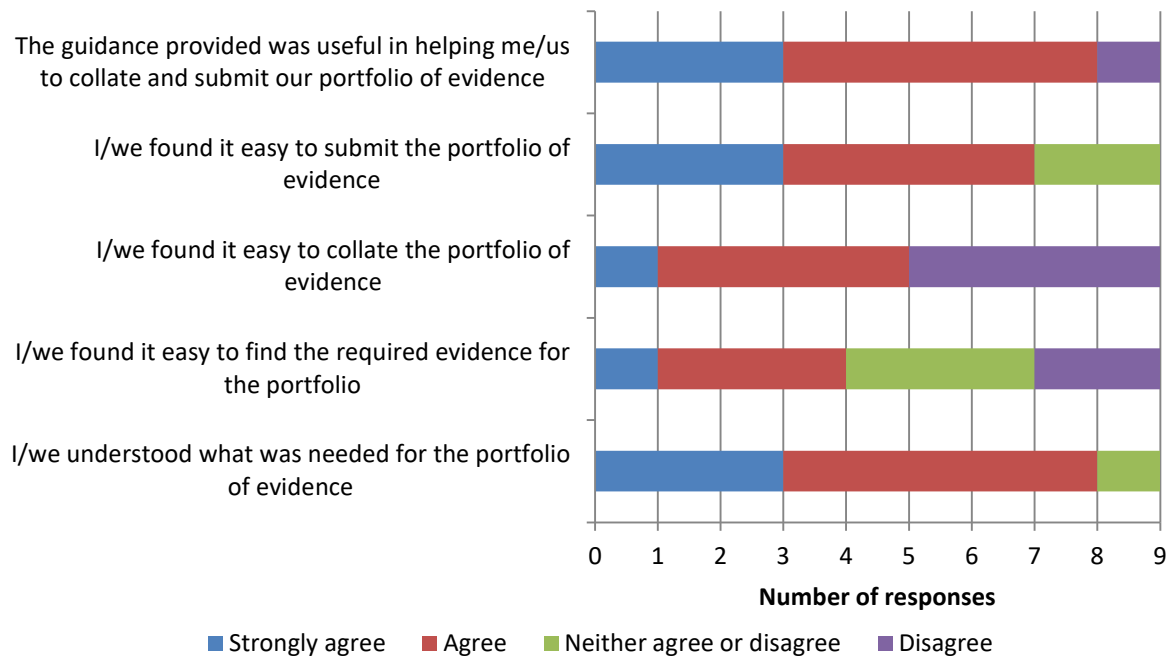


Figure 4. Cycle 2 CPD provider survey: To what extent do you agree or disagree with the statements below about the process of collating and submitting your portfolio of evidence?

Looking first at time, for both cycles of testing, the time taken for collation and submission of the portfolio of evidence was significant, varying from around half a day to two days or more (cycle 1) and two to eight days (cycle 2). CPD providers at the shorter end of this timescale indicated that they could have spent longer if they had either been able to free the time from their main work responsibilities or to provide more evidence against the criteria. Those who spent longer were often balancing this task against competing priorities, and/or having to select evidence from large sets of data or policies.

The time needed to collate and submit evidence might have been particularly challenging for individual consultants and small CPD providers, but even where providers were part of a larger organisation, the task of collating and submitting the evidence often fell to a single person, albeit sometimes working with colleagues to collate and/or check particular pieces of evidence. Those from larger organisations often also found it difficult to select evidence from a wide range of materials, protocols and evidence.

The problem of selecting evidence arose from a variety of issues. These included:

- smaller CPD providers lacking formal processes, or not keeping records of processes carried out by an individual rather than an organisation-wide system;
- independent CPD providers working on behalf of other organisations, therefore not having access to the processes behind, for example, CPD design;
- concerns over sharing of commercially sensitive materials;
- the need to select materials which provided evidence against the criteria.

These issues are illustrated by these quotes from CPD providers in both cycles:

I found it quite difficult I have to say, and part of that is probably, again, because I work alone, I don't have processes in place that probably larger organisations do have ... I do have casual systems in place in terms of lots of conversations with the schools I work with but because it's just me I just have conversations with them, are you happy with how it's going? Would you like anything different? So there's no evidence per se. So I think that there's a difference in what the process would be like for a bigger organisation and for one person working alone.

Participant 30, CPD provider cycle 1 interview

The reason it took so long was sourcing all the evidence, because of the complexity of how the course has been put together. We've got a completely different part of our organisation which is our research and evaluation, we've got our training department, we've got our communications and advertising and promotion. So in order to meet the criteria across the board, I had to engage with various different parts of the organisation. It wasn't just my training department. And then to actually source the relevant evidence and pick out the bits that were specific to what this needed. It was quite time-consuming. And then to put it together in a format that was then accessible.

Participant 12, CPD provider cycle 2 interview

All CPD providers in cycles 1 and 2 felt that the support offered in completion of the process was very helpful, even if they did not make full use of this. One CPD provider from cycle 2 commented that: *"It was really useful having the opportunity to have this catch up with the TDT to just get some clarity at the beginning and then I think I was offered a second quite phone call and that was good just to say I've read this criteria point as this, just checking you're on the right point, checking that I've put the right."* (participant 15, CPD provider cycle 2 interview).

In cycle 2, the additional step in the process, where panels requested further information from CPD providers, received mixed feedback in terms of its usefulness. Some providers did not find this step problematic but for others, it added to the time taken to complete the collation of evidence, and, in some cases, the providers felt that the request for additional evidence was unclear, did not reflect genuine 'gaps' in the evidence they had submitted, and was not then used in the final judgement of quality.

There were four points that came back and I was a little bit like, oh, I thought I said that ... I don't know if I'm answering what the panel are actually asking because I thought I'd already sent this evidence but just to clarify, yes, this, this, then this happens ... I felt as though I'd - but maybe I hadn't explained myself well enough in the prose kind of thing.

Participant 39, CPD provider cycle 2 interview

Later, we describe some suggestions for improvement made by CPD providers in both cycles of testing.

6.2.3 The quality criteria and definitions of professional development

The definition of CPD used in the quality assurance process met with almost unanimous agreement from the CPD providers (Table 7).

Response	Number of responses	
	Cycle 1	Cycle 2
Completely	7	6
Partially	1	3
Slightly	0	0
Not at all	0	0
Not sure	0	0

Table 7. Cycle 1 and cycle 2 survey responses: To what extent do you agree with the definition of continuing professional development used in this project?

The one 'partial' agreement from cycle 1 CPD providers focussed on how the definition might acknowledge the importance of interim teacher-focussed outcomes:

My concern is that such a definition of CPD ignores so many other vital ingredients that are essential to improving student outcomes such as educators' professional identity, leadership potential and culture building where reciprocal vulnerability can be nurtured by skilled facilitators within the organisation.

Participant 23, CPD provider cycle 1 survey

In cycle 2, three CPD providers suggested the definition could be broadened to include further aspects of professional development and its potential outcomes. For example:

While I generally agree, I think this definition is too narrow in two areas. Firstly, I would argue that professional development can take many forms, both formal and informal, and some of these are not always intentional, at least not in the first instance. The wording used suggests that the professional development is to some extent planned at the outset which could narrow its interpretation. Similarly, the wording 'to improve student outcomes' suggests, even if this is not the intention, a focus on quantifiable outcomes which most easily translates into external examination results. While ultimately, teacher professional development should aim to benefit their students' development this can be much broader and nuanced than the wording used suggests. For example, increased student confidence is valuable in and of itself in student development but may not necessarily lead to improved student outcomes in the form of examination results.

Participant 6, CPD provider cycle 2 survey

All CPD providers agreed (completely or partially) that the quality criteria used in each cycle were overall appropriate and important in assessing quality (Table 8). Although the criteria changed between cycle 1 and cycle 2, levels of positivity about their appropriateness were similar for both cycles. Below we look in more detail at the criteria statements for each cycle.

Response	Number of responses	
	Cycle 1	Cycle 2
Completely	6	5
Partially	2	3
Slightly	0	1
Not at all	0	0
Not sure	0	0

Table 8. Cycle 1 and 2 CPD provider survey: Overall, to what extent do you think the criteria used to assure the quality of CPD in this project are appropriate as measures of quality?

For cycle 1, the individual criteria were all seen as important in assessing quality (Figure 5), albeit to differing extents.

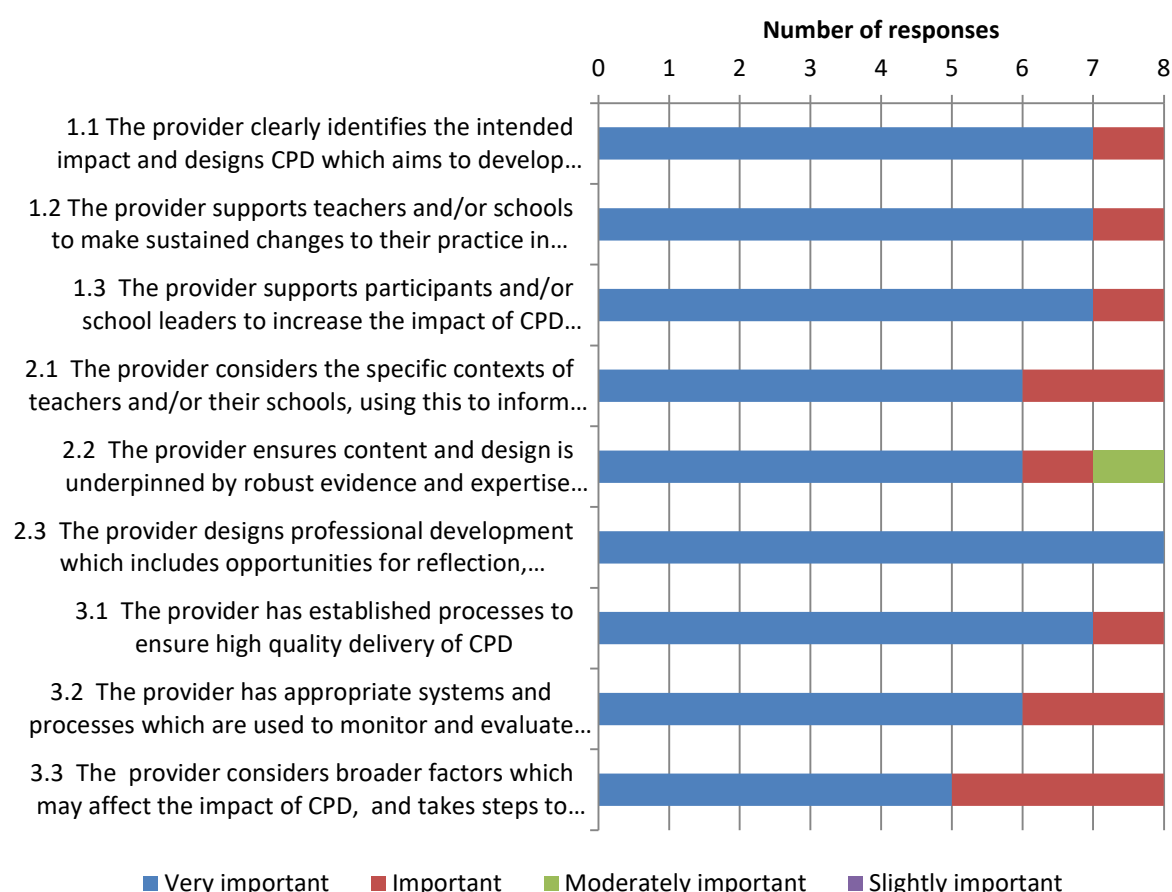


Figure 5. Cycle 1 CPD provider survey: How important do you think each criterion is in assuring the quality of CPD?

In interviews, the CPD providers in cycle 1 highlighted some differences of opinion about some of the criteria. Where criteria were felt to need refinement or were seen as less important, this often related to the ways in which different CPD providers approached their CPD offer, reflecting their perceptions of high quality CPD, their particular circumstances and/or professional development offer. For example, one small CPD provider said that: *“there needs to be differentiation for sole providers versus big companies ... it felt like, well, I’m going to be marked down for things that actually I shouldn’t be expected to have in the same way as larger organisations.”* (participant 30, CPD provider cycle 1 interview).

Another provider highlighted the challenge of identifying and measuring the impact of CPD: *“I think impact, that can often be metric and that is quantifiable and that’s fine, it may well be, you know, numbers of levels, students gaining this level or gaining this grade or they improve by, you know, but ... some of our impact is about teachers’ professionalism, teachers’ leadership and you can’t quantify that, it’s going to be something which is much more qualitative.”* (participant 23, CPD provider cycle 1 interview).

The criteria changed for the second cycle of testing in order to reflect some of the issues raised in cycle 1. In cycle 2, as described above, the overall appropriateness of the criteria was broadly positive, but some of the individual criteria were seen as less important (Figure 6).

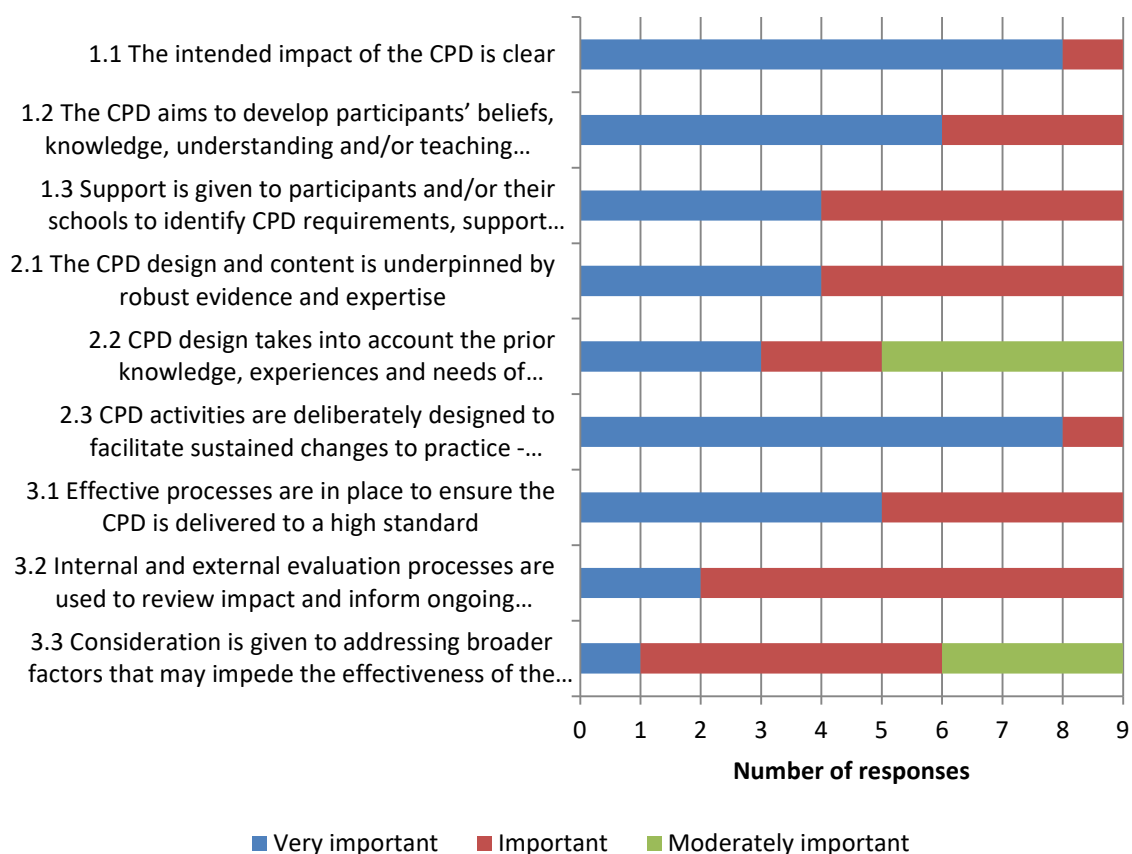


Figure 6. Cycle 2 CPD provider survey: How important do you think each criterion is in assuring the quality of CPD?

In cycle 2, the CPD providers were asked whether they found it particularly difficult to identify and submit evidence for any of the criteria. The responses here were not consistent in terms of there being a single criterion which could be amended to make the process more accessible. Instead, responses again related more to the types of CPD offered by the provider or that chosen to be submitted to the programme, and/or the type of organisation they represented. One provider said:

I felt that some of the definitions were very, very narrow ... our programme is so bespoke to the teacher and to the school and it was very difficult to get that across ... the criteria were more suited to more traditional one-off courses than our more sustained offer and there were lots of things that I felt could indicate 'quality' but there didn't seem to be a place within the criteria to really showcase these.

Participant 6, CPD provider cycle 2 interview

6.2.4 Suggestions for improvement

Many of the issues raised by CPD providers in cycle 1 about the process were addressed through changes made for cycle 2, such as changes to the criteria or consideration of amends which support individual providers alongside larger organisations. A few CPD providers involved in cycle 1 also highlighted the potential value of building into the process an opportunity for feedback or discussion with (a member of) the review panel.

Having a conversation with someone about what I'd submitted and if they had any questions to be able to somehow respond to that, that might be helpful ... having an extra part in the process where reviewers could engage with the providers to tease out any questions they might have and anything they're not sure of, I think that would have been helpful, obviously more time consuming.

Participant 23, CPD provider cycle 1 interview

However, the feedback step added in cycle 2 was not necessarily seen as helpful in facilitating the process. Some CPD providers in cycle 2 also suggested that alternative processes might be used to provide evidence to the panel, such as a conversation with a panel member. Further, giving a panel member access to online resources was proposed as a way of reducing the time needed in selecting evidence and therefore not giving a full picture of a providers' CPD offer. This dissatisfaction with the process appeared to be more relevant to those CPD providers with large, complex CPD offers rather than a single, short-term or simple programme, reflecting the comments elsewhere about the breadth of the definitions and criteria used in the process.

We have an online portal, which is mammoth, and it contains so much support and guidance and I felt it was really difficult to capture that for the panel ... As a consequence, looking through at the report, there are some bits that they didn't get ... It would have been more straightforward to have been able to either give the assessors logins and/or to talk them through the evidence rather than submitting it as a documented portfolio.

Participant 6, CPD provider cycle 2 interview

In cycle 2, two CPD providers felt that information in advance of the process had not been clear enough around the expectations of the time and information required, pointing to a need for greater clarity around the process.

The information given before signing up regarding the requirements - i.e. about the specificity of the information and evidence requested and particularly about how long it would take to complete was not clear or detailed enough. People need to know exactly what they sign up for before they do, not once they agreed.

Participant 34, CPD provider cycle 2 survey

It should be said that not all CPD providers felt that they were lacking information. As described elsewhere, others felt that the information provided was clear, and even those who did feel that they should have been better informed were satisfied with the support on offer for completion of the process.

6.2.5 Benefits of participation

Survey responses showed that, overall, the criteria used in the process supported CPD providers in cycles 1 and 2 to reflect on their CPD offer (Figures 7 and 8).

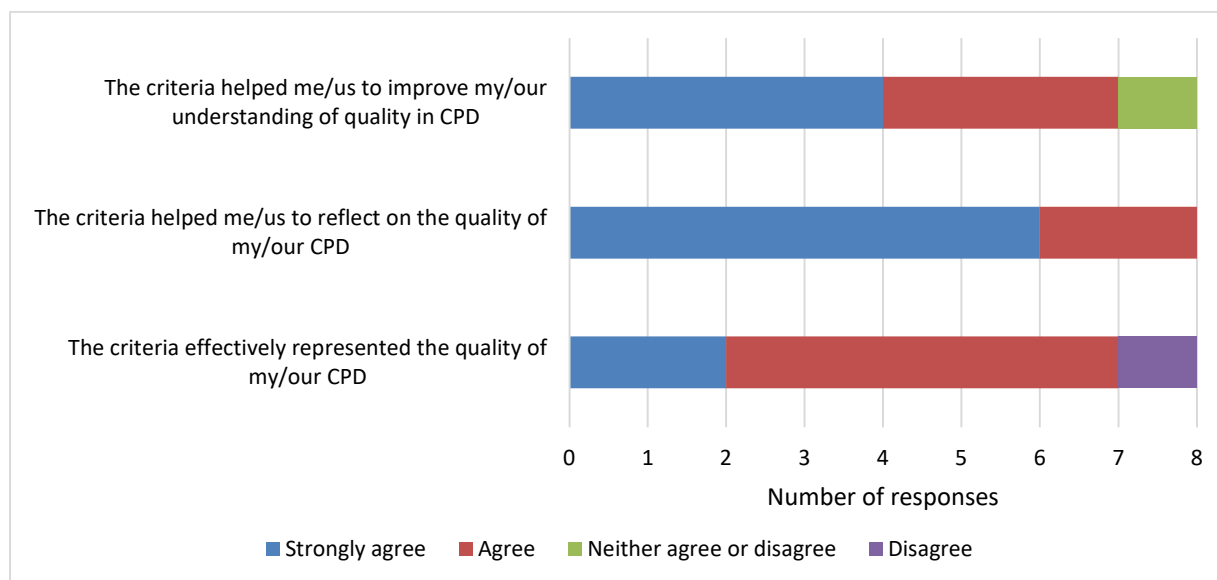


Figure 7. Cycle 1 CPD provider survey: To what extent do you agree or disagree with these statements related to the criteria used to assure the quality of CPD?

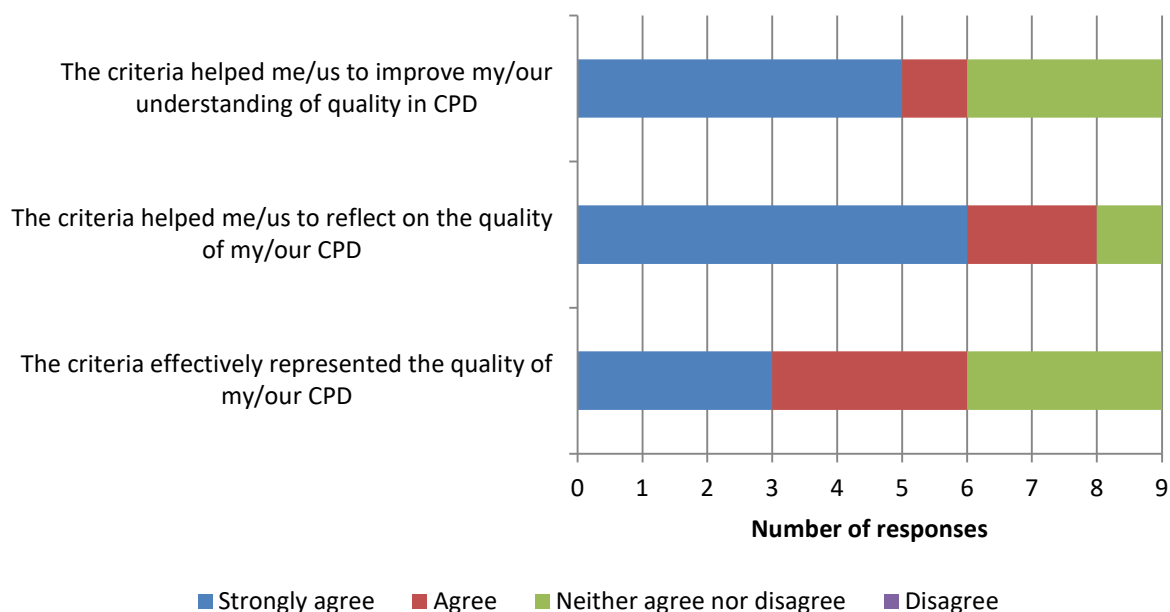


Figure 8. Cycle 2 CPD provider survey: To what extent do you agree or disagree with these statements related to the criteria used to assure the quality of CPD?

At the time of interviews, some CPD providers had not yet received feedback from the panel review process. Reassuringly, whether they had or not, almost all CPD providers in both cycles expressed how engagement in the process had supported them to reflect on their CPD offer, including by considering their materials and processes from a new perspective, or by considering feedback from the panel, where that was available. For some CPD providers, the time and commitment required in completion of the process was offset against the beneficial outcomes of reflection, development and receiving feedback. The strength of positivity here is represented in the quotes below.

We found the process incredibly useful in terms of reflecting on our practice. It is often easy to focus on feedback and impact but this process was a much more holistic approach. The process itself was very beneficial to me in my role as a CPD course designer and facilitator.

Participant 15, CPD provider cycle 2 survey

It was a really useful process to do it, for us as an organisation to take a step back and say OK well why are we doing what we're doing, and do we think we're doing it in the best way that is possible for what we're trying to achieve. Those sorts of questions are really helpful ones to reflect on and to have that with the feedback from an external organisation was really valuable to us. So we really appreciated being part of the process.

Participant 12, CPD provider cycle 2 interview

In cycle 1 the panel review process led to only a few CPD providers fully meeting the quality criteria. The CPD providers in cycle 1 who had received feedback at the time of interview were, on the whole, philosophical about the outcomes of the process. They recognised that sometimes the reasons for not providing evidence against some criteria lay with their internal processes and often they had been aware of this during the process of submission. For example:

The feedback was really useful ... it did flag up some areas. We've just reviewed our inclusivity policy and diversity policy and that was something that was picked up as just partially met because we didn't have evidence to show it in action.

Participant 15, CPD provider cycle 2 interview

For almost all CPD providers in both cycles, the feedback was viewed positively. An alternative view is given by this provider: for them, the feedback was seen as less useful in identifying what further evidence could have been provided or how the provider could continue to develop their offer.

Really this is a development exercise, it's about where you are, where you need to be, and how you get there. I didn't get that. ... greater clarity and position is needed about how the programme is tailored to match the information gathered. What do you mean about how the programme is tailored? Give me clarity. What do you mean by that? Exactly what? So I can understand that I'm lacking, but I am not understanding how I can improve.

Participant 34, CPD provider cycle 2 interview

Our findings show how the process of engaging in quality assurance can be developmental (reflecting findings from other quality assurance systems, as described in the evidence review from the earlier scoping phase of this project⁹), and indeed the CPD providers involved were hoping for this to be the case. Therefore, intentionally designing a quality assurance process to be developmental for CPD providers enables the shift beyond a process simply focussed on outcomes to one which can lead to improved understanding of professional development in general, of providers' specific offers and of ways in which they can develop the quality of their offer further. This may provide a useful stimulus for recruitment to the process.

6.2.6 Potential for system change

Our findings suggest that the quality assurance process is felt to be trusted, reliable and fair by CPD providers (notwithstanding the comments elsewhere about particular criteria and processes). There appears to be a genuine feeling that a process like this is needed in the education system, would be valued and has the potential to make a difference to the quality of CPD chosen by schools.

As a headteacher I would have loved something like this that would point me in the direction of something that had been deemed to be high quality ... hopefully it will lead to a process where the best CPD will get used more and also nudge everybody to make sure that they are delivering high quality stuff.

Participant 39, CPD provider cycle 2 interview

⁹ Perry, E., Boylan, M., & Booth, J. (2019). *Quality Assurance of Teachers' Continuing Professional Development: Rapid Evidence Review*. Wellcome Trust and Education Endowment Foundation. Retrieved from <https://wellcome.ac.uk/reports/quality-assurance-teachers-continuing-professional-development>.

Reassuringly, the organisations involved in the project are seen as appropriate to be leading this work. This gives the process credibility to support its potential long-term rollout and impact on schools' decision-making.

I think it would give a badge of security and knowledge of the standards of the CPD. I think certainly at a senior leadership level they would feel far more comfortable booking somebody who has that backing of the Chartered College. I think that would be good because there's so many people out there doing so many different things and they are variable in quality.

Participant 24, CPD provider cycle 1 interview

One danger of a quality assurance system is that it could privilege particular types of CPD or CPD provider. The CPD providers recognised this as a possibility, raising concerns about how the process might change as it is rolled out widely. For example, the process might become a 'form-filling' exercise, where those who are good at meeting the criteria are valued more highly than those whose CPD is of high quality. As one provider in cycle 2 said: *"The challenge is this becomes about how good the person submitting the information is at interpreting the standards rather than whether the CPD meets the standards"* (participant 35, CPD provider cycle 2 survey).

A few providers suggested that this might be mitigated through the information and training provided to all involved, and through regular re-assessment, so that CPD providers engage in an ongoing process of reflection and assessment. For example:

What you would need to be careful of is making sure that it's not something that people can just buy. You know, you can't just pay your money and get it ... I think it's important that you set the bar and you say if you deviate from this, if you drop below these standards, doesn't matter if you pay us, we'll take it off you ... you've got to maintain it and we will do random checks, we'll get you to send us some more evidence once every five years or something, you re-accredit or do something like that.

Participant 24, CPD provider cycle 1 interview

Similarly, one CPD provider raised the potential for a system like this to privilege those providers who are more able to provide evidence which meets the quality assurance criteria, rather than the breadth of CPD available to schools.

I think for organisations to have a badge that says this is stamped CPD, I think that's potentially a good thing, but I wonder whether it's going to push people towards things that are easier to evidence, like quite bounded one-day courses, rather than the whole suite of CPD that could actually meet their needs.

Participant 6, CPD provider cycle 2 survey

In cycle 2, we asked the CPD providers whether stakeholders might pay to participate in a quality assurance process. The CPD providers were consistent in their view that schools should not or would be unlikely to pay to access the outcomes of the process. They were uncertain whether they themselves would be prepared to pay and largely unable or unwilling to put a potential financial value on their participation. For example: *"It depends on the costs involved but I do think that most of the*

well-regarded CPD providers, you know, some of the other learned bodies or whatever, it would be worth their while to do that. I think partially for the process and then partially for the badging.” (participant 15, CPD provider cycle 2 interview).

For some CPD providers, uncertainty about payment derived from the status of their organisation (as a charity, for example) or because they were already satisfied with their ability to reach schools, especially when, as a CPD provider, they didn’t charge for this.

I’m not sure, is my honest answer to that one. Because we’re a charity, and because we are reaching the schools anyway, I’m not sure what more it would give us... whether it would give us enough more to be worth paying to do, I’m not sure ... I think the motivation for paying would be to ensure that there was an uptake on the course. I’m not sure we would pay to get people to take up our course.

Participant 12, CPD provider cycle 2 interview

To end this section, one CPD provider in cycle 1 raised an important consideration: the potential for alignment of quality assurance processes across multiple CPD providers, for example those funded or commissioned by the Department for Education. The need for alignment has also been raised by stakeholder engagement in other parts of this project, for example in relation to professional development offered by the university sector where postgraduate programmes such as Masters degrees undergo rigorous quality assurance in their own right. Alignment would limit repetition of quality assurance activities for CPD providers, and, equally importantly, could shift the system towards a shared understanding of quality in teacher professional development.

6.3 Panel members

6.3.1 The quality assurance process

Cycle 1 and 2 panel members, on the whole, felt that the systems and processes involved in the review worked well. Participants praised the obvious work that had gone into developing and setting up the review process. The process was described as interesting and enjoyable and panel members could clearly see the utility and potential of it: *“Being on the review panel was a great experience and helped me to reflect on what our organisation does too.”* (participant 22, cycle 1 panel member survey).

Figure 9 shows cycle 1 panel members' positive views overall on the aspects of the review related to systems and process. Notably, 16 of the 17 participants agreed or strongly agreed that they did not find the panel meetings onerous, and 15 similarly felt that training had prepared them well for the process. There was slightly less agreement that the process of reviewing the portfolios was straightforward, with 12 participants answering 'strongly agree' or 'agree', three disagreeing and two unsure.



Figure 9. Cycle 1 panel members' views of the review process

6.3.2 Reviewing material before the panel meeting

A key issue for some panel members in undertaking the review was the time needed for the review process. The survey responses show that 12 of the 17 survey participants either strongly agreed or agreed that they had enough time to review the portfolios. However the qualitative data from interviews suggested that, for some, the time taken to review portfolios was above what they had expected, which had caused a degree of anxiety and pressure.

A number of points were raised that panel members in cycle 1 felt would help to ensure the process of reviewing could be improved to be less time consuming and more straightforward. It was reported by the majority of panel members that instructions to providers could be made clearer in respect to guidance about what to submit. Panel members commented on time taken to sift through large portfolios where much of the evidence was not relevant and thought that guidance should be clearer to ensure less paperwork was submitted and only relevant and specific evidence was part of the review: *“There has to be some kind of cap on the amount. Like some of the portfolios had an insane number of documents to the point that you just - I mean I didn't read all of them and I'm pretty sure that other people in the panel meeting were in the same position and that then doesn't feel fair on*

that provider or other providers or like it's kind of linked to a high quality result.” (participant 4, panel member cycle 1 interview).

Similarly, some participants noted that further signposting within the portfolio submissions would help to ensure a quicker process, where evidence was referenced against the criteria:

They'd been asked to do their contents page ... One of the providers had been brilliant. They described what the document was and what it linked to and why it was there ... Then there was someone, they'd literally just listed what was there and you had to be a bit of a detective and work it out for yourself and there were some bits in there and you thought, 'I don't know why they submitted this. It seems really irrelevant to me,' and then when we were in the panel other people said the same, 'Why is this document in here? I don't understand.'

Participant 13, panel member cycle 1 interview

A suggestion raised to support this was to provide those submitting evidence with an exemplar submission.

Interviews with cycle 2 panel members indicate that feedback had led to improvements; with 2 of 7 interviewees reporting that time for pre-review per portfolio was within the amount of up to two hours suggested during the training and two others a little longer: 2.5 to 3 hours. However, one panel member reported spending longer than this. One specific issue raised concerned accessibility of video material: this related to accessing video files and also locating within video material specific time points or places that were pointed to in the evidence portfolio. This was relevant to both the initial portfolio submitted and additional evidence reviewed later.

6.3.3 Review panel meetings

Difficulties experienced could sometimes be attributed to the process being new, as well as panel members being new to it. As may be expected, participants reported some trepidation at voicing their opinions in the initial stages of the review meetings, owing to panel members coming to the process 'blind', i.e. being unaware whether their ranking of the criteria would be similar to, or the opposite of, other panel members' assessments. These fears were allayed for many as the discussion went on and their confidence built:

It was awkward to start with because you're exposing yourself aren't you? You're exposing what you don't know and you're vulnerable, so it was a bit difficult to start with until I gained a bit of confidence in my own judgement and thinking, 'Okay. My calibrations are pretty much like other people's.' That then enabled me to feel more confident to disagree. It wasn't because my judgement was out, it was actually because I didn't agree with what was being said.

Participant 28, panel member cycle 1 interview

In cycle 2, the value of the chair's role was commonly identified by interviewees, and generally unprompted. Where chairing was effective it enabled panel members to keep the panel discussion moving and efficiently agree decisions. One suggestion was that it would be helpful to have some ground rules or 'norms' for panel meetings.

6.3.4 The follow-up review panel meeting

A feature in cycle 2 was a revised process for considering further evidence. Participant 27 (who participated in both cycles and in both round of interviews) commented that overall this worked well but that spending more time considering what additional evidence to call for would further improve the process: *“I think we could have been sharper on what we called for in terms of additional evidence but I think we probably weren't as sharp as we could be because we didn't have sufficient time to formulate exactly what we were going to ask for.”* This participant also suggested that a more effective approach would have included dialogue with CPD providers: *“Had there been a discussion with the people that were putting forward their material, that might have helped to be able to ask some of the underpinning questions.”*

The majority of cycle 1 panel members felt that the process on the whole was reliable and fair. Most (15 out of 17) of the survey participants strongly agreed or agreed that the process was reliable and fair. This was echoed in interviews, for example: *“I thought it was a fair process and it was quite obvious no-one had come in blasé or having just skimmed the portfolio and because of the depth of the discussion, I think it was fair in terms of there were no snap decisions made.”* (participant 17, panel member cycle 1 interview). However this was often caveated with issues related to the need for the process to be more robust and rigorous through:

- tighter, more refined criteria;
- clearer guidance for providers on evidence submission;
- more experience and training for panel members.

In cycle 1, one of the main barriers highlighted by panel members to the process being perceived as reliable and fair, was the need to go back to the providers and ask for clarification or additional evidence. This change was implemented in cycle 2. Other potential barriers at this stage included a potential lack of consistency of reviewers due to a lack of in-depth training, and a lack of specialist knowledge of panel members.

If this was the real thing and I sent my CPD programme in to be assessed, I don't think that I'd get the same answer if it was sent to four different people ... if you're employing people to do this, I think their training would be more than two hours online. I think that it would be quite a detailed training programme where you'd do lots and lots of examples and you'd be like, 'The reason that you've got that wrong is because of this,' and that standardisation.

Participant 30, panel member cycle 1 interview

Other cycle 1 panel members, however, felt that the experience of panel members would increase over time and therefore increase consistency.

If you had people who did it regularly, then that wouldn't be an issue and they would be confident in their judgements and it would be fine to all come together.

Participant 13, panel member cycle 1 interview

The provision of exemplar review was highlighted as a way to reduce some of the subjective nature of the review process, in order to build a shared understanding of what constitutes good CPD, or good evidence, in the context of the quality assurance process:

If you showed me, 'This is a strong one. Now mark everything else against it,' I would be able to do that, but because we didn't know what a strong one was, because we didn't know what a good one was and because we didn't know what a limited one was, it was purely our own judgement on that.

Participant 30, panel member cycle 1 interview

Panel members recognised the strong potential for bias in reviewing portfolios of evidence based on their own perceptions, philosophy and experiences, and some had experienced this when undertaking the review. However panel members generally agreed that this could be, and had been somewhat overcome, by recognising this potential bias in themselves and focusing on the evidence provided matched to the criteria, regardless of personal views or history.

I guess going back to the criteria and reminding myself I don't have to agree with it, I just have to work out if they've given us the evidence that we've asked for from the criteria. But I did have to be quite strict with myself.

Participant 31, panel member cycle 1 interview

The panel chair was said to be a key figure to ensure that biases were spotted and individuals prompted to ensure they were assessing based on evidence provided:

I think just having that reminder there to say, 'Don't forget that you must be neutral about this and you're looking at the criteria. You're not linking it to your experiences or feelings about it.' Then perhaps if they felt they couldn't do that, then they'd have to withdraw.

Participant 13, panel member cycle 1 interview

Other interviewees mentioned that having a panel of reviewers, rather than an individual, helped ensure any biases were 'ironed out' through the discussions as a group where a balance of perspectives and experiences facilitated this. There were however some examples where interviewees felt that other panel members had been influenced by their own positions, especially those who were based in schools. These panel members' roles were seen to affect their decision making, with their views being influenced by whether they thought the CPD being reviewed would be useful in their own school rather than using the evidence alone to make the decisions.

With regard to ensuring an effective and fair process, participant 38 commented that whilst the application process was time-consuming, it *'seems eminently sensible, that you don't just want people being part of something like this and influencing something like this who themselves aren't really appropriate'*.

6.4.5 The quality criteria

Almost all panel members agreed that the criteria generally aligned well with their views of quality CPD:

I'm okay with the criteria. I think the work that was done on those - I think the criteria are absolutely fine. I think it kind of gives that spread in terms of almost the chronological journey of the CPD from its inception and philosophy and what it should be all the way through to the evaluation and the impact, so I think the criteria was secure and I quite like those.

Participant 32, panel member cycle 1 interview

Table 9 and Figure 10 illustrate cycle 1 panel members' views on the criteria. Responses were similar for cycle 2 panel members (Appendix 3).

Response	Number of responses
Completely	8
Partially	8
Slightly	1
Not at all	0
Not sure	0

Table 9. Cycle 1 panel members' survey: Overall, to what extent do you think the criteria used to assure the quality of CPD in this project are appropriate as measures of quality?

Panel members appreciated how the criteria were 'grounded in the evidence' and focussed on content, process and impact, stating that this helped to be clear, focussed and ensure the criteria would give a useful measurement for assessing quality for schools:

I liked that it started with impact because, again, that was one of the things years ago that when I was in school you thought that impact was measured at the end, which actually impact is the first thing you've got to think about. You've got to think about the end result and then you start planning for that intended impact for CPD and I really liked the fact that the first set of criteria was looking at intended impact.

Participant 7, panel member cycle 1 interview

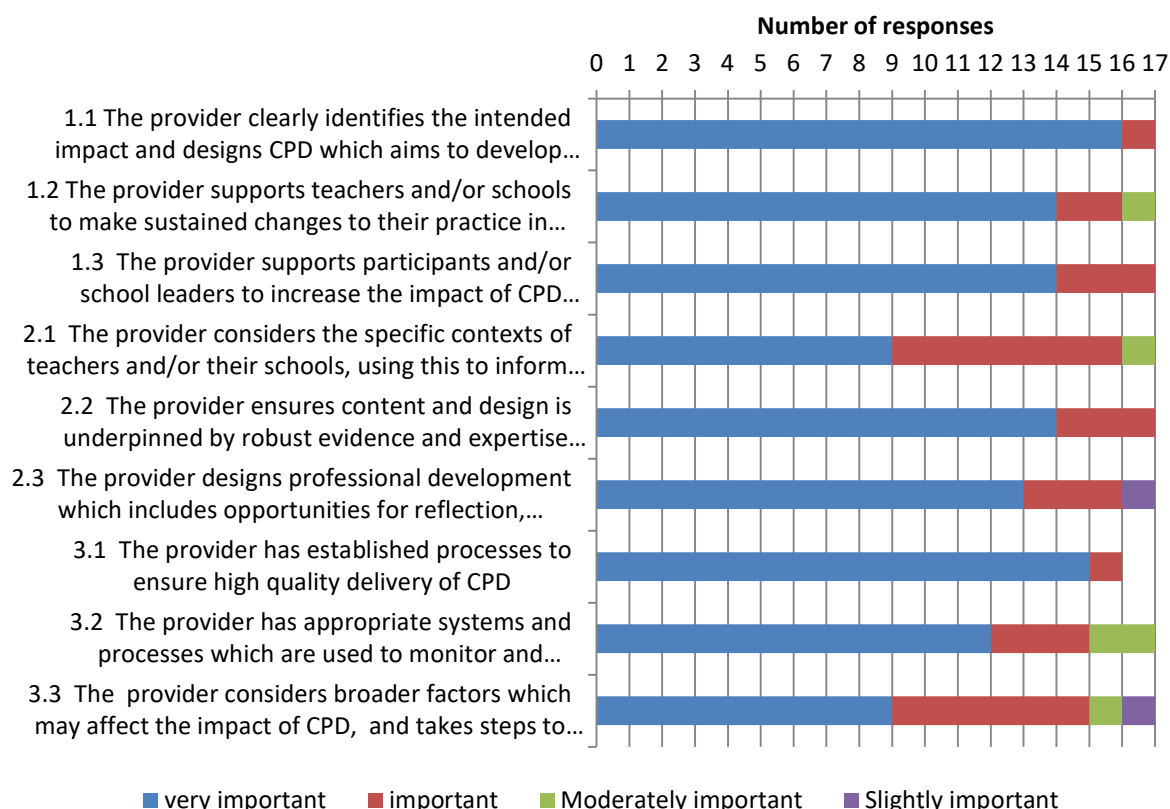


Figure 10. Cycle 1 panel members' survey: How important do you think each criterion is in assuring the quality of CPD?

Criticisms focussed around whether the criteria were applicable to all types of CPD, and all types of provider:

I think they are as good as they can be because they have to be massively generic to encompass such a diverse amount of professional development.

Participant 37, panel member cycle 1 interview

Recognising that it's a pilot - I think it needs to be broadened into multi-pathway approaches. We need to accept that "CPD" is a huge church of provision, and assessing them all on the same criteria will inevitably cause either weakening of the judgements, or a formulaic rubber stamping based on evidence.

Participant 8, panel member cycle 1 survey

One cycle 2 panel member with specialist knowledge of online CPD commented that: *"there is also another entirely separate body of research on what good online professional development looks like but where those two circles overlap in the middle and you put high quality teacher CPD online what needs to be different about it and what are the requirements."* (participant 41, panel member cycle 2 interview).

There was also a concern that, although the criteria could be used to judge the evidence, there is a danger that good evidence may not always mean good CPD and vice versa. One panel member in cycle

1 said that: *“The focus - certainly of the review panel experience - is one of judging evidence, not of quality. We are asked to ascertain what evidence, and how robust it is - not whether what we are looking at is any good.”* (participant 8, panel member cycle 1 survey).

Other areas for potential improvement were around the number and perceived complexity of criteria, which one cycle 1 panel member felt negatively impacted on the review process:

I think the criteria are too complex, so in trying to mark whether each portfolio had met each criterion I think it was too easy to get down a rabbit hole of the criteria and looking for individual sentences that prove this or prove that. Some of the criteria are quite similar to each other and I found that when I was reviewing and [in the panel] meeting as well, I think that it was a less good quality conversation because of the number of criteria and the fact that some of them have crossover between each other.

Participant 4, panel member cycle 1 interview

A similar point was made by a cycle 2 panel member (working with revised criteria) in relation to the components of the criteria - using the example of criterion 1.1:

So there is 1.1a, 1.1b, c and d and for each of those you have to give a met - So you end up with four ratings for those sub-parts, and then when you go back to the meeting you have to give a statement about 1.1 but you haven't actually stopped to think about what do those sub-components mean when you look at the definition of 1.1 as a whole. And we have found that quite hard ... Because whilst we've given a, b, c and d our individual ratings then we haven't ever talked about what that meant for 1.1 as a whole and we hadn't thought about that before we went into the meeting. It was quite difficult, because you could have A and B being met, but C and D being not met, but then you have to give an over-arching statement for 1.1 and it just felt that there was no point at which on the process ahead of it that it states whether it's met or not met for the overarching statement. You just focus on the sub-statements.

Participant 41, panel member cycle 2 interview

6.4.6 Outcomes of the process

The survey of cycle 1 panel members showed that 14 of the 17 respondents felt that the process had improved their own understanding of quality in CPD. Qualitative data also had some limited examples of this being mentioned, for example: *“I learnt quite a bit myself through the training. I’m never one to say, ‘I know everything.’”* (participant 17, panel member cycle 1 interview).

Panel members could see that the process could improve wider understanding of quality in CPD, including for CPD providers, and how to evaluate and provide evidence of quality in teacher CPD:

I just would like to grow the understanding of what good CPD is like and how it can make such a difference.

Participant 31, panel member cycle 1 interview

I think external quality assurance can be a really good way to prompt change and fresh thinking and provide a bit of impetus to move things on and that was one of the reasons I was interested in it.

Participant 4, panel member cycle 1 interview

6.4.7 Potential for system change

Panel members recognised that for many schools, sourcing high quality CPD can be very difficult, with little information available to support decision making. Participants described how, in their experience, in order to obtain training and development for their staff, school decision makers had relied on word of mouth, hired consultants who were ex-colleagues or friends, or simply used internet searches with little to no sense of the quality of the CPD. Panel members also acknowledged the amount of what they perceived to be poor quality CPD on the market.

Attempting to quality assure CPD was therefore welcomed by cycle 1 panel members who were generally very interested and committed to the process and thought it could improve school decision making by helping to 'weed out the poor providers' (participant 31, panel member cycle 1 interview). Survey data showed that 15 of the 17 cycle 1 panel member respondents strongly agreed or agreed that the outcomes would be useful for school leaders. Where panel members were also members of school staff, they spoke from personal experience and welcomed a means of improving schools' decision-making about professional development, illustrated by these two quotes from cycle 1 panel members:

When people send me requests to go on courses and stuff and I've no way of ascertaining the quality, yet it's coming out of my budget, so at least that would be a way of a little bit of value for money analysis so to speak, and it might make the providers raise the game a little bit a well for some of them.

Participant 32, panel member cycle 1 interview

Give school leaders more confidence in their selection to know that other schools had been positively impacted by the CPD, it should be helpful, particularly if leaders know what the

criteria is as well, if that makes sense, so that it's not just, 'Oh. They've got a badge, so therefore that course must be wonderful.' It's knowing why or the criteria behind it.

Participant 21, panel member cycle 1 interview

There was general agreement that the quality assurance process should help to improve the quality offered by CPD providers: *"[CPD providers] would then know the criteria. They would know what their CPD is supposed to entail and they would be able to check that they've got all those elements in it."* (participant 28, panel member cycle 1 interview). This could be achieved by organisations going through the process of matching their offer to the criteria, and as a result of increased accountability of CPD providers, especially in communicating their offer to schools:

[Example feedback might be] 'Well, actually, you did good in these two, but you're limited in this area because you don't quality assure your trainers.' I think that could make a massive difference to the quality of training that we get.

Participant 30, panel member cycle 1 interview

The best case scenario is that it becomes such a currency that all providers who are looking to work with schools feel they have to go through it in order to have credibility when they're talking to schools about their product.

Participant 4, panel member cycle 1 interview

When they're selling their CPD, they would need to be able to say, 'It does this, this, this and this,' and then the school can hold them to account and expect to see those things.

Participant 28, panel member cycle 1 interview

In addition to the many positive affirmations of the usefulness of the process, there were a number of caveats or concerns highlighted to consider in moving forward. Some considerations mentioned were: what precisely providers would be awarded with, e.g. gold, silver, bronze 'awards' or a more binary accredited/not accredited outcome, and, in common with CPD providers, the duration of time the accreditation would last for. Other concerns including ensuring the accredited CPD providers did not become so expensive that certain schools would be unable to access it:

The only worry I have is; does that then turn that into a super league? ... and with schools having such poor resources, do we then say 'Well poor schools get poor delivery, poor CPD? Wealthy schools, successful schools, schools with money, bigger schools get the better stuff.' So, we open the gap even further so that the deprived schools and deprived areas get rubbish CPD, then the elite get the elite CPD.

Participant 28, panel member cycle 1 interview

Further, in common with CPD providers, issues were raised around the process becoming too much of a 'tick box ' exercise, making sure the process is developmental and supportive for the providers, and ensuring that the process really does measure what it is supposed to be measuring:

I think school leaders and teachers are desperate for it, but I really think that with great power comes great responsibility... one of the things that worries me is that if we don't train the assessors correctly and we don't know - I kind of think it's wrong.

Participant 30, panel member cycle 1 interview

Finally, when asked to express a preference, all panel members said that they would like to stay on as panel members where possible. Their reasoning was a deep interest in improving the quality of the CPD offer for schools, in order to improve teaching and ultimately pupil outcomes:

Because I do - I care very much about teacher development. I care very much about pupil outcomes and there is too much - Oh, gosh. Some schools are great at it, some schools are not good at it, some people don't think it matters. Some people think you can do it all in-house and it will be fabulous.

Participant 31, panel member cycle 1 interview

I'd love to do it. I think it's such a good idea. I've not just bought into the process; I've actually bought into the idea. I think that it could be amazing and it would be something for my school. I'd want you to come and see our CPD that we offer our staff and tell us that we're doing it right or give us feedback.

Participant 30, panel member cycle 1 interview

6.4 Panel chairs

The panel chairs in Cycle 2 were drawn from cycle 1 panel members. Three panel chairs were interviewed. Given the reported importance of their role in the process of assessment, we are presenting findings from the analysis of their interviews separately from those above of the other panel members.

6.4.1 The quality assurance process

Overall panel chairs' views of the quality assurance project were very positive, with panel chairs stating that it appeared to be a valuable, important and fair process. The changes and amendments made to the review process were thought to be improvements on the process in cycle 1, making the review process overall more efficient and straightforward.

There had been a number of changes resulting from the feedback in cycle 1 of the quality assurance process. In particular, panel members' submission of ratings before the review meeting was mentioned as a positive step, removing the need for:

That boring bit where we went, what have you said? What have you said? What have you said? And the fact that all of that had gone just made such a difference to the productivity of the meeting and it meant that we were really talking about the evidence because everybody had already had to make that decision in advance.

Participant 37, panel chair cycle 2 interview

One of the panel chairs noted that they had felt quite vulnerable and lacking in confidence in speaking their mind in cycle 1, and had changed their recorded ratings during the review meeting due to the opinions of others in the group. Submission of ratings before the panel review meeting removes this issue.

One participant noted that in cycle 2 there appeared to be more clarity for providers in terms of what to submit as evidence. Further, participant 7 thought that, while the feedback given to providers had improved for cycle 2, there was still a need for more detailed, supportive, clear and specific feedback, in order to make the process robust. They noted that in order for the process to be *"like a gold standard for providers that they want to aim for"*, feedback has to acknowledge what is being done well by a provider and give very clear feedback as to what could be improved or what evidence was missing. Instead it was felt that the reports were *"like a prose stating what they did. But didn't always validate it with evidence"*. Additionally, it was noted that even if all the criteria had been met *"I presume there would be something [to improve] that you would be wanting to highlight"*. In common with other panel members, it was felt that exemplars of both provider portfolios and feedback reports would be useful for the process.

Participant 7 noted that there were differences in the amount of evidence that providers had given before the follow up meetings: *"it was interesting to see the further evidence that some providers sent through, from nothing at all to a 'let's throw everything we've got here' at it"*, leading to potential issues in time needed for the panel members to look at large quantities of additional evidence. It was suggested that the guidance around the additional evidence could be more specific, such as asking providers to provide additional clarity around a particular piece of evidence, or to provide more evidence for an assertion they have made. Providers could be limited in the amount of additional evidence they are asked to provide, and given guidance as to what this evidence might look like and *"that if they are providing evidence that they're only allowed to submit a certain amount in that short time because nobody will have a chance, will have time to look at 20 or 30 additional pieces of evidence"* (participant 7, panel chair cycle 2 interview).

The need for rigour was noted a few times by panel chairs in interviews. Participant 37 thought that the process was already rigorous, noting, *"When I sit in a room and I'm really experienced and I've got a lot of qualifications and I feel like a dumbo, that tells me that this thing's really, really rigorous."*

However, participant 7 noted that panel members could benefit from further clarification on what is meant in the assessment by 'partially met' and 'met':

Partially met isn't that everything is there, it's just not as good as it should be. It might be that but it's more likely to be partially met, some of the elements are there but there's something in particular that's missing or is of poor quality. So, it was just yeah, in one or two cases people were wanting to say it was not met whenever something - when it was clearly there was some stuff there, it just wasn't fully met ... It was almost, I felt, that [the panel members] were substituting - now they didn't say this, but this was my impression, that to get partially met ... and to get met, it was almost as though they felt something had to be outstanding, to use like Ofsted criteria and to get partially met, it had to be good.

Participant 7, panel chair cycle 2 interview

The issues raised here are likely to diminish over time with more experience of the quality assurance process, as panel members become more secure in their understanding of the process, the ways in which evidence can meet (or not meet) the quality criteria and, perhaps, further training to ensure consistent and robust decision-making and interpretation of the criteria.

All three interviewees thought the process to be fair, in part due to the role of the panel, reducing the potential for bias, as mentioned by other panel members:

I think for the providers it's very fair, reliable. I think it's good in that there are three people on a panel plus the chair so that it can't be swayed internally by one person's opinion and I think that's a reasonable number for a panel.

Participant 20, panel chair cycle 2 interview

6.4.2 The role of the panel chair

In cycle 1, the role of panel chair was fulfilled by staff members from the project's lead organisations. This was highlighted as highly effective as a model for panel members to adopt in cycle 2, with participant 7 stating that this had been very important for them in understanding the process, such as asking panel members to return to the criteria and associated guidance where it appeared to be difficult to reach a decision.

In comparison to being a panel member, participant 37 felt that they "*preferred being the chair. I preferred being the chair than a panel member but maybe that's just to do with time. I think maybe that's to do with fitting it in and I felt like I could fit in being a chair in a way that trying to fit in being a panel member was quite hard.*" By contrast, participant 20 stated that they did not enjoy their first experience of being the chair: "*I hated it. I hated being the chair ... It was clear what my role was to do but actually doing it was very hard*", feeling that on occasion they lost control of the meeting somewhat. They also noted that more input in how to chair a meeting could have been useful. These potential confidence issues with the first meeting were compounded by disagreements between the panel members and the complexities of the two submissions under review, although they felt that their running of the second meeting was much easier.

Panel chairs reported finding chairing of an online meeting challenging, especially given the length of the meetings, and carrying out the chairing role while also note-taking. For example, participant 37 noted that they had felt quite vulnerable and self-conscious when writing up the report in front of panel members: "*I felt really exposed because I'm like I never write reports while five people are looking at me and checking I'm doing it right!*", and suggested that this could have been better done as a collaborative effort between the panel. It was suggested that exemplar reports could be useful, to reduce anxiety around the process of report-writing.

It was also noted that it might be useful for panel chairs to have guidance to set expectations around behaviour in the meetings, for situations where it was felt that the panel's approach was "*bordering on not being professional*" (participant 37, panel chair cycle 2 interview).

[There was] almost a subconscious element of [panel members] waiting for the chair to then pull together what they'd said and make a judgement and that that was something that required a little bit of coaxing at times for panel members to realise that actually they were the

ones making the judgements ... the whole process, however, enabled that to take place in a very good way I thought.

Participant 7, panel chair cycle 2 interview

One panel chair noted that the second/follow-up panel meeting was more difficult to run than the first: the panel members were not as well prepared, and it took place a long time after the first meeting. One of the panel members noted to participant 37 they felt that there was a need to review the entire portfolio again, in order to make sense of the feedback. The chair noted that, by this meeting, panel members had "*lost their mojo for the project*" (participant 37) and were less likely to have looked at the new evidence, meaning that this part of the process felt less rigorous. Participant 7 asserted that a few panel members had said that the timing of the follow-up meetings was problematic, since some occurred on Fridays or in evenings, when people were tired, although this participant also felt that the follow-up meetings were useful and that it was good to share the draft reports and to gather comments on these in the follow-up meetings.

All three panel chairs interviewed noted that should they be panel members again they would both take far less time to review portfolios, a result "*of greater familiarity with the criteria and the exemplification and clarification regarding the criteria was helpful as well*" (participant 7, panel chair cycle 2 interview).

6.4.3 The quality criteria

Panel chairs were asked how they felt about the quality criteria for cycle 2. In common with the other panel members, perceptions of the criteria overall were positive, although the importance of individual criteria varied across the three interviewees:

If ever you were going to crystallise something into what would good CPD look like, I don't think you could go far wrong with this list.

Participant 37, panel chair cycle 2 interview

I like the idea in the delivery about the different factors that it can impact on delivery ... the one thing that I thought in terms of writing the reports and so on, when it came to that delivery, the section three, the different areas were great in it. The one about inclusivity and equalities, I really like that ... it's the impact, that's why I like the criteria, and the fact that it talks about personalising the training to make it relevant and what's in place there and I do think that will be of particular interest to schools and to anyone who's thinking of training.

Participant 7, panel chair cycle 2 interview

6.4.4 Suggestions for improvement

As described above, the process of providers submitting additional feedback and the panel meeting for a second time was not seen to be particularly beneficial by panel chairs. However, they felt that a two-stage process might still be useful, where some feedback is given after the first stage of assessment and then they resubmit. Panel chairs also felt that providers could benefit from more detailed feedback, for example with further explanation about where evidence had only 'partially met' particular criteria. In common with CPD providers, one panel chair felt that an interview or other

process of dialogue could be beneficial. In addition, panel chairs suggested that CPD observations of CPD provision, and a survey or interview with CPD participants would be beneficial in triangulating the paper-based evidence submitted by providers.

I just think that there's something in the process that's lacking ... I really struggle with it being a written submission and I know that other people in my group had similar feelings. If you could interview these people or talk to these people or go and see it in action.

Participant 37, panel chair cycle 2 interview

6.4.5 Potential for system change

In common with other participants, panel chairs felt that the outcomes of the process would be useful to schools, through savings in time spent on decision-making, and in building a culture of improvement:

If we could create that culture around it [similar to that for other quality marks such as Investors in People] and that thinking around it, it would then be you'll have people buying in because they don't want to be left out but actually what you really have is people wanting to strive for excellence and therefore it will improve the industry. I think it has the potential to benefit headteachers, CEOs of multi academy trusts ... teachers ... If you can only go to courses that have been approved by the Chartered College, that's going to make a massive difference to how you review training.

Participant 37, panel chair cycle 2 interview

The currency that is of most value for providers and school very often is time. Trying to make judgements based on very clear information but not having to go all round the houses to find the information and so on. So, I do think that the process will be very useful for schools because it will, I would imagine, help them to find professional development that has met a certain standard that they can be confident.

Participant 7, panel chair cycle 2 interview

In order to make a difference to the provision of CPD, panel chairs advocated the need for the quality assurance process to be robust, especially in the setting of high standards, and that there was a need for ongoing cycles of assurance and updating of the quality assurance process itself.

I guess, that's one of the things for going forward is that to be absolutely clear that this is going to be like a gold standard for providers that they want to aim for. If it is to be a gold standard, then it has to be fairly robust and rigorous. It has to acknowledge all the good things that the provider does, definitely, absolutely.

Participant 7, panel chair cycle 2 interview

In common with some CPD providers, some panel chairs indicated that the organisations involved in this project are appropriate to be leading the quality assurance process and maintaining high standards, in the long-term:

I see Chartered College as acting as the pinnacle ... so if we just have a mediocre thing, I feel like loads of other people could have a mediocre thing too. We want it to be so hard to copy that actually you just need to go to Chartered College for that thing, that's where you go, that's the benchmark ... I'm not necessarily thinking about what this looks like in a years' time, I'm thinking what does this look like in ten, 15 years' time? ... if we do it as 'any old bod can get any old certificate from us' it's undermining this fabulous process. We want to say that there's going to be people who fail, and I know that sounds really harsh but unless we're prepared to say I'm sorry, there's going to be people who come on this process that will fail because they're not going to be good enough.

Participant 37, panel chair cycle 2 interview

In terms of payments for participation in the process, or access to the outcomes, the view of panel chairs was that schools would not be able to pay. Therefore the cost should fall to providers (with one suggestion of £600 as an appropriate fee and another of 'more than £100'). However, asking providers to pay might exclude smaller operations and suggest that providers have simply 'bought' their outcomes.

I don't know if there's any schools that have got that much money. Part of me thinks, ah, would you go to a provider if they've got this if you knew that they'd paid to get it? Also it might rule out the smaller organisations from being able to participate ... I have no idea how much an organisation would pay but if it costs an individual about a hundred and something pounds a year to be just a member of a professional body then I would expect a provider to get this kind of quality mark to pay a reasonable amount more than £100 ... I could see providers might pay something towards this because it would be good for them to have this quality mark or to go through this process."

Participant 20, panel chair cycle 2 interview

Further, requiring a payment from providers may contribute to the credibility of the process:

It's that credibility isn't it. If you're charging for something, where is that money going? Why are you charging? If you don't charge you've then got that idea of then it's frivolous and if you make it free you're then undermining its importance, in my view.

Participant 37, panel chair cycle 2 interview

Finally in relation to costs, panel chairs held the view that, in the long-term, panels should not be staffed by volunteers, given the time taken to review portfolios and prepare for meetings was mentioned and the need for consistency and quality in assessments.

In terms of fairness, the amount of time everyone's contributed, I did have to send an email before the second cycle and said is it possible to have any financial recompense for the amount of hours we're putting in ... it does seem an inordinate amount of time to spend on something"

Participant 20, panel chair cycle 2 interview

To end this section, we reflect again the positivity of the participants in the process, illustrating panel chairs' reports of having benefited themselves from participation, both in terms of learning about professional development and in the potential to gain their own credibility from involvement:

I think it's all been managed and delivered beautifully and I've learnt a lot from it.

Participant 20, panel chair cycle 2 interview

It's a currency isn't it, it's like, oh, aren't you a Chartered College assessor? Oh, I am! ... I'd love to still be part of the project and to be honest with you right at the minute I really do think it's a great project and I love being part of it and for me this year this is my CPD.

Participant 37, panel chair cycle 2 interview

6.5 School leaders

Nine school leaders took place in three focus group discussions (Appendix 10) during cycle 2. Discussions included the potential utility of a quality assurance, what information could be most useful to school leaders as an outcome of the process, and its long-term sustainability.

6.5.1 The quality assurance process

The school leaders were positive about the potential benefits of a quality assurance system in saving them time and pressure in identifying appropriate high quality CPD, and in saving money spent on less effective professional development. They were already investing large amounts of time in planning professional development, and in some cases had moved towards solutions of their own to reduce time, money and stress. For example, for a majority of those participating in focus groups, this included a shift away from external provision of CPD towards more internally-led activity, drawing on staff knowledge and expertise. A few school leaders identified how direct communication with CPD providers supported shared planning, needs analysis and adaptation of activities in order to better meet staff development needs.

I like the idea of being able to have a relationship with that provider which maybe goes beyond just a one-off session. I'm thinking about a couple of the people that we've been using this year; we've tried to have a dialogue with them so that we've not just had like an off the shelf course that they've designed something that is entirely relevant to what our staff needs.

Participant 49, School leader focus group

In common with findings from with the other participant groups, the organisations involved in this project were seen as appropriate and trusted, with recognised expertise in professional development, to carry out the quality assurance and hold this information.

The TDT is a logical place for it to be in terms of the service we've received from them has been brilliant so I would more likely trust what they do and also because everything they're doing is grounded in research and grounded in finding evidence to support or disprove a claim so I'm more likely to trust them because of the background they have I think.

Participant 51, School leader focus group

The Chartered College would be another area, maybe as a collaboration between a number of different bodies is more powerful because then we're saying this is beyond just one organisation but it does embody what the TDT, what the college does and various others as well.

Participant 52, School leader focus group

6.5.2 Outcomes of the process

All school leaders expressed the value of knowing the outcomes of the quality assurance process to support their decision-making. However, there was less consensus over how this would best be communicated, with some school leaders variously suggesting a 'star' rating against each set of criteria, a system which enables comparison between providers, and/or a searchable database of provider expertise.

I think I would want more information but even if it was a narrative, like a summary of how that judgement was reached would be really helpful because I think any kind of rating anyone could give, you're always going to want to dig a bit more and know a little bit more so if we could have information behind each grading, wonderful ... I guess it's having the option to dig a little bit more.

Participant 51, School leader focus group

Interestingly, most agreed that CPD providers did not necessarily need to achieve the highest standard in all criteria in order for them to be selected by schools; but might instead focus their attention on those criteria most relevant to the circumstances of their particular CPD needs.

I think you need to make a holistic choice don't you. You need to take all of that in to consideration and maybe they might be slightly lower on one strand on it but you'd maybe be willing to use their services if they were stronger in other area.

Participant 49, School leader focus group

One school leader said that they would be happy to simply know that a CPD provider had been successfully quality assured, if the process appeared to be trustworthy, valid and, as above, led by an appropriate organisation.

I'm assuming you'd have some kind of database where these are people who have been through the quality assurance process, they're listed and their particular areas that they work in so you could go through that and find people for the stuff that you need. As long as I knew the criteria that was being applied and I believed in the organisation that was applying that criteria then I think I'd be happy with just knowing that they'd been through that process and they'd been approved. Yeah. That would be fine for me.

Participant 57, School leader focus group

By contrast, others stated that they would like to gain more information beyond the simple outcomes of the process. Their views of what could be useful in terms of the outcomes of the quality assurance process were varied and broad, including:

- Operational information - CPD providers' internal quality assurance processes, geographical reach and workforce, such as the balance of independent consultants to employees and/or school-based facilitators), staff expertise and development;
- Programme-specific information - its purpose, design principles, delivery models, models for long-term support for schools, sample materials;
- Evaluative information - testimonials and case studies from other schools, contacts in those schools to gain further information from previous 'users' of the professional development.

I would appreciate seeing how the course is delivered, be it materials or actual samples of sessions so that I know I'm not sending my staff off or having someone come in who's just going to read off a PowerPoint I could have read off ... I'd quite like to know how are you going to ensure my staff are committed to making changes from that professional development. So ... there are post-session challenges, there are commitments to making changes and action planning at the end so that it avoids that kind of one-off thing that we're all a bit hesitant about.

Participant 51, School leader focus group

If it was more transparent where they were coming from and what their purpose was and what they were going to get out of that as well and also if it was more transparent why they are delivering that particular CPD, why are they the experts in that? I think that would be really helpful ... I need to know about the organisation and where they're coming from.

Participant 57, School leader focus group

If there was some way in which you could kind of get a measure of how much a school has benefitted from that experience, so somebody within the school who's in a position where they can almost do a testimonial of not just the day after the event but three months or six months afterwards that there was a legacy.

Participant 52, School leader focus group

6.5.3 Costs

Finally, all school leaders agreed that CPD providers should pay for participation. In addition, most stated that they would be prepared to invest a small amount of funding to gain access to the outcomes of the quality assurance process. A few suggested that this cost could be added to or absorbed into a wider set of benefits, so that, for example, it becomes part of the membership fee for Chartered College of Teaching or Teacher Development Trust. One school leader said that they would be happy to provide testimonials for CPD providers as part of the process; another suggested that carrying out other activity on behalf of the lead organisations might be a model through which school leaders could build up 'credits' to gain access to the outcomes.

7 Interpretations

To end, we reflect on the research questions we set out to address through this evaluation, including the effectiveness and benefits of the process of assessing the quality of professional development, its reported limitations, and, finally, some considerations for the potential long-term development of a quality assurance system for teacher professional development. This section supports and informs the conclusions and recommendations contained in the main report from this pilot¹⁰, which describes how the learning gained from the pilot, including this evaluation, might be used to develop a quality assurance system which can be financially viable, scalable and accessible.

7.1 Effectiveness of the quality assurance process

Overall, the evaluation suggests that the quality assurance process developed and tested in this pilot is effective in leading to a judgement of quality against the evidence submitted.

Our findings indicate that the quality criteria developed for use in the process are meaningful for CPD providers to submit evidence and for panels to make judgements of the quality of evidence submitted for CPD. The process, as tested, is perceived, overall, as rigorous and fair, with the potential to lead to meaningful outcomes which can support school leaders to make decisions about professional development, and CPD providers in reflection on and further development of their offer.

The processes used to identify and train assessment panel members were effective and highly valued. Training for CPD providers was also valued and important in building understanding of the process and the criteria. The online platform used to submit and review evidence was perceived as straightforward to access and use, containing useful guidance and information. Changes made in cycle 2 were perceived as improvements on cycle 1, leading to a more efficient, effective process.

Although designed as a quality assurance process, a common theme from all participants was that participation in itself was developmental. CPD providers and, especially, panel members reported learning from participation in the process, through structured reflection on professional development. They enjoyed the opportunity to join a community of stakeholders with an interest in professional development. All participants reported learning about professional development and that participation would influence their own practice whether as leaders of professional development leaders and/or as CPD providers.

Even in the relatively limited time that panel members worked together there were indications of the formation of embryonic professional learning communities as shared understanding and interpretations of criteria and meaning of quality in CPD developed. It is notable that there was a crossover of roles, with CPD providers in cycle 1 becoming panel members in cycle 2, thereby extending the community of learning across the project participants. In a wider roll-out, the benefits to all participants could be used as a stimulus for recruitment of participants.

Further, the developmental benefits and potential for a sense of shared mutual endeavour and indicate ways that the benefits of this quality assurance process might be retained while mitigating

¹⁰ Chedzey, K., Cunningham, M. & Perry, E. (2021). *Quality Assurance of Teachers' Continuing Professional Development: Design, development and pilot of a CPD quality assurance system: Final report*. Chartered College of Teaching, London.

some of the limitations of the process (see below). For example, a group of CPD providers working together in a peer assessment process could support collaborative reflection, boosting the building of a community of learning about professional development, while potentially reducing the time required for more operational aspects of the process as it exists.

7.2 Limitations and suggestions for improvement

As discussed elsewhere, the pilot was designed with two cycles of testing to enable improvements to be made during the pilot. The data from cycle 2 suggest that changes made from cycle 1 to cycle 2 were largely successful. Here, we suggest further improvements drawn from the evaluation findings.

The suggestions for changes made by providers and panel members in the evaluation were offered with the aim of either increasing the clarity and focus of the quality assurance criteria and/or adapting the system to be more accommodating of a range of CPD offers. One consideration in moving beyond this pilot phase of the process is to ensure greater clarity between the assessment of the quality of evidence submitted or the assessment of the quality of the CPD itself. A suggestion from participants to support this may be the addition of further dialogue between CPD providers and the assessment panel, perhaps extending this to observations of professional development activity and further feedback from past CPD participants.

Further attention might be paid to three aspects of the panels carrying out the quality assurance process. Firstly, the breadth of expertise of panel members as it relates to the content of the CPD being quality assured. In this pilot, the process of quality assurance did not appear to be particularly hindered by panels assessing CPD where they had little experience of the content or its aims. However, some panel members expressed concern about the representation of particular areas of expertise on the panels, and so, in a larger rollout it would be beneficial to ensure that, where appropriate, specific subject or phase expertise relating to the CPD being assessed is available to the panel.

Secondly, training for panel members could be extended to include exemplars of evidence portfolios and assessment reports, and training around managing bias - conscious and unconscious - for panel members.

Finally, the panel chairs played a crucial role in the process. This group of participants needs particular care in their selection, training and support. A role specification, detailing examples of potentially valuable experience and clarifying expectations of the role, would help here.

The major limitation of the quality assurance process as it has been tested is the time required for participation, whether as a CPD provider or a panel member. Although this would almost certainly reduce over time and with further experience of participation, the time commitment required may need, for assessment panel members, or perhaps only those chairing the meetings, to be offset by a financial reward. One possibility here might be to build a system of credits whereby participation leads to other benefits, whether these are access to the outcomes of the quality assurance process or to other activities through the lead organisation.

7.3 Looking towards a wider roll-out and long-term sustainability

On wider roll-out, communications should promote the potential benefits of a quality assurance system in improving professional development. This seems especially important in a system where

schools are increasingly moving away from external CPD provision towards more in-school approaches.

Additional support may be needed around the limitations of the quality assurance process alongside its benefits. For example, school leaders should not be given the impression that professional development which has achieved the 'badge' (or other positive outcome) will lead to its intended outcomes without having in-school systems in place to support this. Further, CPD providers may need to be made aware that participation in the process may not lead in the short term to improved engagement, but, through the developmental aspects of the process, may lead in the medium to long term to improved outcomes from their professional development.

To end this evaluation report, it is worth repeating that those involved in this pilot project were extremely positive about the potential benefits of a quality assurance system to support school leaders' decision-making about professional development, thereby reducing the time and money spent on less effective professional development. The high levels of engagement in the evaluation are a reflection of this. The recommendations for improvement offered by participants, and reported here, are given with the intention of further improving the system so that it might achieve its potential benefits.

8 Appendices

Appendix 1. CPD providers cycle 1 survey responses

As a CPD provider, how would you classify your organisation?

Organisation type	Number of responses	
Commercial CPD provider	1	
Multi-Academy Trust or School	2	
FE College or other Further Education organisation	1	
Independent consultant	2	
Charity, Charitable Trust, Foundation or other not-for-profit organisation	1	
Other (please specify)	1	Teaching school
Total responses	8	

To what extent do you agree with the definition of continuing professional development used in this project?

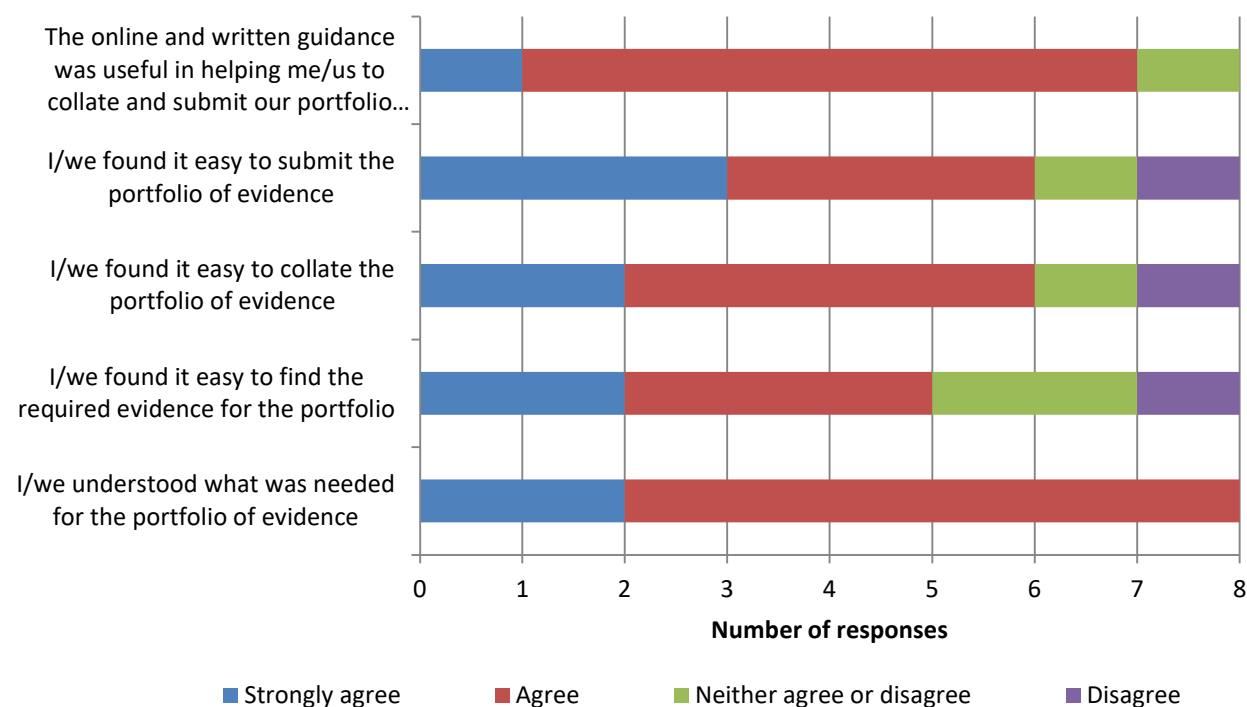
This is 'intentional processes and activities which aim to enhance the professional knowledge, skills and attitudes of teachers, leaders and teaching staff in order to improve student outcomes'.

Response	Number of responses
Completely	7
Partially	1
Slightly	0
Not at all	0
Not sure	0

Please explain your answer.

- Clear and easy to understand.
- I believe that CPD should be clearly planned and responsive to the needs of those who are engaging with it and also to drive improvements for the organisation and the students.
- My concern is that such a definition of CPD ignores so many other vital ingredients that are essential to improving student outcomes such as educators' professional identity, leadership potential and culture building where reciprocal vulnerability can be nurtured by skilled facilitators within the organisation.

To what extent do you agree or disagree with the statements below about the process of collating and submitting your portfolio of evidence?



Did you receive any additional support from Teacher Development Trust or Chartered College of Teaching in collating and submitting the portfolio of evidence?

Response	Number of responses
Yes	5
No	3

Do you have any comments on the support from CCT or TDT to complete your portfolio or on any other support needs?

- Professional and supportive, always finding time to give advice.
- Excellent support.
- Just to check what legal statement I should pick. I selected all rights reserved as was unsure and this was not clearly explained.
- The offer was there and the comms were supportive.

If you wish, please add any additional comments about collating and submitting your portfolio.

- You could only upload one document at a time for each section which made the submit stage longer than it should have been.
- Please understand that the guidance was really helpful and thorough. It was really clear, however I didn't make the most of it because I didn't read it all until after I'd submitted. I take full responsibility for this (it might have been a deadline/character thing) but I wonder whether there is an extra layer of complexity in the system/process which meant I didn't notice this? I also looked for quite some time to find the tick box to confirm submission - I really struggled and had to be reminded.
- As an independent consultant offering the facilitation of another CPD providers courses some of the questions did not apply to me.

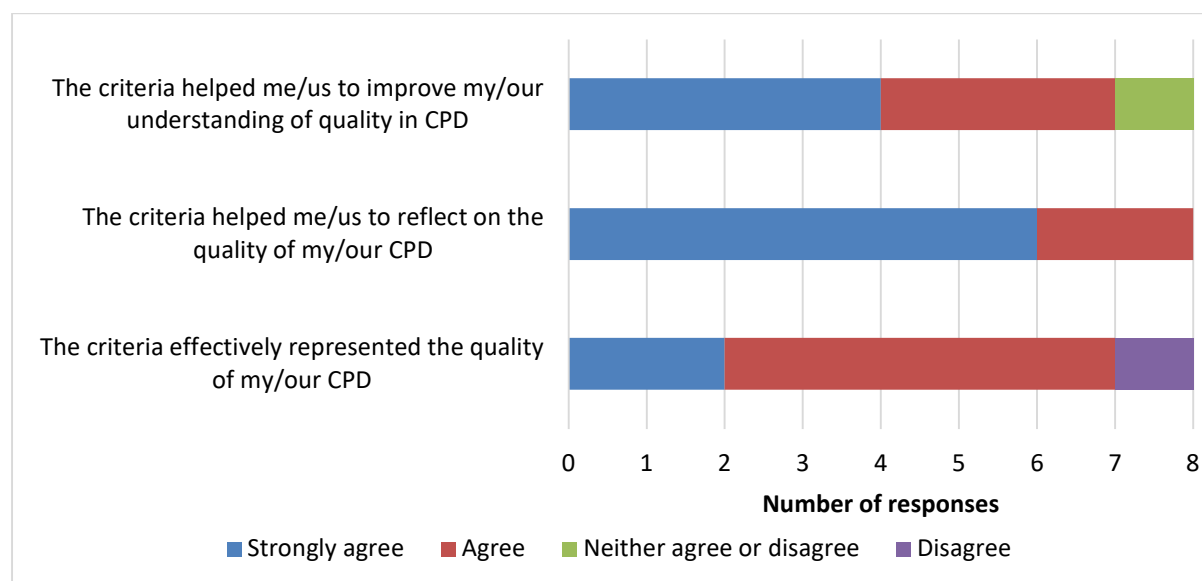
Overall, to what extent do you think the criteria used to assure the quality of CPD in this project are appropriate as measures of quality?

Response	Number of responses
Completely	6
Partially	2
Slightly	0
Not at all	0
Not sure	0

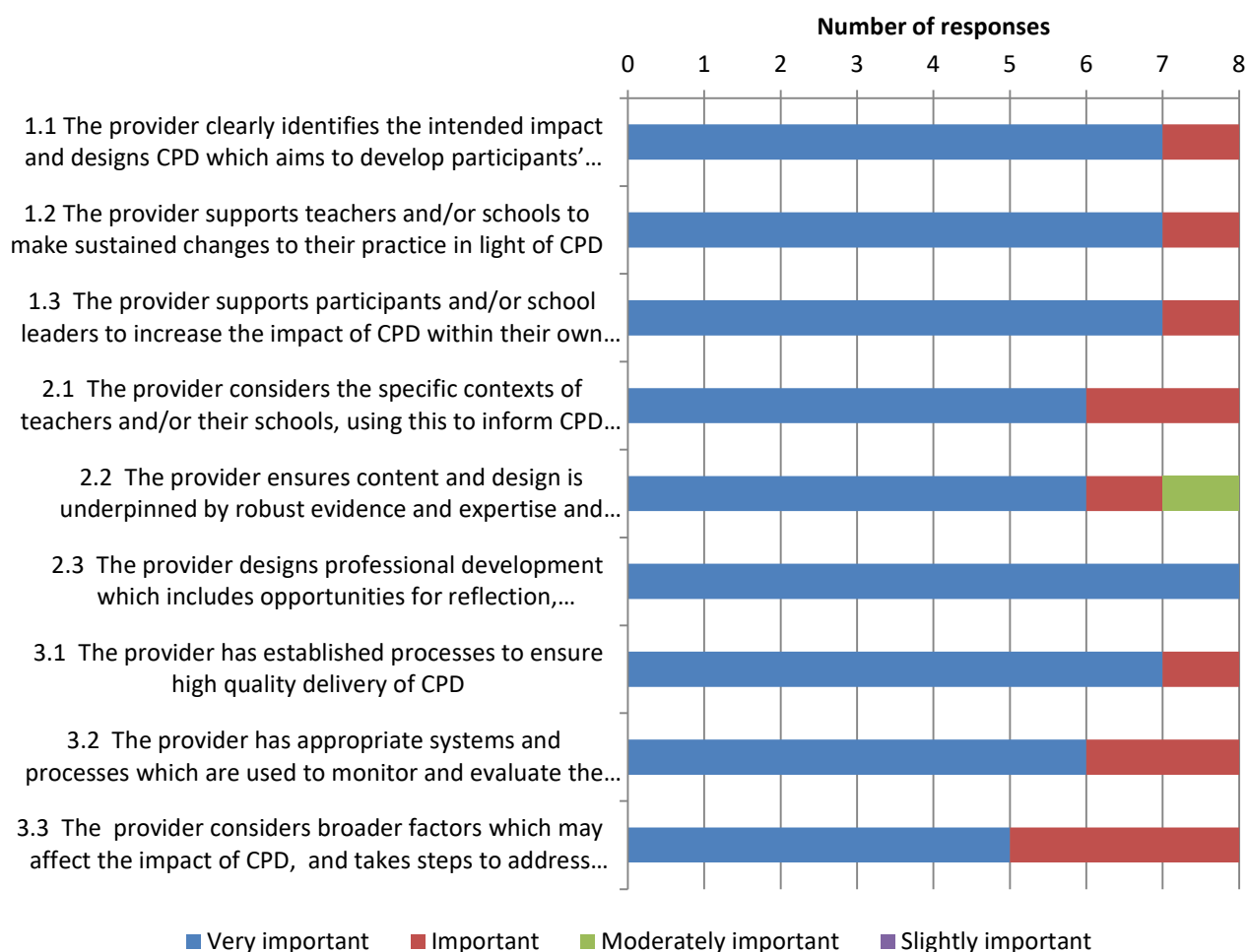
Please explain your answer.

- They were sufficiently broad but also detailed. Good range of requirements.
- Obviously the delivery to each cohort is also important.
- I think the rubric that has been designed is comprehensive and detailed and allows for the CPD to be examined from a variety of perspectives to give a clear and concise overview of the offer or package.
- My response is related to my previous comment regarding the limited definition and therefore scope of CPD. If we were looking to enhance educators' professionalism, their capacity to exercise leadership, then measures of quality would look different to these.

To what extent do you agree or disagree with these statements related to the criteria used to assure the quality of CPD?



How important do you think each criterion is in assuring the quality of CPD?



Are there any other comments you would like to make about the Quality Assurance process?

- As an independent consultant, some of the criteria in the third section were tricky - they were obviously meant to ensure quality across an organisation. Perhaps a slightly adapted process for different types of provider might be able to assess better this aspect.
- I think this was extremely thorough and I look forward to receiving our feedback to continue to shape our offer.
- Thank you for the opportunity to be involved with this process.

Appendix 2. Panel members cycle 1 survey responses

As a panel member, how would you classify your organisation?

Organisation type	Number of responses	
Local Authority or other local government organisation	3	
Multi-Academy Trust or Teaching School	5	
University, College or other HEI	1	
FE College or other Further Education organisation	1	
Charity, Charitable Trust, Foundation or other not-for-profit organisation	1	
Independent consultant	1	
Other (please specify)	5	School (4 responses) Mixed role: charity/independent consultant
Total responses	17	

To what extent do you agree with the definition of continuing professional development used in this project?

This is 'intentional processes and activities which aim to enhance the professional knowledge, skills and attitudes of teachers, leaders and teaching staff in order to improve student outcomes'.

Response	Number of responses
Completely	10
Partially	7
Slightly	0
Not at all	0
Not sure	0

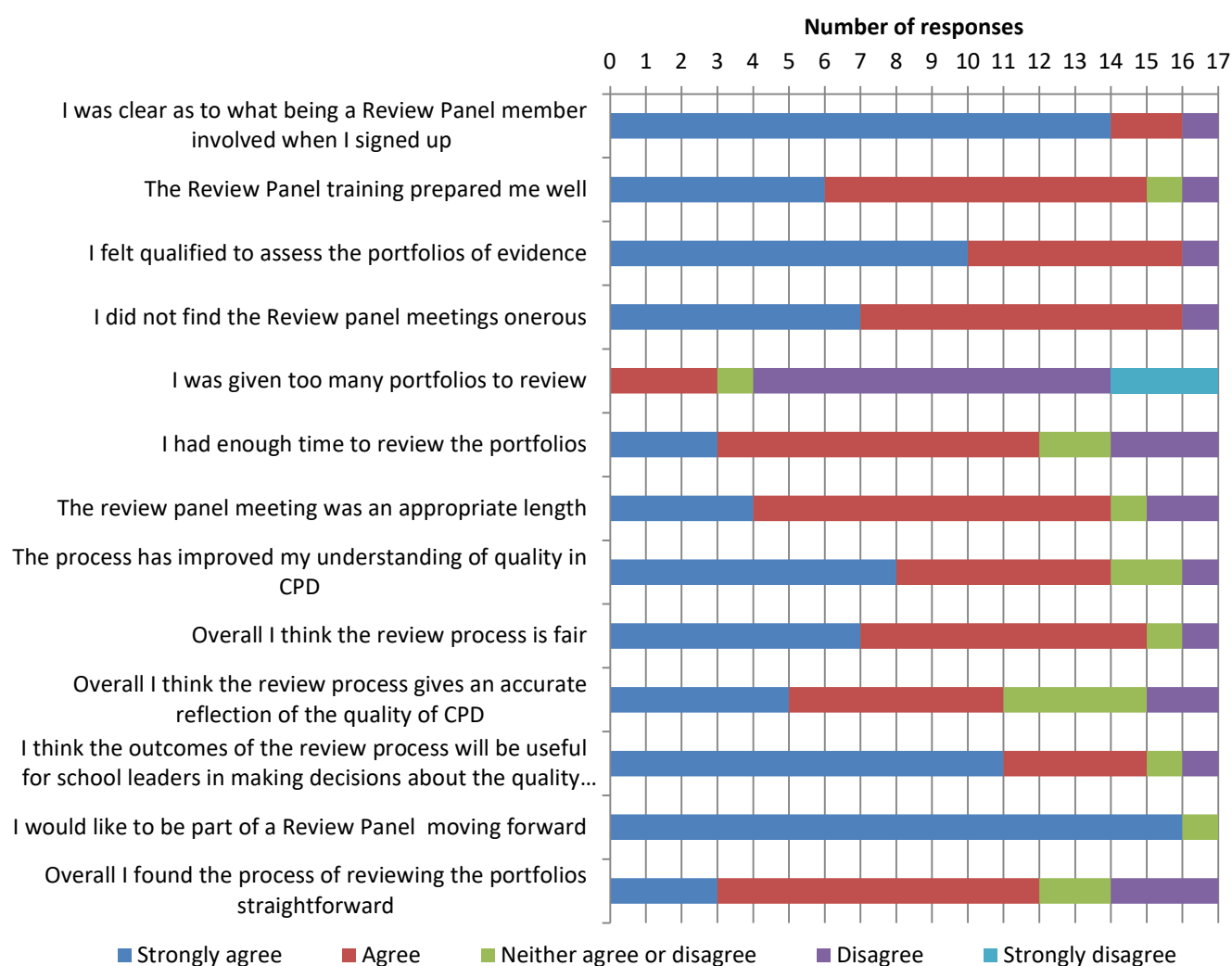
Please explain your answer

- Continuing professional development is a process which has a defined intention or objectives. It aims to improve knowledge, skills or attitudes and beliefs of educators in the widest sense. In referring to schools I take this to mean all those connected with schools. The aim is to

improve the education of pupils which includes pupil outcomes in their widest sense, not just those that can be easily measured.

- I think we need to be careful of grouping 'knowledge, skills and attitudes' and 'teachers, leaders and teaching staff' because it limits what CPD counts so maybe the use of and/or would make it really clear.
- In Scotland, continuing professional development (CPD) is what results from these activities. The processes and activities are referred to a CLPL - Career-long Professional learning, from which development results. Ultimately, these are for the improvement in student outcomes, so that is a very important part of the definition.
- I would prefer "Any intentional process or activity . . . " making clear that this includes ongoing, diverse, activities such as pursuing an MA to attending Teachmeets or reading at home.
- Student outcomes is essential and the primary aim of everyone in education. However, it is not the exclusive aim and some of the programmes reviewed focused more on indirect professional development which are often not directly linked to student outcomes.
- It's a good definition - though I would add "understanding" to professional knowledge, skills etc.
- I feel there needs to be clarification on two components. First, the extent to which it is intended *by the participant*. I'd like to edit and amend the definition so that "staff training projects" which are 'done to' participants unwillingly are not considered as CPD in this sense: else, I think the assurance panel will be overrun by people claiming a number of successes and QA projects unfairly and inappropriately. Second, I think there needs to be a consideration of the extent to which it has to lead to student outcomes. What if it's coaching, or a model for staff enhancement and development that is personal? Leadership? Wellbeing? Staff mental health? The connection to student outcomes, I think, should be looser - this "may have an impact" on student outcomes, but doesn't have to!
- Indirect CPD may impact on the quality of provision and children's experiences, not always on performance outcomes
- Think this definition encompasses it as well as it can do- the definition needs to be broad to stop bias in terms of being applied where people make judgements about what CPD is and unconsciously applying them into the application of the criteria
- Must be linked to pupil outcomes
- If not to improve student outcomes (which aren't necessarily academic) then what is the point?

Thinking about the reviewing process, please review the statements below.



Please use the space below to add any additional comments about the panel member training or the review process

- The online training was very good. Being in the Scottish sector, I decided that I had to read all the reports referred to, such as the DoFE 2016 publication about quality of CPD. I made detailed notes, so the training took much longer than anticipated. When carrying out the assessments of the portfolios, I spent 8 hours on the first one. I wanted to do a good job, as this may eventually lead to paid employment. Finding the information and cross referencing to the criteria was arduous and time-consuming. In retrospect, I should have simply ticked the box to say limited evidence, rather than searching to find it.
- Being on the review panel was a great experience and helped me to reflect on what our organisation does too. Thank you.
- We need to limit the amount of evidence submitted and require it to be clearly linked to a criterion. Would also want opportunity to speak with providers for clarification. Assessment would ideally also include attending a session - we know little about the quality of facilitation.

- I think the process is extremely worthwhile, it just needs refining. It was difficult to say in this phase whether it was an accurate reflection on quality CPD as we were getting used to the descriptors and the whole process needed some fine tuning.
- Some of the CPD providers could be guided to present/list their evidence in more organised/methodical manner (perhaps using a standard template that enables them to clearly link their evidence to the set criteria/sub criteria. One portfolio in particular contained a lot of evidence which was linked to the section as opposed to the individual criteria.
- I feel like the difference between judging the quality of the CPD and the quality of the evidence was not particularly clear at the outside: it was a valuable and worthwhile conversation to have during the review meeting, but it was clear that there was a disparity between what we intended and what we were reviewing! I feel like the QA process needs to be clearer in terms of intent: if we are judging quality of CPD, then the evidence must be dialogic - we should be able to go back and ask for x, y or z to help us make the judgement. I also feel that we should be able to say "this isn't CPD" in terms of quality assurance: there are "projects" and approaches which 'train staff' but aren't voluntary or accessible!
- As we found, the process reflects the quality of the evidence more than the quality of the CPD. The process of reviewing would be better a) with experience b) with improvement in the evidence submitted and how it is signposted.
- At the start of the panel meeting, [CCT] gave additional information/clarification about reviewing that was really useful and would have been appreciated prior to this as there were a few areas where I think I might have felt more accurate/secure if I had applied this (2) Think there were some insightful comments about the use of evidence and the difference between lack of/not applicable and the need for signalling that the evidence is not relevant.
- Some of the CPD providers provided a lot of information. Could this be limited to the documents provided, number of words etc.
- Two big challenges: 1) being clear that you were judging on basis of evidence, 2) much easier to judge a single programme.

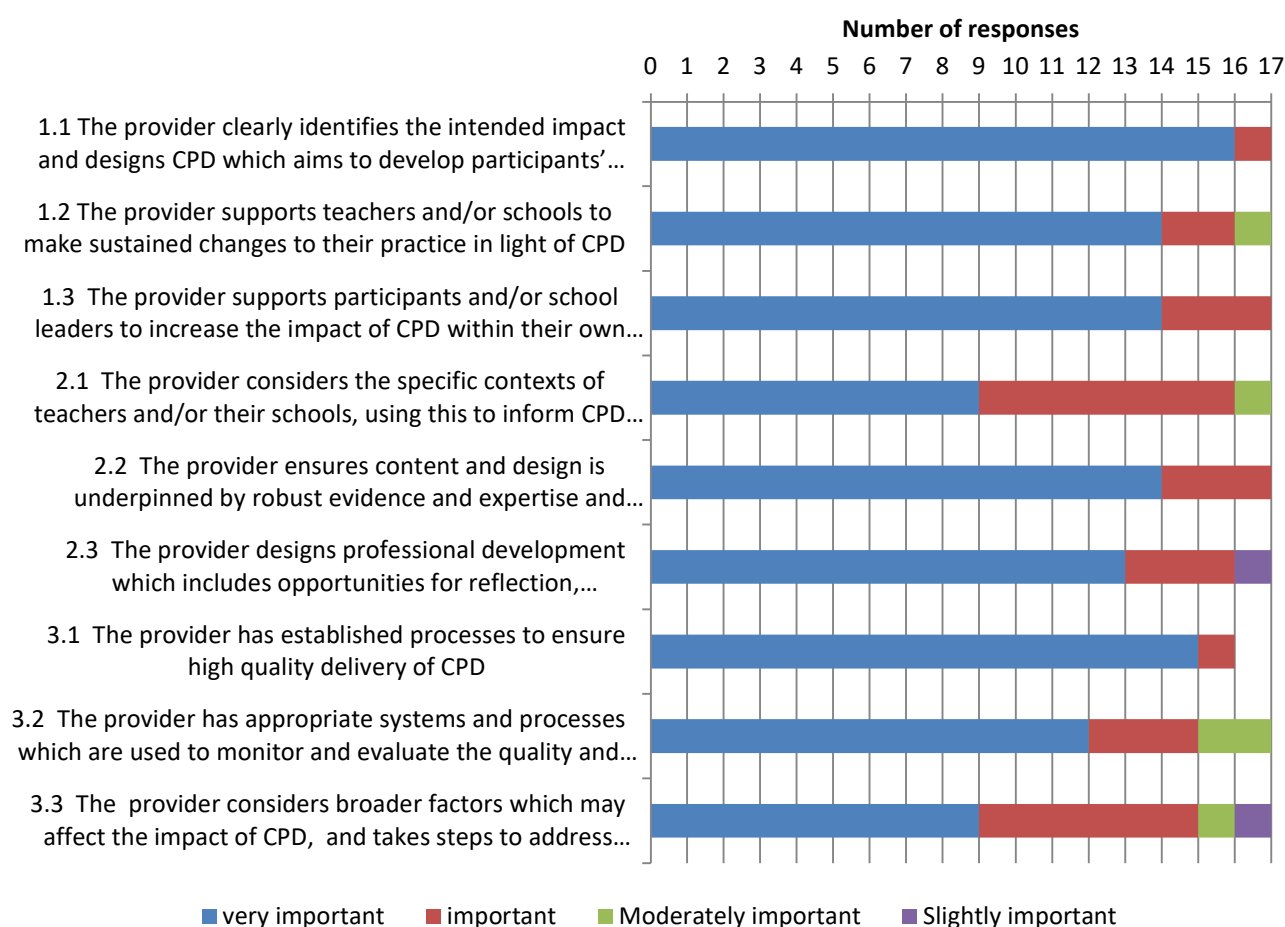
Overall, to what extent do you think the criteria used to assure the quality of CPD in this project are appropriate as measures of quality?

Response	Number of responses
Completely	8
Partially	8
Slightly	1
Not at all	0
Not sure	0

Please explain your answer

- I think the criteria reflects the range of research around effective CPD practices
- I think the criteria were detailed and specific and each one brought value to being able to assure the quality of the CPD being assessed.
- It is more comprehensive than CPD providers are used to. I also think it refers to current understanding of what is important in PD and what constitutes as 'evidence' and 'high quality academic research' which means the providers need to become current in order to meet the criteria. It can be used as a development tool as well as a standard.
- Almost completely, but I thought the mention of 'value for Time' was an important point mentioned by one of the providers. The criteria mention value for money, but perhaps there could be something about the amount of time invested and the impact that has.
- It is really tricky. You need criteria but by having criteria it might be it is difficult to judge an overall feel for how effective the CPD could be.
- Some are too broad.
- Actually think that the criteria are appropriate as measures of quality. Have indicated partially because I think that a few need to be re-worded or tweaked to provide greater clarity
- They are well grounded in the evidence. However, I think the sub-criteria are both too granular and have too much overlap. As a result reviewing portfolios and the panel discussions gets lost in the minutiae of the criteria and dragged away from a sound judgement about the quality of the CPD offered.
- The focus - certainly of the review panel experience - is one of judging evidence, not of quality. We are asked to ascertain what evidence, and how robust it is - not whether what we are looking at is any good. I feel like this is perhaps not clearly emphasised enough. There is also a focus on structures and process - designed for a "type" of CPD that is linked to the repeated provision of a similar activity (e.g. delivery of a session by an external consultant or provider). This model - and a number of the criteria - are not really applicable to other models (e.g. coaching, or single project approaches). A lot of the components (e.g. equality, accessibility, venue choice) are not relevant to a number of provisions that we have looked at. Perhaps it's worth considering a multi-pathway model, where CPD providers must get QA marks in e.g. at least three of five areas, but they are not obliged to provide evidence of all... similar to Fellowship for the CCT?
- it depends on how they are interpreted and evidenced.
- Think tweaks are needed as discussed in the meeting- at the moment it could be argued that the criteria are assuring the quality of the evidence rather than the quality of the CPD itself
- Difficult - one can only judge on the basis of the evidence provided - poor or lack of evidence does not necessarily mean poor quality provision.

How important do you think each criterion is in assuring the quality of CPD?



Are there any other comments you would like to make about the Quality Assurance process?

- I appreciate the work that has already been undertaken to provide such a breadth of criteria on which to base quality assurance evaluations. The process itself was very well managed by [CCT and TDT]. I would have found it helpful to have had the input from [CCT] on the challenges within the process and the common pitfalls outlined as part of the initial training prior to considering the submissions. This may be something to consider moving forward as the system is developed.
- I really like the process and being a part of it. I know this may not be the case but I am thinking that to arrive at the criterion there 'must' be an example of what strong or good look like. As an alternative way of testing the system I would like to be given a portfolio that has been graded to see if I can identify the evidence that supports the judgement. I also think it needs to include videos/visits/ interviews for it to be truly meaningful.
- I think that the training [CCT] delivered prior to the session was really useful and provided me with lots to consider when reviewing the portfolios. I do feel that perhaps that training may have been even more useful prior to the panel meeting and before I even begun to look at the portfolios. I also feel that it would have been helpful if each provider had one doc and within that doc you hyperlinked the additional evidence they provide against each criteria. This would make it far easier to locate and also easier to link to the individual criterion. It was

however a very well planned session and I feel these points may just help to improve the process a bit further.

- Thank you for letting me participate in this process. I thought the online review meeting was essential: I found that I seemed to be more positive in my assessments, and in talking it through, guided by the chair, I could hear other views and sometimes changed my view. I also felt it was important to express my view when it differed from the more talkative members, as others in the breakout group would then agree with me, so it was important to not keep quiet. I have learned to not be misled by a beautifully filled-in form.
- Would like to see submissions from individual consultants and would also like to know the proposed implementation plan/costs etc.
- I think the criteria need to be much simpler, both for the benefit of providers, panel members and users of the 'kitemark'. Fewer criteria and each one a single idea.
- At this stage - recognising that it's a pilot - I think it needs to be broadened in to multi-pathway approaches. We need to accept that "CPD" is a huge church of provision, and assessing them all on the same criteria will inevitably cause either weakening of the judgements, or a formulaic rubber stamping based on evidence. To truly get under the skin of a CPD provision, and judge whether it is effective, the criteria have to be flexible enough to accommodate a wider range of provisions, and to be able to take segments of evidence rather than looking at it all through the same lens.
- Could 3.1 and 3.2 be merged? so they evaluate and adjust accordingly.
- Great experience, enjoyed collaboration with peers.
- I would like to see something more specific about participant feedback and evaluation in the criteria

Appendix 3. CPD providers cycle 2 survey responses

As a CPD provider, how would you classify your organisation?

Organisation type	Number of responses	
Commercial CPD provider	0	
Multi-Academy Trust or School	0	
FE College or other Further Education organisation	0	
Independent consultant	0	
Charity, Charitable Trust, Foundation or other not-for-profit organisation	6	
Subject association	1	
Other (please specify)	2	Teaching school Local Authority commissioned service with traded offer
Total responses	9	

To what extent do you agree with the definition of continuing professional development used in this project?

This is 'intentional processes and activities which aim to enhance the professional knowledge, skills and attitudes of teachers, leaders and teaching staff in order to improve student outcomes'.

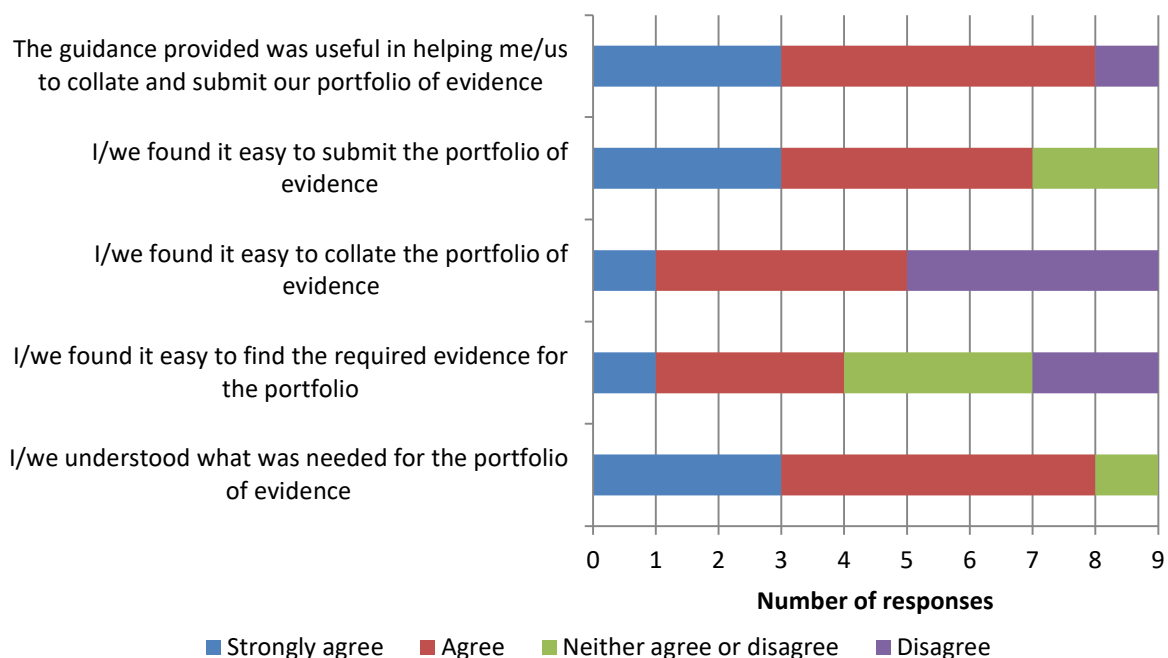
Response	Number of responses
Completely	6
Partially	3
Slightly	0
Not at all	0
Not sure	0

Please explain your answer

- I assume the term teaching staff is to cover Teaching assistants etc, I think some CPD supports the wider school staff so this could be expanded. I like the use of the word intentional and perhaps would align the language of knowledge, skills and attitudes to the wording in the criteria.

- I think it does include everything in the definition. However, I think there is more to include around teachers' consistent habits, behaviours, practices. CPD often enhances knowledge, skills and attitudes but still doesn't impact on outcomes.
- It matches what we have used in our less defined definition, through our vision and mission.
- The definition covers the key areas of subject matter knowledge, PCK and also addresses changing the beliefs of the teachers.
- While I generally agree, I think this definition is too narrow in two areas. Firstly, I would argue that professional development can take many forms, both formal and informal, and some of these are not always intentional, at least not in the first instance. The wording used suggests that the professional development is to some extent planned at the outset which could narrow its interpretation. Similarly, the wording 'to improve student outcomes' suggests, even if this is not the intention, a focus on quantifiable outcomes which most easily translates into external examination results. While ultimately, teacher professional development should aim to benefit their students' development this can be much broader and nuanced than the wording used suggests. For example, increased student confidence is valuable in and of itself in student development but may not necessarily lead to improved student outcomes in the form of examination results.

To what extent do you agree or disagree with the statements below about the process of collating and submitting your portfolio of evidence?



If you wish, please add any additional comments about collating and submitting your portfolio.

- Collating the evidence was easy, but very, very time consuming.

- Most of our evidence is held on our online PebblePad account and therefore it would have been more straightforward to have been able to either give the assessors logins and / or to talk them through the evidence rather than submitting it as a documented portfolio. In particular, it was very time consuming to screenshot and format these into a document and to ensure that the image quality was good enough for the assessor. I found the guidance at the start of the process very useful indeed and the offer of a phone call was also welcome, although in the event I didn't take this offer up.
- The information given before signing up regarding the requirements - i.e. about the specificity of the information and evidence requested and particularly about how long it would take to complete was not clear or detailed enough. People need to know exactly what they sign up for before they do, not once they agreed.
- The information provided prior to the process was very helpful and it was mainly clear what the expectations were apart from the submission date. I think the challenges is that single documents may cover a range of evidence and sometimes it felt like things were being repeated as the evidence provided a breadth of information that you need to keep cross referencing. Having completed this type of activity before it is a hard balance to strike. I will be interested to see if the feedback is about how effective I was in providing a clear summary of the CPD against the criteria and linked this to evidence or whether the panel could identify the evidence. The challenge is this becomes about how good the person submitting the information is at interpreting the standards rather than whether the CPD meets the standards. I would on the whole consider the standards fairly clear.
- What was requested was exceptionally specific and detailed and we found it extremely challenging to provide this level of detail in the timeframe required, as the timeframes provided were exceptionally tight.

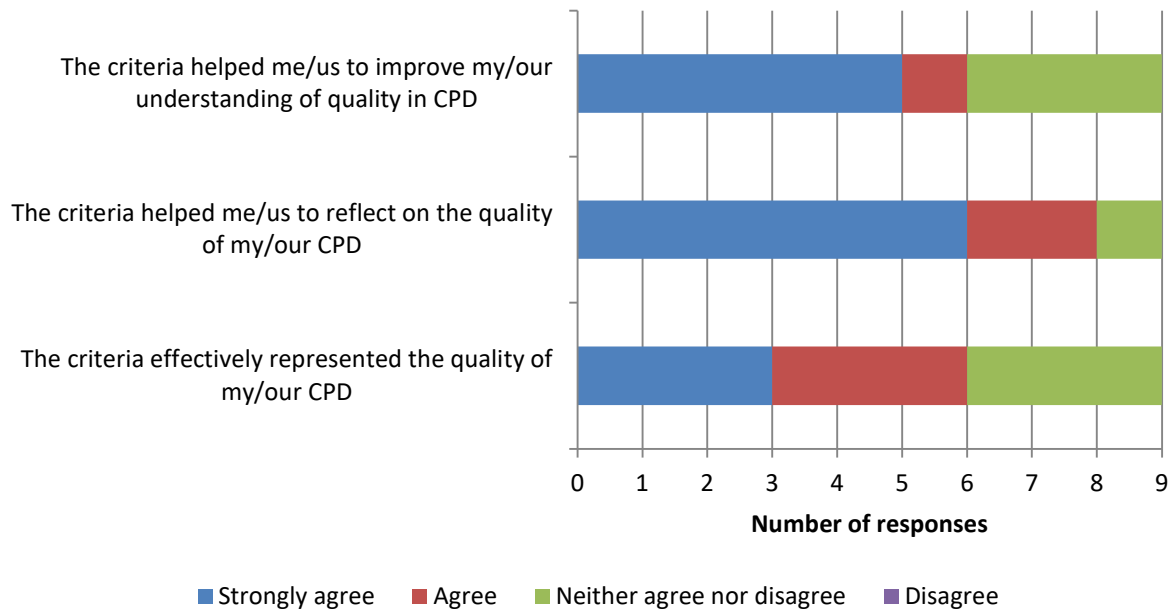
Overall, to what extent do you think the criteria used to assure the quality of CPD in this project are appropriate as measures of quality?

Response	Number of responses
Completely	5
Partially	3
Slightly	1
Not at all	0
Not sure	0

Please explain your answer

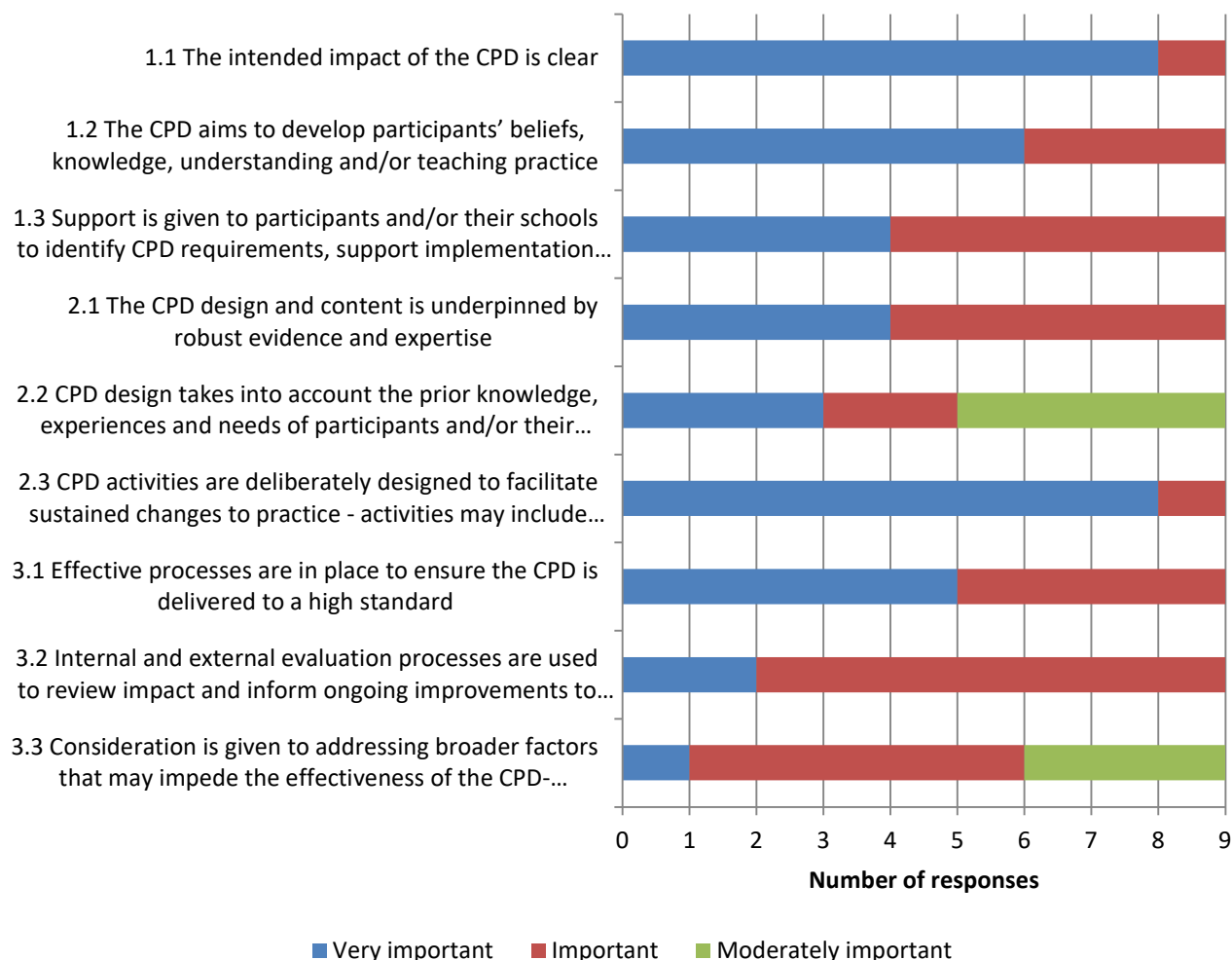
- Although I generally agreed with the criteria, again I felt that they were too narrow and seemed to fit some types of CPD better than others. For example, criteria 2.3 suggested a clearly planned suite of activities by the provider. In the case of the [anonymised CPD programme] the framework and support is provided but it is the schools that use these to create their own 'journeys' which may or may not be planned. 'Journeys' vary considerably from school to school and the extent to which they deliberately engage also varies (which we believe is a measure of quality given that our support is bespoke to their context and needs), but this was difficult to get across within the constraints of the criteria and evidence.
- Overall, the criteria are apposite.
- Some clarity around language - aims, objectives, intended outcomes impact are used somewhat interchangeably so a clear definition of these for the purposes of QA criteria would be helpful, also the use of terms beliefs, knowledge, understanding and/or teaching practice with some further explanation or guidance in the introduction maybe helpful particularly where 'beliefs' is used. My thoughts were I would like to separate out what we do as an organisation to ensure all CPD is effective and then consider how a particular CPD offer meets the specific criteria. The greatest challenge is ensuring evaluation and impact are part of the process.
- The criteria touched on the importance of teachers' prior knowledge, but I think for quality CPD, this needs to go further. We can only really understand prior knowledge if we know participants and schools well, and this comes through working with the same cohort regularly and frequently to build the trusting relationships that allow a genuine understanding of prior knowledge and need. Therefore something around relationships and trust?
- The criteria were broken down sufficiently which ensured clarity and encompassed relevant quality measures.
- This CPD for teachers also needs the support of the senior staff of the school to ensure that there is an effective implementation of what is learnt. This requires evaluation of CPD impact in the relevant school and is over-and-above reach of the CPD provider.
- We found the process incredibly useful in terms of reflecting on our practice. It is often easy to focus on feedback and impact but this process was a much more holistic approach. The process itself was very beneficial to me in my role as a CPD course designer and facilitator.

To what extent do you agree or disagree with these statements related to the criteria used to assure the quality of CPD?



How important do you think each criterion is in assuring the quality of CPD?

Note that we are using 'CPD' in the criteria to include all the activities covered by the QA process, such as programmes and suites of CPD and one-off events and training.



Are there any other comments you would like to make about the Quality Assurance process?

- I found the process very powerful and developmental as it made me critically reflect on the processes that we have in place. Generally, I felt that the criteria were more suited to more traditional one-off courses than our more sustained offer and there were lots of things that I felt could indicate 'quality' but there didn't seem to be a place within the criteria to really showcase these. It was time-consuming (which is not necessarily a bad thing!) but I hadn't realised quite how time-consuming and the relatively short turnaround did mean that I wasn't able to squeeze all of the potential out of the process. Another slight issue is that the [anonymised CPD programme] were conceived of in 2006 and while I have been involved in it since 2008 it was sometimes difficult to get hold of that initial thinking which underpins the process and award.
- Sometimes it feels that it should/could be different for TSAs.

- The focus on one programme is not sufficiently broad – many CPD providers offer a broad range of programmes (and by this I don't mean one-offs, I mean courses), and to apply for one programme is not good value for the time invested in submitting such a detailed portfolio. It would be better to be able to submit more than one programme and to get QA for the whole offer, not just one programme. In that way, providers will be much better able to show that their offer meets all the criteria. CPD programmes vary greatly in terms of what they set out to develop/achieve, so all the criteria might not be equally relevant to each programme. There is need for more flexibility.
- The process has been an excellent opportunity to review a CPD offer and consider what we do have in place and gaps in our thinking and process when developing and delivering training. As an organisation we have a number of teams developing and delivering a huge variety of training and having some 'basic' principles would help enormously for supporting a systematic approach to both developing and writing the training and subsequently quality assurance across the organisation. This is why for me I would like to see organisational and programme specific criteria. I found it very difficult to allocate a priority to the criteria as I think in principle with some further clarification are generally what I would want our teams to use and develop.
- This was a useful process and the criteria very much aligned with the design and delivery of our programmes. It was useful seeing the criteria that were easy to evidence and the criteria where there is work to do.

Appendix 4. Panel members cycle 2 survey responses

As a Panel member, how would you classify your organisation?

Organisation type	Number of responses	
Commercial CPD provider	1	
Independent consultant	7	
Local Authority or other local government organisation	2	
Multi-Academy Trust or School	9	
University, College or other HEI	2	
Other (please specify)	3	Local Education Partnership Supply teacher in Scottish Independent Primary sector Teaching School Alliance
Total responses	27	

Is this your first time acting as a review panel member?

No	12
Yes	12

New panel members only

To what extent do you agree with the definition of continuing professional development used in this project?

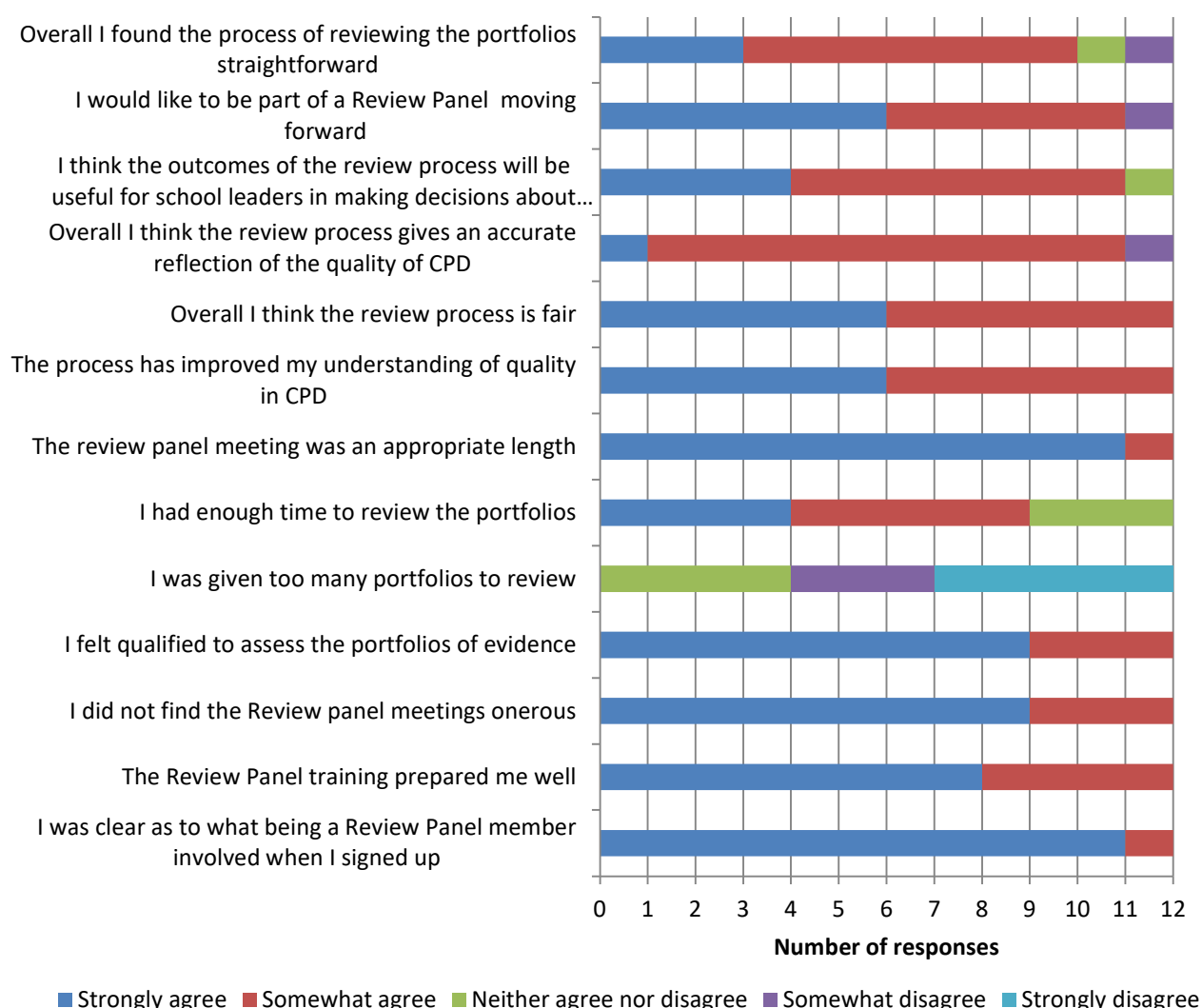
This is 'intentional processes and activities which aim to enhance the professional knowledge, skills and attitudes of teachers, leaders and teaching staff in order to improve student outcomes'.

Response	Number of responses
Completely	7
Partially	5
Slightly	0
Not at all	0
Not sure	0

Please explain your answer

- Any professional development must be driven by an intention to impact on pupils. Otherwise it is personal development, not professional.
- I agree as it comprehensively explains the essence of desired outcomes and common purpose of professional learning.
- I like the use of 'intentional' to emphasise purpose and planning. 'Outcomes' is always problematic but I can offer no alternative I'm afraid.
- I think it's a useful starting point.
- Intentional is important. I think professional behaviours, identity and confidence is key here too.
- The example of having a submission which was an audit / self-review tool for a subject leader to follow within a school highlighted the complexity of this as a definition. Whilst the audit tool was clearly well thought through and an "intentional process" it did not meet the requirements of what I, or others in my panel group, believe constituted continuing professional development.
- The word continuing is not defined clearly in the statement - I think the statement defines just professional development.
- We struggled with this when reviewing. One portfolio was a quality mark. There is no doubt teachers will have reflected on and enhanced their knowledge, skills and attitudes when moving towards this quality mark but it didn't feel like CPD despite meeting the definition above. There was no teaching, training, mentoring or coaching involved. Is it still CPD?

Thinking about the reviewing process, please review the statements below.



Please use the space below to add any additional comments about the panel member training or the review process

- I felt previous training as an NPQ assessor supported my ability to be evaluative. Those without such previous experience may need more focus on being evaluative within the training.
- It is frustrating that we are assessing the quality of an organisation's ability to articulate the quality of their CPD rather than the quality itself - this feels unfair. An interview in which the provider talked through their evidence might be fairer. I recognise this would be more difficult logistically. The pre-submission works well. I was first in my group to submit so I couldn't compare immediately... however this was a helpful process (I did it quickly before the panel opened) as it allowed me to quickly look at discrepancies between my judgement and others' and then re look at evidence. This might be helpful to secure judgements further? I
- Some issues with evidence not opening and some of the statements needing unpicking/clarifying further.

- Some of the portfolios took a much greater length of time to discuss. Annotated portfolios were easier to review and gave clearer examples for the panel members.
- There needs to be an additional category of 'mostly met' - we frequently had to discuss points that were not fully met, but more than partially, and that was frustrating. The default ends up being 'partially met' and then it's too blunt an instrument.
- Training was comprehensive and well developed - the online course information was clear and this was supported with the follow up session - I thought this was a strength of the process.

Overall, to what extent do you think the criteria used to assure the quality of CPD in this project are appropriate as measures of quality?

Response	Number of responses
Completely	5
Partially	7
Slightly	0
Not at all	0
Not sure	0

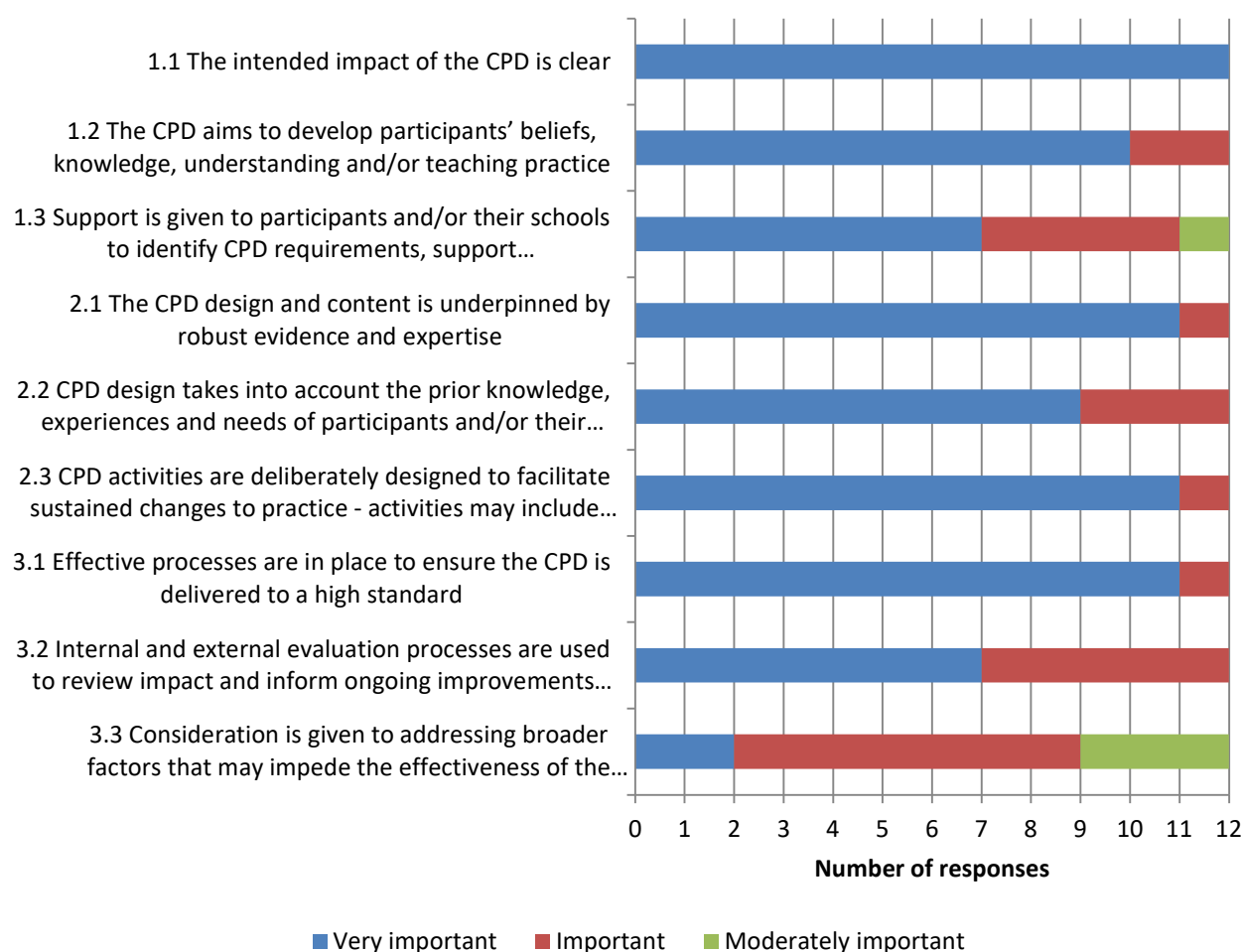
Please explain your answer

- Align with the DfE standard for professional development.
- Assessing the CPD would have been easier if the organisations had provided evidence of feedback forms, evaluation and final reports. This could be more explicit (neither of our portfolios submitted any significant evidence of this).
- i wonder if there could be an opportunity for providers to explain the ways in which they assure quality - what's unique or particular about the support they are providing.
- It perfectly endorses the Teachers Professional Development Standards as well as recommended research of what constitutes the key ingredients of effective CPD.
- It's always tricky to assess standards without a subject expert who is fully cognizant of what a course ought to cover but I realise that's not always possible.
- My only comment is that absolute clarity as to 'implementation' would enhance the criteria - is it implementation of CPD planning or the CPD being implemented in the classroom.
- Not all are explicit and leave room for different interpretations.
- The criteria were overarching statement, and sub-statements which were intended to support each other but at times presented challenges for the review group. Averages of the statements were not always reflective of the intended beliefs of the panel eg 2 panel members voted for 'N/A' and one panel member votes for 'met' which created an average grade of 'not met' which represented none of the panel members views. A separate point is

the unique requirements of Online Teacher Professional Development which does not seem to have been incorporated into any of these criteria yet (or the training on components of effective CPD) but will be required.

- The expectations are very high, which is good, but a 3 level met / partially / not met criteria might be better with a 5 point scale.
- They cover the main aspects of intent design and delivery.

How important do you think each criterion is in assuring the quality of CPD?

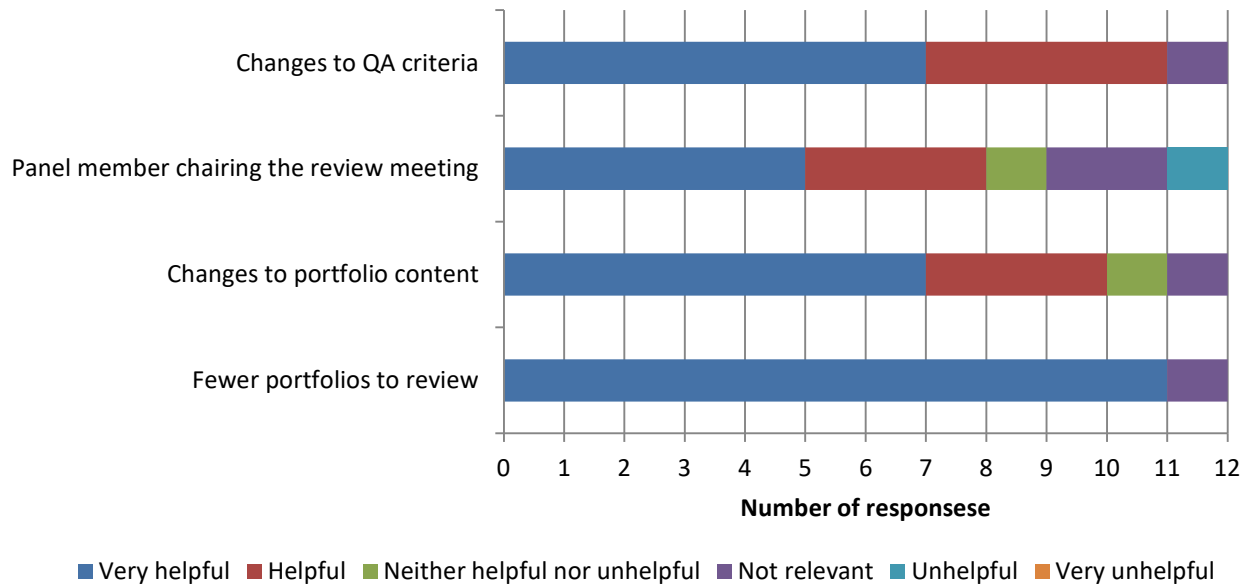


Are there any other comments you would like to make about the Quality Assurance process?

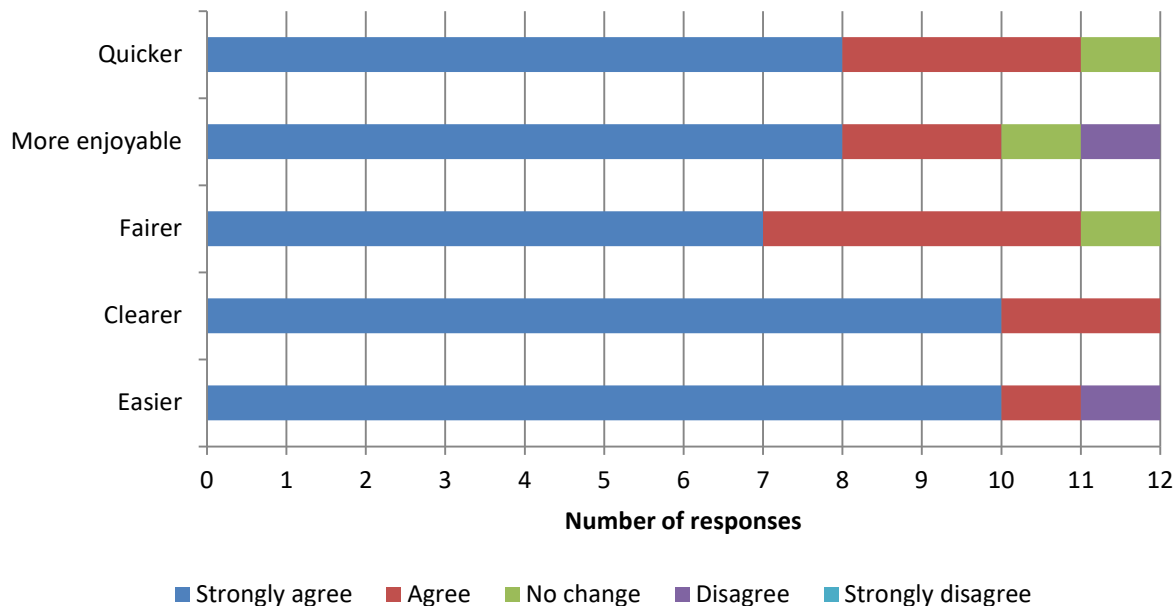
- It is clear that the QA process could be conducted by panels. However the guidance is sufficiently clear that QA could be completed by individual assessors.
- It was very enjoyable. Thank you.
- Thank you for asking me to do this. It was a useful learning experience for me.
- The specific requirements of online teacher professional development and the research surrounding this important area of growth in TPD needs further consideration within this QA process.

Experienced panel members

As a result of feedback from Cycle 1, changes have been made to the cycle 2 review process. How have you found the changes made?



In comparison to the first cycle of the QA process, have you found this second cycle -



Are there any other comments you would like to make about the Quality Assurance process?

- I think the process is now very strong, but less easy for an individual consultant to meet all the criteria than for Trusts/organisations I think. Still other work to do on the project overall.

- It seemed a good idea to have a panel member as Chair, but I absolutely hated being the Chair. I offered to do it if that was needed, and the advice provided was very good, but it was too much for me.
- Supporting documentation and online assessment tool supports more accurate judgement and subsequent discussion at panel.
- Thank you acting on the feedback from cycle 1.
- The addition of the submission of draft evaluation prior to the panel meeting reduced the need for extensive discussion.
- The amount of evidence in some portfolios was huge! In retrospect I wish I had made more notes as chair.
- The opportunity to request more evidence makes it really fair in my opinion. The second time was great because it was focused on the criterion so discussions were focused. Knowing the overall standpoint of the group before deciding an outcome was great for individual confidence as you knew where you were in relation to the group as a whole and protected time for discussion rather than generating data.

Appendix 5. Interview Schedule Cycle 1 CPD providers

Your organisation

1. I understand that your role is [see EOI/survey]: _____ at:
_____ and the type of CPD you usually provide is
_____. Is this correct? Is there anything else you would like to add?

Prompts: Focus, school phase, subject/pedagogical, regularity/time, cost, location? Anything that makes the CPD distinctive?

CPD in general

2. What do you feel/think makes CPD high quality? What does this look like?
3. What do you see as the key benefits of high quality CPD for individual teachers?
4. What do you see as the key benefits of high quality CPD for the profession?
5. What do you perceive to be the main challenges in providing high quality CPD to teachers?

Prompts: delivery challenges, school-based challenges, costs.

The QA CPD process

6. I understand that you heard about the QA of CPD process through _____,
and you described your reason for choosing to submit evidence as _____.
Is this correct? Is there anything else you would like to say about the motivation to take part
in the process? Have your reasons changed at all as the process has gone on?

7. Did you have any concerns about submitting your evidence?

8. How did you find the process of submitting your portfolio of evidence for the QA of CPD
process?

Prompts:

- Ease/difficulty to produce evidence?
- How long did it take?
- How many people involved?
- How did you do it e.g. match existing evidence to criteria or begin with criteria?
- Did you have to produce/create any new documentation in order to put together the portfolio?
- Was there a financial cost? Estimate.
- How did you find the online interface?

9. Did you think that the criteria were appropriate for you and your provision?

Prompts:

- If not why not, how could this be improved?
- What would need to be added/removed?
- Do you feel that the criteria reflect your views about what makes CPD high quality?

10. To what extent did you find the process to be reliable and fair?

Prompts:

- Please explain why you feel this way with any examples you can give.

11. In what ways could the process be improved for the next cycle of testing, and/or in the long-term?

Outcomes of the process

Providers may not have received any feedback yet so this might need prompting with, eg, what feedback are you hoping for, and what would be most useful, now that you've been through the process.

12. To what extent do you feel the outcomes of the QA process might lead to schools choosing more high quality CPD?

13. To what extent do you feel that participation in a process like this could support you as a CPD provider to improve the quality of the CPD you offer?

14. Long term, could you see yourself paying a fee to participate in a process like this?

Overall

15. Is there anything else you'd like to say about your participation in the QA project so far?

Appendix 6. Interview Schedule Cycle 1 Panel members

Your role as a panel member

1. I understand that you work for/as _____ is this correct? Is there anything else you would like to add about your professional role or career related to your position as a panel member?
2. You first heard about the QA CPD process through _____, and made the decision to apply to be on the panel due to _____ is this correct? Any other motivations related to your decision to be involved?
3. Please could you explain how you found the process of becoming a panel member?
Prompts:
 - How did you feel about being 'selected'?
 - Have you participated in the training, if so how useful did you find it?
 - Do you feel it could be improved - if so in what ways?

CPD in general

4. What do you think makes CPD high quality?
5. What do you see as the key benefits of high quality CPD for teachers?
6. What do you see as the key benefits of high quality CPD for the profession?
7. Can you recall any examples of CPD that you have participated in that you viewed as particularly high quality?
Prompts:
 - If so, what was it?
 - What were the key factors for success?
 - What made it distinctive?
 - What outcomes did this lead to for you/your staff/the school more widely?

The QA CPD process

8. To confirm, have you reviewed any provider portfolios at this time?
If yes: how many, what kind of providers were these?
If no: why is this? (**go to Q 12**)
9. Please could you talk me through the reviewing process.
Prompts:
 - How did you find it?
 - How long did it take?
 - Were there differences in approach to different portfolios?
 - How did you find the panel meeting?
 - How well did the panel work together?
 - How easy was it to reach a decision about each portfolio?

10. To what extent did you find the process overall to be reliable and fair?

Prompts:

- Please explain why you feel this way with any examples you can give.

11. There might be occasions when panel members have strong views about particular approaches or content from different CPD providers; how do you think the panel should deal with potential preconceptions or biases against the CPD providers' approach or content?

Prompts:

- For example, some panel members may have strong views about, for example, particular teaching approaches, or evidence which might now appear 'old-fashioned' but may still, on other people's views be valid. Is there a way to balance these views against the evidence provided by the CPD provider?

12. Looking at the criteria, how well do they match your views about high quality CPD?

13. Do you have any suggestions of how the process could be improved?

Prompts:

- In terms of the portfolios and the information in them, criteria etc.?
- The actual review process, the panel meeting etc?

Outcomes of the process

14. Given your experiences so far, do you think that the QA of CPD process is one that will be useful to CPD providers and school leaders? How and why?

15. To what extent do you feel the outcomes of the QA process might lead to schools choosing more high quality CPD?

16. To what extent do you feel that participation in a process like this could support CPD providers to improve the quality of the CPD they offer?

17. Long term, could you see yourself staying on a 'pool' of panel members? If so, why; if not, why not?

Overall

18. Is there anything else you'd like to say about your participation in the QA project so far?

Appendix 7. Interview Schedule Cycle 2 CPD providers

Your organisation

1. I understand that your role is [see EOI/survey]: _____ at:
_____ and the type of CPD you usually provide is
_____. Is this correct? Is there anything else you would like to add?

Prompts: Focus, school phase, subject/pedagogical, regularity/time, cost, location? Anything that makes the CPD distinctive?

CPD in general

2. What do you feel/think makes CPD high quality? What does this look like?
3. What do you see as the key benefits of high quality CPD for individual teachers?
4. What do you see as the key benefits of high quality CPD for the profession?
5. What do you perceive to be the main challenges in providing high quality CPD to teachers?

Prompts: delivery challenges, school-based challenges, costs.

The QA CPD process

6. I understand that you heard about the QA of CPD process through _____,
and you described your reason for choosing to submit evidence as _____.
Is this correct? Is there anything else you would like to say about the motivation to take part
in the process? Have your reasons changed at all as the process has gone on?

7. Did you have any concerns about submitting your evidence?

8. How did you find the process of submitting your portfolio of evidence for the QA of CPD
process?

Prompts:

- Ease/difficulty to produce evidence?
- How long did it take?
- How many people involved?
- How did you do it e.g. match existing evidence to criteria or begin with criteria?
- Did you have to produce/create any new documentation in order to put together the portfolio?
- Was there a financial cost? Estimate.
- How did you find the online interface?

9. Did you think that the criteria were appropriate for you and your provision?

Prompts:

- If not why not, how could this be improved?
- What would need to be added/removed?
- Do you feel that the criteria reflect your views about what makes CPD high quality?

10. To what extent did you find the process to be reliable and fair?

Prompts:

- Please explain why you feel this way with any examples you can give.

11. In what ways could the process be improved?

Outcomes of the process

Providers may not have received any feedback yet so this might need prompting with, eg, what feedback are you hoping for, and what would be most useful, now that you've been through the process.

12. To what extent do you feel the outcomes of the QA process might lead to schools choosing more high quality CPD?

13. To what extent do you feel that participation in a process like this could support you as a CPD provider to improve the quality of the CPD you offer?

14. Long term, could you see yourself paying a fee to participate in a process like this? What level of fee might be appropriate?

Overall

15. Is there anything else you'd like to say about your participation in the QA project so far?

Appendix 8: Interview Schedule Cycle 2 panel members (new)

Your role as a panel member

1. I understand that you work for/as _____ is this correct? Is there anything else you would like to add about your professional role or career related to your position as a panel member?
2. You first heard about the QA CPD process through _____, and made the decision to apply to be on the panel due to _____ is this correct? Any other motivations related to your decision to be involved?
3. Please could you explain how you found the process of becoming a panel member?
Prompts:
 - How did you feel about being 'selected'?
 - Have you participated in the training, if so how useful did you find it?
 - Do you feel it could be improved - if so in what ways?

CPD in general

4. What do you think makes CPD high quality?
5. What do you see as the key benefits of high quality CPD for teachers?
6. What do you see as the key benefits of high quality CPD for the profession?
7. Can you recall any examples of CPD that you have participated in that you viewed as particularly high quality?
Prompts:
 - If so, what was it?
 - What were the key factors for success?
 - What made it distinctive?
 - What outcomes did this lead to for you/your staff/the school more widely?

The QA CPD process

8. To confirm, have you reviewed any provider portfolios at this time?
If yes: how many, what kind of providers were these?
If no: why is this? (**go to Q 12**)
9. Please could you talk me through the reviewing process.
Prompts:
 - How did you find it?
 - How long did it take?
 - Were there differences in approach to different portfolios?
 - How did you find the panel meeting?
 - How well did the panel work together?

- How easy was it to reach a decision about each portfolio?
- How did you find the follow up meeting?

10. To what extent did you find the process overall to be reliable and fair?

Prompts:

- Please explain why you feel this way with any examples you can give.

11. There might be occasions when panel members have strong views about particular approaches or content from different CPD providers; how do you think the panel should deal with potential preconceptions or biases against the CPD providers' approach or content?

Prompts:

- For example, some panel members may have strong views about, for example, particular teaching approaches, or evidence which might now appear "old-fashioned" but may still, on other people's views be valid. Is there a way to balance these views against the evidence provided by the CPD provider?

12. Looking at the criteria, how well do they match your views about high quality CPD?

Prompt:

- Are there changes, additions, deletions which might improve how the criteria reflect high quality CPD?

13. Do you have any suggestions of how the process could be improved?

Prompts:

- In terms of the portfolios and the information in them, criteria etc.?
- The actual review process, the panel meeting etc?

Outcomes of the process

14. Given your experiences, do you think that the QA process will be useful to CPD providers?
How and why?

15. Given your experiences, do you think that the QA process will be useful to school leaders?
How and why?

16. To what extent do you feel the outcomes of the QA process might lead to schools choosing more high quality CPD?

17. Long term, could you see schools or CPD providers paying a fee to participate in a process like this? What level of fee might be appropriate?

18. Long term, could you see yourself staying on a 'pool' of panel members? If so, why; if not, why not?

Overall

19. Is there anything else you'd like to say about your participation in the QA project so far?

Appendix 9. Interview Schedule Cycle 2 panel members (experienced)

The QA CPD process

1. To confirm, were you a chair of a panel, or a 'normal' panel member?

2. How did you find the process this time compared to cycle 1?

Prompts:

- Did you use a different approach this time to review the portfolios?
- Did it feel easier/more difficult?
- Did it take longer/less time?
- How did you find the panel meeting this time?
- How well did the panel work together?
- How easy was it to reach a decision about each portfolio?
- How did you find the follow up meeting?

Prompts for panel chairs:

- How did you feel about being the chair?
- Did you feel that your role was clear, and you had sufficient guidance, eg to manage the meeting?
- Long term do you think it's appropriate for the panel chair to come from the pool of panel members or should it be, eg someone from CCT as in cycle 1?

3. Do you feel that the process this time overall was reliable and fair?

Prompts:

- Do you think that, using this process, the outcomes of cycle 1 would have been the same/different?
- Please explain why you feel this way with any examples you can give.

4. Looking at the criteria you used for cycle 2, how well do they match your views about high quality CPD?

Prompt:

- Are there changes, additions, deletions which might improve how the criteria reflect high quality CPD?

5. Do you have any suggestions of how the process could be further improved?

Prompts:

- In terms of the portfolios and the information in them, criteria etc.?
- The actual review process, the panel meeting etc?

Outcomes of the process

6. Have your thoughts changed during this cycle about how useful the QA process is?

Prompts:

- For school leaders
- For CPD providers
- For other stakeholders

7. Long term, could you see schools or CPD providers paying a fee to participate in a process like this? What level of fee might be appropriate?
8. Long term, could you see yourself staying on a 'pool' of panel members? If so, why; if not, why not?

Overall

9. Is there anything else you'd like to say about the QA project and your participation in it?

Appendix 10. Focus group discussion schedule

- We sent you some information about the quality assurance of CPD process in advance of the focus group ... We'll talk more about this process and its outcomes later, but for now does anyone have any questions which they'd like to be clarified?
- Moving to talking about professional development, what do you feel are the characteristics of high quality professional development; how do you identify these when you're making decisions about professional development - what information do you use?
- What support, information or resources would help you to help you make better decisions?
- Looking at the quality assurance process, what information would you like to know from the outcomes of this which would help you, and how could this be most usefully shared with teachers and school leaders?
- Would you be prepared to pay a fee for this? If so, what level of fee might be appropriate? If not, who should fund a quality assurance process?
- Any other points people would like to share about the quality assurance process or related issues?

Appendix 11. Data collection participants

Participant code	Cycle 1			Cycle 2			
	Role	Survey	Interview	Role	Survey	Interview	Focus group
3	Panel member	x					
4	Panel member	x	X				
5	CPD provider	x	x	Panel member	x	x	
6				CPD provider	x	x	
7	Panel member	x	x	Panel chair	x	x	
8	Panel member	x					
9	Panel member	x		Panel chair	x		
10				CPD provider	x		
11	CPD provider	x		Panel member	x	x	
12				CPD provider	x	x	
13	Panel member	x	x				
14	CPD provider	x	x				
15				CPD provider	x	x	

Participant code	Cycle 1			Cycle 2			
	Role	Survey	Interview	Role	Survey	Interview	Focus group
16	CPD provider	x					
17	Panel member	x	x	Panel member	x		
18	Panel member	x		Panel member	x		
19				CPD provider	x		
20				Panel chair	x	x	
21				Panel member	x		
22	Panel member	x	x	Panel chair	x		
23	CPD provider	x	x				
24	CPD provider	x	x				
25	CPD provider	x		Panel member	x		
26				Panel member	x	x	
27	Panel member	x	x	Panel member	x	x	
28	Panel member	x	x				
29	Panel member	x	x				
30	CPD provider	x	x	Panel member	x		
31	Panel member	x	x	Panel member	x		

Participant code	Cycle 1			Cycle 2			
	Role	Survey	Interview	Role	Survey	Interview	Focus group
32	Panel member	x	x	Panel member	x		
33	Panel member	x					
34				CPD provider	x	x	
35				CPD provider	x		
36				CPD provider	x		
37	Panel member	x	x	Panel chair	x	x	
38				Panel member	x	x	
39				CPD provider	x	x	
40				Panel member	x		
41				Panel member	x	x	
42	Panel member	x					
43	Panel member	x					
44				Panel member	x		
45				Panel member	x		
46				Panel member	x		
47				Panel member	x		

Participant code	Cycle 1			Cycle 2			
	Role	Survey	Interview	Role	Survey	Interview	Focus group
48				Panel member	x		
49				School leader			x
50				School leader			x
51				School leader			x
52				School leader			x
53				School leader			x
54				School leader			x
55				School leader			x
56				School leader			x
57				School leader			x

Quality assurance of teachers' continuing professional development: design, development and pilot of a CPD quality assurance system - evaluation report

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