

Leadership East: Summary of Development Priorities 2018-2020

To be reviewed termly

Date of next review: Summer, 2020

Development area	We will address this by:	Success indicators:	Review notes with date
To identify any trends from participant and facilitator feedback indicating areas for development or strong practice	Analysing data from all sources in detail; feed into content review, facilitator development and updates Identify differences between national survey scores and LE participant evaluation scores	<i>Content reviews, facilitator updates and development activities will demonstrate a strong link between analysis of evaluations and other data and updating of content, QA activity and of development, guidance and materials for facilitators.</i> <i>National scores rise to close gap in response scores between LE and national surveys</i>	
To ensure even more consistency and compliance in delivery, support and assessment	Undertaking more systematic and transparent QA activity that will support and glean examples of good practice from clusters and central groups; this will also inform update and development planning by identifying areas for development and practice worth disseminating	<i>Robust data indicates the impact of measures taken to ensure consistency across groups and qualifications</i> <i>Retention rate remains above 95%</i> <i>Pass rate data demonstrates no gaps between particular groups</i>	
To ensure continuing improvement and up to date materials in NPQs.	Checking and updating of materials and supporting information, with particular emphasis on assessment.	<i>Participant evaluations indicate satisfaction with content and delivery (7+)</i>	

	Working with NPQQAA and others to ensure that recent refreshing of content is effectively implemented.		
To continue to build on support and strongly individualise information and guidance to assist participants who encounter challenges which threaten their capacity to achieve their qualification.	Tracking participant progress and by more formally recording sources of advice and support and their impact.	<i>Year on year increase in retention and pass rates</i>	
To improve recruitment even further: LE recruitment, while very strong, needs to focus on particular locations, roles and areas of professional expertise and interest	<p>Increasing focus for recruitment on OA and priority areas and by evaluating the inclusive nature of our communications, promotional and content materials, to ensure that the public face of Leadership East NPQ provision encourages a richer diversity of applicants.</p> <p>More explicitly targeting potential applicants in categories such as BAME.</p>	<i>BAME target met in each qualification</i>	
Improving further the support for and preparation of placement schools (NPQH)	Adding to information available to new placement schools concerning the required information requested from them by participants for task 2	<p><i>Placement schools report increased confidence in supporting task 2</i></p> <p><i>NPQH assessment outcomes analysis indicates no difference in achievement between tasks 1 and 2</i></p>	
Continuing to increase the percentage of responses to the national participant survey to	Maintaining close contact with the NPQQAA, tracking responses on our own database and being clear from	<i>Response rate is at least 90%</i>	

achieve at least 90%, from the previous response rate of 82%	the first stages of the programme, and in relevant statements and policies, about the requirement to complete evaluations and surveys, with details of their audience and purpose		
Compiling richer data to enable us better to evaluate the impact on equality when making decisions about the delivery of NPQs and to improve our support and retention in particular	Refining our tracking further so that we can analyse assessment and retention data by characteristic – including but not limited to: ≥ 30% FSM Ethnicity Gender Disability Ofsted category of school	<i>Quarterly analysis and reporting using breakdown of data from metrics report</i> <i>No indication of difference in retention and outcomes between groups</i>	
To maintain a high standard of accuracy (100%) and improve even further the quality of feedback in our assessment and moderation	Disseminating NPQQAA identified areas for improvement to our assessors and moderators – with regard to specific detail given in feedback for each criterion. Feeding back to assessors and moderators our own outcomes from sampling and quality checking. Including resource and contingency planning for assessor capacity within the NPQ programme risk management.	<i>National moderation verifies continued 100% accuracy of LE marking</i> <i>Assessment and internal moderation continues to improve in quality as reported by NPQQAA</i> <i>Each assessment window is proactively planned taking assessor and moderator availability into account</i> <i>Continuing programme of assessor recruitment, induction and development.</i>	

	<p>Include a review of the marks given for the assessment criteria in the analysis of Year 1 outcomes to identify emerging themes in stronger and weaker results to inform the review and update of course content and delivery.</p> <p>Consider a systematic rating for individual assessors to target professional development to promote continuous improvement in the quality of assessment notes.</p>	<p><i>Facilitator updates and development provides evidence of alignment with evaluation of assessment outcomes</i></p> <p><i>Assessors receive feedback, accuracy scores and rating. Evidence of professional development and robust action.</i></p>	
NPQEL – revise delivery pattern to include more structured support for assessment	<p>Establish assessment clinics, in line with the other NPQs for which participants in all NPQEL cohorts can sign up to receive more personalised support and advice.</p> <p>Revise structure of the first launch event to include more structured guidance regarding assessment, and more explicit expectations regarding online engagement, independent learning and location of assessment handbook.</p>	<p><i>Participants provide feedback which indicates more confidence regarding assessment process and satisfaction with the level of support received.</i></p>	