Leadership East:  Summary of Development Priorities 2020-2022

To be reviewed internally each term (next internal review summer 2021)

Date of next full review: Autumn, 2021

QR references link to Quality Requirements and to Self-Assessment

| (Quality Requirement) Development area | We will address this by: | *Success indicators:* | Review notes with date |
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| (A)  To ensure continuing improvement of online delivery for all groups, including cluster delivery partners; this will help to mitigate against any potential variation in quality of experience between groups. | Revising evaluation forms to shift emphasis from face-to-face sessions to online; analysing data from all evaluations in detail; observations of central and cluster group delivery by being present in sessions and by cross-deploying between central and cluster facilitation; facilitator development and updates | *Robust data indicates the impact of measures taken to ensure consistency across groups and qualifications* <br> *Participant evaluations, facilitator updates and development activities will demonstrate a strong link between analysis of evaluations and quality of online sessions.* | |
| (B)   To ensure that those participants in protected groups recruited to the NPQs are retained and supported to completion. <br> Also QRs D and O <br> (NB: no further recruitment is possible to NPQs) | Tracking progress and engagement as part of our participant support processes and monitoring of participants with protected characteristics. <br> Ensuring that support, intervention and advice is timely and relevant. | *Data shows no significant difference in retention between protected groups and all participants.* <br><br> *Pass rate data demonstrates no gaps between particular groups* | |
| (C)  To secure facilitation succession in central and cluster groups, for run out of current contract and in preparation for new delivery – either as a Lead Provider or as a Delivery Partner. | Maintaining contact with our partner schools to ensure supply of current school leaders. Ongoing recruitment and development/update activity. "Join our Team" information and application form on website. | *Central group facilitator team has sufficient capacity to meet demand.* <br> *Majority of all group facilitation teams are serving school leaders* | |

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| | Contact, support and update training events for all facilitators and particularly cluster teams. Succession part of QA discussions. | *A flow of new intake facilitators is evidenced by training events at least 2 x yearly.* | |
| (D) To ensure metrics related to protected groups and BAME in particular are achieved for delivery of new NPQs. | Targeted marketing and publicity Targeted location and siting of recruitment events and face to face delivery | *From September 2021, recruitment to Specialist NPQs and NPQSL of BAME applicants will at least be in line with targets.* | |
| (E) | | | |
| (F) To ensure that quality of content and delivery is not negatively impacted by the rapid change to online delivery during COVID | Evaluate quality of online delivery Use evaluation data to revise and improve content, delivery and hosting platform. Establish new QA calendar for cluster and central group online delivery | *Participant evaluation scores for online delivery are at least comparable with "live" face to face events.* | |
| (G) To ensure that we continue to learn from participant and other stakeholder feedback. | Analyse positive feedback and compliments/thanks communications as carefully as those raising issues. Reporting to Strategic Board, with actions. | *RILLS (Lessons Learned tab) and Director's report to board reflects full range of how we have acted on learning from positive data analysis Provision benefits from strengthening what is working well and informs future planning for action and financial planning.* | |
| (H) To maintain our currently strong record of information about malpractice/ maladministration/appeals/plagiarism | Maintain updated policies, readily accessible Support mentors by clarifying policy | *Policies are updated annually and placed on website and LMS Director's report to Strategic Board indicates no more than 1* | |

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| policies to support participants in avoiding assessment referrals | Acting swiftly where non-compliance with policy is suspected Implement policies consistently | *assessment referral in accordance with policy per intake.* | |
| (I) To continue to improve information and support for participants concerning assessment, and quality of assessment practice. | Use data from participant, facilitator and assessor and moderator feedback to update and revise assessment guidance documents to provide clarity. Continue to learn and act on feedback from national moderation and other NPQQAA activity. | *Outcomes for participants will continue to be positive – pass rate remaining above 95% National moderation feedback positive.* | |
| (J), (M),(O) 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. | Track participants at risk of not completing by the contract end. Liaise closely with NPQQAA and DfE to obtain advice concerning participants with no options/impossible timelines such as those on maternity leave; secure alternative means of NPQ completion. | *At least 90% of participants submit within their time allocation (18 or 24 months) All remaining participants in AY 21-22 complete by the end of contract, or have an approved plan to achieve the qualification.* | |
| (K) To evaluate the effectiveness of steps taken to support sponsors | Consistently implement plans for sponsor support Analyse sponsor comments at assessment screening stage Use data from analysis to provide updates and guidance for sponsors | *Sponsor comments in completed assessment proformas provide more robust supporting evidence and are written against the criteria for assessment.* | |
| (L) To improve online sessions by building in opportunities for networking, thereby minimising the perceived loss sustained by moving delivery to online | Work with content writing team to identify and build opportunities into materials for online delivery Test materials Encourage use of discussion area on LMS | *Participant feedback and evidence from QA activity and observation indicates that participants are able meaningfully to network with peers.* | |

| | Update facilitation teams<br>Analyse participant feedback | | |
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| (M) To continue to ensure that outcomes and feedback from internal and national moderation informs training, updates and development for our assessors and moderators | Continue to analyse assessment outcomes, breakdowns by criteria, NPQQAA feedback.<br>Use above in assessor and moderator bulletins, update and training<br>Monitor via assessment screening and checking | *Reports from national moderation indicate improvement against earlier development targets.* | |
| (N) To continue to ensure that participant feedback is analysed and used to inform planning and provision up to the end of the contract. | Continue QA and data activity<br>Use analysis to enhance planning and provision<br>Use data to enhance quality of materials<br>Use to provide facilitator and assessor updates and training | *RILLS log indicates responsive engagement with participant feedback.* | |
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