National Professional Qualifications

Participant Handbook
2021- 2022

Department for Education

Catholic Education Service

THE CHURCH OF ENGLAND EDUCATION OFFICE | FOUNDATION FOR EDUCATIONAL LEADERSHIP

Contents

1. INTRODUCING OUR NPQs

1. Introducing Our NPQs

Our Mission

Together, the Church of England and the Catholic Education Service operate 34% of the country's schools (6791), including over 70% of all small/rural schools. We are a current successful national NPQ provider and have trained over 500 leaders on the NPQH, with a 98% success rate.

Our mission is to develop school leaders to be CALLED to a lifegiving vocation, CONNECTED to a thriving learning community, and COMMITTED to evidence-informed excellence in education. This mission is outlined in our core leadership document: 'Called, Connected, Committed' (2020) available at www.cefel.org.uk/ccc

The new NPQ frameworks represent a return to the core purpose of educational leadership – leading a culture of teacher excellence. Creating and sustaining such a culture means we can fully realise our vision for education that ensures every child flourishes, particularly those from disadvantaged backgrounds. Indeed, to pursue excellence in teaching is the most effective way to enact social justice for any community.

- CofE and Catholic Education together make up **34%** of the Education Sector – totalling **6791** schools
- Over **70%** of Rural Schools are CofE/Catholic.
- **1200** schools are currently members of our peer support networks.
- Of the top **100** schools for KS2 pupils meeting expected standards, **54%** are CofE/Catholic schools; we also operate **25%** of top **100** P8 secondary schools.
- **91%** of our schools are Good or better, with **20%** Outstanding.

The core principles of our approach are domain-specific knowledge entitlement, expert-led coaching, evidence-based knowledge application leading to a culture of teacher excellence.

CALLED

#1 Teacher excellence at the heart of Leadership

Your first calling as a School Leader is to lead great teaching through building a culture of teacher excellence. The programme will inspire you afresh to place the art and craft of teaching at the heart of your vision for headship, and secure the best outcomes for children through the most effective approaches to classroom practice.

#2 Culture which shapes Leadership Practices

You will set the culture and define it by your expectations, actions and decision-making. Across all the specialist units, your leadership of culture will enable and equip your teams to secure the very best outcomes for every child in your care. Putting your ambitious vision into practice is complex, but each unit will help you to bring this vision alive.

CONNECTED

#3 Creating and sustaining Communities of Practice

We flourish together not alone. While leadership can be isolating at times, your training will embed you in vibrant professional networks, ensuring that your wisdom and wellbeing are strengthened by the community in which you are learning.

#4 An Expert Coach for Every Leader

A significant proportion of all programmes will be spent with your expert coach, who will guide you through the programme, enhance your understanding of the research and enable you to deliberately practice all the new skills you are acquiring through the knowledge-rich curriculum.

COMMITTED

#5 Effective Role-Specific Application of Knowledge

This programme is not just about acquiring knowledge, but applying it effectively. That has to be specific to your role as a school leader, enabling you to understand deeply the research evidence of what works, and then put into practice in new and unfamiliar contexts.

#6 Social Justice and Serving the Common Good

Ultimately, what is this all for? Our Vision for Education (for all schools, not just church schools) is centred on the flourishing of children and adults through Educating for Wisdom, Hope, Community and Dignity. Leading excellence in teaching is the most effective way to enact social justice for any community.

Our programmes will also ensure a strong combination of instructional and transformational leadership approaches to ensure that participants engage strongly with the knowledge base and are also inspired to bring it to life in their vision driven leadership practices and ethical decision making.

> **"**
>
> Creating and sustaining a culture of teacher excellence means we can fully realise our vision for education for every child.
>
> Nigel Genders, Chief Education Officer for the Church of England and Paul Barber, Director of the Catholic Education Service

Small group expert coaching for every leader on every programme, accredited in partnership with Chartered College of Teaching and Leadership Matters

Learning alongside peers with **shared commitment to vision-driven education** (including focus on rural and small schools)

Expert facilitators from high-performing MATs/schools, Teaching School Hubs supported by **leading academics bringing the research base alive**

Support for your wellbeing and personal growth through our extensive Peer Support Networks and Diocesan Education teams

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What a joy it was to hear the journeys and the impact the course had on the participant's own leadership. It is also great that four out of five are now headteachers within the Diocese which is really positive from a succession point of view.

Andrew Smith, Diocesan Director of Education, Diocese of York.

The Church of England's offer is integral to our vision for the professional development over the next 4 years. We are thrilled to be working with such a high quality partner and look forward to many of our leaders developing with the Church of England in their career pathway through the full suite of qualifications.

Laurie Kwissa, CEO, Liverpool Diocese Schools Trust

The best CPD I have ever received. My leadership thinking and practice have been challenged, informed and transformed – this programme has had a major impact on my knowledge, confidence and vision as a leader."

NPQH Participant 2021, West Midlands

As a leader of a small rural school, I often feel that CPD offers are so focused on bigger school contexts in cities. It's quite different leading in a rural community. These programmes have been so excellent for helping me lead in this context effectively and see the opportunities (rather than the challenges!) of amazing rural education.

Rural School Leader, Cornwall

I would like to thank you for the amazing communications that support the programme. Your reminders are keeping me really organised compared to other courses I've been on. The support organisation is first class and the resources are such high quality that, although times are difficult in education, the course is keeping me positive!"

NPQH Participant 2021, North East

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How does learning take place?

Our delivery will be a blend of virtual and face to face on every programme, based on our evidence-led 4-stage learning model:

What do I already know?

ACTIVATE
Online Webinar
Knowledge entitlement, Cognitive signposting, Professional accountability

What do I need to learn?

TEACH
Asynchronous Online Content
Research engagement, Knowledge organisation, Deepen understanding

How shall I lead differently?

APPLY
Face to Face Learning
Critical Reflection, Case Study Evaluation, Assessment Preparation

What skills do I need to practice?

PRACTICE
Online Group Coaching
Expert-Led Coaching, Scenario Exploration, Knowledge Application

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2. INTRODUCING THE TEAM

2. Introducing The Team

Our programme delivery will take place in every part of the country, serving all schools (not just Church of England/Catholic schools), organised into 18 regional areas. In each area, we will deliver the 6 NPQs and the Additional Support Offer, to an expected 3,500 leaders nationally each year

North East A: Northumberland and Durham

North East B: Yorkshire (North, East & West)

North West A: Cumbria and Lancashire

North West B: Greater Manchester

North West C: Merseyside and Cheshire

East Midlands A: Derbyshire and South Yorkshire

East Midlands B: Lincolnshire and Nottinghamshire

East Midlands C: Leicestershire and Northamptonshire

Eastern A: Norfolk and Suffolk

Eastern B: Cambridgeshire, Essex and East London

South East A: Kent, Sussex and Hampshire

South East B: Rest of London and Westminster

South East C: Oxfordshire, Berkshire, Surrey, Hertfordshire, Bedfordshire and Buckinghamshire

West Midlands A: Herefordshire, Gloucestershire, Worcestershire and Shropshire

West Midlands B: Staffordshire, Birmingham and Warwickshire

South West A: Somerset and North Wiltshire

South West B: Dorset and South Wiltshire

South West C: Cornwall and Devon

North West England

North East England

East Midlands

West Midlands

Eastern England

South East England

South West England

a. Lead Provider

The Church of England are working in partnership with the Catholic Education Service as Lead Provider.

Colleagues within the Project Board, Expert Research Challenge Group, Programme Delivery Team, Partnerships Team and Programme Leads are named below, along with lead points of contact. Click on each individual's name to bring up their email.

NPQ Project Board

NIGEL GENDERS

Chief Education Officer

ANDY WOLFE

Executive Director of Education

EMILY NORMAN

Head of Partnerships and Inclusion

GRACE LOUGHRAN

Operations Manager

EMMA TRENIER

Head of Programme Delivery

RUTH NORVAL

Management Accountant, National Church Institutions

CATHERINE BRYAN

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NPQ Programme Leads

ALESHIA LEWIS

Programme Lead for NPQ Senior Leadership and NPQ Leading Teacher Development

MATTHEW WELTON

Programme Lead for Additional Support Offer

JODIE LOMAX
Programme Lead for NPQ Leading Teaching, NPQ Leading Behaviour and Culture, and NPQ Leading Teacher Development

ROBERT ROBSON

Programme Lead for NPQ Executive Leadership

ANDY SPENS

Programme Lead for NPQ Headship

EMMA TRENIER

Head of Programme Delivery

EMILY KIDDY

Leadership Development Programme Officer (Systems and Data)

HULDA ADAO

Leadership Development Programme Officer (Events and Partnerships)

JO PALMER

Leadership Development Programme Officer (Participant Experience & EA to Emma Trenier)

JENNY WANGUI

Digital and Marketing Officer

GRACE LOUGHRAN

Operations Manager

NPQ Programme Delivery Team

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b. Delivery Partners

We are partnering with Teaching Schools, Multi Academy Trusts across the country, each delivering one or more NPQ programmes in a local area (shown in the map above). Delivery Partners will also work collaboratively with high performing schools in the local area to bring in the right expertise as needed. Your local Delivery Partner will be your main point of contact throughout your NPQ course.

Area	Partner		Programme
Area 1: North East (A)	Northern Lights Learning Trust Working with: NEAT, Tyne Community Learning Trust, Durham and Newcastle Diocesan Learning Trust, Bishop Wilkinson RC		NPQLT NPQSL
Area 1: North East (A)	Bishop Wheeler Catholic Academy Trust Bishop Konstant Catholic Academy Trust		NPQH
Area 1: North East (A)	Church of England Foundation for Educational Leadership (local coaching through Northern Lights)		NPQLTD
Area 1 : North East (A)	Sea View Teaching School Hub (Embrace) (working with Northern Lights & All Saints York)		NPQLBC
Area 2: North East (B)	Bishop Wheeler Catholic Academy Trust Bishop Konstant Catholic Academy Trust		NPQH
Area 2: North East (B)	Leeds Trinity University		NPQLT NPQSL
Area 2: North East (B)	Church of England Foundation for Educational Leadership (local coaching through All Saints York)		NPQLTD
Area 2 : North East (B)	Sea View Teaching School Hub (Embrace) (working with All Saints York & Northern Lights)		NPQLBC
Area 3: North West (A)	The Good Shepherd Multi Academy Trust		NPQH
Area 3: North West (A)	Cidari (working with CDAT)		NPQSL
Area 3: North West (A)	The Blessed Edward Bamber Catholic MAT		NPQLT
Area 3 : North West (A)	Sea View Teaching School Hub (Embrace) (working with Northern Lights & All Saints York)		NPQLBC
Area 3 : North West (A)	The Bishop Fraser Trust and Sacred Heart Alliance (working with Sea View Teaching School Hub (Embrace) and Parbold Douglas CE Academy)		NPQLTD

Area 4: North West (B)	Forward as One		NPQH
Area 4: North West (B)	Ashbury Meadow Primary School (TEACH Manchester)		NPQSL ASO
Area 4: North West (B)	The Bishop Fraser Trust and Sacred Heart Alliance (working with Sea View Teaching School Hub (Embrace) and Parbold Douglas CE Academy)		NPQLTD
Area 4: North West (B)	St Patrick's RC High School		NPQLBC
Area 4: North West (B)	Bolton and Farnsworth CofE Primary MAT		NPQLT
Area 5: North West (C)	Church of England Foundation for Educational Leadership		NPQLTD
Area 5: North West (C)	Forward as One		NPQH NPQEL (national)
Area 5: North West (C)	Rainbow Teaching School Hub		NPQSL
Area 5: North West (C)	Chester Diocesan Academies Trust		NPQLT NPQLBC
Area 6: East Midlands	The Redhill Academy Trust Flying High Teaching School Hub		NPQH, NPQLT NPQEL (national) ASO
Area 6: East Midlands	Flying High Teaching School Hub The Redhill Academy Trust (working with Derby Diocesan Academy Trust)		
Area 6: East Midlands	The Redhill Academy Trust Flying High Teaching School Hub (working with Edukos Trust)		NPQLTD
Area 6: East Midlands	Flying High Teaching School Hub The Redhill Academy Trust (working with Diocese Sheffield Academies Trust)		NPQLBC
Area 7: East Midlands	The Redhill Academy Trust Flying High Teaching School Hub		NPQH, NPQLT NPQEL (national) ASO

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Area	Provider	Logo	Qualification
Area 7: East Midlands	Flying High Teaching School Hub The Redhill Academy Trust (working with Derby Diocesan Academy Trust)		
Area 7: East Midlands	The Redhill Academy Trust Flying High Teaching School Hub (working with Edukos Trust)		NPQLTD
Area 7: East Midlands	Flying High Teaching School Hub The Redhill Academy Trust (working with Diocese Sheffield Academies Trust)		NPQLBC
Area 8: East Midlands (C)	Learn Academies Trust (Working with RISE MAT, Inspiring Primaries, The Vines AT, Our Lady Immaculate and Peterborough Diocese Education Trust)		NPQH NPQSL NPQLTD NPQLT
Area 8: East Midlands	Flying High Teaching School Hub The Redhill Academy Trust (working with Learn Academies Trust)		NPQLBC
Area 9: West Midlands (A)	Golden Thread Teaching School Hub		NPQH
Area 9: West Midlands (A)	Gloucester Diocese Academy Trust (GDAT)		NPQSL
Area 9: West Midlands (A)	Gloucester Diocese Academy Trust (GDAT) The Spire CofE Learning Trust		NPQLT
Area 9: West Midlands (A)	Church of England Foundation for Educational Leadership (with Hereford Diocese Academy Trust)		NPQLTD
Area 9: West Midlands (A)	The Spire CofE Learning Trust (working with Bishop Challoner Catholic College)		NPQLBC
Area 10 : West Midlands (B)	Golden Thread Teaching School Hub		NPQH
Area 10: West Midlands (B)	St Matthews Research School		NPQSL
Area 10: West Midlands (B)	Inspire Education Trust		NPQLT
Area 10: West Midlands (B)	The Spire CofE Learning Trust (working with Bishop Challoner Catholic College)		NPQLBC

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Area	Provider		Qualifications
Area 10: West Midlands (B)	Church of England Foundation for Educational Leadership (working with Romero Catholic Trust)		NPQLTD
Area 11: Eastern (A)	The Julian Teaching School Hub (working with Cambridge and Peterborough Teaching School Hub)		NPQH
Area 11: Eastern (A)	Saffron Teaching School Hub		NPQSL, NPQLBC
Area 11: Eastern (A)	Cambridge and Peterborough Teaching School Hub (working with Unity Schools Partnership)		NPQLTD
Area 11: Eastern (A)	St Edmundsbury & Ipswich Diocesan MAT		NPQLT
Area 12: Eastern (B)	The Julian Teaching School Hub (working with Cambridge and Peterborough Teaching School Hub)		NPQH
Area 12: Eastern (B)	Saffron Teaching School Tub		NPQSL, NPQLBC
Area 11: Eastern (B)	Cambridge and Peterborough Teaching School Hub (working with Unity Schools Partnership)		NPQLTD
Area 12: Eastern (B)	Cambridge and Peterborough Teaching School Hub		NPQLT
Area 13: South East (A)	London Diocese Board of Schools Academies Trust		NPQH ASO
Area 13: South East (A)	Aquinas Church of England Education Trust		NPQSL NPQLT NPQEL (national)
Area 13: South East (A)	Southwark Diocesan Board of Education Multi Academy Trust (working with The Keys Academy Trust and St Marylebone School)		NPQLTD
Area 13: South East (A)	The Mother Teresea Catholic Trust (CTSA) (working with Southwark Diocesan Board of Education Multi Academy Trust, Hive Education Trust (St Mary Magdalene Academy and Waddesdon CE School)		NPQLBC
Area 14: South East (B)	London Diocese Board of Schools Academies Trust		NPQH ASO

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Area	Provider		Qualifications
Area 14: South East (B)	Avila Partnership (Ursuline)		NPQSL
Area 14: South East (B)	The Cardinal Vaughan Memorial School (working with All Saints Catholic Academy Trust and Southwark Diocesan Board of Education Multi Academy Trust)		NPQLT
Area 14: South East (B)	Southwark Diocesan Board of Education Multi Academy Trust (working with The Keys Academy Trust and St Marylebone School)		NPQLTD
Area 14: South East (B)	The Mother Teresea Catholic Trust (CTSA) (working with Southwark Diocesan Board of Education Multi Academy Trust, Hive Education Trust (St Mary Magdalene Academy and Waddesdon CE School)		NPQLBC
Area 14: South East (B)	London Diocese Board of Schools Academies Trust		NPQH ASO
Area 14: South East (B)	Avila Partnership (Ursuline)		NPQSL
Area 14: South East (B)	The Cardinal Vaughan Memorial School (working with All Saints Catholic Academy Trust and Southwark Diocesan Board of Education Multi Academy Trust)		NPQLT
Area 14: South East (B)	Southwark Diocesan Board of Education Multi Academy Trust (working with The Keys Academy Trust and St Marylebone School)		NPQLTD
Area 14: South East (B)	The Mother Teresea Catholic Trust (CTSA) (working with Southwark Diocesan Board of Education Multi Academy Trust, Hive Education Trust (St Mary Magdalene Academy and Waddesdon CE School)		NPQLBC
Area 15: South East (C)	Waddesdon CE School		NPQH
Area 15: South East (C)	Oxford Diocesan Schools Trust		NPQSL
Area 15: South East (C)	The Cardinal Vaughan Memorial School (working with All Saints Catholic Academy Trust and Southwark Diocesan Board of Education Multi Academy Trust)		NPQLT
Area 15: South East (C)	Southwark Diocesan Board of Education Multi Academy Trust (working with The Keys Academy Trust and St Marylebone School)		NPQLTD
Area 15: South East (C)	The Mother Teresea Catholic Trust (CTSA) (working with Southwark Diocesan Board of Education Multi Academy Trust, Hive Education Trust (St Mary Magdalene Academy and Waddesdon CE School)		NPQLBC
Area 16: South West (A)	St Christopher's MAT		NPQH

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Area	Trust	Logo	NPQ
Area 16: South West (A)	Bath & Wells Multi Academy Trust		NPQSL
Area 16: South West (A)	Delta Education Trust (Working with First Federation Trust and St Mary Redcliffe)		NPQLT
Area 16 : South West (A)	Church of England Foundation for Educational Leadership (with Palladian Academy Trust)		NPQLTD
Area 16: South West (A)	Plymouth CAST (working with Diocese of Bristol Academies Trust)		NPQLBC
Area 17: South West (B)	St Christopher's MAT		NPQH
Area 17: South West (B)	Alumnis Multi Academy Trust (Working with Diocese of Salisbury Academy Trust)		NPQSL
Area 17: South West (B)	Delta Education Trust (Working with First Federation Trust and St Mary Redcliffe)		NPQLT
Area 17 : South West (B)	Church of England Foundation for Educational Leadership Working with First Federation Trust and Delta Education Trust)		NPQLTD
Area 17: South West (B)	Plymouth CAST (working with Diocese of Bristol Academies Trust)		NPQLBC
Area 18: South West (C)	St Christopher's MAT		NPQH
Area 18: South West (C)	Alumnis Multi Academy Trust (Working with Diocese of Salisbury Academy Trust)		NPQSL
Area 17: South West (C)	Delta Education Trust (Working with First Federation Trust and St Mary Redcliffe)		NPQLT
Area 18 : South West (C)	Church of England Foundation for Educational Leadership Working with First Federation Trust and Delta Education Trust)		NPQLTD
Area 18: South West (C)	Plymouth CAST (working with Diocese of Bristol Academies Trust)		NPQLBC

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c. The Role of Programme Leads, Facilitators and Coaches

Throughout your NPQ course you will have contact with a number of key people.

At every virtual and face to face learning event you will be joined by at least one facilitator, usually a serving school leader in a high performing school within the region.

The role of the facilitator is to facilitate your learning and development by guiding, instigating and motivating participants to learn as well as being a key source of knowledge. Facilitators understand that learning is a complex process which involves interaction between the curriculum, instruction, participants and the environment. They will use aspirational instructional strategies to create a positive learning environment, use an appropriate range of activities and technique to ensure group and individual learning and support the participants in developing critical reflection through engagement with the appropriate literature.

Within each teaching cycle you will meet with an Expert Coach in a small group. Your coach's role is to use instructional coaching methods to help you practice key skills that have been shared by facilitators. Coaches will employ a range of techniques to support your development including skill demonstration, facilitating pair practice, and defining clear actionable goals.

Programme Leads take a national responsibility for a programme or multiple programmes and lead the design and ongoing development of course materials. Programme Leads may join either virtual or face to face events to lead certain topics within their area of specialism or offer support to you in relation to assignment preparation.

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3. YOUR DIGITAL LEARNING PLATFORM

3. Your Digital Learning Platform

a. Blackboard

What is Blackboard?

Blackboard provides you with a digital learning platform that you will use to access all of your online learning, virtual classroom events, course information. At the end of the programme you will access information about assessment and submit your assignment through the platform.

What do we use it for?

We use Blackboard to make all NPQ content available, host virtual learning events, and discussion forums. The platform can be used by participants to:
o   View your course calendar and find access details to all events
o   Sign up for small group coaching sessions
o   Communicate with other participants or with course facilitators
o   Ask questions
o   Access recordings of virtually delivered sessions that you could not attend
o   Complete knowledge check quizzes
o   Find out about assessment, submit the final assignment, and receive back a marked assignment

How can I access support?

Your induction sessions will be delivered via Blackboard so, in order to attend, you will first need to check that you are able to access Blackboard Collaborate- the virtual classroom- part of Blackboard.

In the week prior to induction, you should expect to receive your log in details to Blackboard. The Programme Delivery Team will be available at designated Drop In session times to support you with accessing the platform for the first time.

Should you experience further difficulty with access then contact npq@churchofengland.org.

4. YOUR LEARNING EXPERIENCE

4. Your Learning Experience

a. Ways of Learning

Across the programme you will take part in a series of Teaching Cycles- Activate- Teach- Practice- Apply.
Across these phases you can expect to learn through:

o   Reading course materials and recommended texts
o   Virtually delivered webinars
o   Break out room discussions
o   Online group discussion forums
o   Listening to podcasts
o   Watching video content
o   Listening and note taking
o   Examples and discussion with experienced school leaders
o   Expert coaching in a small group
o   Skills practice within a small group
o   Researching
o   Reflection and journaling

Note: Whilst face to face delivery of Apply sessions is always the ideal, these sessions may take place online in response to the continually changing Covid- 19 national situation. Attendance of online sessions is still mandatory. Please contact your delivery partner where extenuating circumstances make this impossible.

b. Expert Led Coaching

As part of each Teaching Cycle you will take part in an online small group coaching session with an Expert Coach.

Coaching is about creating a space in which the group can *think together* and support each to *make sense* of leadership opportunities and challenges. It's not about instructing, giving advice or telling individuals what to do. It is about creating and facilitating a space where participants can think out loud and reflect. The expert coach and the group will listen, paraphrase, summarise and ask questions which heighten awareness and bring clarity. The group will listen, not purely to respond to each other, but rather to develop deeper understanding of their own context, the research and themselves as a leader.

Expert Coaching is all about creating and holding meaningful dialogue which can connect personal experiences to research. The group and the coach will use their knowledge from the prior stages of the cycle to ensure their thinking and decision-making is research-informed. The coaching will identify the values, biases, perspectives, emotions and previous experiences each participant brings and will explore why these pre-existing lenses matter and the impact that they have. Each session will culminate in peer dialogue to refine and define actions and to commit to deliberate practice.

Coaching Sessions are held in groups to practise structured group dialogue and to learn from and with leaders in similar leadership positions.

c. Feedback and Evaluation

At the end of every teaching cycle both facilitators and participants will complete the teaching cycle evaluation. This is an essential requirement of course completion and participants are expected to complete 100% of evaluation surveys.

Each evaluation survey will take around 5 minutes to complete and this will take place at the end of each face to face Apply learning event.
The link to the evaluation form can be found within the General Information folder of your course on Blackboard.

You can expect your facilitators to actively review the feedback given and to keep in touch with you about the adjustments that are made accordingly. You can also expect Programme Leads to actively review the feedback given in each teaching cycle to make improvements to both course materials and delivery methods.

d. Participant Support

Your first point of contact for questions about accessing course materials, attending webinars, planning for training events, and submitting assignments should be your Regional Delivery Partner whose details will be found within Blackboard. You can easily contact them with a message via Blackboard.

For questions about course content and your course specific learning you should approach your facilitators and coach via Blackboard.

Where you have a significant challenge which is causing you to question your ability to continue your studies you should contact your local Delivery Partner in the first instance. You may find it helpful to refer to the information on Extenuating Circumstances within the General Information folder of your course. Here you will learn how to apply to defer your course completion.

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e. Final Assessment

In order to successfully complete your NPQ you will need to both demonstrate at least 90% attendance of both Activate and Apply learning events. Attendance will be tracked within Blackboard so you should be sure to keep an eye on this.

You will also need to pass the summative assessment which takes place at the end of the programme. The summative assessment takes the form of a Case Study Review and is completed as an Open Book Assessment over an 8 day window. To pass you will need to achieve a mark of 60% of above.

Further information about assessment will become available throughout the course of your NPQ programme.
Assessment windows, for your diary, are as follows:

Programme	Cohort	Window Open	Window Close
NPQH	1 (Nov 21 starts)	10.3.23	17.3.23
	2 (Feb 22 starts)	22.9.23	29.9.23
NPQSL	1 (Nov 21 starts)	3.3.23	10.3.23
	2 (Feb 22 starts)	15.9.23	22.9.23
NPQLTD	1 (Nov 21 starts)	16.9.22	23.9.22
	2 (Feb 22 starts)	3.2.23	10.2.23
NPQLT	1 (Nov 21 starts)	23.9.22	30.9.22
	2 (Feb 22 starts)	10.2.23	17.2.23
NPQLBC	1 (Nov 21 starts)	30.9.22	7.10.22
	2 (Feb 22 starts)	17.2.23	24.2.23
NPQEL	1 (Feb 22 start)	9.6.23	16.6.23

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5. KEY POLICIES

5. Key Policies

a. Diversity, Equality, and Inclusion

The Church of England Education Office is committed to seeing real change in diversity, equity and inclusion to ensure our schools are places which champion justice and celebrate difference.

We want to see much greater representation of leaders from UKME/GMH backgrounds in schools right across the country. For this to happen, we need to recruit a much more diverse cohort of participants to our courses, supporting them to effectively complete their courses and networking them with alumni to help them secure leadership opportunities. We need to ensure that our future headteachers, the 'gatekeepers' of our schools, look to recruit, retain and promote their own diverse staff and create cultures where these staff can thrive. Therefore, our courses need to upskill and inspire our future leaders to do so. This means that our courses need to be written and presented by a diverse team, and the material needs to draw upon diverse voices and show diverse representations throughout.

We want to see much fairer educational opportunities for children and young people from all backgrounds. For this to happen, we need to underpin our teaching with clear social justice imperatives, and speak about students equitably.

1. Recruitment and application sifting

1.1   We expect every Delivery Partner to actively recruit a diverse cohort. This is a key Quality Assurance marker that Delivery Partners will be evaluated against.

1.2   Where possible (given the context), each cohort should seek to be ethnically diverse, to have a good balance with regards to gender and sexuality and to include those who are neurodiverse or have additional needs. It is expected that Delivery Partners will make this very explicit in their marketing of their courses.

1.3   Applications should be sifted blind, to guard against unconscious bias. Any rejected applications should be checked by the central team to check that diverse candidates have not been unfairly treated.

1.4   The CEFEL marketing materials present a diverse range of leaders; we expect Delivery Partners to match this with their own marketing.

2. Delivery

2.1   We expect delivery to be an equitable experience for all participants (see Safeguarding section). Delivery Partners should be aware of how they treat all participants, and ensure they are creating an environment where all are equally valued. Participant feedback on their experiences will be fed back to Delivery Partners as part of the QA process.

2.2   Where possible, Delivery Partners should seek out a diverse range of facilitators/ coaches and look carefully at their pairings of facilitators (a facilitation team of two white, able-bodied, men, for example, should be avoided). We know that when participants see themselves represented, they are more likely to have confidence for their own future options.

2.3   In presenting the material, facilitators should ensure that visual representations of leaders are as diverse as possible, and any personal experiences/ anecdotes appropriately honour diverse students.

3. Retention and Ongoing Participant Support

3.1   We want every participant to enjoy their NPQ courses and find them fulfilling and useful for their career progression. It is particularly important that participants from under-represented groups feel fully engaged and included in their courses, and special attention should be paid to ensuring this. We would hope that Delivery Partners are working to forge meaningful relationships with their participants, which help them to be alert to any issues or concerns.

3.2   Delivery Partners should also be aware that, for each teaching cycle, the central team will collect participant experience, engagement and satisfaction feedback data. This will be fed back to Delivery Partners, who will be held accountable for these by their Regional Delivery Manager. Any concerns arising from these will need to be addressed, and the Regional Delivery Manager will require evidence of this. Where these concerns pertain to inequitable treatment of diverse participants, this will be raised directly with CEFEL's Head of Partnerships & Inclusion.

4. Part Time Teachers and School Transfers

4.1   Where Teachers are working part-time, they are entitled to discuss any required flexibility with their Delivery Partner. In the first instance, the Delivery Partner should establish the particular barriers they may face if completing the course alongside other colleagues.

4.2   It is possible to extend the course duration to allow assignment submission in the next assignment window for a part-time teacher who would find this relieved the pressure.

4.3   Teachers who transfer school during the course duration may be under increased pressure. Delivery Partners should then make additional efforts to keep in touch and ensure that they are able to continue to access training throughout this period.

5. Creating an Inclusive Culture

5.1   Ultimately, we want our NPQ courses all to be places where everyone thrives, and where the possibility of hope-filled, flourishing futures for all is made more of a reality. Therefore, we look to our Delivery Partners to model the sorts of inclusive environments we aim to see in our schools. We expect every participant to know they belong within their learning groups, especially those who come from often excluded or overlooked groups.

5.2   The Church of England's Vision for Education states that 'how schools deal with difference is a crucial indicator of their quality', and we hold the same standard for our Delivery Partners. Quality Assurance for our NPQs will pay particular attention to how difference is dealt with. We will want to see Delivery Partners taking concrete and proactive steps towards inclusion, seeking advice and support where needed, and heeding feedback when it is provided.

5.3   Examples of best practice in Diversity, Equity and Inclusion will be gathered by Regional Delivery Managers for sharing nationally, so that others can learn 'what works' and think about how to apply that to their own context.

b. Safeguarding

1. Ensuring a Safe Environment

1.1   It is essential that all participants are able to learn in a safe and secure environment. The steps you will need to take will, of course, vary depending on whether you are meeting in person or virtually.

1.1.1. In-Person
- o   Delivery Partners are responsible for checking the physical environment is safe from hazards and that participants will be kept safe from any harm (this includes adhering to government guidance on COVID19)
- o   Delivery Partners should make sure that the environment is suitable for participants to work and learn in – paying attention to heat, access to refreshment and bathroom facilities, accessibility for anyone with additional needs, sufficient work space to be able to learn effectively
- o   Registers should be used to check that all participants are attending legitimately (and to note who hasn't attended)

1.1.2. Virtually
- o   Meetings should be set up using security settings to ensure that only participants, facilitators/ coaches and any official observers (e.g., Regional Delivery
- o   Managers or the National team) can attend
- o   Registers should be used to check that all participants are attending legitimately (and to note who hasn't attended)
- o   The links to meetings should only be sent to registered participants, and not publicised beyond the attendees
- o   Consent must be sought for any recording or photographing of sessions. Faciliators should advise participants to seek permission from the group before sharing photographs on social media.
- o   If there are any issues during the session, report this straightaway to the central team (npq@churchofengland.org). In the case of imminent harm to participants, meetings should be ended immediately.

1.1.3. Lone Facilitation
- o   Some sessions (e.g., small group coaching, ASO facilitation) are led by just one person. If these sessions are virtual, they should be recorded (not to share, but in case there are any issues which could then be viewed afterwards).

1.1.2. Safe Spaces
- o   All NPQ sessions should be emotionally and mentally safe spaces for participants.
- o   Facilitators and coaches need to ensure that they provide a safe space, where all participants feel respected, valued and listened to. It is likely that} participants (and facilitators) may have differing view to one another. The Church of England's Vision for Education seeks 'to offer such a hospitable space, allowing for healthily diverse debate, agreement and disagreement' (p9).
- o   Any discriminatory language or behaviour must be dealt with and reported. It is essential that no participant experiences discrimination, or feels excluded by their learning cohort or facilitator/coach.

2. Reporting

2.1   Any concern about a course facilitator's ability to provide a safe space should ideally first be discussed with the local Delivery Partner who is the best position to address this quickly. Any breaches to the creation of safe spaces must be reported directly to the central team.

3. Reporting concerns

3.1   If during any session, a participant discusses a situation which constitutes a safeguarding concern, course facilitators are obliged to report this to the national team. This must be done promptly on the day so that appropriate liaison with local school leaders can be then enacted quickly.

3.2   If a participant has a concern about their own safety on the course, they should refer to the Complaints policy, using this as a guide.

4. Participant Support

4.1   The welfare and wellbeing of our participants is of the utmost importance. If a participant is struggling to access their course due to a factor within our control, it is incumbent on us to address this issue through our QA processes.

4.2   If a participant is struggling because of their own circumstances, we have a duty of care to sign post them to information about extenuating circumstances and the opportunity for deferral.

4.3   It is the responsibility of Delivery Partners to look to the needs of their participants to enable their participation or support their onward pathway from the course.

c. Complaints

1. Introduction

1.1   The Church of England aims to delivers all programmes to the satisfaction of all participants. We are aware that there may be occasions where participants have concerns or complaints. The following procedure sets out the steps that should be followed in order to resolve any issues as quickly as possible.

1.2   This procedure is available for participants to raise concerns and complaints about their experience of the NPQ programme. A complaint is an expression of dissatisfaction with the provision of the programme and/or the administrative service. This procedure does not cover appeals against an academic decision – that is dealt with in the Appeals Policy.

2. Who can make a complaint?

2.1   This complaint procedure is for the use of NPQ programme participants. Participants may use this complaints procedure when they are a registered participant or up to 30 days after being notified of their final award or 30 days after withdrawal.

3. Informal complaint

3.1   You (the participant) should first raise any concerns or complaints with your local facilitators or Delivery Partner. You can make a complaint in person at a learning event, over the phone or by email (you will be able to contact them via Blackboard). The complaint should be raised as soon as possible and no more than 28 days after the service failure occurred.

3.2   The local Delivery Partner will aim to make an initial response to concerns within five working days or, where this is not possible, you will be given an expla nation and a date by which the Church of England Education Office will respond.

3.3   The local Delivery Partner will aim to resolve the issue as quickly as possible. This may involve a further conversation with you in order to establish an appro priate resolution to the issue. If they are unable to rectify the issue immediately the local Delivery Partner will notify you, within five working days of being alerted to your concerns, of what action they are going to take, when you should expect to receive a response and by what means.

3.4   Within 10 working days (or later according to 3.2.) you will be sent an email with a response to your complaint.

3.5   The Church of England Education Office will keep a record of your complaint raised and any actions/resolution agreed.

4. Escalation of informal complaint

4.1   If you are dissatisfied with the outcome following the steps above you should contact the Education Office at npq@churchofengland.org. You should set out what you are unhappy with, provide evidence where appropriate and set out what you think could be done to put the matter right.

4.2   The Church of England Education Office will look into what has happened and will email you within 10 working days to let you know the outcome of their enquiries and what actions they have taken or propose to take.

4.3   A written record of this stage will also be kept by the Education Office.

5. Formal complaint to the Head of Programme Delivery

5.1   If you feel that the issue has not been resolved through the informal process you should write a formal letter of complaint to the Head of Programme Delivery npq@churchofengland.org. This should be done within 28 days of receiving a response to your complaint in the informal process.

5.2   The letter should set out clearly:
- o   Your original concern/complaint.
- o   Why you feel that the issue is unresolved.
- o   Any new evidence which you have not previously submitted in support of your complaint.
- o   The resolution you are seeking.

5.3   The Head of Programme Delivery will acknowledge receipt of your complaint within five working days. They will also say when you can expect to receive a full response.

5.4   The Head of Programme Delivery will consider the complaint and in doing so will:
- o   Clarify the details of the complaint and what remains unresolved.
- o   Establish what has happened so far and who has been involved.
- o   Consider any evidence you have submitted.
- o   Contact you if further information is required.
- o   Conduct any interviews or meetings required to understand and resolve the issue.
- o   Keep notes of all interviews/meetings/contact for the record.

5.5.   Once your complaint has been fully investigated, the Head of Programmes will send you a letter outlining:
- o   The matters of the complaint
- o   A timeline of events
- o   Details of the information or evidence which has been taken into consideration
- o   The outcome of the complaint.
- o   The steps that have been taken to resolve the issue and ensure it will not happen again.

5.6.   The Head of Programme Delivery's letter may include:
- o   An apology.
- o   An explanation.
- o   An admission that the situation could have been handled differently or more effectively.
- o   Assurance that the issue will not recur.
- o   An undertaking to review policies in light of the complaint.

5.7.   It might also be the case that the complaint may not have any substance and is therefore considered to be unfounded or unsubstantiated. If this is the case you will be informed of the reasons for this decision.

5.8   The Church of England Education Officen will keep a record of your formal complaint in accordance with our data retention policy.

1. Introduction

6. Requesting a review

6.1 If, once you have received the written response from the Head of Programme Delivery, you do not consider that the Foundation has dealt with the complaint adequately, you may invoke the review stage.

6.2. To do this the participant must:
  o Write to the Executive Director of Education at andy.wolfe@churchofengland.org
  o Explain why they remain dissatisfied with the outcomes of their complaint.
  o Set out one or more of the following grounds on which you believe the Church of England should review its decision:
   - That relevant evidence has not been taken into account; or
   - That irrelevant evidence was taken into account; or
   - That any relevant Foundation policies or procedures have not been applied correctly; or
   - That the reasons for the decision were not fully and clearly communicated to you; or
   - That there was bias, or the likelihood of bias in making the decision; or
   - That the procedure followed was not fair or adequate; or
   - That the decision made was not fait or reasonable.
  o Submit any new evidence which has not previously been submitted in support of your complaint. Where new evidence or a new element of complaint is introduced at the review stage, to be eligible for further consideration you should provide a valid reason to explain why this could not have been provided earlier in the process.

6.3 Failure to meet these requirements will result in the request for review not being accepted.

6.4 The Executive Director of Education will acknowledge the request for review within five working days of its receipt. Within 10 working days of the acknowl edgement, the Executive Director of Education will write to advise you whether or not the review request has been accepted. If it is not accepted you will be advised of the reasons for that decision.

6.5 Where a request for a review meets the requirements outlined in 6.2., the Executive Director of Education, or their delegate, will conduct a review. The review will not be a reconsideration of your complaint. It will look at all matters raised in the grounds of your review request and will determine whether the com plaints process has been followed correctly.

6.6 Within 10 working days of the date of the eligibility letter the Executive Director of Education (or their delegate) will complete a report which contains:
  o A summary of your complaint and grounds for review
  o The background to your complaint
  o A decision as to whether the Head of Programme Deliverys' decision should set aside, set aside in part or confirmed.
  o An explanation of the reasons for the decision.
  o Recommendations for resolution where appropriate.

6.7 A copy of this report will be sent to you and to the Head of Programme Delivery.

6.8 If the decision of the Executive Director of Education is to set aside the decision of the Head of Programme Delivery, in whole or in part, the complaint will be referred back to the Head of Programme Delivery with recommendations for reconsideration of the complaint. The Head of Programme Delivery will then correspond with you directly within 10 working days of the referral as to how they intend to implement the Executive Director of Education recommendations.

6.9 If the decision of the Executive Director of Education is to uphold the decision of the Head of Programme Delivery a letter stating that the procedure is now complete will be sent to you with theExecutive Director of Education's report.

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7. External complaints procedure

7.1.   If you are dissatisfied with the internal review procedure you should raise your complaint with the Department for Education.

8. Dealing with unreasonable complainants

8.1   The Church of England Education Office is committed to dealing with all complaints fairly and impartially and to providing a high-quality service to those who raise a complaint. However, we do not expect members of the programmes team to tolerate unacceptable behaviour and will take action to protect team members from that behaviour.

8.2   Unreasonable complainants are those who, because of the nature or frequency of their contacts, hinder our consideration of their, or other participants', complaints.

8.3   A complaint may be regarded as unreasonable if the complainant:
   o   Refuses to articulate their complaint, specify the grounds or the outcome sought despite offers of assistance.
   o   Refuses to cooperate with the complaints procedure while still wishing to have their complaint resolved.
   o   Refuses to accept that certain issues are not within the scope of the complaints procedure.
   o   Insists on the complaint being dealt with in ways which are incompatible with the complaints procedure.
   o   Introduces trivial or irrelevant information which the complainant expects to be taken into account.
   o   Makes unjustified complaints about programme team members who are trying to deal with the issue.
   o   Changes the basis of the complaint as the procedure proceeds.
   o   Repeatedly makes the same complaint despite previous investigations or responses concluding that the complaint has been resolved.
   o   Seeks an unrealistic outcome.
   o   Makes excessive demands on the programme team's time by frequent, lengthy, complicated or abusive contact regarding the complaint either in person, by email or by telephone while the complaint is being dealt with.

8.4   A complaint may also be considered unreasonable if the participant making the complaint does so (in person, by telephone, in writing or by email):
   o   Maliciously
   o   Aggressively
   o   Using threats, intimidation or violence
   o   Using abusive, offensive or discriminatory language
   o   Knowing it to be false
   o   Using falsified information
   o   Publishing unacceptable information on social and other media

8.5   Wherever possible the Head of Programme Delivery will discuss any concerns with the complainant informally before deciding that a complaint is unreasonable or being pursued unreasonably. If the behaviour continues the Head of Programme Delivery will write to the complainant explaining that their behaviour is unreasonable and asking them to change it.

8.6   If the complainant does not modify their behaviour the Head of Programme Delivery will take some or all of the following actions:
   o   Inform the complainant that their behaviour is now considered to be unreasonable and therefore falls under the terms of this policy.
   o   Inform the complainant that any further communication about the complaint must now be made by letter only - (in the case of physical or verbal aggression) consider warning the complainant that they may be withdrawn from the programme.

8.7   The Head of Programme Delivery will review, as appropriate, any sanctions applied in the context of this policy.

9. Timelines

9.1. The Church of England Education Office will make every reasonable effort to meet the time limits set out in this procedure. However, if additional time is required or an exception to the standard time limit is needed you will be notified of this in writing and kept informed of when you can expect to receive further communication.

10. Monitoring complaints

10.1 The programmes team will monitor and keep a record of complaints. The information collected will be used to review the number of complaints dealt with during each iteration of the programme and to better understand the types of
complaints and the outcomes. It will be used to inform good practice on the programme and/or the operation of the complaints procedure.

10.2 The confidentiality of individual complaints will be respected

d. Academic Appeals

If a participant is unhappy with the Church of England NPQ Assessment process, the following process outlines how to lodge an appeal. It also outlines who to get advice from, the grounds for making an appeal, what happens during the appeals process and how to request a review of your mark.

When to appeal
The academic appeals procedure is available for the scenario where the decision of the NPQ Assessment function is in dispute due to an administrative error or issue to do with fairness.
It is not possible to appeal due to unhappiness with a failed Summative Assignment.

Getting advice
Before appealing a participant must get a second opinion on their situation from a local facilitator or Delivery Partner contact. It is important to check whether their expectations are realistic.

What are the grounds for appeal?
The Church of England will consider an academic appeal on limited grounds. These are;
1. If the assignment marked by assessors represents a significant administrative error
2. If the assessment was not carried out in accordance with NPQ requirements, e.g., the 8 day window.
3. If something else went wrong with the procedures
4. If an application for Extenuating Circumstance was declined unfairly
5. If you could not attend the assessment due to illness or personal circumstances, and you could not apply for Extenuating Circumstances, because of your illness

Making an appeal
1. Appeals meeting
   o You should first request an appeals meeting with the Head of Programme Delivery who will establish what the grounds for appeal are.
2. Submit written appeal
   o Within 10 days of this appeals meeting a participant will then have 10 working days to submit a written appeal.
3. Appeal review
   o Your written appeal will be reviewed by the Assessment Board within 28 working days of receipt and respond to you in writing with an outline of next steps.

Appealing a mark on an assignment
If a participant wishes to appeal a mark for a submitted assignment and request a review of the mark, this can only be done if:
1. The participant believes there has been a significant administrative error, for example, they have submitted the wrong document or only one out of two documents.
2. The participant believes that the assessors have not marked the assignment in accordance with the NPQ framework, for example, a mistake has been made and the wrong marking schedule has been used.

In this scenario the appeals process above should be followed. Where the Assessment Board believe there are grounds for concern, the assignment will be re-marked within 28 working days by an assessor who has not been involved in initial marking or moderation.
Participants should be aware that, in this scenario, a mark may go down as well as up and it is not possible to request a second re-mark.

Appealing an error relating to attendance data

If a participant wishes to appeal the attendance data that is held on their participant records at programme end (specifically in the scenario where they have not achieved 90% attendance and cannot pass their NPQ), then the appeal process above should again be followed.

The participant should be clear to provide evidence to show where any 'non attended' events were actually 'attended', for example, where a non-attended event due to illness or an emergency was followed up with listening to the recording and a briefing from peers.

Further consequences of appeal

The Department for Education will reserve the right to be the final arbiter if all Church of England internal processes fail to deliver a clear outcome within 3 months.

A Teacher's decision to appeal shall not affect their ability to resit the Summative Assessment a second time.

The associated cost of handling any appeals will be borne by the Church of England, as Lead NPQ Provider.

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e. Academic Misconduct

Participants on the programme should employ good academic behaviour which avoids academic misconduct. Collusion and copying another participant's work is academic misconduct.

Plagiarism

Plagiarism involves presenting someone else's work as your own. Any assignment submitted for formal assessment should be your own work and, where it incorporates material from other authors, the reference to these authors should be clear and unambiguous.

Therefore, it is essential that:
- o Quotations from published and unpublished sources are acknowledged clearly
- o Sources of illustrations, diagrams, model etc are also acknowledged fully
- o Web-based materials are not downloaded directly into any assignment and, where such materials are included, that they are referenced fully like any other source material;
    - Materials purchased or acquired from internet sites or commissioned from sources which write assignments for payment, are prohibited;
- o Paraphrasing of materials from others must be referenced clearly;
    - Work presented for assessment is uniquely your own.

Any work suspected of plagiarism will be second-marked during the assessment marking process. If the second marker agrees that there is cause for concern the assignment will not be accepted for grading and will be asked for re-submission within the next available assessment window.

In severe cases, a person will be deemed to have failed the course.

In the case of any appeals the final decision will be made by the Programme Lead and Head of Programme Delivery; the ultimate decision resting with the Chief Education Officer or their delegated representative. .

f. Online Usage Policy

All NPQ Programmes will be hosted on our digital platform, Blackboard, which enables participants to view content, join virtually delivered sessions, view course calendars, meet with small coaching groups, and engage in discussion forums with colleagues and facilitators.

To ensure everyone is able to learn safely and effectively in this online space, all are expected to be familiar with the Online Usage Policy and act in accordance with it throughout the course duration.

Respectful conversation

We expect all users of Blackboard to conduct themselves on the platform in accordance with our core values of wisdom, community, dignity and hope. This means that we actively include others, we only use respectful language towards and about others and we seek to build communities where we can learn and grow together. Any discriminatory language or behaviour of any kind will not be tolerated.

Sharing personal information

Throughout the course you will be expected to reflect on your professional experiences as you consider how to apply your learning at school. When working in Blackboard virtual classrooms we will only ask you to share information about your own context for the purpose of learning.

In the interest of data privacy we will not ask you to share your school name or your contact information on Blackboard. Blackboard Collaborate allows you to host calls between small groups of colleagues and also discuss your learning and experiences with them. We would like to remind you that, whilst you are encouraged to build relationships, you should not share your school name or contact information in writing.

Sharing Information about others

As colleagues and pupils are not able to give their consent to have their data shared, we ask that you do not share information about others on Blackboard. In order to honour the privacy of others, please do not share colleagues' and pupil' names or other personal information about others.

Do not use specific identifiable features about pupils or colleagues that enable others to infer their identity. An identifiable feature may include a job title, a detailed geographical description, or a reference to a news story that is easily available.

Session recordings

As you complete your Activate online learning events, your facilitators will inform you that the sessions will be recorded for later reference and any non-attendees.

When sharing information about yourself or others in these sessions please be aware that a record will be retained. Do not share your school name or contact information in this setting and take care to keep the identify of colleagues and pupils anonymous if referring them to when making a contribution. You will have the option to switch your video off when the session is recording so please do this if you would prefer.

Please note that small group coaching sessions will not usually be recorded to enable participants to speak more freely about their personal challenges, again protecting the identity of those colleagues and pupils being discussed. At times a Coach may inform you that an element of the session will be recorded for the purpose of Quality Assurance.

Chatham house rules

We encourage you not to share specific contributions heard from others at either your Activate online learning events or your online small group coaching sessions.

When a meeting is held under Chatham House Rule, participants are free to use the information received, but may not reveal the their own organisation's name, nor that of any other participant.

Sharing Information from Blackboard discussion forums

The contributions you make to discussion forums are only visible to participants enrolled in your programme. This may either be with participants in your local regional group or participants from the programme, e.g., NPQH, NPQSL, across the national cohort.

Before contributing make sure you understand which colleagues you are communicating with. The contributions you share on discussion forums will not be captured and shared in other settings by any facilitator or administrator who has access to Blackboard.

We ask that you do not take screen shots of discussion forums and share these contributions in any setting outside of Blackboard in which these comments were not intended to be shared. The Church of England administrators and Programme Leads and Regional Delivery Partners have the right to remove discussion board contributions that are in breach of this Online Usage policy.

By participating in a Church of England NPQ programme you agree to comply with the Online Usage Policy.

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