Faculty framework 2022

Evaluation questions

Please note: The Atamis portal limits responses by character count. As a guideline, please consider this to correlate to 8 characters per word.

Generic: Assessment questions to be addressed across all Lots		
Question Number/Focus	**Assessment Questions**	**Model answer would include**
TE1: Equality, Diversity and Inclusion **Weighting: 25%** **Character Limit: 10,000**	Describe your theoretical knowledge and understanding of equality, diversity, and inclusion, particularly as it relates to your own development practice. Please also include any specific, relevant examples of personal development work undertaken in this area, and your consideration of the implications of this within your day-to-day practice.	• A good level of knowledge and understanding of the key theoretical frameworks that inform practice in the field of equality, diversity and inclusion work, • A clear demonstration as to how theoretical knowledge and understanding informs your practice, and, • A demonstrable level of engagement in focussed personal / practice development, in this filed, and a clear demonstration as to how this continues to challenge and inform your practice.
TE2: Knowledge and Understanding **Weighting: 20%** **Character Limit: 8,000**	Provide evidence of your in-depth understanding of the health and social care sector, its organisation and function, and the current and future leadership challenges facing its workforce, at every level. Please include in your answer any examples of experience you have of working in the sector or of work for which there is immediately relevant transferable learning.	• An excellent knowledge and understanding of the current and future policy context of the health and care system and how it impacts on leaders, leadership and leadership development requirements, • An excellent articulation of the current and future leadership opportunities and challenges across the leadership workforce, and, • A clarity of understanding as to how previous experience is transferable into the heath and care context.

TE3: **Working** **Virtually** **Weighting:** **15%** **Character** **Limit: 6,000**	Within the context which we currently work, there is increased focus upon the construct of 'virtual leadership' and this has been associated with a significant shift away from face-to-face delivery of developmental interventions to interventions that are provided through virtual, digital platforms. Within this context, please describe how you would facilitate and develop people within a virtual environment? Specifically, please provide an overview of your experiences of working in this area, including focussed examples of delivery and the ongoing learning and development implications for your own practice, the issues and challenges that this presents, for participants, and how you continue to work to address these.	• An excellent understanding of the opportunities and limitations of facilitating in a virtual environment, • A clear demonstration of experience and skills in creating and facilitating positive and impactful virtual development spaces, and, • A clear articulation as to how previous experiences continue to shape your practice in this field.
TE4: **Social Value** **Weighting:** **5%** **Character** **Limit: 4,000**	Please outline how you will specifically contribute to generating social value, within the context of the five themes of the Social Value Model, throughout the life of this contract – paying particular attention to the need to support staff to manage and recover from the impact of COVID19, to develop a more diverse and inclusive workforce, and to ensure support for the health and wellbeing of the workforce. You may wish to refer to Social Value model issued by the Cabinet Office.	Responses should include, but are not limited to: • A commitment to improving workplace conditions that support the COVID-19 recovery effort including effective social distancing, remote working, and hybrid approaches • A demonstration of in-work progression to help people, including those from disadvantaged or minority groups, to move into higher paid work by developing new skills to widen their career prospects • An example of how you influence staff, suppliers, customers, and communities through the delivery of contract(s) to support health and wellbeing, including physical and mental health.

| TE5: Sustainability/ Climate Change

Weighting: 5%

Character Limit: 4,000 | Detail how, through the delivery of the contract, the service being proposed can be digitised throughout the duration of the award, to reduce emissions and resources used where possible whilst still achieving the required outcome | • Methodology for provision and how you will recommend which areas of your service can be digitised.

• An indication of how you will calculate and report on a subsequent reduction in carbon emissions |
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Lot 1: Leadership Development		
Question Number/Focus	**Assessment Questions**	**Model answer would include**
Lot 1: Q1: Design

Weighting: 10%

Character Limit: 10,000 | The Academy is seeking Faculty to provide advice and expertise in designing a variety of leadership development interventions, including large group blended development programmes, small group set work, masterclasses, bespoke interventions, online-only and other development requirements.

Outline 2-3 preferred methodologies, frameworks, tools and techniques that you draw on during the design process.

We are interested in why you have chosen these methodologies; how you have used them and any reservations you might have about their application or use. | • An effective choice of Referencing frameworks and methods with detailed reasons that traces back to that lead to proven impactful and high-quality development and learning.

• Experience in inclusive collaborative development where working in partnership with others, on such / similar programmes and interventions, preferably within the public sector.

• A thorough approach to Remarks on evaluation in the up-front design thinking.
• The process of partnership working and collaborative design.
• The process of intervention design. |
| Lot 1: Q2: Delivery

Weighting: 10%

Character Limit: 10,000 | Describe how you would deliver and facilitate leadership development interventions with leaders in the health and care sector (or more broadly across voluntary, education, justice, and housing sectors), across different levels, and share your understanding, through this, of the key delivery challenges in working with individuals and groups at these levels. | • A broad consideration of variety of experience – different sectors, and organisations and levels– knowledge shown from elsewhere.

• Cultural awareness and sensitivity identified and adapted for.
• A robust choice of delivery methods identified and the impact on outcomes discussed.

• An effective and inclusive use of SJEDI in thinking and methodologies about equitable delivery within your delivery. |

Question Number/Focus	Assessment Questions	Model answer would include
		• A clear developmental approach to dealing with difficult individuals / groups. • Reference when things go wrong and how addressed. • Rigorous critical reflection in your answer.
Lot 1: Q3: Quality Assurance **Weighting: 10%** **Character Limit: 8,000**	Describe how you ensure that your professional skills, standards, capabilities, and outputs are maintained to a high standard. Your answer should cover how you will maintain and develop your practice and how you will quality assure your work as a leadership development designer/practitioner.	• An effective and inclusive approach that ensures diversity of thought in the design process and collaborative design and development features diverse thinking, feedback and challenge from the project outset. • Developmental approach to providing peer feedback to others on design and practice. • Illustration of openness to feedback from multiple areas faculty, commissioner, and participants on design and practice and raising concerns. • Critical / difficult conversations and raising and escalating issues. • Reference to a personal approach to own continuing professional development.

Lot 2: Talent Management		
Question Number/Focus	**Assessment Questions**	**Model answer would include**
Lot 2: Q1: Understanding of Domain **Weighting: 10%** **Character Limit: 10,000**	Describe your understanding of the challenges facing talent in health and care in a post-COVID environment, as connected to wider, global trends in Talent Management.	• Recovery and wellbeing. • Virtual delivery. • Social justice and health inequalities. • Improvement in strategic approach and consistency. • Referencing global trends across sectors – recruitment, retention, diversity and other elements.

Lot 2: Q2: Development Experience Weighting: 10% Character Limit: 10,000	Describe how you would develop both inclusive and exclusive talent management practices that promote equality, diversity and inclusion in a sustainable manner. Please use examples of work you have delivered in the past.	• Inclusive approaches at scale and cross levels of a complex organisation. • Exclusive approaches that target specific critical roles and talent. • Experience that demonstrates an impact and attention to addressing diversity of pipelines and senior leadership. • Experience of collaborating with internal experts and with other associates.
Lot 2: Q3: Expert Focus & Standards Weighting: 10% Character Limit: 8,000	Outline your main specific areas of talent management expertise referencing the professional standards and/or code of practice to which you adhere.	• Scope of experience and expertise clearly defined with relevant examples from health and care sectors. • Examples working with many partners/customers in a relevant environment. • Reference to external and internal codes of practice that include ethical practice.

Lot 3: Research and Evaluation		
Question Number/Focus	**Assessment Questions**	**Model answer would include**
Lot 3: Q1: Focus, skillset and experience Weighting: 10% Character Limit: 8,000	With reference to the range of research and evaluation services that you offer (please refer back to page10 of the specification for ease of reference), please provide a brief statement outlining the skillsets and experience of you and/or team members who have provided these services for similar contracts.	• Clearly articulation of services the supplier can offer. • Description of team members, relevant qualifications, particular areas of expertise, brief job history with experience which outlines how they are suited to deliver specified research and evaluation services. • Example of pieces of work.
Lot 3: Q2: Impact Weighting: 10% Character Limit: 14,000	Please provide two recent examples (one short-term (i.e., < 6 weeks duration), one long-term (i.e., > 6 months duration)) of work that you have undertaken, and that falls into one of the R&E services listed in the Research and Evaluation LOT definitions,	• Two pieces of work which relate to one or more of the services listed on page 10. Including a clear and detailed description of request and how the work was completed, outlining methodologies and

		approaches used, delivery to the constrained timeline.
	outlining the impact of these and how they have been utilised.	• Identified challenges and management of those
		• Outcome of work and customer satisfaction including whether it met the intended goals of the project and how it was utilised by the customer.
Lot 3: Q3: Innovation in practice **Weighting: 10%** **Character Limit: 6,000**	Please describe the range of innovative approaches that you would use to explore emergent theories in leadership thinking and explain how these will influence the way you will work with the Leadership Academy.	• Examples of innovative approaches to research and/or evaluation, demonstrating breadth and depth of knowledge. • Clear rationale for the methods used and how they were developed. Evaluates the impacts of the novel approaches used and reflects on the strengths and limitations. • Ability to relate examples of innovative approaches to research to the development of leadership in healthcare, either directly or indirectly. • Knowledge and understanding of the priorities of the Leadership Academy and how R&E work adds value to support informed choices about the future direction of work. • Explicit links between examples of experience and working with the Leadership Academy.

Lot 4: Specialist Equality, Diversity and Inclusion (EDI)		
Question Number/Focus	**Assessment Questions**	**Model answer would include**

Lot 4: Q1: Impact and Focus of practice **Weighting: 10%** **Character Limit: 10,000**	The Academy is seeking Faculty to provide advice and expertise in designing a variety of leadership development interventions, including large group blended development programmes, small group set work, masterclasses, bespoke interventions and other development requirements. Outline preferred theories and methodologies, frameworks, tools and techniques that you draw on during the design process. Please describe why you have chosen these methodologies, how you will use them, and the reservations you might have about their application or use from an EDI standpoint.	• A suite of theories methodologies, frameworks, tools, techniques to use. These could draw on critical race theory, standpoint theory, the work on racial/discrimination trauma, change theories, Pedagogy of the Oppressed Paulo Freire, etc. • A recognition of the work of the unconscious processes in the work of EDI and in leadership development work. • Considerable experience of working effectively with diverse groups and describe how they have been able to measure their impact and efficacy. • Description of not only the suite of interventions used in the past, but also demonstration of understanding as to why that particular intervention has been selected. Including description of impact/differential impact it has had within the context of delivering EDI interventions to diverse groups. • Articulation of how the supplier creates an impactful learning environment for participants using the methods/theories/tools identified. • Understanding about how power works in group dynamics and across different identities. (jncl. theories relating to power). • Understanding of race, colourism, different forms of racism, anti-blackness, and various theories about how racism might be defined and understood including an appreciation of critical race theory.

Lot 4: Q2: Understanding *Weighting: 10%* *Character Limit: 8,000*	Describe your understanding of the in-depth challenges facing current and future leaders in Health and Care and the priorities required for leadership development on EDI.	• Evidence that underpins why diversity at board level is better for patients and service users. • Strategies that need to be considered in order to create greater inclusion. • Understanding of privilege, intersectionality and that that inclusion is not just about numbers. • Understanding how bias is bult into new technologies. • The NHS Long Term Plan and People Plan context. • Gap between leadership values and lived experience of staff. • EDI NHS Data.
Lot 4: Q3: Practice & Quality Assurance *Weighting: 10%* *Character Limit: 10,000*	Describe your approach to ensuring that your professional skills, standards and capabilities, that relate to EDI, are maintained to a high standard. Please cover considerations as to how your experiences and knowledge have shaped how you use your influences to positively impact ED&I, how you maintain your practice, and how your quality assures your work as a leadership development designer / practitioner.	• Insight and critical self-awareness, understanding of own development gaps. • Evidence that the received supervision is of high quality and supports personal growth and understanding of EDI. • Quality assurance methods used by the supplier and how they are assured that their EDI practice is of a high standard. • Recognition of how systemic racism and discrimination works, unconscious processes and patterns of outcomes and associated interventions to surface those.