

REFORMED NATIONAL PROFESSIONAL QUALIFICATIONS (NPQs)

FREQUENTLY ASKED QUESTIONS (FAQ)

Please note:

This is a live document, which we will continue to update as further information becomes available. Potential providers are advised to check periodically to ensure they do not miss any updates.

We will aim to update this document at least once a week, and additions/amendments will be highlighted in red for ease of reference.

Final Update: Friday 17 March, 2017

CONTACT/NETWORKING FOR POTENTIAL DELIVERY PARTNERS

Q. Can the Department share the contact details of attendees at the provider information events/provide a forum for those interested in partnering with other organisations to facilitate networking?

A: We have published provider networking guidance on the Contracts Finder website ([here](#)). We are enabling providers to publish their contact information in a publicly available networking document, through which potential providers and other organisations can contact each other. This is free for anyone to access, and will be available until 31 March 2017.

Q. How do I know whether an organisation that has contacted me is working on behalf of DfE/NCTL?

Official emails from the DfE or NCTL will always be sent from an email address that ends with the education.gov.uk domain name. Under no circumstances will the DfE or NCTL share an applicant's contact details with a third party without prior consent.

We have set up an official document for those who wish to network with other parties and guidance on using this is set out above.

SUBMISSION OF APPLICATION FORMS

Q. How should applicants submit their Application Form and supporting documentation? As a single scanned document or as a number of separate attachments?

A: Applicants can submit their documents in their preferred format, whether this is as one scanned document or as a number of separate attachments.

Q. Should the Application Form, and any accompanying attachments, be submitted in a PDF or Word format?

A: Applicants can submit their completed Application Form in their preferred format, whether Word or PDF.

Q. Should an applicant insert annexes after question 28 or at the end of the whole Application Form, after the signature(s)?

A: Applicants can add annexes where they wish, but we would ask applicants to label and/or signpost to these as clearly as possible in their application.

Q. Our completed application is too large to send via email when compressed. How should we submit our Application Form?

A: Applicants should send their Application Form in two or more parts, clearly specifying this in the header of their email e.g. 'NPQ PROVIDER APPLICATION SUBMISSION – PART 1', 'NPQ PROVIDER APPLICATION SUBMISSION – PART 2'.

Q. When completing the Application Form, can an applicant provide supporting information in an annex if this is not explicitly stated in the section's requirements?

A: Applicants are welcome to provide supporting information in an annex providing that their overall response to the question, inclusive of the annexed information, does not exceed the specified word limit for the question.

Q. An applicant could potentially provide a huge amount of evidence to support their response to section C1(3). How much detail should an applicant provide?

A: It is for an applicant to decide how much supporting documentation to provide in relation to section C1(3). As noted, typical forms of evidence might include details of previous courses run, feedback, or quality assurance data that can verify quality.

Q. When completing the Application Form, can an applicant use images or diagrams to demonstrate a structure or process? If so, do the words included in these images or diagrams comprise part of a question's word limit?

A: Yes. An applicant can include diagrams or images. Any words within the images or diagrams will count towards the word limit specified in the question.

Q. When responding to Question 16, Section E, of the Application Form, can an applicant provide supporting information in an annex?

A: Applicants are welcome to provide supporting information in an annex

providing that their overall response to Question 16, inclusive of the annexed information, does not exceed the question's word limit of 300 words.

RATIONALE FOR REFORM

Q. Why are you reforming the NPQs?

A: We want to make sure that there are enough great leaders right across the country and, in particular, in our most challenging schools and areas. To support this, we want to ensure that prospective and serving school leaders can access high quality leadership development.

We have reformed the NPQs to better prepare leaders for the range of leadership roles in today's school system. Our new approach puts the best schools and leadership development organisations at the forefront of the design, delivery, and assessment of an enhanced suite of qualifications, but balances these freedoms with robust quality standards and assurance.

Q. Will you extend the deadline for applications?

A: We do not intend to extend the window for applications at this point. To enable applicants to contact potential partners, we have published provider networking guidance on the Contracts Finder website ([here](#)). This enables providers to add their contact information to a publicly available networking document, through which potential providers and other organisations can contact each other. This is free for anyone to access, and will be available until 31 March 2017.

Q. What are the aims of the NPQ reforms?

A: We want to ensure that the NPQs are high quality, reflect proven practice, and support the development of leaders working in today's school landscape.

HOW THE REFORMED NPQS WILL WORK

Q. Are you planning to provide 360s centrally as part of the programmes?

A: There is no requirement for accredited providers to offer 360 degree diagnostics as part of their NPQ programmes, however providers may choose to do so at their discretion. As a result, DfE will not provide this service centrally. The knowledge, skills and behaviours that participants are expected to develop as part of their NPQ are set out in the Content and Assessment framework, available on the Contracts Finder site.

Q. Please could you clarify what this means for existing licensees and the final assessment?

A: Participants undertaking NPQs with existing licensees needed to be

registered by the January 31st 2017 deadline in order to be able to submit for final assessment. Where participants are eligible and were registered by this deadline, NCTL/DfE will meet the costs of the participant's final assessment. As this deadline has now passed, it is no longer possible to register participants for final assessment under the current provision.

Q. Could we please have advance notice of the new competencies so that we can provide our customers with all the diagnostics they need come September?

A: Please see the Content and Assessment Framework for details of what participants will need to cover and how they will be assessed.

Q. As a national organisation we are keen to offer NPQs in more than one region. Are we able to submit multiple bids with different partner schools in different regions (for example with a school in the South West, one in London and one in the North?)

A: Providers can choose to organise themselves and their delivery in a range of ways. They may choose to have Lead Schools in areas in a hub and spoke style model – with this model, there would be a single accredited provider with several lead and partner schools. One application would be required in this instance.

Q. Do providers have to deliver across an entire region?

A: No. When submitting an application, applicants can specify the geographic area within which they want to deliver their proposed provision – whether national, cross-regional, regional or sub-regional.

Q. Will providers be able to market their programmes and recruit from beyond their specified area of operation?

A. A key principle of the reforms is that individuals should be able to choose the NPQ that is right for them, based on their individual needs, which might include the particular specialism they are interested in, the distance they are able to travel or how the NPQ is structured. Providers are free to specify any area of operation when applying (and will need to evidence demand within it), and may wish to consider these factors when doing so.

Recruitment and advertising outside of their area of operation will be permitted, however it is expected that this will be exceptional: as part of requirement D of the Quality Framework, Providers must operate inclusive recruitment policies for participants and recruit from throughout their area of operation. If their recruitment strategy fails to achieve this, and they are simultaneously marketing or recruiting beyond their area of operation, they would be at risk of not meeting Requirement D.

Q. Can schools be named in different bids that other schools submit using a model with different partner schools in different regions?

A: Yes. If an organisation or school wishes to support other providers, they can be included in the applications of the potential providers they wish to support.

Q. What does the term ‘consortium’ mean, as at Question 2 of the Mandatory Requirements Form on page 11 of the Application Form?

A. A consortium is a group of organisations who choose to work together, either in a formal or informal arrangement, for a common specific purpose. If you intend to partner with other schools or organisation to apply for NPQ accreditation and to deliver your proposed provision, you will be part of a consortium for the purposes of Question 2 of the Mandatory Requirements form. However, as outlined at Question 2 of the Mandatory Requirements Form on page 11 of the Application Form, applicants are reminded that the lead organisation which submits and signs the Application Form will be the signatory to the Accreditation Agreement with the DfE and will have overall accountability for service delivery and meeting the contractual obligations.

Q. If an applicant is seeking to deliver their proposed provision through a consortium, should the applicant enter the details of the consortium, or the lead organisation within that consortium, at Section A1 of the Application Form?

A: Applicants should remember that organisations that wish to deliver their proposed provision through a consortium are required to enter into binding agreements with other consortium members to ensure service delivery and compliance with all contractual requirements and expectations.

If an applicant is seeking to deliver their proposed provision through a consortium that does not have its own legal personality, the lead organisation within that consortium should enter their details at Section A1 of the Application Form but should also give details of all consortium members. The lead organisation within that consortium should provide a copy of its last two audited accounts and a full due diligence check will be made on the successful applicant and all of the consortium members prior to contract award.

It is the consortium members’ decision which organisation from within the consortium should be identified as the lead organisation for this purpose, but applicants are reminded that the lead organisation will be the signatory to the Accreditation Agreement and will have overall accountability for service delivery and meeting the contractual obligations.

Alternatively, if the consortium is established such that it has its own legal personality, the consortium can be detailed as the lead organisation and its

details should be entered at Section A1 of the Application Form together with details of all consortium members. The consortium should provide a copy of its last two audited accounts and a full due diligence check will be made on the successful applicant and all of the consortium members prior to contract award.

Q. Can we apply for accreditation to run the NPQs as well as be in another consortium?

A: Providers may support other providers and should make it clear that they will be doing this in their application. Potential providers will need to demonstrate that they have a sustainable business model and have the capacity to deliver the NPQs that they have chosen to deliver.

Q. Are we able to offer an 'NPQBL' for Business Leaders or does that have to come under the existing framework of NPQ's offered?

A: Providers are required to meet the three frameworks set out in the Invitation to Apply document. This requires providers to choose one of the four levels of qualifications: NPQML, NPQSL, NPQH, and NPQEL. However, providers may choose to give a focus to one of these levels targeted at specific group of people, such as business leaders, as long as they meet the full extent of the three frameworks. For example, a provider might have an NPQEL course focused towards business leaders that has extra themes included beyond what is required in the frameworks.

Q. Can an independent school apply for accreditation?

A. Yes. Independent schools can apply for accreditation either in partnership with a maintained 'Lead School' (which would need to be graded 'Good' or 'Outstanding' for 'Overall Effectiveness' by Ofsted) or as a 'Lead School' themselves. For independent schools to apply for accreditation as a 'Lead School', they must have been judged 'Good' by ISI or SIS in regards to:

- The quality of the pupils' achievements
- Their learning, attitudes and skills
- The contribution of teaching
- The quality of leadership and management

Alternatively, if the independent school is inspected by Ofsted, then it must be graded 'Good' or 'Outstanding' for 'Overall Effectiveness'.

Q. We're looking to apply for accreditation as a partnership comprised of teaching schools. Do we need a consortium agreement as per the mandatory requirements?

A: Yes. As set out in the mandatory requirements, if you are delivering as part of a consortium your organisation will need to enter into binding agreements with other members of the consortium to ensure service delivery and compliance with all contractual requirements and expectations. The lead organisation will be the signatory to the Accreditation Agreement, and will have overall accountability for service delivery and meeting the contractual obligations.

Q. We want to deliver the qualifications as a consortium, with part of the consortium delivering the NPQML, another delivering the NPQSL, and another delivering NPQH. Does this require one application form or three?

A: One form will be sufficient for an application from the consortium.

Q. What happens to a course's participants if their provider drops out?

A: The Accreditation Agreement includes provisions that will require that any such participants are found an alternative provider, and that where this is not possible, the accreditee shall ensure that all participants are refunded for undelivered services.

Q. What happens when an accreditation terminates?

A: Each accreditation will be awarded under an Accreditation Agreement (contract) for a term of 3 years. The Department has the option to extend this term by a further 2 years. An Accreditation Agreement will terminate automatically at the end of its term. However, continued accreditation will be subject to a provider continuing to meet the standards required by the Department/its Quality Assurance Agent. All accreditations will be reviewed annually and the Department reserves the right to terminate an Accreditation Agreement early (and at any time) by giving not less than 3 months' notice.

When an Accreditation Agreement terminates, the provider affected must make other arrangements for the supply NPQ courses to course participants by another duly accredited provider. Where this is not possible, the provider must refund course participants for any undelivered services. Providers must ensure that their own agreements with participants enable them to comply with these requirements.

In cases where termination is effected simply by expiry of the contract term (for example, because the Department decides not to exercise its option to extend the initial 3-year term by a further 2 years), the Department may, on a case-by-case basis, consider alternative options to enable an orderly termination of service delivery to participants by their existing provider.

Q. Does the delivery of professional development in the HE sector count

as relevant experience and expertise? What do you mean by ‘experience and expertise in delivering CPD in the English education sector’?

A: Section C1 of the application form requires applicants to provide details of their recent experience and expertise in delivering relevant training. This could be in school leadership, other leadership or other educational settings. Therefore, the delivery of CPD in the HE sector would be within scope. Further guidance on the detail that should be provided as part of this section is contained within the application form.

Q. How frequently will you review and update the frameworks?

A: Over time, the frameworks will need to be reviewed to ensure they remain current, however we do not anticipate reviewing them in the first two years of delivery.

Q. On the application form, you ask for experience of leadership development training – does this have to be accredited?

A: No. There is no requirement that applicants have to have experience or expertise in delivering accredited continuing professional development. As set out in section C1 of the form, this could be in school leadership, other leadership or other educational settings.

Q. Can you clarify if individuals identified for key posts need to provide a full CV or details and qualifications relevant to the delivery of NPQ?

A. As set out in section C1(4) of the application form, applicants are asked to identify key posts, the skills required, and to provide the names and CVs of ‘any individuals already identified to fill these posts’.

Q. Section C1(4) ask for CVs of those individuals identified to fill key posts. How detailed do the CVs need to be? Are full CVs required?

A: As set out in section C1(4) of the application form, applicants are asked to identify key posts, the skills required, and to provide the names and CVs of ‘any individuals already identified to fill these posts’. Applicants are welcome to tailor these CVs to ensure that they reflect the requirements of the post holders’ in relation to the delivery of the NPQs.

Q. For Question 4 at Section C1 of the Application Form, do applicants need to include a copy of the CV of the named ‘Lead School’ headteacher?

A: As a key post that will support the delivery of the proposed provision, applicants should provide a copy of the CV of the named ‘Lead School’s’ headteacher as part of their response to Question 4, Section C1 of the Application Form.

Q. For Section C1(4) of the Application Form, do applicants that are naming more than one 'Lead School' need to provide CVs for all of the 'Lead School' headteachers?

A: If there is more than one named 'Lead School', applicants are only required to provide the CV for the headteacher from one of the named 'Lead Schools'. Beyond this, it is for applicants to judge what CVs they include depending on their individual circumstances.

Q. Section C1(3), E1(19) and E3(23) all require details of "relevant experience or expertise of individuals". Can an applicant reference the CVs of individuals that have been provided under section C1(4) in their responses to sections C1(3), E1(19), and E3(23)?

A: Yes. Applicants can refer to any CVs provided as part of their response to section C1(4) in their responses to sections C1(3), E1(19) and E3(23).

Q. If an applicant is seeking to deliver one or more of the qualifications a national level, how do they state this in Section A1 of the Application Form?

A. For those questions in Section A1 of the Application Form that require applicants to specify geographic areas or area names, please write 'national' if applying to deliver national-level provision.

Q. Is there a possibility that an annex could be the mobilisation plan in regards to Section F1?

A. Yes, provided that the annex is not over the 300-word limit.

Q. What are the consequences of an applicant submitting annexes which clarify written responses to each section but result in exceeding the total word limit for that section?

A: As specified in the scoring sheet for evaluators, which forms part of the application pack, any words exceeding the word limit will not be considered or evaluated.

Q. On the application form, question 16: Is it 300 words for each NPQ level or 300 words in total for all NPQ levels we intend to deliver?

A: The 300-word limit applies to the total words for the question and therefore, 300 words to cover all levels of qualification.

Q. On the application form, question 17: for each further course content, is this 300 words per additional course or 300 words max for the total we

intend to deliver?

A: Again, the 300-word limit applies to the total words for the question and therefore, 300 words to cover all levels of qualification.

Q. How detailed does the course outline requested in the Application Form need to be?

A: A short summary (300 words) will be required, as indicated in section E1 of the Application Form.

Q. Where can I find a copy of the assessment criteria that will be used to assess candidates' performance against the assessment tasks?

A. A copy of the assessment criteria can be found in the Content and Assessment Framework, which is located at Annex 2 of the Invitation to Apply document hosted on Contracts Finder. Section 5 of Annex 2 (pages 32 to 41), provides a description of the assessment tasks for each qualification alongside a list of the corresponding assessment criteria. In addition, the assessment criteria are also listed in Section 3 of Annex 2 (pages 6 to 30). Here, the criteria can be found in the third column of the presented tables, located next to their corresponding 'Learn how to' and 'Learn about' statements.

Q. At section C2(6) of the application form, does the reference to 'assessment' in 'how school(s) will be closely involved in the recruitment and assessment of all participants' refer to the assessment of a candidate's suitability for recruitment or the final assessment of participants?

A: 'Assessment' in this context refers to the final assessment of participants.

Q. The Content and Assessment Framework at Annex 2 of the Invitation to Apply document provides maximum word limits for the NPQ final assessment tasks. Are providers free to set minimum word limits?

A: Yes. Providers are free to determine any minimum word limits for the final assessment tasks, provided these do not exceed the maximum word limits already specified.

Q. Are we able to enter zero in our intended delivery numbers for year 1 and begin our delivery of NPQs in 2018/19?

A. In this application round we are inviting applications from providers who wish to start delivery in academic year 17/18, therefore applicants cannot specify zero in their intended delivery numbers for /17/18. However, we recognise that applicants will have different delivery models, lead-in times and intended recruitment profiles, depending on their individual circumstances. Therefore, beyond starting delivery in academic year 17/18, we have not set minimum recruitment requirements and, for example, an applicant may decide that the best model for them is to run small cohort numbers initially and build-up their

participant numbers over time.

Q. Can an applicant be accredited to deliver a portion of their proposed provision? For example, could a school or organisation seeking to deliver all four NPQs be accredited to deliver just two of these NPQs?

A: No. Using the evaluation criteria outlined in the Application Form, an applicant's responses in sections B to F will be assessed in accordance with the entirety of the provision that the applicant proposes in section A.

Q. Can you clarify the purpose of 50% of all provision needing to be delivered by serving school leaders (except for NPQEL), as part of requirement C of the Quality Framework?

A. The purpose of this requirement is both to ensure that the reformed NPQs are school-led, with the best schools and organisations in the driving seat, and to ensure that provision reflects the realities of a changing leadership landscape. As a result, providers are required to ensure that 50% of all of their provision is delivered by serving school leaders (except for when delivering NPQEL).

As the Quality Framework (Requirement J) sets out, provision must include a range of different types of study (for example, face-to-face, peer, online, individual and work-based) including:

- leadership training in the workplace, on the job, doing real work
- challenge and support – through a coach and/or mentor
- access to high quality resources, drawing on up-to-date research and evidence
- professional development from and with credible peers
- opportunities for structured reflection

Q. Will there be a central forum where participants can see accredited providers operating in their area?

A: It is our intention to publish this information on GOV.UK, as per the current arrangement for licensees.

Q. Is there a document that shows a list of current licensees and their areas of operation?

A: Yes. You can find this document on GOV.UK here:

<https://www.gov.uk/government/publications/licensees-national-qualifications-and-study-modules-for-school-leaders>

Q. If you successfully gain accreditation, can you subcontract your provision out?

A: Yes, you can subcontract.

Q. If I apply to deliver a particular qualification(s) now, can I apply for accreditation to deliver additional qualifications at a later date?

A: There are no future application windows immediately planned, therefore applicants are advised to set out future plans, including intentions to deliver additional qualifications in their first three years of delivery, in their Application Form.

Q. We are currently a teaching school. How will the branding offer that comes with NPQ accreditation differ from the branding that comes with teaching school designation?

A: We are currently looking at the options around branding, and will update this Q&A as soon as further information is available - but NPQ branding will be differentiated from other designations/qualifications.

Q. Will providers have to pay for the quality assurance agent and its activities?

A: No. The costs of the quality assurance agent and its activities will be met by the Department.

Q. Our local authority might offer funding to applicants to undertake courses – do we need to highlight this in the application form?

A: Whilst not a requirement, it would be helpful as part of the section in the Application Form on financial planning (E3) to include such details if applicable.

Q. Can we evolve the programme/qualifications over three years e.g. add content?

A: Yes. Provided you meet the specifications in the Content and Assessment Framework and incorporate as much information on these intentions as possible in your Application Form.

Q. Can I work in multiple areas e.g. a local authority and an Opportunity Area in a different region?

A: Yes. You will need to specify this on the Application Form.

Q. Will it become compulsory for middle leaders, senior leaders, heads or executive leaders to take the reformed NPQs?

A: No. NPQs will remain voluntary.

Q. When will the new qualifications replace the existing ones? When will the reformed NPQs start to be delivered?

A: We worked closely with the expert group, existing providers, and the wider sector to determine the best timescales for the rollout of the new qualifications, in order to ensure a smooth transition from the existing provision. We are currently inviting applications from schools and other organisations who wish to start delivering one or more of the new qualifications in the 2017 to 2018 academic year.

Q. How does this fit with your aspirations for career progression for teachers?

A: Both aspirant and current NPQ providers can apply for accreditation to provide the new NPQ courses. We have also added a new level of leadership – ‘Leading across several schools’ – and an accompanying qualification – the National Professional Qualification for Executive Leadership (NPQEL) – targeted at aspirant and serving executive heads and multi-academy trusts (MAT) CEOs. This addition reflects the changing range of leadership roles and skills required.

Q. How does this fit with High Potential Middle Leaders/Senior Leaders (HPML/SL)?

A: These national qualifications complement the more targeted high potential programmes, which are specifically focussed on the most challenging schools.

Q. Do the new qualifications subsume/replace the Head teacher Standards?

A: No, they do not, but the Content and Assessment Framework has been developed with reference to the Head teacher Standards. The Head teacher Standards themselves are going to be reviewed in due course, in line with the commitment made at their publication.

Q. Do the new qualifications subsume the Future Leaders/Ambition School Leadership MAT CEO course?

A: No. These courses will run in parallel, with the new NPQEL offering further choice for participants.

Q. Is the NPQEL designed for both Executive Head teachers and Multi-Academy Trust CEOs?

A: Yes. We have designed the NPQEL to be appropriate for all types of

executive leaders working across multiple schools. However, providers can tailor the qualification to meet the needs of one of these groups if they wish, as long as the requirements set out in the Content and Assessment Framework, and the requirements and metrics set out in the Quality Framework, are fully met.

Q. Will there still be guided learning hours?

A: All NPQs must be delivered over a minimum of two academic terms. Providers will be required to publish details of their course, including the number of guided learning hours by each different type of study (face-to-face, online etc.)

Q. Is there an expectation that providers will/must offer online content to participants?

A: There's no specific requirement to use online content, however, under Requirement J of the Quality Framework, providers will be required to use a range of study methods as outlined in the Quality Framework, including:

1. leadership training in the workplace, on the job, doing real work
2. challenge and support – through a coach and/or mentor
3. access to high quality resources, drawing on up-to-date research and evidence
4. professional development from and with credible peers
5. opportunities for structured reflection

Q. With providers now administering final assessment, isn't there a conflict of interest?

A: No. Appropriate safeguards will be in place which will ensure participants will be assessed against consistent national standards. Alongside peer moderation requirements, all providers will be required, as part of the Quality Framework, to submit a sample of assessment scripts for independent moderation against national standards, and a high level of accuracy is required as part of a provider's metrics.

Q. I am a current licensee. Do I need to reapply?

A: Yes. The new frameworks and accreditation processes represent a wholly new approach to the qualifications, and therefore require a new commercial process. As such, current licensees will need to apply for accreditation should they wish to continue upon the end of existing licences (September 2017).

Q. Is there a different application process for current licensees?

A: No. For commercial reasons, and to ensure a completely fair and transparent process, all providers looking to deliver the new qualifications will be subject to

the same application processes.

Q. Aren't existing providers/licensees at an advantage in gaining accreditation given that they have been delivering the existing qualifications for five years?

A: No. The new process is open to all providers, whether incumbent or new. The new frameworks apply to all providers, and we want to see innovative applications that go beyond the current courses. Moreover, providers can choose when to deliver their courses within the 2017 to 2018 academic year, giving sufficient time for course development, and must specify this date on their application form.

Q. If a provider applies for accreditation to deliver one qualification, can they add another to their provision at a later date?

A: The Department will consider requests to add extra qualifications, but applicants are advised to specify as accurately as possible when applying, all of the NPQ courses they anticipate providing and when within the first three years of their provision they intend to provide them.

Q. Will there be opportunities to apply for accreditation at a later date?

A: We do not have any additional application windows planned at the moment. However, as set out in the Invitation to Apply, "The Department reserves the right to run another application process upon conclusion of the above and will do so by way of a separate application process open to all interested parties and duly advertised."

Q. We are a current licensee, working in partnership with a number of schools/teaching schools/teaching school alliances (TSAs). Should we/can we continue with these arrangements?

A: As long as applicants meet the evaluation criteria set out in the Application Form, it is up to applicants to determine the best delivery arrangements for their proposed provision.

Q. Are you expecting similar arrangements to the current licensee arrangements, with a limited number of regional-based providers?

A: When providers apply for accreditation, they will have the freedom to specify the range of qualifications they wish to deliver, the geographical areas within which they want to deliver qualifications, and the minimum recruitment targets for this proposed provision. We do not have a limit on the number of regional-based providers.

Q. I am a current licensee still delivering the current qualifications. Should we stop this provision and advise participants to wait and undertake one of the new qualifications?

A: Current licensees and their participants will need to make a judgement on the best course of action, taking account of the particular needs of each individual participant.

Q. Will there be training available for facilitators or assessors?

A: No, we want to give providers the freedom to determine how they meet the requirements set out in the frameworks – they are the ones with the relevant experience and expertise and will be able to tailor their provision to the specific area(s) in which they are operating.

Q. There are still people working through current qualifications. Will these qualifications have the same status as the new ones?

A: Whilst the changes we are making are a necessary response to changes in the education system, they are a continuation and expansion of current provision. The current qualifications will have the same status.

Q. Will there be any quality assurance prior to delivery?

A: No, but the application process will ensure providers are of sufficient quality to commence delivery.

Q. Will the existing licensed learning materials become available for others to use?

A: The current licenses expire in September 2017, and we are exploring the possibility of making the licensed learning materials openly available after this time.

Q. Are we able to buy the current resources online?

A: We are exploring how we can make the current online learning materials for NPQs, which are currently available to Licensees and their participants, available to accredited providers in future.

Q. Please could you clarify the Intellectual Property Rights of materials created by the Accreditee that have not been funded by DfE?

A: In line with section 12 of the draft accreditation agreement, all Intellectual Property Rights relating to materials prepared by the Accreditee at their own cost (for example, original course content) will vest in the Accreditee.

All Intellectual Property Rights made available to the Accreditee by, or on behalf of DfE (for example, departmental branding) and any materials created by the Accreditee using DfE funding shall remain property of the DfE and/or the Crown.

Q. Could you clarify what branding materials will be available to accredited providers?

A. Accredited providers will be able to use branding that clearly marks out their organisation, as an official, DfE-accredited provider of NPQs. The final form of this branding is still being determined. Similarly, only DfE accredited providers will be able to deliver provision that leads to the award of a DfE-endorsed and recognised certificate.

Q. Will the Department/NCTL be providing pre-written course content?

A: No. Providers will use the Content and Assessment Framework to design and develop content.

Q. Can applicants focus NPQs around leadership in the 16-19 sector?

A. Accredited providers are required to cover all of the knowledge, skills and behaviours in the content and assessment framework. Within this framework, providers have freedom to tailor their provision to focus on the needs of specific groups, for example, primary teachers or those within the 16-19 sector.

Q. What is the difference between questions 9 and 28 in the application, both relating to risk. Should there be two separate lists of 5 risks?

A. Question 9 considers the risks applicants foresee in delivering NPQs during the contract term, whilst Question 28, which is part of the 'readiness' section, considers the risks that applicants foresee starting the delivery of NPQs. Therefore, two separate lists are required and it is up to the applicants to judge which risks to include under each section.

Q. Questions 9 and 28 of the Application Form make reference to a 'risk register'. What is a 'risk register'?

A. A risk register is a record of information about identified risks relating to an initiative. A risk can be understood as an uncertain event or set of events which, if occurs, will have an effect on the achievement of an organisation's objective. As indicated at questions 9 and 28 of the Application Form, a risk register will typically present information relating to each of the identified risks under a series of headings:

- Risk description
- Risk owner
- Date of impact if risk is realised
- Impact if risk realised
- Likelihood of risk occurring
- Countermeasures
- Residual impact if counter measures used
- Residual likelihood if risk counter measures used
- Contingencies if risk is realised

As part of your responses to questions 9 and 28, you are required use this format in outlining the risks that you identify. As suggested, areas that you may wish to consider in identifying relevant risks include staffing, resource constraints, data access, timing, management, communications and operational issues, but this is not an exhaustive list.

Q. Will DfE (NCTL) provide a framework for the 7 leadership behaviours outlined in the specification?

A. The Content and Assessment Framework contains all of the knowledge, skills and behaviours that providers must cover, including a description of the Leadership Behaviours in section 4. No further information will be provided on these.

Q. Are the new qualifications Masters' accredited?

A: No, but providers have the freedom to work with Higher Education Institutions (HEIs) to design their courses in a way that offers participants opportunities for Masters-level accreditation.

Q. Without guided learning hours how will you ensure that courses are long enough to teach all the requirements of the course?

A: All providers will be required to deliver all of the content framework over a period of at least 2 terms. Within that timeframe, providers will have the freedom to respond to the specific needs of participants.

Q. Will there be any subscription fees or charges if we successfully achieve accreditation as a provider of the NPQs?

A: No, there will be no such fees.

Q. Do providers have the expertise to assess courses?

A: Yes. We believe that the sector has the required expertise, and the Quality

Assurance Framework will ensure that standards are the same across the country.

Q. Will some of the reforms (e.g. provider-led content development and final assessment) place an excessive logistical/financial burden on providers?

A: Provider-led content development and final assessment puts the professional development of school leaders firmly in the hands of those that are best placed to deliver it – school leaders themselves. We believe that this is an important part of ensuring NPQs are gold standards. If providers do not feel they have the necessary expertise on their own, then we would encourage them to form partnerships with other potential providers.

Q. Will the lack of a single central assessment provider act as a perverse incentive to providers and subsequently lower standards?

A: No. All providers will be subject to rigorous quality assurance, including a robust final assessment moderation process. This will be supported by a new quality assurance body/function. Providers who consistently fail to meet these standards will have their accreditation removed.

Q. How will you ensure national consistency?

A: National consistency will be ensured through the Quality Assurance framework.

Q. Why isn't there a qualification for non-educational roles, such as School Business Managers?

A: We recognise the vital role played by School Business Managers in schools. This is why we have placed a much greater emphasis on business-related knowledge and skills in the new content framework. Moreover, providers are welcome to use the content framework as a basis for developing bespoke programmes for school business roles.

Q. Without regional delivery areas some areas of the country won't have access to NPQs. How will you ensure that NPQs are delivered in the areas that need them most?

A: By removing regional delivery, we are freeing up providers to deliver nationally or through distance-learning methods, making NPQs more accessible to all.

Q. How are you ensuring delivery to disadvantaged schools / areas?

A: We have a specific metric on the percentage of Free School Meals (FSM) pupils, and we will be closely monitoring take-up in the most disadvantaged areas.

Q. Why are we removing the interview from NPQH? Won't this lower standards?

A: No – redesigned assessment means participants will be assessed against clear national standards, which will ensure leaders have both the practical skills and depth of knowledge required to be a successful leader. Interviews are not always the best method for assessing a participant's progress.

Q. Is there still a placement at NPQH?

A: Yes – there will still be a placement.

Q. There is no longer a presentation/interview for NPQH; can we still do this?

A: The content and assessment framework sets out the tasks within which all NPQ participants must be assessed. For NPQH and NPQEL, this include presentations to governing boards. Providers may supplement the mandatory assessment tasks with additional activities (such as an interview), however these must be on a formative basis only and must not impact on a participant's final mark, to ensure all participants are assessed using a nationally consistent approach.

Q. Assessment Task 2 for the NPQH is very demanding, with only 9 days allocated for placement. Is this enough time?

A: Whilst the NPQH placement must last at least 9 days, there is no requirement that the task must be submitted for assessment to the same timeframe. Therefore, participants may choose to commence their project work prior to undertaking the placement, and complete it once they have had time to reflect on their findings.

Q. Can the NPQH placement be split across more than one school?

A: Yes – as long as the placements last 9 days in total, and participants spend a sufficient amount of time in one school to enable them to make that school the subject of NPQH assessment task 2, then this is permitted.

Q. Does the new approach create competition between schools?

A: We encourage schools to work in partnership and applicants will need to demonstrate sufficient demand in their proposed areas of operation.

Q. Do you have any sense of the number of providers that you will accredit?

A: No. There is no cap on the number of providers – accreditations will be awarded on the basis of providers meeting the quality threshold.

Q. With no cap on the number of providers, won't there be lots of competition and price-undercutting etc?

A: There is the potential for there to be a wide range of prices for qualifications, but applicants must show demand in their area, and accredited providers must publish data to enable informed choice by participants.

Q. If an applicant can show need, but not demand, is this enough?

A: No. All applicants must demonstrate sufficient demand in their area for their proposed provision.

Q. How many NPQ graduates have there been in my region?

NPQH Graduates

Region	2013-14	2014-15	2015-16
East Midlands	54	66	58
East Of England	62	76	81
London	115	98	77
North East	43	45	32
North West	111	92	74
South East	108	132	121
South West	58	68	64
West Midlands	65	82	66
Yorkshire And The Humber	56	62	69

NPQSL Graduates

Region	2013-14	2014-15	2015-16
East Midlands	37	173	227
East Of England	50	236	217
London	48	267	375
North East	21	100	137
North West	56	307	358
South East	75	318	363
South West	39	195	175
West Midlands	42	256	251
Yorkshire And The Humber	20	204	258

NPQML Graduates

Region	2013-14	2014-15	2015-16
East Midlands	41	194	213
East Of England	50	225	254
London	62	367	455
North East	38	88	232
North West	72	297	437
South East	122	402	476
South West	63	185	237
West Midlands	45	334	393
Yorkshire And The Humber	54	309	402

Q. Question 2 at Section B1 of the Application Form references the use of data on leadership development take-up as a means of showing demand for NPQs. If using such evidence, should this evidence focus on data relating to the applicant's proposed provision or data relating to leadership development more generally?

A. Applicants should seek to show demand for their proposed provision. For example, if an applicant is seeking to deliver the National Professional Qualification for Middle Leadership (NPQML), any supporting data on take-up should be relevant to middle leadership professional development.

Q. How can applicants provide a clear picture of demand, given that it's likely demand will change?

A: As set out in section B of the Application Form, applicants are asked to provide a short (300-word) summary of demand in their chosen geographical area(s) of operation, with evidence as an annex (which will not count against the word limit). As stated on the form, this evidence 'must be verifiable but can be in whatever form applicants deem appropriate', and may include letters from schools or academy trusts, and/or historical data of leadership development take-up.

Q. Is there a cap on the number of providers?

A: There is no cap on the number of providers in a given area as we want to see increased choice for participants across the country. We encourage schools to work in partnership and applicants will need to demonstrate sufficient demand in their proposed areas of operation.

Q. With no cap on the number of providers, and likely competition from other providers in the future, how can applicants accurately and sufficiently evaluate demand in their areas before the application deadline?

A: We encourage applicants to get in touch with schools in their planned area(s) of operation to assess, and collect evidence on, the demand for their proposed provision.

Q. Do providers have to meet a minimum recruitment target?

A: Yes, but these will be set by providers as part of the application process.

Q. Should a national provider submit regional breakdowns of recruitment targets?

A: No. A national provider will be held to account against national-level metrics and be required to submit national-level target recruitment numbers. In addition, as part of the quality requirements, all providers will be required to recruit throughout their specified area of operation (for example, throughout England for a national level provider).

Q. Is there a quota for the number of people who should pass the qualifications?

A: There is no quota for the number of participants who should pass the qualifications, however there are metrics designed to ensure there is no significant difference between the achievement and retention rates of different groups (for example, those with protected characteristics).

Q. Will Newly Qualified Teachers (NQTs) be able to undertake the NPQs?

A: Providers have the freedom to determine their own entry requirements, but we recommend setting any such requirements in a way that ensures that the quality requirements and metrics set out in the Quality Framework can be fully met.

Q. Can someone who doesn't hold Qualified Teacher Status (QTS) take an NPQ?

A: Yes. It will be for the participant and provider to decide whether the qualification is right for them.

Q. Will there be graduation boards? Who will award the NPQ certificate?

A: As per the current system, awards/certificates will be issued in the name of the Department.

Q. Will there be pass, merit, and distinction grades for successful candidates?

A: No. Participants will be subject to a pass/fail marking scheme.

Q. What are the ‘cyber essentials’ criteria set out in the Invitation to Apply?

A: These are standard requirements in all government contracts. To mitigate the risk of common internet-based threats, all potential providers who will be handling personal data and using ICT systems to store or process potentially sensitive data need to ensure they meet these criteria:

Q. Is my organisation’s system good enough to meet the ‘Cyber Essentials’ requirement? Can we meet this requirement in a different way?

A: Applicants are required to demonstrate that they hold (or will be able to hold) a Cyber Essentials certification or an equivalent standard. Gaining Cyber Essentials is likely to be the easiest way to demonstrate this requirement has been met, and the cost for smaller organisation to be Cyber Essentials certified is expected to range between £200 and £400. The most up to date information on costs and Cyber Essentials certification bodies can be found at:

<http://www.cyberstreetwise.com/cyberessentials>.

In addition:

- organisation operating under the following schemes are exempt from having to conform to the requirements of Cyber Essentials, as these have already been assessed as meeting the equivalent standards: G-Cloud, Digital Services Framework (DSF), Public Sector Network (PSN), ID Assurance Framework, Assisted Digital
- organisations that have been verified as conforming to the ISO27001 standard *may* also have met the Cyber Essentials requirements as part of this, and are advised to check this with their verifying body.

Where a bidder wishes to provide evidence that it meets an equivalent standard, this must be verified by a technically competent and independent third party, which we would expect to be a Certified Cyber Security Consultancy (CCSC) or Certified Professional (CCP) Security & Information Risk Advisor (SIRA).

Further detailed guidance on this requirement is available at:

www.gov.uk/government/publications/procurement-policy-note-0914-cyber-essentials-scheme-certification.

Evidence to demonstrate that an applicant holds (or will be able to hold) Cyber Essentials or an equivalent standard should be included as an annex to applications.

Q. If an applicant's school is part of the Janet network, which is part of the Public Sector Network (PSN), does this mean the applicant is exempt from the requirement for Cyber Essentials certification?

A: If your organisation can demonstrate it is a certified PSN customer, for example, through its use of the Janet network, it is exempt from the Cyber Essentials requirement. However, you will need to provide evidence of this in the form of a PSN compliance certificate.

Q. If an applicant has Cyber Essentials certification, is compliance with ISO/IEC 27001 required, as per the Accreditation Agreement?

A: Where the provider has a valid Cyber Essentials certification then certification under the ISO/IEC 27001 standard can be waived.

Q. In clause 8.9, Schedule 5, of the Accreditation Agreement reference is made to "not store or host DfE Data outside the United Kingdom or perform any ICT management or support without DfE's prior written consent". Would the DfE give written consent for an applicant to store DfE data in Office 365?

A: The offshoring of HMG information outside of the UK is subject to approval by the Department's Senior Information Risk Owner. This would involve a risk assessment based on the nature and sensitivity of the data and identification of the countries involved. Providers (and prospective providers) should set out their detailed plans at the earliest opportunity so that these can be assessed on a case-by-case basis.

Q. As an LA maintained school we don't have accounts audited as these are done centrally at Local Authority Level. How do we meet the requirement to provide our last two audited accounts?

A. Applicants who are an LA maintained school will need to submit the Financial Value Standard and Assurance (SFVS) return to demonstrate robust financial management operating within their organisation. Details on this can be found at: <https://www.gov.uk/guidance/schools-financial-value-standard-and-assurance-sfvs>

Q. Please can you confirm whether it is the full/MAT audited accounts you require, or the 'Annex G' form?

A. As set out in the Invitation to Apply and the application form, applicants are

asked to provide one copy only of their last two audited accounts as part of their application, rather than the 'Annex G' form, which only indicates that particular grant expenditure has been used for the purposes intended.

NEW QUALITY FRAMEWORK & DEVELOPMENT OF NPQ CONTENT

Q. Who will pay for the quality assurance/evaluation activities in the Quality Framework?

A: Providers will have to meet the costs of their own quality assurance of their courses. The activities listed in the quality framework as being undertaken by the DfE or its quality assurance agent, will be met by the DfE.

Q. How long will it take to accredit providers?

A: We anticipate notifying applicants in the week commencing Monday 24 April, but will inform applicants if there are any changes to this timeline (which may be subject to the number of applications received).

Q. In the Content and Assessment Framework there are references in the final assessment tasks to participants showing impact through their projects, evidenced by 'data'. What does 'data' refer to?

A: The types of supporting evidence/data/documents required for the final assessment tasks are set out in more detail in the tables for the respective NPQs, at pages 33, 35, 37, and 40-41 of the Content and Assessment Framework.

Q. Can accredited providers offer aspirant and serving school leaders with relevant prior learning and/or experience the opportunity gain an NPQ through the completion of the final assessment task(s) only?

A: We are considering the potential for allowing participants with relevant prior learning and/or experience to undertake an NPQ through the completion of the final assessment task(s) only, and will convey any decisions relating to this issue to accredited providers in due course.

Q. For NPQH and NPQEL, the assessment criteria and tasks outlined in the Content and Assessment Framework at Annex 2 of the Invitation to Apply (ITA) document indicate that the required presentations needs to be 'recorded'. Does this refer to a video recording? If so, doesn't this create issues for providers around obtaining consent and data storage/security?

A: The reference to 'recording' in the NPQH and NPQEL final assessment criteria and tasks, as outlined in the Content and Assessment Framework at Annex 2 of the ITA, refers to a video or audio recording of the required

presentation and subsequent discussion.

This recording may be required by the Quality Assurance Agent (QAA) to ensure the accurate assessment of participants in line with Requirement M of the Quality Framework at Annex 3 of the ITA.

When addressing this issue, providers (and the Department) must ensure that they act in accordance with the Data Protection Act 1998 and any subordinate legislation as well as any guidance and/or codes of practice as set out in the data systems, handling and security policy in the Accreditation Agreement.

Q. Will priority be given to large school partnerships or those looking to deliver in 'cold spots' (areas of greatest need)?

A: No. The evaluation criteria used to assess applications do not score large school partnerships more favourably than smaller entities. All applicants will need to demonstrate what demand for NPQs there is in their chosen geographical area(s) of operation.

Q. Can I structure my course around a leadership course we run in our Teaching School Alliance (TSA)?

A: So long as providers meet the requirements set out in the Content and Assessment Framework for the qualification(s) they are delivering, alongside the quality requirements and metrics set out in the Quality Framework, then they are free to structure the course how they wish.

Q. Is every provider expected to provide their own version of any online tools and resources? Or can these be shared?

A: We will not be providing any online tools or resources, but will be happy for providers to collaborate and share any such tools/resources.

Q. How will quality assurance work?

A: All providers will be required to meet the quality requirements and metrics set out in the Quality Framework, which will be monitored by the Department or its Quality Assurance Agent.

Q. Who will carry out the quality assurance activities detailed in the Quality Framework?

A: Decisions on who will fulfil the Quality Assurance Agent (QAA) role set out in the Quality Framework are still pending. This information will be made public when it is available.

Q. Can participants defer the completion of their qualification, due to

maternity leave etc?

A: Providers will be responsible for deferral policies, and the Department will take these into account when considering their performance against the quality framework.

Q. Are the Quality Assurance Agency for Higher Education (QAA) involved?

A: No. References to the QAA in the supporting documentation refer to the Quality Assurance Agent that will undertake the quality assurance activities detailed in the Quality Framework.

Q. Are there any mandatory entry assessment requirements?

A: No. Providers have the freedom to determine their own entry requirements, but we recommend setting any such requirements in a way that ensures that the quality requirements and metrics set out in the Quality Framework can be fully met.

Q. What happens if data for Metric 3 of the Quality Framework is not available, for example because a participant prefers not to give this information?

A: Participants cannot and must not be compelled to provide data on their ethnic background, however, the purpose of requesting this data is to ensure that Providers' recruitment is inclusive and does not discriminate against any particular group.

When dealing with data in respect of Metric 3, providers (and the Department) must ensure that they act in accordance with the Data Protection Act 1998 and any subordinate legislation as well as any guidance and/or codes of practice as set out in the data systems, handling and security policy in the Accreditation Agreement. The treatment of instances where this data is not available for the purposes of Metric 3 will be considered by the Department in due course.

Q. Do providers have to assess participants at all levels of qualification?

A: Yes. For each qualification, providers must assess candidates using the tasks and criteria set out in the Content and Assessment Framework.

Q. On the application form, you ask for 'experience'- does initial teacher training count?

A: Yes. While applicants will need to demonstrate their capacity, capability and commitment to delivering their proposed provision in a number of areas, there

is no requirement that applicants' experience and expertise in delivering continuing professional development is leadership-based'

Q. Will providers have to provide the Department/NCTL with applicant registration data?

A: Yes. We will inform successful applicants on the details of this process in due course.

Q.To support the equitable comparison of providers, does the DfE intend to publish KPI statistics on the DfE site / portal in a similar vein to the Compare School Performance portal:

(<https://www.compare-school-performance.service.gov.uk/school/102947>)?

A. It is a clear part of requirement E of the Quality Framework that accredited providers must publish their performance against the metrics in the Quality Framework, alongside a clear, up to date description of their programmes. We expect that this information will facilitate the comparison of performance and offers between providers.

Q. In the Quality Framework - Requirement D - Recruitment and Admission of Participants Metric 1 states 'Providers recruit at least 100% of their target number for each year and for each NPQ level offered'. Please can you clarify whether there will be a cap/limits on over-recruitment?

A. No, there is no cap or limit on over-recruitment.

Q. Does the Quality Framework provider read across to any quality assurance activities undertaken by a university/Higher Education Institution (HEI) that is working in partnership with a provider?

A: No, all providers will be expected to meet the requirements and metrics set out in the Quality Framework. However, if these requirements are met, the increased flexibility of the new suite of NPQs will enable providers to work with universities should they think it will enhance the quality of their provision.

Q. Is there an expectation that providers work with HEIs?

A: No. Providers are free to do so, should they wish, but providers are only required to meet the requirements and metrics set out in the Quality Framework to ensure consistent standards are maintained.

Q. Is there any value in working with HEIs in the design and delivery of the provision?

A: This is up to providers to decide.

Q. So providers essentially have a blank canvas to develop their courses?

A: No. Providers must meet the requirements set out in Content and Assessment Framework and the Quality Framework to ensure national consistency and high quality.

Q. Can a copy of the DfE's equality and diversity policy, as referenced at clause 11.2 of the Accreditation Agreement in the Invitation to Apply, be made available to applicants?

A: Yes. The current text of the relevant policy is as follows:

- 1.1 *The Department for Education ("the Department") is committed to creating a culture in which equality of opportunity and diversity are promoted actively and unlawful discrimination is not tolerated. The Department believes in the principles of social justice, acknowledges that discrimination affects individuals in complex ways and is committed to challenge all forms of inequality. It recognises the educational and business benefits of having a diverse community of staff and learners and, to this end, working towards building and maintaining an environment that values diversity.*
- 1.2 *Providers will be expected to comply with all relevant equality, diversity and equal opportunities legislation.*
- 1.3 *With this in mind, the Department expects the successful provider to address the following:*
 - *The attraction, recruitment & retention of a diverse range of participants onto Programmes.*
 - *The provision of a culture of support which ensures that learning materials and processes enable issues of diversity to be addressed and conform to the codes of practice applied to the DfE publications with respect to diversity.*
 - *The implementation of policies which express commitment to diversity and also commit to processes which monitor performance and enable diversity issues to be addressed.*
 - *Specifically, conformity to the Equality Act 2010 and associated codes of practice e.g. with regard to the suitability of venues and the accessibility of leadership and training programme materials and internet material.*

LEAD SCHOOL REQUIREMENTS

Q. If a MAT is applying, is a named ‘Lead School’ still required?

A: Yes, all applications require a named Lead School.

Q. We want to be a national provider – can you clarify why we need to name one lead school now? Can we change or add to them?

A. We recognise that applicants will have different delivery models depending on their individual circumstances. This might include, for example, a national provider adopting a hub and spoke style model, where they plan to work with several partner or lead schools around the country and applicants should set this out in the relevant sections of the application form.

To ensure at least one lead school will play a meaningful role in the NPQ provision from the outset of all delivery models, applications must be co-signed by a named lead school, which is rated good or outstanding for effectiveness. However, we also understand that over time, a provider’s delivery model may develop or need to change, and the department will therefore consider any future requests from providers to name additional, or replacement, lead schools on a case-by-case basis. To facilitate this process, applicants should set out, as far as possible, the nature of any changes they may envisage in the relevant parts of the application form.

To help those who are seeking to form partnerships with other organisations (for example, those seeking or wanting to be a lead school), the department has made an online facility available for different organisations to network, available via the [Contract Finder](#) website.

Q. Does the organisation that completes and submits the Application Form need to be the same organisation as the named ‘Lead School’?

A: Providing that an applying organisation meets the criteria set out in the Invitation to Apply, they are welcome to apply for accreditation. While all applicants must identify a ‘Lead School’, there is no requirement that the organisation completing and submitting the Application Form is the identified ‘Lead School’.

Q. If an applicant has more than one ‘Lead School’, how should this be reflected in the Application Form?

A: If an applicant has more than one ‘Lead School’, they should:

- list all of the ‘Lead Schools’ at section A1 of the Application Form, under ‘Name of provider and consortium partners (if applicable)’
- list all of the ‘Lead Schools’ at section A1 of the Application Form, under ‘Name and Unique Reference Number (URN) of ‘Lead School’

- provide the authorised signature of **at least one** of the ‘Lead School’ headteachers at section A1 of the Application Form, under ‘Authorised Signature of ‘Lead School’ headteacher’
- provide the details of all ‘Lead Schools’, as needed, as part of their response to C2(8)

In those other sections of the Application Form that require applicants to detail the role of the ‘Lead School’, such as D1(10) and E2(20), applicants should describe the role of their different ‘Lead Schools’ as they deem appropriate.

Q. Regarding annexes in relation to providing financial audited accounts for the last two years and data compliance etc – does the Lead School and each consortium partner have to provide this or is just the named organisation/applicant?

A: Financial audited accounts are only required from the organisation or school applying but the Department may carry out due diligence checks on all partners.

Q. I’m from a Teaching School Alliance (TSA), can I change the ‘Lead School’ from year to year throughout the contract?

A: If applicants wish to have more than one Lead School over the course of the contract, they will need to ensure this is clearly stated on their application.

Q. Can there only be one ‘Lead School’?

A: No, there can be more than one Lead School. The application form requires that at least one lead school (rated ‘good’ or ‘outstanding’) must be identified, but if applicants wish to have more than one Lead School, they will need to ensure this is clearly stated on their application.

Q. Does the identified ‘Lead School’ have to have a particular proportion of pupils that are eligible for FSM?

A: No.

Q. What happens if the ‘Lead School’ loses its ‘Good’ or ‘Outstanding’ Ofsted grade during the course of the contract?

A: This will depend on the exact circumstances of the Lead School in question, and the extent to which the delivery of the qualification(s) remain feasible and of sufficiently high quality. As is set out in the Accreditation Agreement, the department or the quality assurance agent may require accreditees to assess risk to their delivery and take remedial action until the department reasonably considers that such risk has been remedied or removed.

Q. Can a further education (FE) provider submit an application?

A. Yes, providing that the FE provider meets the mandatory requirements outlined in the Application Form, including the identification of a 'Lead School' that is graded 'Good' or 'Outstanding' for its 'Overall Effectiveness' by Ofsted, it can apply for accreditation.

Q. Can a multi-academy trust (MAT) sponsor be the named 'Lead School' on the application form?

A. If the MAT sponsor is a school that is graded 'Good' or 'Outstanding' for 'Overall Effectiveness' by Ofsted it can be named as the 'Lead School' on the application form.

Q. We are working with another organisation. Can we be referenced in their bid (national level) and also submit our own bid?

A. Applicants can be named as a 'Lead School' for other organisations applying for accreditation, and still apply for accreditation to deliver NPQs.

Q. If an applicant has more than one 'Lead School', is an authorised signature from each 'Lead School' headteacher required on page 11 of the Application Form?

A. No. While applicants are welcome to include authorised signatures from all 'Lead Schools', applications only require an authorised signature from one 'Lead School'.

Q. Are electronic signatures acceptable on the application form?

A. Yes. Electronic signatures are acceptable on all documentation.

Q. Does the 'Lead School' have to be a teaching school?

A: There is no requirement that the Lead School has to be a teaching school.

Q. I'm a local authority looking to apply. Does the 'Lead School' need to come from within the local authority?

A: While the Lead School must be 'Good' or 'Outstanding' for 'Overall Effectiveness', there are no geography-based requirements.

Q. What do you mean by ‘other organisations’? Can they be private sector organisations?

A: Provided that an applying organisation meets the criteria set out, they are welcome to apply for accreditation.

METRICS

Q. Could you explain the metrics to which providers will be held to account?

A: The Quality Framework demonstrates how the metrics operate, and uses some worked examples.

Q. Why have you chosen metrics on Free School Meals and Black and Minority Ethnic (BME) recruitment?

A: We want to make sure that NPQs are taken up by the widest possible range of people. Current recruitment trends demonstrate there is plenty of positive recruitment activity, but now is the time to formalise this good work into an expectation.

Q. Is value for money a metric?

A: No, but this will be considered as part of application evaluation process, and the transparency requirements for providers will ensure that potential participants can make an informed/value for money choice.

Q. How did you calculate the targets for the Free School Meals and BME recruitment metrics?

A: We looked at both the regional NPQ recruitment trends to date and the current make-up of the teaching workforce/nature of schools. That means the metrics are proportionate to the region in question and achievable.

Q. How do we know these are achievable? How do they compare to what we are currently doing?

A: We looked at current recruitment trends and the make-up of the teaching workforce at the target population for each level. The targets have been set proportionately to that, and designed to put providers on the right trajectory to

recruit the widest possible range of people.

Q. What happens if we are in more than one region?

A: You will have the aggregated mean of the regions you are operating in.

Q. What will the targets be for the Free School Meals and BME recruitment metrics if our area of operation covers more than one region?

A: Your targets will be the aggregated mean of the relevant regions and, as part of other quality requirements, you will be expected to recruit from throughout your region of operation. Indicative targets are in the Quality Framework.

Q. Are there targets for provider coverage in the Northern Powerhouse region?

A: There are no regionally based targets. Providers must meet the application criteria and meet the quality requirements and metrics outlined in the Quality Framework.

Q. Are there targets for provider coverage in Opportunity Areas?

A: There are no targets for Opportunity Areas. Providers that meet the application criteria and quality requirements and metrics outlined in the Quality Framework are welcome to deliver in these areas.

Q. What targets will we have for Free School Meals and BME recruitment if we are a national provider?

A: You will be held to account against national targets and, as part of other quality requirements, be expected to recruit from throughout your region(s) of operation.

Q. How will the metric relating to Free School Meals be calculated?

A: All target percentages will be adjusted for each accredited provider to reflect the nature of the school population in their area of operation, with the provider subsequently informed of their allocated target by the DfE. Further details, including indicative targets for regional-level providers, can be found in the Quality Framework.

Q. Is it possible to develop separate qualifications for aspirant and serving school leaders?

A: Yes. As long as requirements set out in the Quality Framework and Content and Assessment Framework are met.

Q. In requirement D it states that you recruit from throughout the specified areas. What if someone lives in your area but works outside it, so wants a local provider?

A. As part of the application process (notably question 2), applicants are asked to set out and evidence the expected demand for NPQs in their chosen area of operation, which could be national, across several regions or sub regional. We recognise that this will depend on each applicant's individual circumstances (for example, their geographical footprint, the nature of the local labour market, or the nature of the applicant's provision) and applicants may wish to consider this when specifying their area of operation. The purpose of requirement D is to ensure that, once specified, accredited providers are recruiting participants from throughout this area.

Q. Relating to metric 2 ($\geq 30\%$ FSM eligibility) will the targets only commence from year 2 of delivery? What happens when no FSM data is available?

A. Yes. As set out in Annex A of the Content and Assessment framework, this target will commence from year 2 of delivery. The treatment of instances where the relevant data is not available will be considered in due course.

Q. Does the Quality Framework contain a requirement or metric around retention?

A: Yes. The Quality Framework contains the following metrics related to retention:

- Providers ensure that at least 90% of participants present for final assessment within 18 months of formally commencing the programme
- Providers ensure that there is no significant different between the achievement and retention rates of different groups

Q. What are Category 5 and 6 areas?

A: Category 5 and 6 areas are those described in the 2016 White Paper¹ as having the weakest performance and least capacity to improve. A map of the category 5 and 6 areas is available via this link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508392/Methodology_guidance_note_-_defining_achieving_excellence_areas.pdf

¹ 'Educational Excellence Everywhere' – March 2016:

<https://www.gov.uk/government/publications/educational-excellence-everywhere>

Q. Do the application evaluation criteria give any weighting to providers looking to deliver in OAs/Category 5 and 6 areas?

A: The evaluation criteria do not score against these issues, but applicants will need to demonstrate sufficient demand in their proposed areas of operation.

Q. Can the DfE provide data on the number of executive headteachers working within different geographic areas?

A: Unfortunately, the DfE does not currently publish data on the number of executive headteachers working in English schools.

NPQ COSTS & FUNDING

Q. Is there any funding available to develop NPQs?

A: No, but as announced on 16 February, £10m of the Teaching and Leadership Innovation Fund (TLIF) will be set aside to incentivise teachers and leaders in our most challenging schools to take up new NPQs from September 2017.

Q. Will there be funding available for individuals to take an NPQ?

A. As announced on 16 February, £10m of the Teaching and Leadership Innovation Fund (TLIF) will be set aside to incentivise teachers and leaders in our most challenging schools to take up new NPQs from September 2017. This new funding will support teachers and leaders in opportunity areas and category 5 and 6 areas take up new NPQs from Academic year 17/18. Further information, including full eligibility criteria, will be announced shortly. In the meantime, prospective participants in the new NPQs are advised to check if their schools are in either opportunity areas or category 5 and 6 areas.

Q. What is the Teaching and Leadership Innovation Fund (TLIF)?

A: The TLIF is a three-year £75 million fund to support high quality professional development for teachers and school leaders in areas of the country that need it most. The bidding round for the first tranche of funding will be announced shortly. Further details on how to register your interest or sign up for an information event can be found [here](#).

Q. Can current or prospective NPQ providers apply for the first tranche of TLIF funding?

A: No. Bids for TLIF funding that replicate NCTL's current leadership development offer, whether in whole or in part, will not be funded through

Tranche 1 funding. This includes NPQ, both the current licensed offer and the newly reformed qualifications.

Q. You recently announced that up to £10m of the TLIF will be for NPQs. What will that be used for?

A: In order to help raise standards and drive social mobility, we want to incentivise participation in the new gold standard NPQs in the areas that most need to improve. This new funding will support teachers and leaders in opportunity areas and category 5 and 6 areas take up new NPQs from September 2017. The up to £10m of funding for NPQs will be made available to participants, rather than providers, in areas of greatest need, to ensure they can access the very best professional qualifications for existing and aspirant leaders.

Q. Is there a pricing structure/RRP?

A: No, there is no RRP. Providers have the freedom to set their own prices, but they must be transparent by publishing what they're offering for this price – thus ensuring participants can make an informed choice on the value of money of their courses.

Q. Do providers have to state what the costs of their qualifications will be in the application form? And if so, will providers be held to account on this?

A: Applicants will have to outline in their application what delivery methods will be used and how these will be costed as well as provide a financial plan for the length of the contract, including a detailed breakdown of costs as a proportion of a participant's course fee. This should include costs such as venues, staff and administration.

Q. How will the quality assurance of the courses work in light of (potentially) wildly different prices?

A: All providers will be required to meet the quality requirements and metrics set out in the Quality Framework. Providers have the freedom to set their own prices, but they must be transparent by publishing what they are offering for this price – thus ensuring participants can make an informed choice on the value for money of their courses.

Q. Can participants from a disadvantaged school use Pupil Premium funding to fund the costs in undertaking a qualification?

A: It is for schools to decide on the most effective way to use their pupil premium in order to raise the attainment of eligible pupils. Funding professional development for staff can be an extremely valuable use of the funding. Schools

considering using their pupil premium to fund NPQs should have a clear rationale for why they have used the funding in this way and have robust plans in place to evaluate its impact on eligible pupils.

Q. Where there is a consortium, can different participants in different areas be charged different prices?

A: Yes. Costs are to be determined by providers, but there is a requirement in the Quality Framework that providers publish data on their courses so that potential participants can make an informed/value for money choice.

Q. Do you have to be part of consortium to apply?

A: No, but providers are free to set up consortia if they wish.

Q. Will it be possible to use Apprenticeship Levy funding for the reformed NPQs?

A: This will depend on the individual circumstances. For guidance on the Apprenticeship Levy, and also contact details to raise specific queries on the Apprenticeship Levy, please visit: <https://www.gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work>

Q. Can providers use other funding or grants to support the delivery of NPQs?

A: Applicants wishing to use grants or other funding streams to support the delivery of NPQs are welcome to do so, however they will be responsible for ensuring this is compatible with the terms and conditions upon which the grant/funding was awarded. Applicants should verify this with the funding source where this is not clear.

Q. Do you need to give the price that you intend to charge participants for their courses in the Application Form?

A: No, but financial planning needs to be outlined as per Section E3 of the application form.

NEW NPQs FOR EXECUTIVE HEADS AND CEOs

Q. Have you designed a specific NPQ for MAT CEOs / Executive Heads?

A: We have added a new level of leadership – ‘Leading across several schools’ – and an accompanying qualification – the National Professional Qualification for Executive Leadership (NPQEL) – targeted at aspirant and serving Executive Heads and MAT CEOs. This addition reflects the changing range of leadership

roles, and skills required.

Q. How does this fit with the MAT CEO courses?

A: It complements them, giving the participant more choice and an opportunity to gain a DfE-recognised qualification.

Q. Is the NPQEL designed for both Executive Head teachers and the multi-academy trust CEOs?

A: Yes. We have designed the NPQEL to be appropriate for all types of executive leaders working across multiple schools.

Q. Can the NPQEL be undertaken by participants from ‘non-traditional’ (business) programmes?

A: Yes. As long as providers meet the NPQEL requirements set out in the Content and Assessment Framework, and the requirements and metrics set out in the Quality Framework, they are free to tailor their courses to meet the needs of different groups.

Q. Can the NPQEL be tailored to different types of multi-academy trust leader?

A: Yes. As long as providers meet the NPQEL requirements set out in the Content and Assessment Framework, and the requirements and metrics set out in the Quality Framework, they are free to tailor their courses to meet the needs of different groups.

INTERNATIONAL PROVIDERS

Q. Can international organisations (e.g. British schools overseas) apply for accreditation and how will the quality framework, including the metrics, apply for those who are accredited?

A: British schools operating overseas, and other international organisations, would be able to apply for accreditation as long as they can satisfy the necessary application requirements, which includes the provision of courses in England. We recognise that there may be organisations that wish to deliver the new qualifications overseas and we will be considering the possibilities for accrediting and quality assuring such organisations in due course.

Q. Can an accredited provider (based in England) recruit overseas participants?

A: NPQ courses must be delivered in England, however we recognise that

providers delivering NPQ courses in England may wish to recruit participants from schools outside of England, and this will be permitted. However, applicants should note that the primary purpose of National Professional Qualifications is to strengthen leadership capacity and capability within the English education system (as detailed in the OJEU PIN and Accreditation Agreement). Therefore, applicants:

- must as part of section A1, state geographical area(s) for course delivery in England only;
- will not, as part of section B1, question 2, receive credit for using evidence from outside England to demonstrate demand within their chosen geographical area; and
- will not, as part of section D1, question 10, receive credit for planned recruitment outside of England against Metrics 1, 2 and 3, as these metrics are based on data covering the English education system only.

Similarly, accredited providers will not be able to include recruitment outside of England for the purposes of the same metrics as they are used in the quality framework on an ongoing basis.

HOW THE REFORM PROCESS WORKED

Q. How did you involve the sector in reforming the NPQs?

A: We brought together an expert group, consisting of leading headteachers, MAT CEOs and other experts to develop a reformed suite of world-leading National Professional Qualifications to prepare leaders more effectively for the full range of leadership roles in the new schools system.

Q. Was the expert group an independent external review group?

A: No. Independent external review groups make public recommendations to the government. The expert group was a group of sector experts helping officials to advise the Department's ministers.

Q. What was the remit of the expert group?

A: The expert group was convened to:

1. identify the suite of qualifications needed to ensure that leaders are prepared for the full range of leadership roles in the new school system;
2. identify the high-level knowledge and skills required at each leadership level, and how this should be assessed;
3. inform the development of a new high-level framework for these qualifications which can be used by the sector to develop leadership provision, whilst allowing the space for innovation; and
4. advise on future delivery and long term governance arrangements to ensure a quality-assured and sustainable sector-led approach to reformed NPQs against this new high-level framework.

Q. How were the members of the expert group chosen?

A: The members of the expert group were chosen for their educational expertise, which enabled them to offer key insights and challenge throughout the reform process. Membership was drawn from a range of school types and phases, alongside key sector-led bodies, ensuring a sufficient mix and breadth of expertise.

Q. Who chaired the expert group?

A: Roger Pope. Roger is the Principal of an outstanding school, Kingsbridge Community College in Devon, CEO of a successful academy trust in the South West and Chair of the National College for Teaching and Leadership (NCTL).

Roger has many years' experience as a teacher and school leader. During his 25-year career he has taught English in schools across the south of England and in Hong Kong, formed a teaching school alliance of over 25 schools and was a member of the NCTL's group in Shanghai examining maths and science practice. He is also a National Leader of Education.

Q. Did you consult faith groups when developing the new qualifications?

A: Yes, we consulted faith groups as we tested the working model for the reformed NPQs.