

NPQSL POLICIES AND PROCEDURES

Recruitment and Selection

The main focus of this accredited programme is the participant's own leadership development, including how to make best use of tasks and tools to make the transition to senior leadership. Participants will be assessed through a written assignment to ensure that they have reached the qualification requirements.

The programme will consist of a series of training sessions, along with pre and post-reading and an in school impact project.

The training sessions will include the following five core areas:

- Self-development and stepping up into senior leadership
- Strategic leadership using data
- Leadership of whole-school CPD
- Teaching and learning improvements
- Horizon scanning and looking to the future

Eligibility

This programme is suitable for:

Middle leaders who are aspiring to senior leadership and meet the following eligibility criteria:

- Likely to be in a senior leadership role in the next 12-18 months
- Have completed at least one year at a middle leadership level - may have served on an extended SLT

Those currently in senior leadership roles who fit within the guidance below:

- Senior leaders should have responsibility for the results of a team, and line manage at least one middle leader
- Will serve on the senior leadership of the school, and attend SLT meetings
- In secondary schools, senior leaders will have roles such as Assistant Headteacher or Assistant/Vice-Principals
- In large secondary schools, heads of large departments and faculties, leaders may have responsibility commensurate with that of senior leaders
- In primary schools, senior leaders will have roles such as Assistant/Associate Headteacher or Assistant/Vice-Principals as well as substantive whole-school responsibilities
- If the senior leader is aspiring to headship, or is a Deputy Headteacher in secondary/Deputy or Assistant Headteacher in primary, this person is likely to be more suited to NPQH

For both aspiring and serving senior leaders to receive their qualification, they will need to lead an improvement project across their school, lasting at least two terms, to reduce variation in pupil progress and attainment and improve the efficiency and effectiveness of teaching. Therefore, it is essential that this is something your school understands and will support when placing participants on the programme.

Reasonable Adjustments Policy

Overview

As a best practice provider, we need to be as fair as possible with our participants and qualification candidates to ensure we are only basing our judgments on objective, code-able evidence and are not putting up barriers to the positive engagement and experience with our programmes and any qualification processes. An important part of remaining fair and non-discriminatory is the use of reasonable adjustments. For the purposes of our policy a reasonable adjustment is defined as ‘a specific change (or changes) to the delivery or presentation of a programme or event, designed to ensure that the candidate is not unfairly disadvantaged due to their disability or condition.’ The act of providing these adjustments is per the requirements of the Equality Act (2010), which stipulates that we must ensure there is no unlawful discrimination against people within protected characteristic, including age, disability, sex, gender reassignment, religion or belief, race, sexual orientation, marriage and civil partnership, caste, pregnancy and maternity. The Equality Act defines disability as ‘a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities’, however we will also provide reasonable adjustments for other circumstances in which an individual does not have a recognised disability (e.g. broken limb, religious stipulations, childcare), as long as this does not have an effect on our overall qualification process or programme requirements.

Adjustments given can take a number of forms (some of which will be listed below as examples). The principle of reasonable adjustments is to ensure that no individual is disadvantaged by the format of our processes or programmes and, where this is the case, the format should be adapted to overcome this. To maintain the rigour of our processes and programmes, these adjustments will not provide different standards or an unfair advantage. Reasonable adjustments are not defined by law and it is at our discretion what adjustments we can and cannot make. We will take into consideration numerous factors, including equality of opportunity, cost, time, practicality and notice given. For example, if we were informed of an adjustment needed on the day of an event, this could be difficult to arrange for financial and practical reasons. We provide the opportunity to inform us of adjustments in advance and it is expected that we would act on these if informed. Individuals will be provided with basic information on what the qualification process and programmes entails, so they can check if they need to inform us of any reasonable adjustments. It is imperative that candidates feel willing and able to disclose any disabilities or other factors that could affect their engagement and with this in mind, we will accept the statement of the individual that a reasonable adjustment is required in good faith. The following is a (non-exhaustive and non-binding) list of potential adjustments that we could make, though all individual requests will be treated on a case-by-case basis.

Potential Adjustments

Access

- Provision of parking close to a venue’s entrance;
- Providing level / wheelchair access to a venue;
- Scheduling activities in rooms that have level access if needed;
- Providing a guide for moving around the venue;
- Allowing the individual to arrive early and familiarise themselves with a venue.

Comfort and Convenience

- Allowing additional or carefully timed breaks (e.g. to take medication);
- Accommodate dietary requirements whether for medical or religious reasons.

Communication

- Use a hearing loop system to support those with hearing impairments;
- Provide information in written and oral form (e.g. written briefings usually provided orally);
- A sign language interpreter;

- Provide written documents in alternative formats – Braille, large type, electronic, etc. Written Assessments
- Allow extra time to complete any written assignments;
- Provide a laptop for typed rather than handwritten responses;
- Provide a scribe to document responses;
- Allow candidates to record oral responses rather than writing them;
- Provide a reader and/or typist.

Process and Timelines

- Request for an adjustment is made;
- this must be documented in writing and shared with the individual making the request if the request is verbally made;
- If required, a discussion with the individual should be had to further understand the request (within 2 working days);
- Recommendation regarding request to be made and signed off by the relevant person (within 5 working days of the initial request).

Deferral and Extension Requests

Policy and Guidelines

Ambition will consider all participants who have attended Session 1 of their programme of study as having started their programme. Participants have 18 months from the date of Session 1 to complete and submit their assignments for assessment. In certain cases, a deferral (to a future cohort) or an extension (beyond the 18-month window) may be granted. Details on this can be found below.

Deferral

Whilst we expect participants to plan to complete their programme within 18 months of starting, we do understand that there may be exceptional and extenuating circumstances which are out of the participant's control which may impact their ability to do so. In these circumstances we want to take every reasonable effort to support the individual to successfully complete their programme and submit their projects for assessment, and so may agree a deferral. Examples of circumstances where a deferral may be offered are below:

- Illness and/or health-related issues and leaves of absence which impact the individual's ability to fully engage with and complete the programme of study;
- Maternity, paternity or parental leave;
- Bereavement or changes to personal circumstances which impact the individual's ability to fully engage with and complete the programme of study;
- Any other change or occurrence which is out of their control, which could not have been foreseen or planned for, and which may impact the individual's ability to fully engage with and complete the programme of study.

Please note that the expectation is that participants attend all programme sessions and must not miss more than two sessions. Where a circumstance arises which prevents a participant from attending a session, the Partner is required to provide participants with access to the content and also provide the opportunity for the participant to discuss the learning objectives and any key activities with the session's lead facilitator. This can happen up to twice in any one programme of study per participant but after this (three sessions and above) it is considered that too much face-to-face content will have been missed, hampering the participant in successfully completing the assessment requirements, and so the participant should defer their participation in the programme to a future cohort.

Should a deferral be required or requested, the partner should notify Ambition at the earliest date possible. Ambition will update all records and ensure that the 18-month window for that individual is suspended from the date at which they deferred until the date at which they re-join a cohort and complete their programme of study. During this time period it is expected and understood that the participant is not engaging in any element of their NPQ programme.

Extension Timeline

Participants have 18 months from the start of their programme (Session 1) to complete the required projects and submit the write-ups for assessment. This timeline is set by the Department for Education (DfE) and as a provider we report on and are evaluated against related metrics (we are assessed against a target of 95% of all participants submit their projects write-ups for assessment within 18 months of the start of the programme). We therefore expect Partners to support their participants to meet their 18-month deadline.

Extensions

Whilst we expect participants to plan to meet this 18-month deadline, we do understand that there may be exceptional and extenuating circumstances which are out of the participant's control and which will impact their ability to do so. In these circumstances we want to take every reasonable effort to support the individual to successfully submit their projects for assessment, and so may agree a revised and extended deadline for them to work towards. Examples of circumstances which can be viewed as exceptional and extenuating are below:

- Illness and/or health-related issues and leaves of absence which are out of the individual's control and which could not have been foreseen or planned for when starting the programme, and which have impacted/will impact a participant's ability to complete their projects and/or submit their assignments within the 18 month window set;
- Bereavement or changes to personal circumstances which are out of the individual's control and which could not have been foreseen or planned for when starting the programme, and which have impacted/will impact a participant's ability to complete their projects and/or submit their assignments within the 18-month window set;
- Any other change or occurrence which is out of their control and which could not have been foreseen or planned for, and which has impacted/will impact a participant's ability to complete their projects and/or submit their assignments within the 18-month window set;
- Maternity, paternity or parental leave; in any of the above cases, where the participant is not engaging with any element of their NPQ for a prolonged period of time, a deferral may be the better option.
- If a participant has any additional needs, including those linked to learning difficulties, which may be met by providing an extended deadline for them to complete their projects and submit their write-ups for assessment.

Withdrawal from the Course

Candidates wishing to withdraw from a qualification must provide reason(s) in writing and will be subject to charges and withdrawal fees. Charges for withdrawal will be invoiced to the applicant's school in line with the framework below:

Withdrawal timescale	Charge
After first delivered session	50% of fee retained
After second delivered session	100% of fee retained

Scholarship Implications

Where participants are registered with but do not complete a funded course, providers are required to notify DfE, setting out the timings/funding involved, as per the below criteria

- If the participant completes less than 25% of the course content/time/value, 75% of the value will be repayable to DfE
- If the participant completes up to 50% of the course content/time/value, 50% of the costs will be repayable to DfE.
- Where over 50% of the course costs have been incurred by providers and/or completed by participants, other than in exceptional circumstances, we will not expect clawbacks/refunds to apply.
- If providers cease to be accredited NPQ providers, funding will cease, and funding held by providers related to any undelivered courses/content will also need to be repaid to DfE.

Malpractice and Maladministration Policy

Purpose

Incidents of malpractice/maladministration can potentially lead to learners being disadvantaged, can require the conducting of costly and time-consuming investigations and may cause reputational damage to the Teaching School Alliance and the DfE. It is, therefore, desirable to prevent malpractice or maladministration from occurring, whenever possible. Where it is not possible to prevent this, cases of suspected or actual malpractice / maladministration should be dealt with quickly, thoroughly and effectively.

Scope

This policy applies to the NPQ written assignments Part A and Part B. It is the responsibility of all Teaching School Alliance staff involved in the NPQs to be vigilant with regard to any events which may lead to malpractice/maladministration occurring, and report promptly to the Director of Teaching School where they suspect malpractice/maladministration has and/or may occur so that appropriate action can be taken to address this with immediate effect. The Director of Teaching School is responsible for notifying the DfE's Quality Assurer.

Objectives

- to identify and minimise the risk of malpractice by staff or learners;
- to identify and minimise the risk of maladministration by staff;
- to respond to any incident promptly and objectively;
- to standardise and record any investigation to ensure openness and fairness;
- to protect the integrity of the Teaching School Alliance, the DfE and the NPQs;
- to work closely with the DfE's Quality Assurer.

In order to do this, the Teaching School Alliance will:

- seek to avoid potential malpractice by using the induction period and later face-to-face sessions to inform learners of the policy on malpractice and the penalties for attempted and actual incidents of malpractice;
- show learners the appropriate formats to record cited texts and other materials or information sources;
- ensure that any cases are investigated appropriately with the cooperation of the DfE Quality Assurer.

Examples of Malpractice/Maladministration by Learners

- plagiarism of any nature;
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work;
- copying (including the use of ICT to aid copying, such as attempts to source other's assignments through social media and online forums);
- deliberate destruction of another's work;
- fabrication of results or evidence;
- false declaration of authenticity in relation to the contents of the written assignment, including the sponsor comments;
- impersonation by pretending to be someone else in order to produce the work for another.

Examples of Malpractice/Maladministration by Teaching School Alliance Staff

- improper assistance to participants;
- inventing or changing marks for written assignments where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made;
- failure to keep participant coursework/portfolios of evidence secure;
- assisting participants in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves TSA staff producing work for the participant;
- producing falsified witness statements, for example for evidence the participant has not generated;
- allowing evidence, which is known by the staff member not to be the participant's own, to be included in the written assignment;
- facilitating and allowing impersonation;
- failure to report malpractice or maladministration to the Director of the Teaching School or to the DfE's Quality Assurer.

Process for making an allegation of malpractice or maladministration

Anybody who identifies or is made aware of suspected or actual cases of malpractice or maladministration at any time must immediately notify the Director of Teaching School in writing, enclosing appropriate supporting evidence. All allegations must include (where possible):

- Participant's name;
- Staff member's name and job role (If applicable);
- Details of the NPQ course or the nature of the programme/assessment affected;

- Nature of the suspected or actual malpractice and associated details, including outcomes of any initial investigation carried out by any associated bodies involved in the case.;
- Any mitigating circumstances where relevant or appropriate. The Director of Teaching School will conduct an initial investigation, ensuring that all personnel possess the necessary competence and have no personal interest in the outcome of the investigation. In all cases of suspected malpractice and maladministration, The New Collaborative Teaching School Alliance (**NCTSA**) will protect the identity of the 'informant' in accordance with their duty to maintain confidentiality.

Investigation Timelines and Summary Process

The NCTSA will aim to action and resolve all stages of the investigation within 30 working days of receipt of the allegation. The fundamental principle of any investigation will be to conduct it in a fair, reasonable and legal manner, ensuring that all relevant evidence is considered without bias. In doing so investigations will be based around the following broad objectives:

- To establish the facts relating to allegations/complaints in order to determine whether any irregularities have occurred;
- To identify the cause and scale of the irregularities;
- To establish the names of those involved;
- To identify any adverse patterns or trends;
- To evaluate any action already taken;
- To determine whether remedial action is required to reduce the risk to current registered participants and to preserve the integrity of the NCTSA and the qualification.

The investigation may involve a request for further information from relevant parties and/or interviews with personnel involved in the investigation. In such cases, the Director of Teaching School will ensure that:

- All material collected as part of an investigation are kept secure;
- If an investigation leads to invalidation of certificates, or criminal or civil prosecution, all records and original documentation relating to the case will be retained until the case and any appeals have been heard and for five years thereafter.

All parties, either directly or indirectly involved in the investigation, will be expected to cooperate fully with the Directors of Teaching School.

The NCTSA, either at notification of a suspected or actual case of malpractice or maladministration and/or at any time during the investigation, reserve the right to withhold a participant's, and/or cohort's, results. Where a member of staff, facilitator, administrator, course participant or member of staff at a partner or associate organisation is under investigation, the Director of Teaching School may decide to suspend them from the NPQ programme until the investigation is complete. Throughout the investigation, the Director of Teaching School will be responsible for overseeing the work of the investigation team to ensure that due process is being followed, appropriate evidence has been gathered and reviewed and for liaising with and keeping relevant external parties (DfE) informed.

Investigation outcomes

If the investigation confirms that malpractice or maladministration has taken place the Director of Teaching School will consider what action to take in order to:

- Minimise the risk to the integrity of certification now and in the future;
- Maintain public confidence in the delivery and awarding of qualifications;
- Discourage others from carrying out similar instances of malpractice or maladministration;
- Ensure there has been no gain from compromising our standards.

Consequences

Being accused of malpractice or maladministration is a serious offence and has the potential to result in a number of penalties. In the most serious cases, an individual NPQ assessment submission may be terminated or the individual may be subject to further disciplinary proceedings.

Monitoring and Review

The NCTSA will keep and dispose of all correspondence relating to case of malpractice and maladministration in accordance with their data protection management policies.

Complaints and Appeals Policy

Purpose

The NCTSA is committed to high standards of service and the quality of teaching and learning. However, it is accepted that NPQ participants may have complaints relating to their programme or the services and facilities provided by the NPQ partnership. There may also be times when an issue may arise with other participants or members of staff. The NCTSA takes such complaints seriously and will deal with them without recrimination and in a confidential manner. The NCTSA is committed to continuously improving our standards and constructively handling any complaints, taking any reasonable action to ensure that similar situations do not occur in the future.

It is hoped that most complaints can be resolved by the informal process.

Principles

This complaints system is designed for **all** our participants.

A complaint, under this system, is defined as ***the expression of concern or dissatisfaction with a service provided by the NPQ partnership, the provision of a programme or related academic service.***

The Informal Procedure

If the complaint is related to an academic issue, in the first instance the participant(s) should discuss the matter with the programme facilitators. The participant may then be referred to the Director of the Teaching School.

Informal Complaint Resolution - most complaints can be resolved informally, and as close to the origin of the complaint as possible. A constructive approach by all parties will most often provide a corrective/preventative solution or an explanation of what has happened and why further action is not appropriate.

In most cases a personal response to the complaint, by the Director of the Teaching School, may be adequate. But if appropriate, or where requested, a written response (by e-mail or letter) may be provided.

If, having followed the informal route the complainant believes that their concerns have not been properly addressed or where the complaint is particularly serious or confidential then the formal procedure set out below should be followed.

The Formal Procedure

Complaints should be raised by the participant(s) rather than by any third party. Where exceptionally a participant wishes to raise a complaint through a third party the NCTSA will require a signed written statement to that effect from the participant. The NCTSA will not accept anonymous complaints as the formal procedure provides for independent investigation of the substance of any claims, where the complainant will be protected by the NCTSA from any recrimination or victimisation.

The NCTSA will not tolerate complaints that, upon investigation, are interpreted as malicious, vexatious, deliberately misleading or frivolous. Under such circumstances, complainants may be referred to the DfE / NPQ QAA.

Stage One

The complaint should be set down in writing and emailed to the NPQ Programme Lead.

The complainant will normally receive a substantive response within 28 working days. This length of time may be necessary to enable the NPQ Programme Lead to investigate the matter with appropriate colleagues. This may take longer during vacation periods. The participant may be asked to discuss the matter in person but will always receive a written response. If after this stage the complaint still remains unresolved to their satisfaction, the participant may decide to move on to Stage 2 (review) of the procedure.

The participant must notify the NPQ Programme Lead, of their intent to raise the complaint at Stage 2 within 30 days of the date of written notification of the outcome of Stage 1.

Stage Two (Review)

The NPQ director will review the case and may request additional documentation to determine whether it is appropriate for the complaint to be considered by a resolution panel.

[A] If the NPQ director considers that the case requires further review then a Resolution Panel will be convened.

The Resolution Panel will be convened by NPQ Director who shall prepare the relevant supporting documentation. The NPQ Director will be in attendance to support and inform the panel, with a note taker.

The Resolution Panel will investigate the complaint fully. The participant will have the right to present their case in person or in writing to the Panel. Any staff members who are the subject of the complaint will also have the right to present their case to the Panel.

The participant, as complainant, is entitled to be accompanied at this stage of the process by a person of their own choosing.

The Panel at the end of its deliberation will either uphold the complaint in whole or in part, make recommendation for any remedies to be applied or dismiss the complaint.

It is anticipated that the Resolution Panel process will take no more than 28 working days to conclude. At the conclusion a further and final written notification will be issued to the participant, by the Governor of the Panel in liaison with the NPQ Director. This may take the form of a completion of procedures letter.

[B] It may be determined that previous investigations by the NCTSA have been sufficient and that there is no merit in further consideration.

Where this is determined the Governor of the Steering group will issue a written notification of the outcome of this review in no more than 28 working days. This may take the form of a completion of procedures letter.

Independent Adjudicator: DfE / NPQ QAA

If having exhausted all Stages of the partnership internal complaints procedure, the participant considers that the NCTSA has failed to consider and respond to their complaints appropriately, they can refer the case to a representative of the DfE / NPQ QAA.

In order to refer their case to the DfE / NPQ QAA they will require a Completion of Procedures Letter.

This will be issued when all stages of the NCTSA procedures have been exhausted.

Definitions and Explanatory Notes

Timescales

For good practical reasons, complaints should be identified and investigated as soon as possible after the problem becomes known. Complaints lodged by current participant more than three months after the event will only be considered in those circumstances where there is a demonstrable reasonable cause for the delay.

Complaints will not be considered from recent graduates or other former participant any later than three months after the problem becomes known and/or if three months have expired from the point of formal notification of the conferment of the award or other reason for the expiry of enrolment.

Working Days are defined as normal working days in the NCTSA Calendar. This does not include those days where the NCTSA is closed down for holiday periods or public holidays. It should be understood that investigations may take longer during vacation periods. The NCTSA will always endeavour to keep complainants informed about any delays to published timescales where there is a good and practical reason for the delay.

Completion of Procedures Letter

A Completion of Procedures letter will be issued when all applicable stages of the complaints procedure have been exhausted. The letter will be issued in accordance with the format prescribed by the Office of the Independent Adjudicator.

CONTACT INFORMATION:

NPQ Programme Lead
Ceri Boyle
e-mail: ceri.boyle@nclt.ac.uk

MONITORING & QUALITY ENHANCEMENT

The NCTSA will ensure that complaints are handled consistently and fairly.

Confidentiality and anonymity of complainants will be maintained throughout the monitoring process and information will be held in accordance with the NCTSA's obligations under the Data Protection Act.

PRIVACY NOTICE

Agreement for data collection and analysis

In registering/applying for a place on the NPQ, you are agreeing to the collection and sharing of personal data*, such as your name and TRN, with the Department for Education (DfE).

You can find more information about DfE at www.gov.uk/dfe.

The information below explains:

- what data will be collected
- why data is being shared with DfE
- other opportunities to contribute to the evaluation
- what makes it lawful to collect and share the data with DfE
- how this affects you
- security and confidentiality information
- contact details for further information

What personal data will we collect and share with DfE and its approved contractors?

For each participant, we will collect and share the following (referred to as personal data) with DfE:

***Personal data:**

- Name of applicant/participant
- Teacher Reference Number
- Current job role/post
- Ethnicity
- Gender
- Disability (if applicable)

What is the purpose of the data sharing?

Personal data will be collected and shared with DfE for the purpose of research, evaluation, planning and statistical analysis. This will enable DfE to:

- monitor performance of each provider
- deliver Quality Assurance (QA) of each provider
- evaluate the effectiveness of the NPQ programme
- understand the characteristics of who accesses, completes and benefits from it and in what way, and who does not
- identify good practice and opportunities to improve the NPQ delivery model
- understand the outcomes for participants, schools and pupils and any opportunities to improve these outcomes

The evaluation will directly inform the review of performance and quality of delivery by providers, any improvements to NPQ programme policy and delivery and the outcomes for future participants.

How will DfE use the personal data we share with them?

We will collect and share personal data from your application form and from your NPQ journey (e.g. if you withdraw, complete etc.) with DfE (and Quality Assurance Agency, and external evaluator working on its behalf).

DfE will:

1. Analyse the personal data from your application form to understand the characteristics of teachers applying for the NPQ (and thereby identifying other groups who are not applying). DfE will use this information to explore the characteristics of participants who withdraw, drop out or complete and any common factors e.g. NPQ level, region.
2. Link and match this data with other information that DfE already collects or holds (e.g. [School Workforce Census](#), [national statistics for schools](#), [Edubase](#)) or data to which it is lawfully permitted access e.g. regional economic information. This enables analysis of the longer-term benefits of the NPQ programme, e.g. how many people progress/are promoted, how long it takes and if there are other factors that help or hinder this progress. This means we can avoid asking you to give us the same information twice. DfE will not share any information that will identify you, or any other third party, unless it is required to do so by law.

How will I be asked to contribute to the evaluation?

1. At the start of the programme, on behalf of DfE, we will invite all participants to complete an online evaluation survey about your expectations and reasons for applying. At the end of the NPQ programme, we will ask you to reflect on your use of what you have learnt. The responses to the survey will be treated in confidence and we will not see them. During the programme, the Quality Assurance Agency will invite you to complete a survey asking you about the content of the NPQ and its delivery.
2. In addition, DfE (or a contracted organisation working on its behalf) may contact you to ask you to assist with their research by taking part in telephone or face-to-face interviews; the purpose of this is to provide a richer understanding of your views and experiences. Please note that, if contacted, you will be under no obligation to take part and you can change your mind at any time. If you do agree to participate, you will not be identified or identifiable in any results of the evaluation.

What makes our sharing of your personal data with DfE lawful?

Any additional sharing of personal data provided on your application form will only take place where the law allows it.

We will share personal data with DfE for the purposes of research, evaluation, planning and statistical analysis that is in the public interest. The Data Protection Act 1998 states 'personal data shall be processed fairly and lawfully and in particular, shall not be processed unless: a. At least one of the conditions in Schedule 2 is met, and

b. In the case of sensitive personal data, at least one of the conditions in Schedule 3 is also met'

The conditions under which it is lawful for this to happen are:

- The Schedule 2 condition for processing personal data relating to the identity of an individual participant is condition 2: The processing is necessary for the performance of a contract to which the data subject is a party.
- The Schedule 3 condition for processing sensitive personal data on a participant's disability is condition 7(c) the processing is necessary for the exercise of any functions of the Crown, a Minister of the Crown or a government department. This is to ensure that the department is able to comply with the public sector equality duty.
- For the processing of ethnicity condition 9 applies: the processing is of sensitive personal data consisting of information as to racial or ethnic origin, is necessary for the purpose of identifying or keeping under review the existence or absence of equality of opportunity or treatment between persons of different racial or ethnic origins, with a view to enabling such equality to be promoted or maintained and, is carried out with appropriate safeguards for the rights and freedoms of data subjects.

How does this affect you/participants?

- Our sharing of this personal data with DfE (or its contracted partner working on its behalf) will have no influence on the outcome of your application or your participation in the NPQ and the findings of DfE's research will not identify you or any other applicants.
- Any reported findings will appear at an aggregated level with no individual applicant, participant or school identified OR identifiable.

Security and confidentiality

Any personal data shared with DfE (and organisations acting on its behalf) will be handled securely and confidentially. It will be used for the purposes of monitoring, quality assurance and evaluation of NPQ programme, and for related research on recruitment, personal development, leadership and retention.

Further information

For further information on how we process your personal data for the purposes of the NPQ, please contact: ceri.boyle@nclt.ac.uk.