

		Summative assessment – participant guide Autumn 2021 Cohort 1	
<u>Contents</u> Introduction Nature of the case study Process Timeline Response	Can I ask others to help? Top tips to prepare for undertaking the assessment Collusion policy Plagiarism Appeals policy	Downloading and uploading Deferrals Fails	
Introduction <p>You are required to write a maximum of 1500 words (NPQLBC, NPQLTD, NPQLT) or between 1500 minimum and 2500 words maximum (NPQSL, NPQH, NPQEL) in response to a case study. There is a three-month assessment window, during which you will have an eight-calendar day period to respond. At the end of this period, your submission will be assessed, internally and externally moderated, and then returned to you at the end of the three-month window.</p>			
Nature of the case study <p>The case study will relate to a realistic situation found in a school, in which the protagonist will be a school leader working at a suitable leadership level for the programme studied. All case studies are drawn from real, recent school situations and anonymised. School leaders have given permission for their 'stories' to be used.</p> <p>Each assessment case study is different for every cohort and programme. The case study will assess you against a selection of 'Learn that' and 'Learn how to' statements from the assessment framework that applies to your level of qualification. One unique assessment case study is used for each cohort. The case study may be from a specific phase and/or subject and, whilst the subject matter may not match your exact situation, the leadership issues described within it will be familiar to you, or your experience and learning during the programme will indicate the decisions you will need to take. Therefore, you may lead maths, but be asked to respond to a case study on geography. You may be a leader in a primary, special or alternative provision, but the case study may have a secondary focus. In all circumstances, you should focus on the leadership issues.</p>			
Process <p>On the first day of your eight-day assessment window three documents will be made available to you:</p> <ol style="list-style-type: none"> 1. Assessment case study, including instructions for completion, and key questions to respond to and the 'Learn that' and 'Learn how to' statements on which you will be tested. 2. The submission form template, on which you should write your responses to the questions, based on the case study. 3. A mark scheme, which will detail the information the assessor will be looking for. <p>These will be provided as PDFs or Word documents. This is to enable you to print off and take away the documents, or to work on the documents over the eight-day period without needing to log in each time.</p> <p>When you have completed your submission document you will need to upload it to a specified site. Both the download and upload will be either your own lead provider's or NPQonline's site.</p> <p>After three months, you will receive your grade (pass or fail), a mark, and feedback.</p>			
Timeline <p>You will have eight calendar days to respond to the questions in the assessment case study. The assessment documents will be made available to you at 12 noon on the first day of the window following a weekend and any bank holiday and you must upload by 12 noon on the eighth full day following this.</p>			

All dates 12 noon	NPQLBC	NPQLTD	NPQLT	NPQSL	NPQH	NPQEL	12 noon*
Cohort 1 download	01.11.22	01.11.22	01.11.22	02.05.23	02.05.23	02.05.23	opens
Cohort 1 upload	09.11.22	09.11.22	09.11.22	10.05.23	10.05.23	10.05.23	closes

*GMT/ BST

You will receive your results within three months from the start of the assessment window (download date). Within the remaining time, your submission will be assessed, internally moderated, and then externally verified through an external moderation process led by the Department for Education's (DfE's) Quality Assurance Agent.

Response

NPQLBC, NPQLTD and NPQLT participants will need to write a maximum of 1500 words in response to the case study (where there are five questions, this is 300 words in response to each question).

NPQSL, NPQH and NPQEL participants will need to write a minimum of 1500 words and a maximum of 2500 words in response to the case study (where there are five questions, this is a minimum of 300 words in response to each question).

Your response MUST:

- Refer to your learning during your NPQ programme, for example, one or more of the theories you encountered during your programme and how you would put this into practice, given the information in the case study.
- Refer directly to the content and issues within the case study, rather than writing generically.
- Set out a realistic response to the issues in the case study, based on your experiences as a school leader.

An adjustment to the score of up to +/-2 marks will be made depending on the extent to which you meet the requirements of these three bullets.

Your response should be technically sound. For example:

- If you are an NPQLBC, NPQLTD or NPQLT participant, and your submission is below 80% of the available word count (1200 words), you are unlikely to have provided enough evidence to pass.
- If you are an NPQSL, NPQH or NPQEL participant, you will be expected to meet the minimum word count of 1,500, but not to have exceeded the maximum 2,500 words allowed.
- If it is not easy for the assessor to read or understand, then it may score fewer marks than a well-presented submission. For example, where:
 - spellings, punctuation and grammar are poor;
 - it is written entirely in bullet points or notes, rather than prose;
 - it relies on evidence in hyperlinks (assessors are instructed not to open hyperlinks);
 - the text is too small for an assessor to read without enlarging it (e.g. in a jpeg). The typeface you use should be the equivalent size to Calibri point 11, or larger, and in plain text, not bold or italic.
- If you are an NPQSL, NPQH or NPQEL participant and you have written more than 2500 words, any words above the maximum word count will be ignored. Assessors are not allowed to read the additional words.
- If you are an NPQLBC, NPQLTD or NPQLT participant and you have written more than 1500 words, any words above the maximum word count will be ignored. Assessors are not allowed to read the additional words.
- If you have included a bibliography it will be ignored. It is not required.

Scoring marks in summative assessment

You will need to meet the expected standard (2 marks for each pair of 'Learn how to' and 'Learn that' statements tested).

Demonstrate that you have responded to the case study and have not written generically.

Demonstrate your learning from your programme.

Demonstrate your leadership thinking from your experience (e.g. from your own school practice).

Assessors will highlight the statements that best indicate the 'best fit' extent to which your evidence demonstrates the given factors and offer short written feedback.

From LT or LHT Indicators	3 marks	2 marks	1 mark	0 marks	Disregard
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Expected Standard	Exceeds	Meets	Below	Contra-indicator/ misconception	No evidence
Existing practice	Improve rapidly	Improve important areas	Maintain	Fails to address weaknesses	Not addressed
Language	All/ Shared/ Best/ Strategic/ Inclusive/ Fully/ Evaluative/ 'I'	Most/ Lead/ Important/ Mainly/ Planned/ Evidenced	Some/ Manage/ Operational/ Average/ Variable/ Inconsistent	None/ Led by/ Fail/ Risky/ Weak/ Incorrect/ 'we'	
Typically	Inevitable improvement	Planned improvement	Maintenance of current position	Standards decline or fail	

Can I ask others to help?

This is an 'open book' assessment. This means that you can use resources such as notes, textbooks, learning materials and online resources. It's important to remember that cutting and pasting from a textbook or online resource will not provide you with a good answer – you will need to really understand the topic and apply your understanding to the scenario given in the case study. Eight days will give you enough time to speak to others for their advice. In general, you should take the actions you would as a leader.

It is strongly recommended that you ask a knowledgeable other to read your script through before submitting it, in particular, to check that you have used spellings, grammar and punctuation at an appropriate standard for a school leader. Please note that participants should not collaborate on assessments and so you should not ask others on the same programme and cohort as you for help or advice. See also 'Collusion policy' below

Top tips to prepare for undertaking the assessment

- Study and revise: your learning from the programme; your development as a leader; best practice from your own and other schools
- Make sure you thoroughly understand the topic so that you apply your knowledge to the unfamiliar scenario presented in the assessment case study
- Read through the notes provided in this guide
- Familiarise yourself with the online down/upload site before the day the assessment begins. You will receive an email with instructions on how to do this in advance of your assessment window.

Top tips for writing the assessment

- Use all of the words that are available to you, but don't go over the limit
- Write 'I' rather than 'we'
- Base the advice you give on your own experience in your own school
- Carefully refer to the information in the case study
- Carefully refer to what you have learned during your NPQ programme
- Write in prose, not notes. Use limited, if any, bullets
- Add charts, tables and graphs where they help meaning, but include them in your word count
- Be succinct and concise
- Remember, your audience is an assessor

Collusion policy

The eight calendar days allows time to work on the assessment submission in an 'open book' style. This may include discussions with others in your school or who are in the same cohort of the same programme as you are. Reasonable discussion about technical aspects of the submission (such as how to download and upload) is allowed, whilst collusion (secret conspiracy to deceive others) is not. Participants should not collaborate on assessments. Remember that this is you that is being tested and not your colleague/s.

The script you submit must be unique and any script which is the same as, or very similar to that of one of or multiple colleagues, is subject to plagiarism rules. Similarly, the conclusions drawn from the case study assessment exercise must be your own.

Where collusion is discovered, your lead provider and the regulator (the DfE or its Quality Assurance Agent) will be informed, and your assessment submission will be declared null and void. This will be counted as one of your two opportunities to submit for assessment.

If your script has been partially or wholly written by someone else (which is to become a criminal offence) your submission will be failed with no opportunity for a second attempt.

Plagiarism

No more than 5% of your script in total may be copied from other sources. This includes quotes from published works, your course programme or copied elements of other colleagues' work.

Full formal referencing of quotes is not required. However, participants must make clear where they are writing about elements of their taught curriculum during their NPQ programme.

Where plagiarism is discovered, and it is you who has copied from others' work, your lead provider and the regulator (the DfE or its Quality Assurance Agent) will be informed and your assessment submission will be declared null and void. This will be counted as one of your two opportunities to submit for assessment.

As well as sampling of scripts, submissions from participants from the same school or delivery partner for the same programme will be assessed by the same assessor.

Appeals policy

If you wish to appeal against the mark or the result you have received, you should first contact your delivery partner, who will in turn contact your lead provider and NPQonline. If you wish to continue with your appeal, an amount must be lodged equivalent to the full assessment fee. This is returned if, on a re-mark, the mark is changed by more than 10% or if a fail is changed to a pass. NB Be aware that a re-mark can lead to a lower mark.

On receipt of the appeals fee, your submission will be allocated 'blind' to a new assessor, who will mark it again without seeing the original assessment.

Downloading and uploading

Practical guidance on how to download the required documents and how to upload your completed submission for assessment will be published in due course.

Deferrals

You are strongly encouraged to complete the summative assessment task within your allocated window if at all possible. The eight calendar days allowed for writing your task response should give more than sufficient time for all participants, including those needing more than the usual time to access, understand and respond to materials. It is estimated that it will take between four and 10 hours to complete the Assessment Case Study, depending on working styles.

UCL will consider allowing a participant to defer their summative assessment in a limited set of circumstances including:

- The participant is taken ill and absent from work as a result
- The participant's school is subject to severe disruption e.g. due to staffing shortages
- The participant's school is subject to Ofsted inspection
The participant is affected by a bereavement
- The participant is affected by the sudden illness of a close family member
- The participant is called for jury service

Should a participant feel that they need to request a deferral period from the eight-day assessment writing window (i.e. postpone their completion of summative assessment) due to extenuating circumstances, the steps below should be followed:

1. Participants should consult the UCL Deferral and Withdrawals Policy to check the proposed extenuating circumstances meet the criteria for a deferral (Summative Assessment Postponement).
2. Participants who wish to request a deferral from submitting for assessment must notify UCL at the earliest opportunity prior to or during the eight day window.
3. An NPQ Programme Leader (usually the Programme Leader responsible for Assessment) will then contact the participant directly to discuss the deferral and the conversation will be recorded on a Summative Assessment Deferral Decision Form.
4. Deferrals from summative assessment will only be confirmed once an email from the participant's headteacher has been received confirming the grounds for deferral. Where the participant is a headteacher or executive leader then the confirmation email will come from their chair of governors or line manager.
5. The next available submission window will then be offered to the participant.
6. NPQonline will be informed of the deferral of the participant to the next assessment window.

Fails

If your submission is assessed as a fail you are allowed one further attempt. This will usually be in the next cohort's assessment window and will be the same assessment case study on which they will be assessed. It will be a new case study and not the one you failed on. You will have received advice in the feedback from your first assessment and should address all the issues outlined in your second submission. It is strongly recommended that you ask for advice from a knowledgeable other, to whom you show the advice, before starting your second assessment case study.

Accessibility, including dyslexia

Eight calendar days should give more than sufficient time for all participants, including those needing more than the usual time, to access, understand and respond to materials. It is estimated that it will take between four and nine hours to complete the Assessment Case Study, depending on working styles.

It is expected that participants who have dyslexia will already have strategies in place to mitigate the impact of their dyslexia on their professional work. For example, this may include asking another to read their script through for spelling or syntax errors, typos, etc. It may also include asking another whether they are reading the instructions accurately. This should be limited to technical requests and not requests which effectively ask others to contribute to the content of the response to the case study.

This approach, where the same high standards are expected from all school leaders, applies to all conditions requiring additional considerations for accessibility: that the participant will already have mitigating strategies in place which can also be used for the assessment case study.