

NPQ ONLINE INDUCTION (OCT)

Watch Online Program Information Webinars

UCL Online Induction – Nov ‘24 (TBC)\*

NPQLBC

KEY:
 

Facilitated Activity / 1 to 1 Meeting Virtual or Live Event

Self Directed Study (UCL eXtend)

COHORT 7 - 3 Terms, 12 Months, 55 Hours

MODULE ONE (OCT ‘24 – JAN ‘25)

Leadership Audit, 30 – 60 mins Oct ‘24  
 Initial audit of learning shaping the learning to the needs of participants and reflective of their contexts

Online Self-directed Study 8hrs, Oct ‘24/Jan ‘25  
 Integrated online programme of self-study covering NPQ domain framework content.

Peer Learning Group 1, 3hrs –  
 Monday 25<sup>th</sup> November ‘24, 9am – 12pm\*  
 Facilitated online event to challenge and support domain learning and translate research into practice linked to implementation project.

Formative Assessment Task  
 (Learning Journal) 1hr Dec ‘24/Jan ‘25

\*\*Line Manager/ Mentor Check-in 1, 1hr  
 8<sup>th</sup> – 19<sup>th</sup> January ‘25  
 Line manager check-in on progress.

Module Engagement Form 15 mins – By 31<sup>st</sup> Jan

End of Module Completion Form 15 mins –  
 By 31<sup>st</sup> Jan

MODULE TWO (JAN ‘25 – APR ‘25)

Leadership Audit, 30 – 60 mins Jan ‘25  
 Audit of learning shaping the learning to the needs of participants and reflective of their contexts

Peer Learning Group 2, 3hrs –  
 Wednesday 29<sup>th</sup> January ‘25, 9am – 12pm\*  
 Facilitated online event to challenge and support domain learning and translate research into practice linked to implementation project.

Online Self-directed Study 8hrs, Feb/April ‘25  
 Integrated online programme of self-study covering NPQ domain framework content.

Formative Assessment Task  
 (Learning Journal) 1hr Feb ‘25

\*\*Line Manager/Mentor Check-in 2, 1hr  
 26<sup>th</sup> February – 8<sup>th</sup> March ‘25  
 Line manager check-in on progress.

Peer Learning Group 3, 3hrs –  
 Tuesday 4<sup>th</sup> March ‘25, 9am – 12pm\*  
 Facilitated online event to challenge and support domain learning and translate research into practice linked to implementation project.

Module Engagement Form 15 mins – By 30<sup>th</sup> April

End of Module Completion Form 15 mins –  
 By 30<sup>th</sup> April

MODULE THREE (APR ‘25 – JUL ‘25)

Leadership Audit, 30 – 60 mins Apr/May ‘25  
 Audit of learning shaping the learning to the needs of participants and reflective of their contexts

Online Self-directed Study 8hrs, Apr/Jun ‘25  
 Integrated online programme of self-study covering NPQ domain framework content.

Peer Learning Group 4, 3hrs –  
 Wednesday 30<sup>th</sup> April ‘25, 9am – 12pm\*  
 Facilitated online event to challenge and support domain learning and translate research into practice linked to implementation project.

Formative Assessment Task  
 (Learning Journal) 1hr June ‘25

\*\*Line Manager/Mentor Check-in 3, 1hr  
 June ‘25 (Prior to Consolidation Conference)

Module Engagement Form 15 mins – By 30<sup>th</sup> June

End of Module Completion Form 15 mins – By 31<sup>st</sup> July

F2F Consolidation Conference 5hrs –  
 Tuesday 17<sup>th</sup> June ‘25, 8:30am – 3.30pm

\*UAE Timings Listed

\*\*Participants are responsible for scheduling mentor meetings during the meeting windows provided

**PLEASE NOTE:** Line Managers will be asked to complete a short School Impact Report at the end of module 2 and 3 to gauge how engagement with the programme is supporting School / Improvement. This is separate from the Line Manager Check-in which is more participant focused

Module Engagement Form 15 mins – By 30<sup>th</sup> April

End of Module Completion Form 15 mins – By 30<sup>th</sup> April

FINAL ASSESSMENT PREPARATION (Aug – Sept ‘25)

- Ensure 90% Engagement (Aug/Sept ‘25)
- Ensure Access to the Assessment Platform (Sept ‘25)

Final Summative Assessment (Oct 2025 - TBC)

Implementation Project Work-based reflective learning integrating research with practice and aligned to the EEF process model for school improvement

# NPQLBC CONTENT BY MODULE

## **MODULE 1** Culture & Ethos

- Implementation
- School Culture

## **MODULE 2** Curriculum & Teaching

- Teaching
- Professional Development

## **MODULE 3** Organisational Effectiveness

- Enabling Conditions for Good Behaviour
- Complex Behavioral Needs