

NPQ Participants: Part-time, Deferral & Portability Policy

Last reviewed	January 2024
Next review due	July 2024
Responsible division	Programmes Division
Responsible director	Programme Director, NPQ
Applies to	Participants on National Professional Qualification programmes beginning Autumn 2021
Audience	NPQ participants, internal staff, Delivery Partners

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1. DfE Contractual Requirements

This policy outlines how participants who are part-time, defer or transfer schools during their NPQ will be supported to continue engaging with their programme.

Providers of National Professional Qualifications (NPQs), including Ambition Institute, must ensure their programme is suitable for teachers who work on a part time basis and be adaptable for those who move school mid-programme. As a result of a change of schools, Ambition Institute will continue to provide the programme to that teacher in a new school setting, unless that move is to a new geographical area that is not covered by this lead provider. No further output payments will be received by Ambition in such a case.

2. Programme design

Ambition Institute’s NPQ programmes are designed to meet the needs of teachers regardless of their context, providing the agility to support a range of engagement patterns including part-time teachers, parental leave, and moving school mid-programme.

According to the DfE, teachers will need to engage with at least 90% of the programme to be eligible to sit the assessment. This can be done in the teachers own time and course release is staggered in order to break content down into manageable chunks.

3. Part-time participants

Lead Providers are required to ensure the programme is accessible for participants who work on a part-time basis. The NPQ programmes are designed with the following flexibility to accommodate part-time teachers:

- > Asynchronous Content: Independent content is designed in the form of 'modules' which participants complete at a time which suits them. Online self-study materials must be accessed in sequence, but modules can be completed at any point but ideally within a 2-week window. Module content will be released ahead of schedule and will remain available for the duration of the programme.
- > Clinics: Dates for clinics will be shared far in advance to enable all participants, including those who work on a part-time basis, to plan to attend according to their schedule. Clinics should be attended in sequence, and we will seek to accommodate changes for participants who work on a part-time basis.
- > Coaching (applicable to NPQEL and EHCO only): Coaching can be scheduled based on the participant's availability, in conjunction with that of their coach.
- > Conferences: dates will be communicated to participants far in advance to avoid scheduling conflicts.
- > Assessment: NPQ assessments take place during an 8-day window, which will be communicated far in advance. The assessment can be completed at any time within the window, allowing for flexibility around part-time schedules.

4. Deferral

For details of our deferral policy, please refer to our [website](#), where you will find our deferral policy.

Portability While we hope to support our participants to complete their NPQ whilst being employed in the same school, we recognise that there are sometimes instances where a school move is unavoidable. Our programmes are designed in such a way that we do not expect a school move to inhibit a participant's ability to engage with their NPQ. However, for our records, please notify your Delivery Partner or Ambition Programme team when you do move.

5. Delivery Partner Support

All Delivery Partners will have an Ambition Institute Delivery Partner Lead assigned to them who will be their point of contact throughout the lifetime of the contract. During 'check-ins' Delivery Partners will be able to discuss individual cases and concerns regarding part time participants, deferrals and participants moving schools.

Ambition Institute's Delivery Partner Leads play a key role in managing the relationships with Delivery Partners and ensuring that the needs of all participants are being met. Where we need to put processes in place to support part-time participants, deferrals or school movers, this will be picked up in the regular check-ins to protect participant experience and learning. As part of induction and onboarding with Delivery Partners, we will share the importance of flexibility for our participants, each of our roles and responsibilities in this, and share our policies to support the decision making and processes.