



Department
for Education

Leadership Equality and Diversity Fund 2016-17 and 2017-18: Analysis of the participant surveys

Research brief

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Social Science in Government

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Executive Summary

The Department is committed to ensuring that The Leadership Equality and Diversity (E&D) fund supports underrepresented groups covered by the protected characteristics as defined by the Equality Act 2010¹ with the aim to increase the diversity of the school leadership workforce. Schools were required to follow a competitive process and funding was provided to schools to design and deliver leadership development training to increase diversity in senior leadership.

This report provides findings from an online survey, which participants from the 2016-17 and 2017-18 programmes were asked to complete.

The results of the survey provide feedback on respondents' perceptions of the programme, providing insight as to how well they feel the programme has helped them to increase their confidence, develop their leadership style and ultimately to achieve next stage promotions.

Each project lead completed an online end of project report in July 2017 and 2018, where they reported their final participant figures. These show that 1,004 completed the programme in 2016-17, and 842 in 2017-18. The survey was sent to all 58 (2016-17) and 39 (2017-18) of the project leads by DfE. A total of 485 responses were received for 2016-17, which represents a 48% response rate. 373 responses were received for 2017-18, which represents a 44% response rate.

Findings

2016-17

Nearly all survey respondents (98%) believed that the programme met its objective to close development gaps and help teachers from the protected characteristics gain leadership positions.

Overall, all aspects of the programme were rated very positively. For the majority of the statements, most participants agreed or strongly agreed that the programme had positive benefits for them. The respondents highlighted *'helped me get a better understanding of my own strengths and limitations'* as the most positively rated aspect of the programmes. The next most positively rated aspects were *'improved participants' confidence to apply for a promotion'*, followed by *'widened support networks'*.

In open-ended responses, many reiterated benefits of the programme such as improved confidence to apply for a promotion, the opportunity to network, and an improved ability to self-reflect. Another common theme was improved confidence in general, not just related to their profession.

¹ The protected characteristics are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation (<https://www.gov.uk/guidance/equality-act-2010-guidance>)

2017-18

Almost all of the survey respondents (99%) believed the learning from the programme had met or exceeded their expectations.

Participants highlighted '*understanding of your own strengths and limitations*' as the most important learning outcome of the programmes. The next most importantly rated outcomes were '*improved confidence to apply for a promotion*', followed by '*improved your strategic thinking as a leader*'. The least important learning outcome of the programmes was '*improved your facilitation and presentation skills*' and '*constructing job applications*'.

Several themes recurred in the open-responses and largely echo the above. Improved confidence, networking opportunities, learning about different leadership styles and improving their own communication skills were highly valued aspects of the programme by participants as expressed in the open-responses.

Background and aim

Leadership Equality and Diversity Fund

The purpose of the Leadership Equality and Diversity (E&D) Fund is to support under-represented groups covered by the protected characteristics as defined by the Equality Act 2010². The Department is committed to removing barriers that can prevent teachers from progressing in their career. Our approach has been to help strengthen the talent pipeline in schools; to address recruitment bias within the schools system; and to work with the school sector to continue to build the case for a more diverse workforce.

Fifty-eight school-led partnerships projects designed and delivered leadership development opportunities for teachers in 2016-17, and thirty-nine projects in 2017-18. Several projects were delivered in each region, co-ordinated by project leads, focusing on different protected characteristics. Project leads were given the autonomy to develop bespoke programmes to suit their specific context and local circumstances. This led to a range of programme content, learning outcomes and delivery models being used, which created a rich learning opportunity for participants and facilitators. All programmes had some form of classroom-style sessions, and an element of coaching/mentoring.

This report provides findings from an online survey, which programme participants were asked to complete during the summer terms of 2017 and 2018. The results of the survey provide feedback on respondents' perceptions of the programme, providing insight as to how well they feel the programme has helped them to increase their presence, develop their leadership style and ultimately to achieve next stage promotions.

Approach

Each project lead completed an online end of project report in July 2017 and 2018, where they reported their final participant figures. These show that 1,004 completed the programme in 2016-17 and 842 in 2017-18. Participants were contacted by their project lead at the end of their programme and asked if they would be willing to complete an online survey to assess how the project helped their development. The survey was sent to all 97 (58 in 2016-17 and 39 in 2017-18) of the project leads by DfE with a clear expectation that it would be forwarded to all of the 1,846 (1,004 in 2017; 842 in 2018) participants on the programme. The 2016-17 survey was opened at the beginning of May and was closed in January 2017. A total of 485 responses were received, representing a 48% response rate. The 2017-18 survey closed in July 2018. A total of 373 responses were received, representing a response rate of 44%.

Limitations

The results presented here only reflect the views of the 858 (485 in 2016-17 and 373 in 2017-18) individuals who responded to the surveys, and therefore are not a complete representation of

² The protected characteristics are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation

everyone who attended the programme. This means it is not a true random sample, and is therefore not possible to say if these responses are representative of the wider population of participants, notwithstanding the reasonable response rates achieved.

Some of the results commented on in this report are based on small base sizes which may not be representative of the wider population.

Furthermore, differences in survey methodology prevent direct comparison between participant responses across the two years.

The findings from this survey are respondents' retrospective perceptions of how the programme benefitted them, not an independent evaluation. Therefore, without a comparison group we cannot say how many of these people would have applied for a promotion without having participated in this programme.

Findings

2016-17

Demographics

The majority of survey respondents were female (85%), and White British (61%). The most frequently reported ethnicities after British were Black or Black British (10%), Asian or Asian British (6%), and White Other (4%). Most participants were aged 25-34 (37%) or 35-54 (60%).

Results

Nearly all survey respondents (98%) believed that the programme met its objective. For those who had responded that the programme had met its objective, the most commonly given reason for how the programme had achieved this was that they “provided opportunities to learn from or network with existing leaders” (89.1%), and “offered mentoring/coaching” (87.2%).

Participants were asked to rate their agreement with a series of statements, from strongly disagree to strongly agree. The statements related to how they felt the programme had benefitted them. Figure one on page 16 shows the responses to these statements.

Overall, all aspects of the programme were rated very positively. For the majority of the statements, between 80 to 90% of participants agreed or strongly agreed that the programme had positive benefits for them. The most positively rated learning aspect of the programme was “helped you to gain a better understanding of your own strengths and limitations” (90% agree or strongly agree), jointly followed by “improved your confidence to apply for a next stage promotion” and “widened your professional support networks” (89% agree or strongly agree).

A total of 70 to 80% agreed that the offer helped ‘improved my ability to motivate others’, and ‘allowed me to construct stronger job applications’. Only 61% of respondents agreed or strongly agreed that attendance on the programme had ‘improved their facilitation/presentation skills’

Participants were asked whether there were any other benefits they had experienced from attending the programme, and provided their answers in a free text box. Sixty-eight participants provided additional information. Many reiterated what was included in the multiple choice options around improved confidence to apply for a promotion, the chance for reflection, and the opportunity to establish networks. A common theme was improved confidence in general, not necessarily just within the profession.

Several participants stated that a benefit of the course was the chance to network and meet similar people in terms of experience, mind-set and background:

“It was a real benefit to have some time with other female professionals outside of my own school to discuss the challenges and issues we face both as teachers and female leaders. This was done in a non-judgemental environment with everyone supporting different points of view.”

"I have met some really dedicated individuals and learnt a great deal from them. Had I not been on this course this would not have been possible. So thank you for opening doors for me which have been shut for far too long."

Similarly, participants valued the opportunity to learn from other schools:

"To see different school contexts and how different Headteachers behave in these. To see real-life application of a massive range of leadership styles all while gathering great ideas and tips for leading an outstanding school."

"The ability to look at another school and its systems and draw conclusions – this has deepened my understanding of how our own school presents itself to the outside and helped me reflect on what we could do better"

Reiterating what was in the multiple choice options, many people talked about improving their skills. Several people made reference to personal development and an improvement in their ability to self-reflect:

"Improved my self-awareness and ability to adapt myself to others who may have introverted or extroverted qualities. I was able to build on past experiences and thought about how they could have been [differently managed]."

"I gained much reassurance from discovering that many of the self-doubts and insecurities I suffer from are actually extremely common!"

The survey asked respondents when they thought they would apply for the next stage promotion; 25% (119) of participants had already gained a promotion. When asked about the benefits of the course, several said that the course gave them the skills that both made promotion possible and enabled them to successfully carry out their new roles:

"Due to the course and the skills and qualities it has developed inside me I have now also been promoted too and would highly recommend this course to all teachers with a drive to succeed."

"As a result of this course, training and coaching, I have secured my first headship."

Many of the participants who stated they were not planning to apply for promotion explained that this was because they wanted to gain more experience in their current roles, often because they were recently promoted (within the last 12 months):

"My next step is to apply for headship roles but as I have only been in role as assistant headteacher for one year, I feel that I need at least two more years' experience before applying."

"I am currently already a Deputy Headteacher (first year in post) and feel that I need to have a longer time to embed those skills before moving to headship."

Some reiterated options that were in the multiple-choice section, suggesting that they did in fact intend to apply for promotion in the future.

2017-18

Demographics

The majority of survey respondents were female (86%) and White British (63%). The most frequently reported ethnicities after White British were Black or Black British (7%), Asian or Asian British (6%), Pakistani (4%), and White Irish (4%). Most participants were aged 25-34 (44%) or 35-44 (36%).

Results

Nearly all survey respondents (99%) believed that learning from the programme had either met or exceeded their expectations, with over half believing it had exceeded their expectations.

Participants were asked to rank a list of learning outcomes from the programme from 1-11, with 1 being the most important learning outcome and 11 the least important. The statements related to learning outcomes from the programme. Figure 2 in Annex A (page 18) shows the responses to these statements.

The most positively ranked learning outcome (based on the number of times the outcome was ranked 1, 2, or 3) was 'understanding of your own strengths and limitations' (175), followed by 'improved your confidence to apply for a promotion' (166) and 'improved your leadership and management skills in general' (89). The least positively ranked learning outcomes (based on the number of times a learning outcome was ranked 9, 10, or 11) were 'improved your facilitation and presentation skills' (144), 'constructed strong job applications' (144), and 'improved your ability to motivate others' (124).

Participants were asked whether there were any other benefits they had experienced from attending the programme, and provided their answers in a free text box. Thirty-nine participants provided additional information. Many developed on what was included in the multiple-choice answers – highlighting the benefit of building networks, learning from peers and leadership styles, and the developing the ability to have challenging conversations. A common theme was improved confidence in general:

"Gave me a fresh perspective. Empowered me to make decisions to develop my practice."

"I feel more confident in myself as a female leader in schools, something I did not know I lacked before this course."

Several participants stated that a benefit of the course was the chance to network and meet similar people in terms of experience, mind-set and background:

"I think the most valuable [part of the programme] was seeing like-minded colleagues and being inspired to achieve more."

"Overall the opportunity to meet with other professionals to identify and collaborate on solving problems in our schools but also at a personal level regarding the work environment was invaluable."

Similarly, participants valued the opportunity to learn about leadership styles:

"Improved understanding of learning/leadership styles and how as a leader you should understand others thinking styles may be different to yours."

"I have gained a really good understanding of what an excellent Catholic leader is."

Other participants thought the programme had improved their communication skills, particularly difficult conversations:

"Improved my skills on how to have difficult conversations."

"Practice experience in having difficult conversations and making / challenging decisions."

"It has enabled me to ask for access to SLT, ask for support and information and suggest different approaches to current practice with senior leadership."

The survey asked respondents when they thought they would apply for the next stage promotion; 30% (110) of participants had already gained a promotion. When asked about whether the programme, many had responded that the programme had exceeded their expectations:

"I never expected the course to be so completely engaging and hitting home with so many ideas and real life situations. To meet with real women and men who have struggled through both personal and professional experiences has only encouraged me to try and aspire to even greater things."

"The quality of the course far exceeded what I expected. The practical nature of it enabled me to get real life experience, rather than just theory."

"I was hoping to gain practical advice and skills to enable me to apply for the role of Head of Department. This expectation was met and exceeded, however what I didn't expect was how my confidence would grow and how the course has impacted on all areas of my life. It has helped me to appreciate qualities in myself that I have not valued before."

"I didn't know what to expect and at times felt inadequate, but the course boosted my confidence and taught me strategies for managing my work life better, and also my life balance."

"I have been a middle leader for eight years but felt stagnant in my role with little room for promotion. This then led to me becoming quite frustrated in my role but lacking in the confidence needed to apply and interview for new roles. The course helped me to gain direction and confidence to achieve the next step."

Participants who said they were not currently looking for promotion often cited other (often personal) reasons beyond the scope of the programme:

"I have not yet applied for a promotion but that is because now is not the right time for me for family reasons. The training definitely increased my confidence and likelihood of pursuing a headship in the future."

"I would be looking for a next step/promotion if I wasn't expecting my first child."

"I haven't gone for a promotion this year because I'm studying my MA one day a week (part-time), so plan to [apply for promotion] once I have completed my MA."

Respondents were very positive about the impact of the scheme on their applications for promotion:

"[This programme] has really improved my confidence, and it has also strengthened my applications. Fingers crossed for a promotion!"

"I have successfully achieved a promotion for next year and this course was fundamental to me having the confidence to do so."

"Thank you so much for giving me the belief I can achieve a promotion and assertiveness to ask for what I really want."

"I think [this programme] made me realise I have the skills and evidence to go for a promotion when I am ready."

Conclusions

The data received from the 2016-17 and 2017-18 participant surveys indicates that the vast majority of participants felt the programme met the objectives set and believed that it had several positive effects, particularly in relation to understanding their own strengths and weaknesses and increasing their confidence to apply for a next stage promotion. A direct comparison between participant responses across the surveys is not possible due to differences in survey design. Nonetheless, there is a broad consensus across both cohorts and questions on the learning outcomes achieved.

The open-ended responses to the survey were overwhelmingly positive across both cohorts, with many participants taking the opportunity to reinforce aspects covered in the multiple-choice options, referring to the networks they had now established and an improved confidence to apply for promotion. Particularly in the 2018 survey, respondents who said they were not currently considering a promotion often had personal reasons for not wishing to apply, although they also expressed a desire to apply in the future.

The results presented in this report only reflect the views of respondents to the surveys, and therefore is not a complete representation of everyone who attended the programme. It is not possible to say if these responses are fully representative of the wider population of E&D participants. The findings presented are respondents' perceptions and provide feedback on the programme rather than a full evaluation.

Annex A

Figure 1: Extent of agreement about benefits of the leadership equality and diversity programme (2016-17)

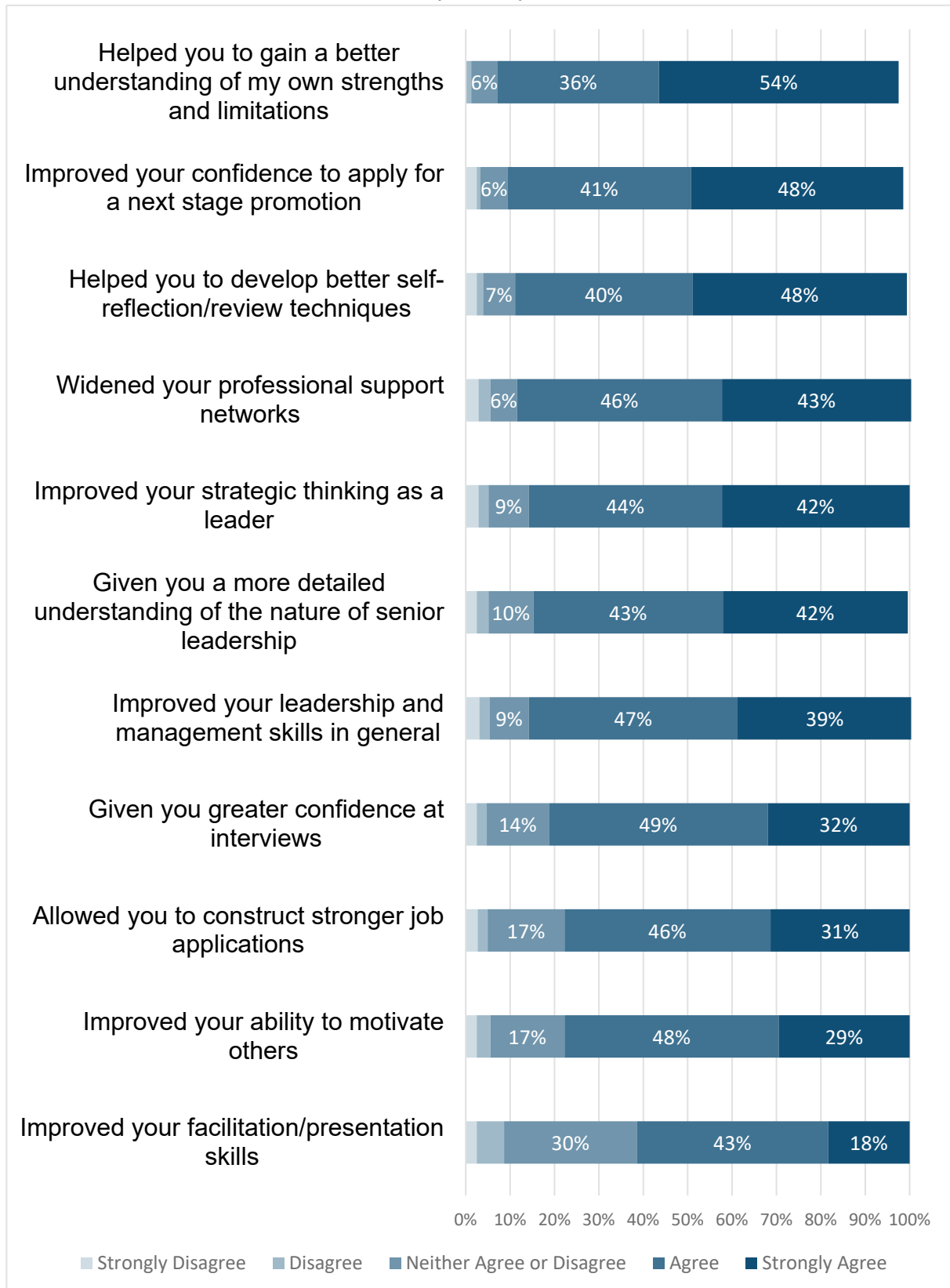


Table 1: When participants are planning to apply for next stage promotion (2016-17)

	Percentage of participants	Number of participants
I have already gained a promotion	25%	119
During summer term 2017	4%	18
During autumn term 2017	9%	41
During spring term 2018	8%	37
During summer term 2018	3%	16
After summer term 2018	7%	35
As soon as an appropriate vacancy becomes available	40%	195
I am not planning to apply for next stage promotion	5%	24

Figure 2: Number of times programme learning outcomes ranked 1,2 or 3 (1 = most highly rated learning outcome; 11 = least highly rated learning outcome) (2017-18)

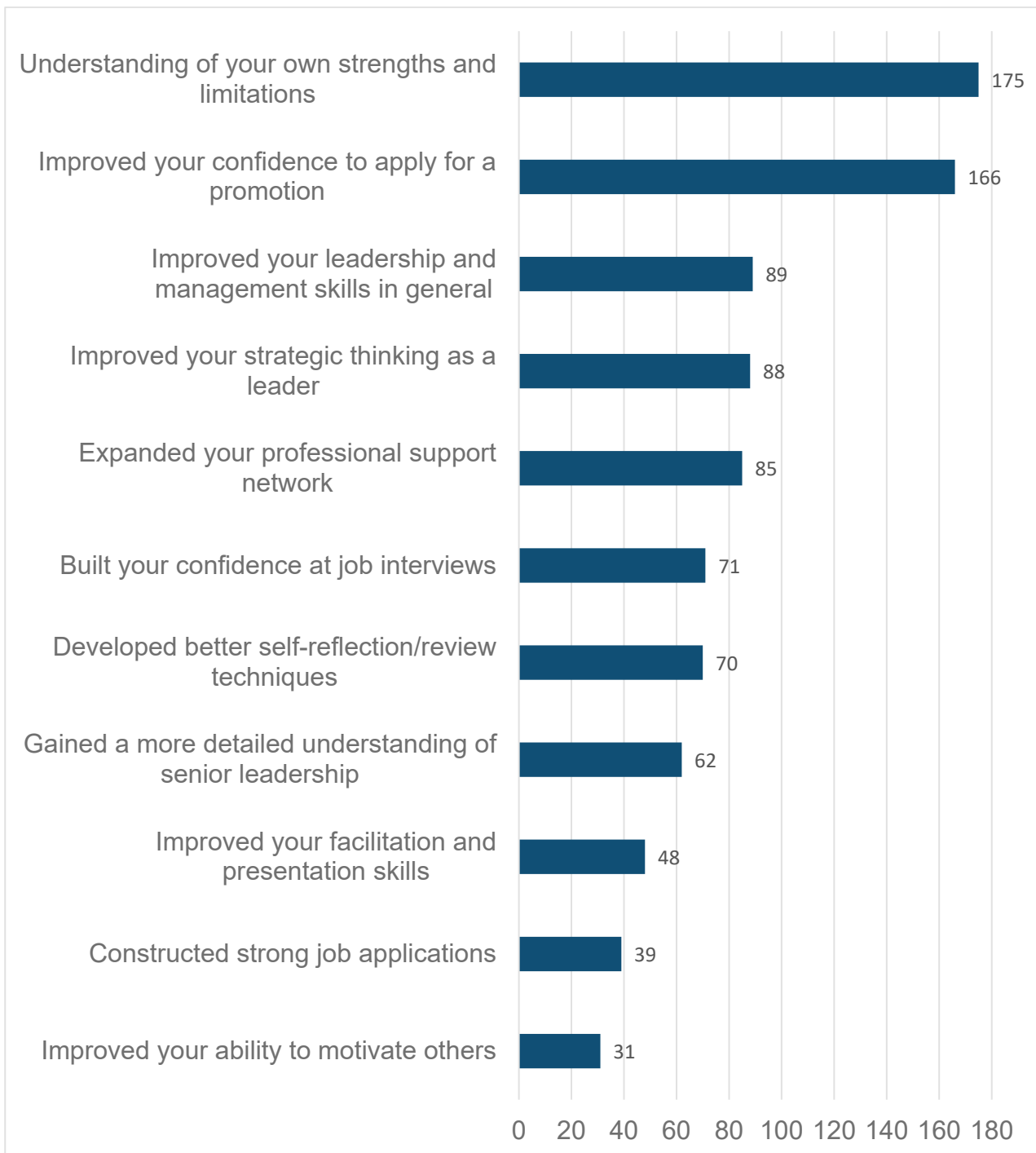


Table 2: When participants are planning to apply for next stage promotion (2017-18)

	Percentage of participants	Number of participants
Yes – I have already achieved promotion	29%	110
Yes – I have already applied for promotion	12%	43
Yes – During summer term 2018	3%	13
Yes – After summer term 2018	35%	131
No	6%	21
I'm not sure	15%	55

Annex B

Questionnaire and data tables (2016-17)

1. Please indicate your region:

	Survey responses	Number of participants	Response rate
East Midlands	23	48	48%
East of England	72	140	51%
London	135	245	55%
North East	4	29	14%
North West	22	55	40%
South East	103	245	42%
South West	37	93	40%
West Midlands	26	61	43%
Yorkshire and the Humber	63	98	64%

2. One of the requirements of funding was that programmes would support under-represented groups to secure leadership positions. From the list below, please could you indicate which of these groups your project was supporting. Please select all that apply:

	Response percent	Response total
Sex	61%	296
Race	31.1%	151
Faith	8.5%	41
Pregnancy and maternity	5.2%	25
Age	6.4%	31
Disability	1.9%	9
Sexual orientation	6.4%	31
Disability	1.9%	9

3. Please select the school that led your programme from the list below.

4. The purpose of the fund is to help teachers from under-represented groups as defined by the Equality Act 2010 gain leadership positions. Overall, do you feel the programme met its objectives?

	Response percent	Response total
Yes	98.4%	477
No	1.6%	8

5. To what extent do you agree or disagree that your attendance on the programme has:

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Response Total
Improved my confidence to apply for a next stage promotion	3.9% (19)	0.8% (4)	6.2% (30)	41.2% (200)	47.8% (232)	485
Widened my professional support networks	2.5% (12)	2.7% (13)	6.0% (29)	46.2% (224)	42.7% (207)	485
Improved my facilitation/presentation skills	2.5% (12)	6.2% (30)	29.9% (145)	43.1% (209)	18.4% (89)	485
Allowed me to construct stronger job applications	2.7% (13)	2.3% (11)	17.3% (84)	46.4% (225)	31.3% (152)	485
Given me greater confidence at "undertaking" interviews	2.5% (12)	2.3% (11)	14.0% (68)	49.3% (239)	32.0% (155)	485
Helped me to developed better self-reflection/review techniques	3.1% (15)	1.4% (7)	7.2% (35)	40.0% (194)	48.2% (234)	485
Helped me to gain a better understanding of my own strengths and limitations	2.5% (12)	1.2% (7)	6.0% (35)	36.3% (194)	54.0% (234)	485
Improved my strategic thinking as a leader	2.9% (14)	2.3% (11)	9.1% (44)	43.5% (211)	42.3% (205)	485
Given me a more detailed understanding of the nature of senior leadership	2.9% (14)	2.7% (13)	10.1% (49)	42.7% (207)	41.6% (202)	485
Improved my ability to motivate others	2.5% (12)	3.1% (15)	16.7% (81)	48.2% (234)	29.5% (143)	485
Improved my leadership and management skills in general	2.5% (12)	2.3% (11)	8.9% (43)	47.0% (228)	39.4% (191)	485

If there are any other benefits that you have experienced please tell us about them here:

6. When do you think you will apply for next stage promotion?

	Response percent	Response total
I have already gained a promotion	24.5%	119
During Summer term 2017	3.7%	18
During Autumn term 2017	8.5%	41
During Spring term 2018	7.6%	37
During Summer term 2018	3.3%	16
After Summer term 2018	7.2%	35
As soon as an appropriate vacancy becomes available	40.02%	195
I am not planning to apply for next stage promotion (please say why):	4.9%	24

I am not planning to apply for next stage promotion (please say why):

7. Do you have anything further you would like to add?

8. On a scale of 1 - 5 how likely are you to recommend this programme to a professional colleague? (1 being least likely and 5 being most likely)

	Response percent	Response total
1	1.6%	8
2	1.00%	5
3	4.9%	24
4	20.0%	97
5	72.4%	351

9. Please select your gender:

	Response percent	Response total
Male	14.17%	71
Female	85.3%	412

10. Age category:

	Response percent	Response total
under 18	*	*
18-24	*	*
25-34	37.1%	179
35-54	60.2%	290
55+	1.7%	8

11. Ethnicity:

	Response Percent	Response Total
White British	60.8%	293
White Irish	2.5%	12
White Other	3.9%	19
Indian	2.9%	14
Pakistani	2.3%	11
Bangladeshi	*	*
Any other Asian background	0.8%	4
White and Black Caribbean	1.2%	6
White and Black African	1.0%	5
White and Asian	0.8%	4
Any other mixed background	*	*
Caribbean	0.8%	4
African	1.5%	7
Any other Black background	*	*
Chinese	*	*
Any other ethnic group	0.8%	4
I do not wish to disclose my ethnic origin	0.8%	4
Mixed	1.5%	7
Other ethnic group	1.7%	8

Annex C

Table 3: Perceived benefits of the programme by diversity group the project was supporting (2016-17).

Some of these percentages are based on very small numbers of respondents; therefore, these numbers are not reliable enough to be used as evidence and should not be used in analysis.

		Protected characteristic	
		Sex	Race
Base size		412	189
Improved my confidence to apply for a next stage promotion	Strongly disagree	*	*
	Disagree	*	*
	Neither	*	*
	Agree	47%	46%
	Strongly agree	42%	43%
Widened my professional support networks	Strongly disagree	*	*
	Disagree	*	*
	Neither	*	*
	Agree	43%	40%
	Strongly agree	17%	23%
Improved my facilitation/presentation skills	Strongly disagree	*	*
	Disagree	*	*
	Neither	*	*
	Agree	45%	46%
	Strongly agree	33%	34%
Allowed me to construct stronger job applications	Strongly disagree	*	*
	Disagree	*	*
	Neither	*	*
	Agree	49%	48%
	Strongly agree	32%	36%
Given me greater confidence at "undertaking" interviews	Strongly disagree	*	*
	Disagree	*	*
	Neither	*	*
	Agree	40%	41%
	Strongly agree	49%	47%
Helped me to developed better self-reflection/review techniques	Strongly disagree	*	*
	Disagree	*	*
	Neither	*	*
	Agree	37%	35%
	Strongly agree	54%	54%
	Strongly disagree	*	*
	Disagree	*	*

		Protected characteristic	
		Sex	Race
Helped me to gain a better understanding of my own strengths and limitations	Neither	*	*
	Agree	44%	46%
	Strongly agree	42%	40%
Improved my strategic thinking as a leader	Strongly disagree	*	*
	Disagree	*	*
	Neither	*	*
	Agree	42%	43%
	Strongly agree	42%	41%
Given me a more detailed understanding of the nature of senior leadership	Strongly disagree	*	*
	Disagree	*	*
	Neither	*	*
	Agree	49%	47%
	Strongly agree	28%	31%
Improved my ability to motivate others	Strongly disagree	*	*
	Disagree	*	*
	Neither	*	*
	Agree	48%	49%
	Strongly agree	39%	37%
Improved my leadership and management skills in general	Strongly disagree	*	*
	Disagree	*	*
	Neither	*	*
	Agree	48%	49%
	Strongly agree	39%	37%

Annex D

Questionnaire and data tables (2017-18)

1. Please indicate your region:³

	Survey responses	Number of participants	Response rate
East Midlands and the Humber	31	99	31%
East of England and North-East London	63	157	40%
North of England	39	102	38%
North-West London and South-Central London	25	189	13%
South-West England	28	89	31%
South-East England and South London	149	199	75%

2. One of the requirements of funding was that programmes would support under-represented groups to secure leadership positions. From the list below, please could you indicate which of these groups your project was supporting. Please select all that apply:

	Response percent	Response total
Sex	57.6%	215
Race	30.3%	113
Religion or belief	16.1%	60
Pregnancy and maternity	15.8%	59
Age	23.6%	88
Disability	8.6%	32
Sexual orientation	9.1%	34
Gender reassignment	12.1%	45
Marriage and civil partnership	5.4%	20

³ Note: in some cases, providers did not send their End of Year reports and so it has not been possible to confirm how many participants took part in the programmes with these providers. In these cases, this analysis has used the target participant number as an estimate. The real number of participants, and therefore the response rate, may differ from what is shown here.

3. Please select the school that led your programme from the list below.

4. Did the learning meet your expectations?

	Response percent	Response total
Yes – exceeded expectations	55.8%	208
Yes – met expectations	42.9%	160
No- failed to meet expectations	1.3%	5

5. Please tell us, by selecting all that apply from the list below, what the outcomes of your learning have been. Please rank them 1-11 with 1 being the most important reason and 11 the least important by 'dragging and dropping' the answer choices into the correct order:

	1	2	3	4	5	6	7	8	9	10	11	Median rank
Improved my confidence to apply for a next stage promotion	106	38	22	27	23	10	24	19	18	7	14	3
Widened my professional support networks	29	31	25	24	34	34	29	27	22	28	25	6
Improved my facilitation/presentation skills	14	11	23	7	20	24	31	34	39	40	65	8
Allowed me to construct stronger job applications	*	*	22	21	19	31	23	31	40	47	57	8
Given me greater confidence at "undertaking" interviews	10	34	27	35	28	24	22	32	39	38	19	6
Understanding of your own strengths and limitations	62	62	51	29	30	33	15	12	*	*	*	3
Improved your strategic thinking as a leader	17	28	43	41	38	34	48	22	17	15	5	5
Gained a more detailed understanding of senior leadership	16	18	28	31	24	32	38	46	30	23	22	7
Improved your ability to motivate others	4	10	17	23	27	34	32	37	47	40	37	8
Improved your leadership and management skills in general	29	28	32	32	34	22	19	33	24	37	18	5
Developed better self-reflection/review techniques	19	33	18	38	31	30	27	15	23	30	44	6

6. Do you have any plans to apply for a next stage promotion?

	Response percent	Response total
Yes – I have already achieved promotion	29.5%	110
Yes – I have already applied for promotion	11.5%	43
Yes – during summer term 2018	3.5%	13
Yes – after summer term 2018	35.1%	131
No	5.6%	21
I'm not sure	14.7%	55

7. Do you have any other comments or feedback on your learning experience?

8. Please select your gender:

	Response percent	Response total
Male	13.2%	49
Female	85.7%	318
Other	*	*
Prefer not to say	*	*

9. Age category:

	Response percent	Response total
22-24	1.6%	6
25-34	43.5%	161
35-44	35.4%	131
45-55	17.3%	64
55+	2.2%	8

10. Ethnicity:

	Response Percent	Response Total
White British	63%	233
White Irish	3.8%	14
Pakistani	3.8%	14
White Other	3.2%	12
Bangladeshi	2.7%	10
Caribbean	2.4%	9
African	1.6%	6
Mixed	1.6%	6
White and Asian	1.4%	5
White and Black Caribbean	1.4%	5
Any other Asian background	1.6%	4
Indian	*	*
Chinese	*	*
Any other ethnic group	*	*
Other ethnic group	*	*

Annex E

Table 4: Median ranking of learning outcomes gained by protected characteristics (ignoring non-responses) (1 = very important; 11 = not important) (2017-18).

	Protected characteristic	
	Sex	Race
Base size	318	137
Improved your confidence to apply for promotion	3	4
Expanded your professional support network	6	5
Improved your facilitation and presentation on skills	8	7
Constructed strong job applications	8	8
Built your confidence at job interviews	6	7
Understanding of your own strengths and limitations	3	4
Improved your strategic thinking as a leader	5	5
Gained a more detailed understanding of senior leadership	7	6
Improved your ability to motivate others	8	7
Improved your leadership and management skills in general	5	6
Developed better self-reflection/review techniques	6	7



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