

	Problem	Risks						
Top issue	It is difficult to evaluate & understand the impact of learning provided by ES.	Accountability and attribution are difficult or impossible	PL needing improvement not identified	Practitioners feedback not gathered/sought, so feel opinions are undervalued	ES reputational damage - leading to lower take-up rates & practitioners not operating as expected	Business case for future improvements made more difficult to deliver if impact is unclear	PL doesn't make any/little positive impact on the classroom	
Top issue	scrutiny / feedback evaluation impacts our quality (positive feedback loop) + Notes of visit	There is a possibility of improving the quality of our PL experiences by building tighter/faster feedback loops between PLs creation, PL usage and success data, and improvements to schools. Ignoring this opportunity risks missing out on the potential to improve	Design of PL program not following data from schools	Research into "what's needed" continues to be 'ad-hoc' not planned on the basis of measurement	It takes too long to identify what's working well & not well			
	People do not feel comfortable using tools and following processes - no support function	Reduced employee experience with resulting reduced performance	Poor employee staisfaction survey results; employee churn etc.	Creators/deliverers stick to what they know, which might not be best way to engage practitioners	Impact on quality of PL presentation - reputational damage	PL doesn't meet its original objectives	Reduced commitment to progress / improvements?	
	There is not a consistent toolset for sharing & collaborating internally between ES colleagues.	Time wasted	Employee resources wasted	Miss opportunities to share best practices or work with experts	May create PL with gaps	Risk of ES appearing disjointed or disorganised to external partners	ES reputational damage	
	Current approach to creating PL content/resources can involve too many steps and too many people	Too much time & effort to create PL	Increased risk of not getting content fully QAd	Creators find shortcuts - leading to inconsistencies in format & content	Too much to learn, makes it more complicated to execute - higher risk of errors	Risk of not responding to change in a timely manner (responsive)		
	It's not easy to identify PL that needs updated	PL is out of date	Teachers teach wrong things or in wrong way	ES & practitioner reputational damage	Practitioners don't trust PL available	Low take-up rates = wasted time, effort & money	(Other life-cycle management issues)	
	It's not easy to organising PL events (inviting, follow ups, opt-ins, GDPRP etc)	Lots of different ways events can be set up - no single view of this	Users unclear where to find information on events	No clear view of sign-up channels / ways of tracking sign-up data	Convolved process to set up and plan events runs the risk of failed deliver/execution	Time wasted/lost on lengthy process to organise events	Reputation damage for ES	Increased costs due to using multiple 3rd parties
	Business areas and Comms Team comms can send out mixed messages (not all teams use Comms Team to issue comms, do their own thing)	- ES reputation is harmed - Budgets might be challenged	- ES influence reduced - ES impact with audience is reduced	Differing PL may conflict with each other	Confusion for ES and practitioners			
	The current approach to advertising PL course/activity does not lead to the expected sign-up rates (i.e. via LA instead of direct to teachers)	Not learning from the changes imposed on ES by the pandemic would mean missed opotunities to deliver PL more effectively	Risk of missing out on cost-effective and impactful media usage	Missing out on ways to increase our influence with practitioners? (breaking out of proper channels)				
	It's not easy to track & report participant numbers, attendance, exam performance, etc	Follow up communications harmed	No view from teachers on post-event impact on teaching	No picture of what is working well and what is not - success criteria	Current ways of tracking only provides a "snapshot" of impact	Risk of time wasted creating content that is not being engaged with/not meaningful	Planning and reporting on numbers is made more difficult, with risk of error (manual)	
	It's hard to identify what practitioners have done and plan to do	We can't identify the development path practitioners are on	We can't make recommendations to support their development path	We aren't perceived as a 'trusted voice'				
	It's not easy for practitioners to find all available PL	Practitioners don't find PL that meets their needs	Practitioners waste time & effort looking for PL	Practitioners seek external sources	Practitioners feel undervalued & underserved by ES	Low take-up rates = wasted time, effort & money	ES reputational damage	
Low priority	It's difficult to know/view what PL is going on/planned within the organisation	inability to be effective in future planning	Risk or gaps and duplication. Lack of overall view of activity and performance impairs ability to build an improvement strategy for ES	2+ courses on same day = low-take up rate	ES appear disjointed - reputational damage			
low priority	Budgets may be spent on IT solutions rather than PL (as not following processes)	Duplicate spend on multiple systems & licences to do similar things	Underutilising the IT solutions available	Training overhead for each new system	Risk of wasted budget / training and resources			
Lower priority	Collaboration is made more difficult as we don't have a consistent, user-friendly, common language	Missing the opportunity to come together and work as a coordinated unit	Differing PL may conflict with each other if language used inconsistently	Confusion for ES and practitioners	Staff's emotional safety is hampered			