



# **LEAP 2019/20 Strategic priority: LEAP measures what matters the most**

## **Consideration of pre-ITT consultation responses**

### **Summary document**

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**November 2019  
LEAP Evaluation and Research**

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## List of acronyms and initialisms

AAP	Academic Practice Partner/ships
ASL	Approved suppliers list
CI	Collective Impact
DIG	Demonstrating Impact Group
EAG	Expert Advisory Group
ECD	Early Childhood Development
E&R	Evaluation and Research
ITT	Invitation to Tender
MEL	Monitoring, Evaluation and Learning
SMS	Shared Measurement System
ToC	Theory of Change

## About this document

The first phase of LEAP (2015-2020) was focused on **establishing and developing services**. The second phase (2020-2025) will focus on **monitoring our progress and evaluating our effectiveness and impact** as a programme.

In July 2019 LEAP wrote two discussion papers: (1) Developing LEAP's Shared Measurement Approach and (2) Strengthening LEAP's Evaluation Capacity.

They were written for two reasons:

1. to inform everyone about the work that needs to be done to prepare for, support and complete the second phase of LEAP, *and*
2. to consider the benefits of:
  - LEAP developing a shared measurement system (and ways to achieve this);
  - strengthening LEAP's monitoring, evaluation and learning capacity (and ways to achieve this).

Many members of the LEAP community, including staff, services, partners and families, and external organisations, were invited to offer comments and feedback on the content of the papers. These responses were then collated and used to develop the papers into Invitations to Tender (ITTs), and refine the strategic priority and associated workplan.

This guide has been developed as a simplified overview of these longer document.

## Key terms

**Collective Impact:** Collective impact is a framework and approach whereby people and organisations work together and share information to address complex social problems and achieve a common goal.

**Evaluation:** In this context, evaluation refers to discrete evaluation studies, designed and done to answer key evaluation questions. Evaluation study types include **formative**, **summative** and **developmental** evaluations.

**Formative evaluations** are designed to *improve* a programme of service.

- They typically identify – and give recommendations to address – programme or service implementation issues and give an early assessment of whether outcomes are achieved or are on track to being achieved.
- The purpose of formative evaluations is to help a programme of service prepare for summative evaluation, by becoming more stable and standardised.

**Summative evaluations** are designed to determine whether a programme or service is *effective*.

- They can happen when a programme or service is unlikely to change during the evaluation, when enough people are being reached, and when service users have had enough exposure to the initiative (aka ‘dosage’), for measurable outcomes to be achieved.
- The purpose of summative evaluation is to help people make decisions about whether to expand or replicate the programme or service model. For this reason, summative evaluation data must be high-quality and credible to external stakeholders.

**Developmental evaluations** help initiatives understand the context in which they operate and learn more about how the initiative is developing. They best support the development of new and innovative programmes or services, especially in complex or dynamic situations.

- They support the *adaptive development* of existing programmes or services in response to things like a changing context, or learning from monitoring, evaluation or the latest evidence base.
- This type of evaluation helps people get ongoing, real-time feedback about what is emerging and its implications for impact. To this end, developmental evaluation is particularly relevant to LEAP’s programme-level evaluation, and some of our more innovative services and initiatives.

**Learning:** Here refers to using monitoring and evaluation data to inform strategic learning and adaption. The goal of learning is improved effectiveness.

**Place-Based Approach**<sup>1</sup>: ‘Place-based’ is more than just a term to describe the target location of funding; it also describes a style and philosophy of approach which seeks to achieve ‘joined-up’ systems change. Place based approaches centre on a recognition of the need to reconfigure relationships between a range of partners in order to achieve change by developing collaborative and complementary approaches to address the underlying causes of entrenched problems. Part of

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<sup>1</sup> Definition based on: Anheier and Leat (2006); Association for the Study and Development of Community (2007)

the purpose of place-based approaches is to build the capacity of the community to take charge of its own future, to speak for itself, and to build social capital and connections within the community.

**Place-Based, collective impact:** Place-based collective impact combines a place-based focus on a geographic location, community engagement and local decision-making, with collective impact's emphasis on cross-sector collaboration, adaptive management and systems change.<sup>2</sup>

**Routine monitoring, evaluation and learning (MEL):** Routine MEL (aka performance measurement), refers to the routine collection of information to track progress on predetermined, essential indicators across the six data types (input, user, feedback, engagement, outcome and impact indicators), at both programme- and service-level. Routine MEL data helps us improve our services and practice, show that we're complying with accountability requirements, and make informed decisions about the future of the programme. MEL is sometimes referred to Monitoring and Evaluation (M&E) but as LEAP is a test and learn site, we refer to it as MEL. The data acquired through routine MEL also helps us plan and deliver evaluation studies.

**Routine monitoring, evaluation and learning (MEL) frameworks:** MEL frameworks are an essential, basic requirement for programme and service evaluation. We cannot evaluate without them. They are centralised master documents that set out the essential information we need to collect (across the six data types), to improve our programme and test whether our theories happen in practice.

They set out:

- *who* collects and analyses data;
- *how* often;
- using *which* measurement tool or indicator; and
- *how* data will be used.

LEAP needs a programme-level MEL framework that sets out what we need to monitor and evaluate to improve our programme and demonstrate LEAP's collective impact. Each service will also need their own MEL framework. Our MEL frameworks – at both programme- and service-level – will be informed by our refined ToC and will articulate LEAP's shared measurement system.

**Shared Measurement:** A shared measurement system (SMS) is where multiple organisations or services use a common set of indicators and measures to evaluate performance and track progress towards goals. Shared measurement is any tool that can be used by more than one organisation or service to track progress and measure impact. The process of introducing a shared measurement system involves first understanding the shared outcomes that everyone is working together to achieve.

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<sup>2</sup> Definition from: <https://www.rch.org.au/uploadedFiles/Main/Content/ccchdev/1807-CCCH-PolicyBrief-30.pdf>

## 1. Why we exist

Lambeth has a high-level of need in terms of deprivation, education achievement and child health.<sup>3</sup> It's one of the 20% most deprived districts/unitary authorities in England and nearly 1 in 4 children live in low-income families.<sup>4</sup>

Children living in LEAP wards are significantly less likely to achieve at least the expected level of development in the prime areas of learning at the end of Reception, compared with non-LEAP wards.<sup>5</sup> And the gap in Early Years Foundation Stage (EYFS) outcomes is especially pronounced for children eligible for pupil premium and children of non-White British backgrounds.<sup>6</sup>

The evidence suggests that early child development (in the key areas of nutrition, and social and emotional, and communication and language development), can have a significant impact on long-term life chances and outcomes,<sup>7</sup> and is crucial to reducing health inequalities.<sup>8</sup>

LEAP's ultimate goals (shared across services) is therefore to improve early childhood development (ECD) for 10,000 local babies and children and reduce local inequalities.

## 2. Our approach

An extensive body of evidence shows that early intervention can improve outcomes for children and families,<sup>9</sup> but there are limits to what single initiatives working in isolation can achieve.<sup>10</sup> This is because children's lives are shaped by multi-level and interactive influences, including family, education and care, neighbourhood, and social and cultural contexts.<sup>11</sup>

LEAP therefore uses a place-based, collective impact framework and approach to help us achieve our ultimate goals.

This means we bring together people and organisations to share information and work in mutually reinforcing ways to:

- meet the unique needs of local children and families; and
- achieve our common goals of improving ECD and reducing inequalities within and across our four wards.

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<sup>3</sup> <https://www.abetterstart.org.uk/content/programme>

<sup>4</sup> [PHE Fingertips Lambeth Health Profile 2019](#)

<sup>5</sup> Luck, G. (2019) EYFS PSED Poster LEAP; Luck, G, (2019) EYFS CLD Poster LEAP.

<sup>6</sup> Luck, G. (2019) EYFS PSED Poster LEAP; Luck, G, (2019) EYFS CLD Poster LEAP.

<sup>7</sup> For e.g., Marmot, M. (2010) *Fair Society, Healthy Lives. The Marmot Review*. London; Bowes & Strelitz et al. (2012) *An Equal Start*. London: Institute of Health Equity.

<sup>8</sup> Marmot, M. (2010) *Fair Society, Healthy Lives. The Marmot Review*. London.

<sup>9</sup> See: <https://www.eif.org.uk/why-it-matters/how-do-we-know-it-works/>

<sup>10</sup> For example, see: Dyson, A., Kerr, K. and Wellings, C. (2013) *Developing Children's Zones for England: What's the Evidence?* London: Save the Children.

<sup>11</sup> See overviews of early childhood development, for example: The Handbook of Child Psychology and Developmental Science: <https://bit.ly/2TCzmkR>; Encyclopedia on Early Childhood Development: <http://www.child-encyclopedia.com/>; Harvard Centre on the Developing Child: <https://developingchild.harvard.edu/>

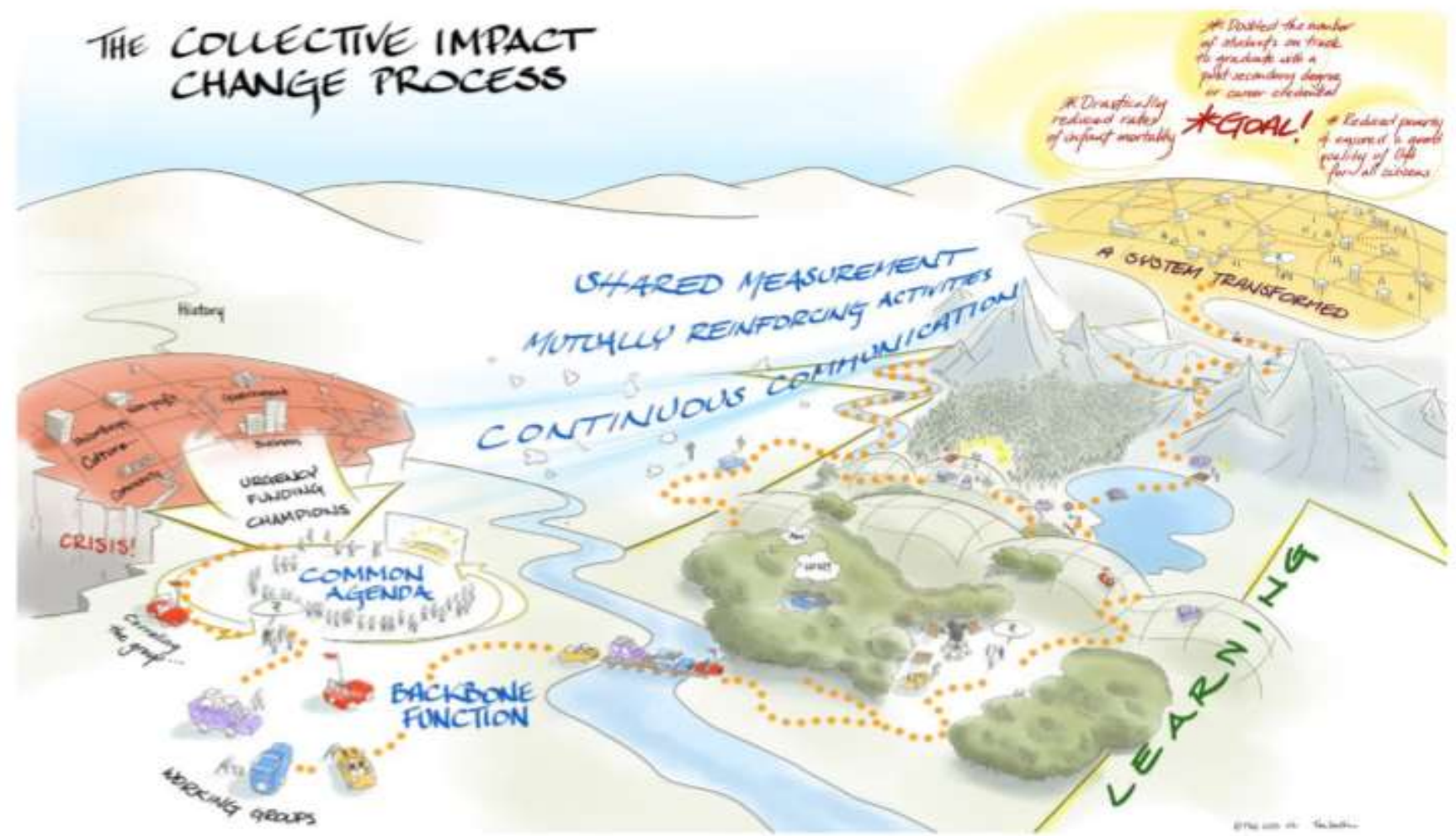
In other words, place-based collective impact (referred to as ‘CI’ from this point), can be used to answer the question: how do we make a difference in this geographic location, together? And, further, how do we show it?

### 3. The six core conditions of collective impact initiatives

To create a successful CI initiative, six conditions are needed.

<b>1. Common Agenda</b>	All members of the CI initiative have a shared understanding of the problem and create a shared vision for change. A joint approach to solving the problem is developed through agreed-upon actions.
<b>2. Shared Measurement System</b>	All members agree to track progress in the same way, which allows for continuous improvement. Developing a shared measurement system is essential to CI. All members identify and agree shared outcomes and a consistent way to monitor progress for learning and improvement, using shared indicators and measures.
<b>3. Mutually Reinforcing Activities</b>	This condition reflects the need for CI to add up to more than the sum of its parts. It refers to members ensuring that their activity is coordinated with and mutually reinforces other action across the CI initiative.
<b>4. Continuous Communication</b>	All members engage in frequent and structured open communication to build trust, encourage ongoing learning and adaptation, and develop relationships.
<b>5. Backbone Support</b>	<p>CI initiatives need a team dedicated to creating and managing the initiative, and developing a supporting infrastructure. They provide ongoing support by:</p> <ul style="list-style-type: none"> <li>- providing opportunities to cultivate trust and empathy amongst members so they can freely share perspectives and engage in conversations;</li> <li>- supporting members to seek new approaches to challenges;</li> <li>- guiding the initiative’s vision and strategy;</li> <li>- supporting aligned activities;</li> <li>- establishing shared measurement practices;</li> <li>- building public support for social change;</li> <li>- advancing policy; and</li> <li>- mobilising resources.</li> </ul>
<b>6. Mindset Shifts</b>	Uncoordinated collaboration – where people and organisations work on the same issues in isolation from each other – are most often burdensome, inefficient and ineffective. Instead, all members of CI initiatives commit to working together to achieve complex social problems, and to sharing rather than taking credit for success.

# THE COLLECTIVE IMPACT CHANGE PROCESS



Source: Preskill et al. *Guide to evaluating collective impact*. USA: Collective Impact Forum and FSG.





## 4. How we'll develop and strengthen these core conditions

Between now and Summer 2020, LEAP intends to develop and strengthen the core conditions for CI. Our plans have been shaped by your comments and suggestions; both formally through our pre-ITT consultation process, and through informal conversations and emails over the past few months.

To fulfil some of the main conditions, we'll require external support. This support is being sought through existing – and upcoming – [invitations to tender \(ITTs\)](#).

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1. Common Agenda		The <b>service survey</b> , which was distributed earlier this year, and completed by service and strand leads, was to help us reconfigure and align LEAP services for CI.
2. Shared Measurement System		
3. Mutually Reinforcing Activities		The LEAP core team, with support from external organisations, will be completing: <ul style="list-style-type: none"><li>• a <b>rapid review of the latest evidence</b> on early childhood development and place-based/CI approaches. For more information, see <a href="#">ITT1</a>; and</li><li>• a <b>review of local need, service provision and reach</b> across Lambeth. For more information, see <a href="#">ITT2</a>.</li></ul>

An external organisation will help us **identify and agree shared outcomes**. They will take an evidence-informed approach and facilitate **theory of change (ToC) workshops** that draw on information from four main sources:

- i. The rapid review of the latest evidence (see above)
- ii. LEAP's review of needs, service provision and reach across Lambeth (see above).
- iii. Practitioner and stakeholder expertise
- iv. the views and experiences of local families.

The output from this work will be a **refined programme-level theory of change**.

The external organisation will then work with LEAP and our stakeholders to **develop and embed a shared measurement system (SMS)**, based on the refined programme-level ToC. The SMS will integrate data from LEAP's services and initiatives, and enable us to monitor our performance, compare performance across services, track progress towards outcomes, and identify opportunities for learning and improvement.

The SMS will include a set of common indicators and measurement tools related to six data types (input, user, feedback, engagement, outcome and impact data).

LEAP services and initiatives will be able to pick and choose from these common indicators and measurement tools, to support their routine monitoring, evaluation and learning (MEL) approach.

LEAP will cover the cost of any selected measurement tools included in the SMS and associated training.

The SM approach will then be transferred to LEAP's **integrated data platforms**.<sup>12</sup>

#### Service-level

The external organisation will also develop and facilitate participatory workshops to support groups of services to **refine their own (service-level) theories of change**, ensuring they are:

- i. clear and concise;
- ii. informed by the latest evidence (using findings from the commissioned evidence review and the review of needs, service provision and reach – see above);
- iii. explicitly linked to and informed by LEAP's refined programme-level ToC; and
- iv. consistent in style with the refined programme-level ToC.

Finally, they will work with LEAP to review and refine each **service's routine monitoring, evaluation and learning (MEL) approach** to ensure they align with each service's refined ToC and articulate LEAP's shared measurement approach.

For more information, see [ITT3](#).

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#### 4. Continuous Communication

The LEAP core team is leading work to strengthen our internal and external communications, which includes:

- **redesigning our website**; and
  - **developing a platform on SharePoint**, for secure file sharing and storage, and to display content (i.e. service plans, and routine monitoring, evaluation and learning
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<sup>12</sup> See: <http://www.leaplambeth.org.uk/media/1740/LEAP-Data-Integration-Platform-Outline.pdf> LEAP is also developing a sister qualitative data platform on SharePoint. This will enable us to mix our qualitative (textual) and quantitative (numerical) routine monitoring, evaluation and learning data.

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plans), that can be viewed and edited by *all* LEAP staff, services and partners.

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#### 5. Backbone Support

The LEAP core team is **strengthening its approach to cross-team collaboration** by implementing a working group to ensure better alignment between the LEAP data, public health, and evaluation and research teams. The first objectives of this working group, supported by various subgroups, will be to:

- **oversee the 2019/20 strategic priority: LEAP measures what matters the most;**
  - **develop and recruit Impact Champions** to support LEAP services to effectively administer data collection tools, and input, report and (potentially) analyse data/information for routine monitoring, evaluation and learning;<sup>13</sup> and
  - establish an **Expert Advisory Group** for LEAP.
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#### 6. Mindset Shifts

In practice, this means that everyone involved in planning and delivering LEAP needs to **consider how their contributions fit into a larger puzzle of activities**, and that decisions about things like service design, delivery, outcomes, and outcome measurement are not made in isolation but align with the common agenda.

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Developing our SMS will be challenging, so it's important that LEAP is agile, and able and willing to flex our approach during the planning stage with our commissioned partners, and throughout delivery, if appropriate. Nonetheless, we include a rough timeframe for this work in Appendix 1.

## 5. Benefits of this work

Work to develop and strengthen the core conditions for CI is a strategic priority for LEAP because it means:

- We'll improve overall standards of impact measurement by providing rigor and external validation.
- We'll better understand our collective impact.
- We'll build an evidence base more quickly.
- We'll reduce the data burden on our services as we'll look to measure only what matters.
- We'll reduce the duplication of effort in developing bespoke impact measurement approaches, allowing us to focus our resources more efficiently.
- Analysis, interpretation and reporting of LEAP's routine monitoring and evaluation data will be easier and quicker because data can be pooled.

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<sup>13</sup> We are establishing the Impact Champions role because we appreciate that many services don't have the capacity to routinely collect outcomes data. Also, research skills and training are often needed to administer outcome measurement instruments and to investigate sensitive topics, and trust and rapport can be undermined if practitioners are asked to start collecting outcomes data too early in the practitioner-parent relationship.

- There'll be improved collaboration across the programme and with our partners.
- We can compare data and information across the programme to help us understand what does and doesn't work and why, which in turn can improve practice, benefitting local children and families.

## 6. Your input and support

To succeed, we need everyone involved in planning or delivering LEAP to take an active role and:

- Work with an external consultant/organisation to **compile existing routine MEL frameworks**, so that they are ready for review.
- **Engage in participatory theory of change workshops** to develop LEAP's programme-level ToC, and to review their own theories of change to ensure they explicitly link to LEAP's programme-level ToC, and are evidence-informed.
- **Engage in workshops to develop LEAP's shared measurement approach**, and review their routine MEL approaches to ensure they articulate LEAP's shared measurement approach.
- **Understand and accept that until the strategic work is complete, it is possible that the data collection requirements may change.** This includes any interim decisions made during recent evaluation and research support sessions.
- **Understand and accept that LEAP will only be able to offer services light-touch evaluation and research support** during this time. Instead, we will signpost services to quality evaluation and research resources. This is to support any services who wish to raise the quality standard of their routine MEL approach and collect outcomes data *before* the implementation of LEAP's shared measurement system. Although we welcome services' taking this initiative, it's not mandatory.

*Why are we being asked to repeat some tasks?*

It's good practice to regularly review and refresh programme- and service-level theories of change and monitoring and evaluation approaches. Unfortunately, some theoretical work that was done early in programme and service development is now out of date or does not reflect practice reality.

If LEAP was in year zero, we would first identify and agree our shared outcomes (using a ToC approach), and then consider monitoring and evaluation approaches to test these theories. Instead, across the programme, we're not always clear about *what* we want to measure and *why*, or we simply haven't articulated it. Without the clarity of this, we can't determine appropriate measurement tools and indicators.

To review our current theory and practice, and prepare for future monitoring and evaluation, we need to organise our existing routine MEL data and methods into a format that can be easily

understood and accessed by external partners unfamiliar with LEAP. We need to learn from our existing data and practice.

More information about the work we will be doing to strengthen the core conditions for CI can be found in the associated work plan for the LEAP 2019/20 strategic priority: *LEAP measures what matters the most*.

Please speak to the LEAP evaluation and research team if you would like to see or hear more about this work plan.

So ... what's all this work for?

## 7. Our learning and impact

LEAP requires a monitoring, evaluation and learning approach that lets us and others see *our effectiveness and impact*, but also *our progress towards our ultimate goals* at different stages of our CI journey. We cannot – and should not – explore everything.

We will therefore be adopting a two-part approach to measuring progress and evaluating our effectiveness and impact: LEAP's routine monitoring, evaluation and learning (MEL) system, which articulates our shared measurement system (SMS), and evaluation.

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### 1. LEAP's routine monitoring, evaluation and learning (MEL) system

To help us understand *what progress we're making*, **LEAP's routine monitoring, evaluation and learning (MEL) system** (aka performance measurement system) tracks a set of **early performance indicators**, and will articulate **LEAP's shared measurement system (SMS)**. To recap – the SMS will gather and maintain predominantly quantitative (numerical) data on a set of shared indicators related to six types of data.<sup>14</sup>

During the first half of LEAP, and especially during the early years, LEAP's focus was on understanding the context, building relationships, and designing, developing and implementing our programme. We therefore implemented a set of **early performance indicators**, managed by the LEAP data team, to help us monitor our progress.

Now, on entering the second half of LEAP, **the routine MEL system will articulate LEAP's SMS**, to help us track progress towards our ultimate goals. We can expect to start seeing some significant progress in things like people's attitudes, skills and behaviour (e.g., changes in professional practice, or changes in individual behaviour), and with systems change (e.g., changes in culture, funding and policy). These changes serve as the gateway to LEAP's

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<sup>14</sup> Inputs, feedback, user, engagement, outcomes and impact data.

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ultimate, population-level impact (improving ECD and reducing inequalities), which we expect to see in our later years.<sup>15</sup>

As well as for *learning*, LEAP's routine MEL system will help us consider *accountability*. For example, routine MEL data and information helps us ensure that resources are appropriately used, and that services are working towards the goals LEAP is funding them to achieve. We will also be assessing the extent to which services hold themselves and others accountable to LEAP's common agenda, and our shared vision and goals.

#### *Management of LEAP's routine MEL system*

LEAP's routine monitoring, evaluation and learning (MEL) system will be internally managed by the LEAP CILT+ working group, comprised of representatives from the data, public health, and evaluation and research teams.

The LEAP data, public health, and evaluation and research teams, with our Impact Champions, will support services with the administration of data collection tools/methods, data input, reporting and analysis.

The LEAP data, public health, and evaluation and research teams will be responsible for making sense of routine MEL data.

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## 2. Evaluation

To help us understand *how and why LEAP is making progress (or not)*, and to help us *improve our understanding of data gathered through our routine MEL system* (which articulates our SMS), we will be using **different approaches to evaluation** depending on the stage of development of our CI initiative.

Our evaluations will include **collective impact evaluations** that will seek to answer questions such as:

- Is there a common understanding of the problem, and consensus on LEAP's ultimate goals and intermediate outcomes?
  - To what extent are LEAP's services and activities coordinated with and aligned to the common agenda?
  - Is there improved communication and data sharing among LEAP's services and key stakeholders?
  - What changes in systems and behaviours have and haven't been achieved?
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<sup>15</sup> Preskill, et al. *Guide to Evaluating Collective Impact*. USA: Collective Impact Forum / FSG.

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- To what extent has LEAP achieved its ultimate goal? How and why has this happened, or not?
  - What aspects of LEAP's work had the greatest impact on LEAP's success (or failure)?<sup>16</sup>

We will also be **evaluating some individual LEAP services and initiatives** to help us understand their contribution to LEAP's ultimate goals.

These evaluations will use different approaches, including developmental, formative and summative approaches (see Glossary of Key terms for more information).

#### *Management of LEAP's evaluation*

LEAP's evaluations will be designed and delivered by **our academic practice partner (APP)**, in consultation with the LEAP Research and Evaluation team, and our EAG.

The APP will have access to a pool of researchers and academics with a wide range of expertise and experience to match the range of projects and services offered by LEAP. We'll strive to set up a data sharing agreement between LEAP and the APP, so that the APP can generate robust evaluation findings by reviewing and using LEAP's routine MEL data, alongside their own primary and secondary data.

The APP will also be responsible for acquiring and appraising the latest research, academic studies and clinical practice, to support LEAP's services and continuously inform our ToC and routine MEL system.

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Our routine MEL system and evaluations will be complementary activities. For example, quantitative data collected through our SMS will complement qualitative data collected from focus groups and interviews, etc., and should influence the design of our evaluations. Our SMS data will also contribute longitudinal data to support our evaluations.

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<sup>16</sup> Example questions from: Preskill et al. *Guide to evaluating collective impact. Assessing progress and impact*. USA: Collective Impact Forum. FSG.

Figure 1 – Our approach to learning and impact

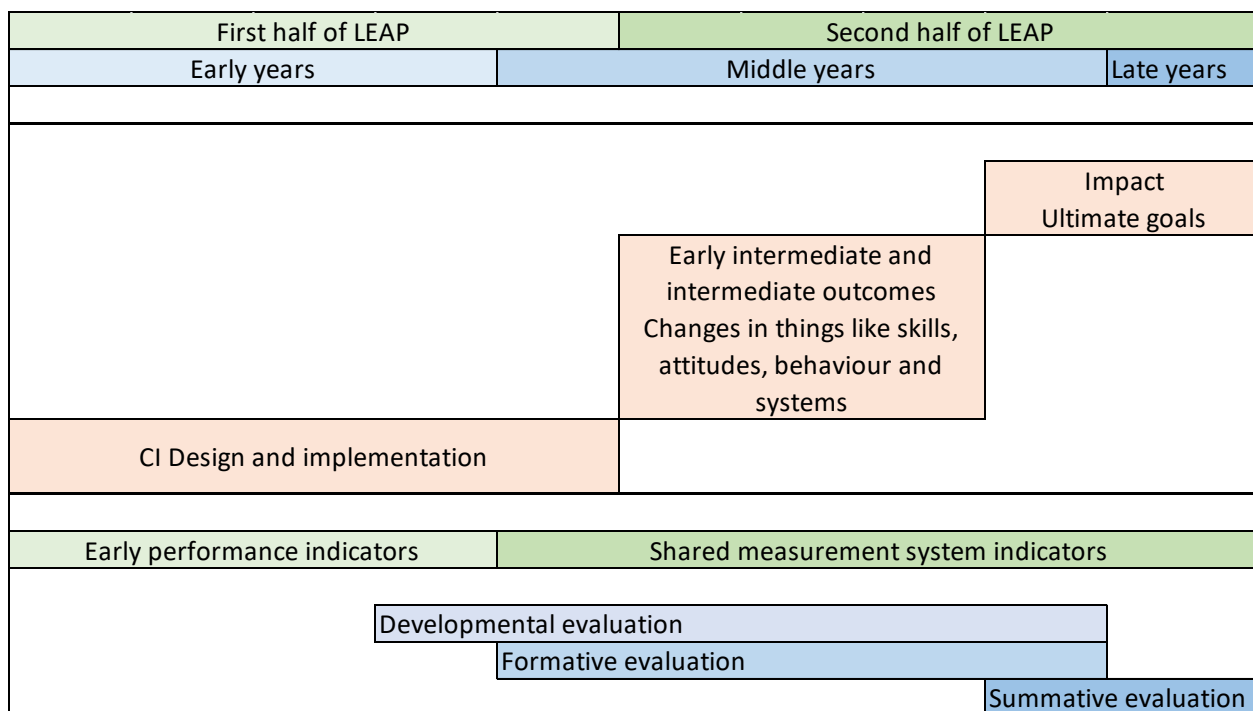


Figure 1 based on: Preskill et al. *Guide to evaluating collective impact. Assessing progress and impact.* USA: Collective Impact Forum. FSG.

## 8. Contact us

If you have any questions or comments on the content of this document, or if you would like to receive a copy of the associated work plan, please contact the LEAP Evaluation and Research team:

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## Appendix 1 - Indicative timeframe

Activity (and who is responsible)	Dec '19	Jan '20	Feb '20	Mar '20	Apr '20	May '20	June '20
Rapid review of the evidence ( <i>LEAP core team, with external support</i> )							
Review of needs, service provision and reach across Lambeth ( <i>LEAP core team, with external support</i> )							
Establish Expert Advisory Group							
Compilation of existing routine monitoring, evaluation and learning (MEL) frameworks ( <i>led by external organisation, requires LEAP-wide input</i> )							
Impact Champions ( <i>LEAP core team</i> )							
Programme-level Theory of Change (ToC) ( <i>led by external organisation, requires LEAP-wide input</i> )							
Service-level ToC (refinement) ( <i>led by external organisation, requires LEAP-wide input</i> )							
Shared Measurement System (SMS) ( <i>led by external organisation, requires LEAP-wide input</i> )							
Review of service-level MEL approaches ( <i>led by external organisation, requires LEAP-wide input</i> )							
Establishment of academic practice Partnership (APP) ( <i>LEAP core team</i> )							