Technical specifications for

City & Guilds Level 6

Diploma in School Business Management (8631)

Version: 1.0 (March 2017)

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**Note:** This a qualification specific document and should always be read in conjunction with the Supporting Notes for ILM VRQs document available at [*www.i-l-m.com*](http://www.i-l-m.com)or from ILM Customer Services (*customer@i-l-m.com*)and the ILM Customer Handbook.

**Qualification Purpose and Aim**

**Who is this qualification for?**

Few professions have risen as fast as that of school business manager. It is now an integral part of senior leadership teams in many schools, with its importance only likely to grow as schools become more and more autonomous. The **school business manager** (SBM) role has evolved from that of the school bursar. SBMs are now senior members of non-teaching staff, responsible for managing non-teaching activity in a school. They oversee the business management of schools – all the administrative and logistical aspects of running a school so that these are done in the most effective and efficient way possible. Through this, they free up the school’s headteacher to focus on leading teaching and learning.

The Level 6 School Business Management qualification is designed for those working across small groups of schools or a single large school. Participants are likely to have skills relating to strategic leadership of human resources, finance and facilities management. For experienced SBMs, it develops their knowledge and skills, enabling them to work more strategically and enhance their contribution in complex settings.

**Benefits for individuals**

* Expands skills, knowledge and competences to enable the SBM to play a lead role in the management and leadership of the non-teaching elements of schools.
* Enhances the SBM’s contribution to the leadership and management of their schools in complex organisational settings.
* Extends knowledge and understanding of teaching and learning in schools and the management of resources for learning.
* Extends knowledge and understanding of school leadership.
* Improves research skills to understand the school as an organisation and critically evaluate its adaptation to the changing educational environment of the 21st century.
* Develops skills in measuring the performance of schools and evaluating the effectiveness of the systems and processes that facilitate learning.
* Develops skills in the key areas of performance management, programme management, strategic financial management, organisational transformation and change management.

**Benefits for employers**

* A key member of the school’s leadership team playing a lead role in the management and leadership of the non-teaching elements of the school.
* Saves up to one third of the headteacher’s time – freeing them to lead learning.
* Makes a significant contribution to the effective financial management of the school.
* Support for teachers, increasing the leadership capacity within the school and improving educational outcomes for students.

**Progression Routes**

This qualification will provide progression opportunities to a range of ILM qualifications including:

* Level 6 Award/Diploma in Leadership and Management
* Level 7 Award/Certificate/Diploma in Leadership and Management

Qualification Specific Occupational Competency Requirements

Centres must ensure they have competent and suitably qualified staff involved in the teaching, learning and assessment of ILM qualifications.

ILM requires that a Level 6 School Business Management delivery team will be comprised of individuals who have:

* Qualifications and/or substantial middle management experience in an educational setting at RQF Level 6 or above.
* At least one member of the delivery team should preferably hold the Level 6 School Business Manager qualification or equivalent.
* Experience of managing a budget in an educational setting at RQF Level 5 or above.
* ILM Accredited Trainer status is desirable but not essential.

Internal Verifiers

ILM requires that Level 6 School Business Management assessments are internally quality assured by appropriately qualified staff or consultants. Internal verifiers employed or contracted by the learning provider must meet the criteria specified above for the delivery team. Each centre’s Internal Quality Assurance (IQA) processes must follow best practice principles to ensure their rigour.

Effective internal quality assurance (IQA) must be all embracing from the conception and design of programmes, recruitment of learners and team members, to delivery, assessment and evaluation through to certification.

**Qualification Structure and Details**

**Level 6 Diploma in School Business Management**

|  |  |
| --- | --- |
| Qualification Accreditation No: | 601/5773/2 |
| Planned Operational Start Date: | 01 March 2015 |
| Credit Value: | 78 credits |
| Induction: | 3 hours |
| Tutorial Support: | Minimum of 10 hours |
| Guided Learning Hours (GLH): | The overall guided learning hours for the programme is 178, including the induction and tutorial support hours cited above. |
| Duration: | To be completed in 3 years |
| Rules of Combination: | Learners are required to complete all units totalling 78 credits to achieve this qualification.  **Refer to the overview of units table.** |
| Assessments: | Learning Outcome section assessment applies to all units within this qualification (i.e. the learner must satisfy every Learning Outcome as articulated by the assessment criteria). For further details see the ILM recommended Mark Sheet for each unit. |

**Overview of Units for the Level 6 Diploma in School Business Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ref** | **Unit Title** | **Level** | **CV\*** | **GLH\*\*** |
|  | **Mandatory Group** |  |  |  |
| 8631-600 | Enabling Learning | 6 | 14 | 30 |
| 8631-601 | Measuring School Performance | 6 | 14 | 30 |
| 8631-602 | Transforming Schools as Organisations | 6 | 14 | 30 |
| 8631-603 | Understanding the Leadership of Organisations | 6 | 8 | 28 |
| 8631-604 | Managing Strategic Finances | 6 | 14 | 30 |
| 8631-605 | Managing Programmes | 6 | 14 | 30 |

\*Credit Value

\*\* Guided Learning Hours

Unit Specifications for the Level 6 Diploma in School Business Management

Enabling Learning

|  |  |  |  |
| --- | --- | --- | --- |
| Title: | **Enabling learning** | | |
| Level: | **6** | | |
| Credit value: | **14** | | |
| Learning outcomes (the learner will) | | **Assessment criteria (the learner can)** | |
| 1.Understand the key concepts of enabling learning and the management of learning resources | | 1.1  1.2  1.3 | Analyse the key characteristics of effective learning in schools.  Critically evaluate key concepts and theoretical frameworks for enabling learning and managing resources for learning.  Provide evidence of engaging with current literature on school self-evaluation and review. |
| 2. Be able to evaluate the school's resources for learning | | 2.1  2.2  2.3  2.4  2.5  2.6 | Research a specific aspect of managing resources for learning.  Design and apply appropriate and rigorous evidence-gathering techniques in the enquiry.  Analyse complex dilemmas and exercise good professional judgement in the design and conduct of the enquiry.  Conduct an evaluative enquiry into the economy, efficiency and effectiveness of a specific aspect of managing resources for learning in an educational setting.  Apply the key characteristics of effective school self-evaluation to the design and conduct of the enquiry.  Devise clear and appropriate priorities for the improvement/development of a specific aspect of the school’s resources for learning. |
| 3 Be able to review own performance in supporting and enabling efficient and effective learning | | 3.1  3.2  3.3 | Evaluate own professional competency in enabling learning in a school.  Summarise the learning gained through the conduct of practitioner research and identify areas for development.  Reflect on own understanding of the school business manager’s role in managing resources to enable efficient and effective learning and teaching to take place across the school. |
| **Additional information about the unit** | |  | |
| Unit purpose and aim(s) | | This purpose of this unit is to enable the school business manager to develop knowledge and understanding of the conditions for effective learning in order to allow him or her to play a full role as a strategic leader dedicated to enabling effective learning and teaching across the school. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | |  | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | National College of School Leadership (NCTL) | |
| Location of the unit within the subject/sector classification system | |  | |
| Unit guided learning hours | | 30 | |

Measuring School Performance

|  |  |  |  |
| --- | --- | --- | --- |
| Title: | **Measuring school performance** | | |
| Level: | 6 | | |
| Credit value: | 14 | | |
| Learning outcomes (the learner will) | | Assessment criteria (the learner can) | |
| 1.Understand the measurement of performance within schools | | 1.1  1.2  1.3 | Explain the rationale for measuring performance within the government policy context of raising standards and improving schools.  Examine key issues raised by the use of different techniques to measure the performance of schools and identify areas for improvement.  Demonstrate knowledge and understanding of recent literature on the effective management of data within schools and other public service organisations. |
| 2. Be able to analyse the performance of a school against a range of measures | | 2.1  2.2  2.3  2.4 | Use a range of different types of data analysis to evaluate the performance of a school.  Develop appropriate hypotheses on the basis of the data gathered.  Identify methodological weaknesses/limitations of the data gathered.  Develop informed judgements to improve current systems for school performance data. |
| 3. Be able to critically evaluate a school’s management of data to inform its improvement planning | | 3.1  3.2  3.3  3.4 | Evaluate the quality of the performance data in a school.  Evaluate the use of performance data in a school.  Evaluate a school’s compliance with legislation relating to data protection and freedom of information.  Justify clear and valid proposals for the improvement of the collection, analysis and use of performance data within a school. |
| 4. Be able to review the role of the school business manager in managing data to facilitate the effective teaching and learning of pupils at a school | | 4.1  4.2  4.3 | Define own role and the role of others in evaluating the performance of the school.  Examine the ethical aspects of school performance and the care with which performance data should be used.  Reflect on the school business manager’s role in managing data to facilitate the effective teaching and learning of pupils at a school and secure sustained improvement. |
| **Additional information about the unit** | |  | |
| Unit purpose and aim(s) | | This purpose of this unit is to enable the school business manager to demonstrate knowledge and understanding of the key issues associated with measuring the performance of schools, including how various approaches and particular tools can be used to ensure school accountability in the general policy context. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | |  | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | National College of School Leadership (NCTL) | |
| Location of the unit within the subject/sector classification system | |  | |
| Unit guided learning hours | | 30 | |

Transforming Schools as Organisations

|  |  |  |  |
| --- | --- | --- | --- |
| Title: | **Transforming schools as organisations** | | |
| Level: | 6 | | |
| Credit Value: | 14 | | |
| Learning outcomes (the learner will) | | Assessment criteria (the learner can) | |
| 1. Understand organisational transformation in a school setting | | 1.1  1.2 | Review key concepts in organisation theory and frameworks and their relevance to the transformation of schools as organisations.  Appraise policy directions, research studies and inspection findings related to the transformation of schools as organisations. |
| 2. Be able to undertake a practitioner research activity to inform effective school development in responding to change | | 2.1  2.2  2.3  2.4  2.5 | Justify the focus of practitioner research into an aspect of organisational transformation relevant to a school.  Design and execute a thorough and systematic enquiry into an aspect of a school as an organisation.  Apply a range of appropriate techniques of practitioner enquiry,  With due regard to ethical issues and the professional climate in which it is to be conducted.  Synthesise the findings from your documentary and empirical research, drawing on the evidence-base that you have compiled.  Justify proposals for development of the school to enable it to become more effective in responding to change based upon the research conducted. |
| 3. Understand the role of the school business manager in conducting research to facilitate the transformation of schools as organisations | | 3.1  3.2 | Produce a reflective commentary that critically evaluates the strengths and limitations of the research undertaken.  Reflect on the role of the School Business Manager in facilitating the transformation of schools as organisations. |
| **Additional information about the unit** | |  | |
| Unit purpose and aim(s) | | This purpose of this unit is to enable the school manager to develop their knowledge and understanding of how and why schools are changing as organisations and how to apply the disciplines of organisation theory and analysis of public policy in order to raise their awareness of the complex challenges that leaders and managers face in shaping the future direction of their schools in the early decades of the 21st century. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | |  | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | National College of School Leadership (NCTL) | |
| Location of the unit within the subject/sector classification system | |  | |
| Unit guided learning hours | | 30 | |

Understanding the Leadership of Organisations

|  |  |  |  |
| --- | --- | --- | --- |
| **Title:** | **Understanding the leadership of organisations** | | |
| **Level:** | 6 | | |
| **Credit value:** | 8 | | |
| **Learning outcomes (the learner will)** | | **Assessment criteria (the learner can)** | |
| 1.Understand leadership in an educational setting | | 1.1  1.2  1.3  1.4 | Research leadership characteristics, styles and structures and their application in educational settings.  Critically evaluate competing approaches and models of educational leadership.  Apply key concepts of educational leadership to a critique of two different leaders, one of whom must be a school leader.  Determine theoretical insights about educational leadership through reflection on own experience. |
| 2. Be able to assess own personal characteristics and skills as a leader in an educational setting | | 2.1  2.2  2.3  2.4  2.5 | Produce a contextual discussion of own role as a leader that explores current thinking about educational leadership and the impact of recent government policies.  Analyse two critical incidents in own leadership in order to make informed judgements to improve professional practice.  Complete a thorough self-assessment of own professional competency as a leader, drawing on a 360° feedback process and other relevant diagnostics.  Assess own qualities and skills as a leader in terms of relevant national competency frameworks.  Critically reflect on own personal characteristics as a leader and their impact on the school environment. |
| 3. Be able to determine areas and priorities for self -development as a leader in an educational setting | | 3.1  3.2 | Analyse the changing leadership role of the School Business Manager.  Use professional self-knowledge and diagnostics/feedback to justify key areas of further professional development in own leadership skills and qualities |
| **Additional information about the unit** | |  | |
| Unit purpose and aim(s) | | The purpose of this unit is to enable the school manager develop knowledge and understanding of the nature of leadership as part of their role and to plan for further professional learning. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | |  | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | National College of School Leadership (NCTL) | |
| Location of the unit within the subject/sector classification system | |  | |
| Unit guided learning hours | | 28 | |

Managing Strategic Finances

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title: | **Managing strategic finances** | | | |
| Level: | **6** | | | |
| Credit value: | **14** | | | |
| Learning outcomes (the learner will) | | | **Assessment criteria (the learner can)** | |
| 1.Understand the role of the entrepreneurial School Business Manager in the strategic financial management of schools | | 1.1  1.2  1.3 | | Examine key concepts related to strategic financial management and the management of financial resources.  Demonstrate engagement with key current literature related to the strategic financial management of schools.  Evaluate key challenges in the strategic financial management of schools and the role of the entrepreneurial school business manager. |
| 2. Be able to use professional judgement  to evaluate a school’s policies and practices for strategic financial management | | 2.1  2.2  2.3 | | Critically evaluate the school’s current policies and practices in relation to strategic financial management.  Review key issues in the school’s strategic financial management that emerged through the critical evaluation.  Justify appropriate actions to improve an aspect of the school’s strategic financial management. |
| 3.Understand the leadership role of the school business manager in ensuring whole-school understanding and accountability in respect of financial and resource management | | 3.1  3.2  3.3 | | Demonstrate good professional judgement over issues related to probity, equity and the ethics of financial management.  Demonstrate the ability to ensure whole-school understanding and accountability in respect of financial and resource management.  Critically evaluate own leadership skills in ensuring whole-school understanding and accountability in financial management. |
| **Additional information about the unit** | |  | | |
| Assessment Criterion 3.2 ‘*Demonstrate the ability to ensure whole-school understanding and accountability in respect of financial and resource management*’ requires learners to provide evidence of how they have communicated, or intend to communicate, this understanding and accountability throughout a school, and this evidence will normally be a presentation or training session to school staff. | | | | |
| Unit purpose and aim(s) | | This purpose of this unit is to enable the entrepreneurial school business manager to develop both own and whole-school knowledge and understanding of issues related to probity, equity and the ethics of managing a limited budget which supports student attainment. | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | |  | | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |  | | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | National College of School Leadership (NCTL) | | |
| Location of the unit within the subject/sector classification system | |  | | |
| Unit guided learning hours | | 30 | | |

Managing Programmes

|  |  |  |  |
| --- | --- | --- | --- |
| Title: | **Managing programmes** | | |
| Level: | 6 | | |
| Credit value: | 14 | | |
| Learning outcomes (the learner will) | | Assessment criteria (the learner can) | |
| 1. Understand the key concepts, techniques and models of programme management as they apply to public sector organisations | | 1.1  1.2  1.3 | Review the key concepts and techniques of programme management.  Examine the efficacy of ‘programme management’ in implementing government reforms and achieving social change.  Reflect on the school’s current use of programme management techniques and governance arrangements for partnership working. |
| 2. Be able to prepare, present and assess an outline business case for a complex change initiative in a school setting | | 2.1  2.2  2.3  2.4  2.5  2.6  2.7  2.8 | Analyse the local/organisational context and locate a business case in its strategic context.  Select an appropriate programme and policy initiative that involves other schools, agencies and/or partners.  Justify the selection of a specific conceptual framework/model for building a business case.  Implement a systematic approach to the development of the business case for the chosen initiative.  Apply a range of effective techniques of programme management to build the business case.  Plan for the engagement of stakeholders in building the business case.    Plan for the implementation of the business case, steering the implementation process, and the evaluation and measurement of outcomes.  Assess the business value, benefits profile and operational costs of the proposed case. |
| **Additional information about the unit** | |  | |
| Unit purpose and aim(s) | | This purpose of this unit is to enable the school business manager to develop programme management skills for a school to manage the multiple initiatives and projects designed to raise standards, improve efficiency and secure value for money. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | |  | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | National College of School Leadership (NCTL) | |
| Location of the unit within the subject/sector classification system | |  | |
| Unit guided learning hours | | 30 | |

**Overview of Assessment Methodology**

The general features of the assessment of the **Level 6 Diploma in School Business Management** programme are as follows:

* Each unit is individually assessed on completion of that unit.
* In order to complete the Level 6 Diploma in School Business Management programme participants must complete all six units that make up the programme.
* A range of assessment techniques is used to ensure rigorous coverage of the learning outcomes of each unit and a clear focus on the development of professional and occupational skills.
* Each unit is made up of a number of learning outcomes. Each learning outcome is assessed against four key areas and assigned a grade.
* Participants are required to achieve at least a ‘pass’ grade in each learning outcome to gain a pass for the unit as a whole. Participants receiving a ‘referral’ for a unit may resubmit their work for assessment.
* Successful completion of the Level 6 Diploma in School Business Management programme (and award of this qualification) is dependent on the achievement of a pass grade in each of the six units completed.
* The qualification may be assessed using NCTL assignments and assessment forms. Alternatively, centres may use their own assessment instruments but these must be approved by ILM.

Overview of Programme Assessment Requirements

|  |  |
| --- | --- |
| Leading and managing teams | Analysis of the dynamics of a team |
| Personal effectiveness | Reflective commentary on the implementation of a personal development action plan |
| Leading and managing the business of schools | Reflective commentary on the strategic direction and development of schools  Application of tools and techniques of strategic analysis  Making a business case and reviewing strategic planning |
| Managing school improvement | Investigation of the performance of the school in order to identify school improvement issues  Application of tools and techniques for managing change  Recommendation of a value for money improvement |
| Stakeholder engagement | Report outlining marketing strategy |

ILM provides ready-made assessment instruments/vehicles (e.g. assignment tasks) for every unit.  **These are not mandatory.**   Using ILM’s flexible assessment approach, centres can develop their own assessment instruments.  Please note this does **not** include changing the criteria, just the method by which they are assessed.

There is a range of alternative methods (please refer to the ‘ILM Guide to assessing’, currently Sections 6 and 7).  It might be as minor as adjusting the ILM assignment task to contextualise it to a specific employer/situation.  More significantly, a centre might use assessed presentations or professional discussions in order to reduce the writing requirement.  However, before using a centre-developed assessment instrument, **you first need approval from your ILM Quality & Compliance Manager**.

Suggested Assessments for the Units in Level 6 Diploma in School Business Management

Provided by National College of Teaching and Leadership

Disclaimer

The following assignments have been provided by the National College of Teaching and Leadership (NCTL) and incorporate terminology that differs slightly from that commonly used by ILM. Centres are advised to seek clarification when needed from their ILM Business Development Manager or Quality and Compliance Manager.

Unit 1: Enabling Learning

Assessment for the Enabling Learning unit is through a completed school self-evaluation report.

**Assessed course work 100 per cent (5,000 words plus additional evidence)**

Write a report on your evaluation of an aspect of the school's resources for learning. Select a specific area in which the school could potentially improve its resource management to enable effective learning and teaching to take place.

You will need to produce a planning checklist for your piece of school self-evaluation, to be submitted to your facilitator for feedback.

The report should include:

* An executive summary
* A summary of the key characteristics of effective school self-evaluation
* A critical review of key aspects of enabling learning
* A statement on the significance of your selected area of learning resources for improving the performance of the school
* A summary of the design of the self-evaluation, explaining its coverage of issues relating to economy, efficiency and effectiveness
* A summary of the processes used to collect and analyse data to inform your self-evaluation
* Outcomes of your self-evaluation
* Identified priorities and action plans for further development
* A reflective commentary on the evaluation methodology and the decision-making process adopted
* Your reflections on the role of the advanced school business manager (ASBM) in managing resources to enable the effective teaching and learning of pupils at the school

Unit 2: Measuring School Performance

Assessment for the Measuring Performance unit has two elements: a presentation of your analysis of the performance of the whole school and a critical evaluation of the school's use of data to inform its improvement planning.

**Structured presentation            50 per cent**

You will prepare and deliver a 15-minute PowerPoint presentation summarising your findings from an analysis of the performance of the school against a range of measures. The presentation will be delivered to one assessor, but should be designed for an audience composed of other members of your school leadership team or governing body.

Your analysis may focus on:

* Pupil attainment, well-being and progress
* Level of progress achieved at each education stage and beyond
* Significant variations and underperformance, or areas of outstanding strength
* Pupil attendance and behaviour
* Attainment and progress of different groups of pupils, including those having free school meals (FSM) and those with additional educational needs (AEN)
* Pupil, parental and community satisfaction with the school
* Other measures that you judge to be significant

Your presentation should include:

* A succinct statement of the school context and evaluation of its current performance
* A range of different types of data analysis to identify trends over time, value-added and internal/external benchmarking
* Potential priorities for school improvement and further issues for exploration

**Critical evaluation of the use of school performance data         50 per cent (2,500 words + additional evidence)**

You will write a report summarising your findings from a critical evaluation of the school's use of data to inform its self-evaluation and improvement planning processes.

Your report should include:

* Reference to recent literature on the effective management of data within schools and other public service organisations
* Evaluation of the quality of performance data within your school
* Evaluation of the use of performance data within your school
* Evaluation of your school’s compliance with legislation relating to data protection and freedom of information
* Proposals for improvements in the collection, analysis and use of performance data in your school
* Reflection on the role of the advanced SBM in managing data to facilitate the effective teaching and learning of pupils at the school and secure sustained improvement

Unit 3: Transforming Schools as Organisations

There are two coursework requirements in the assessment of this unit:

* A report suitable for presentation to a group of your professional peers based on a piece of practitioner research, together with a reflective commentary on the research.
* A structured interview on aspects of this practitioner research and the role of the advanced school business manager (ASBM) in facilitating the transformation of schools as organisations.

**Assessed coursework 50 per cent 2,500 words**

Write a report (2,000 words) for a group of your professional peers summarising the outcomes from your research into characteristics of your school as an organisation and proposals for development. This should be accompanied by a reflective commentary on the research (500 words).

The report to professional peers should:

* Summarise the outcomes from your research in a way that is suitable for presentation to a group of your professional peers.
* Focus on the characteristics of your school as an organisation in the light of the changing context created by policy developments, public service reform and local circumstances.
* Be based on a range of appropriate techniques for practitioner enquiry, with due regard to ethical issues and the professional climate in which it is to be conducted.
* Synthesise the findings from your documentary and empirical research, drawing on the evidence-base that you have compiled.
* Through the reflective commentary, critically evaluate the strengths and limitations of the research undertaken.

In planning your practitioner research, you should select one of the aspects of organisational change covered in Unit 4 of the online module. These are:

* Schools as knowledge-intensive organisations
* Analysing organisational culture and learner voice
* Developing networks and learning communities between schools
* Forming federations and academy chains
* Building social capital and developing social partnerships
* Responding to complexity and disorganisation

Any one of these aspects of the transformation of schools will provide a good starting point for your own practitioner research into your own school setting. You will probably only have time to research one of these themes and to explore the ways in which it is impacting on your school as an organisation. You should also seek to identify ways in which the school could become more effective in responding to this area of change.

**Structured interview 50 per cent**

Prepare for a 20-minute structured interview focused on your research into the characteristics of your school as an organisation.

The assessor will use the interview to verify your report to your professional peers:

* Through the interview you will demonstrate how your conduct of the research and your proposals for development have been informed by your personal experience, professional analysis and academic study. You should show awareness of policy directions, research studies, inspection findings and engagement with the literature in the topic you have chosen to research.
* The interview will also explore issues relating to the methodology used in your practitioner research, drawing on your online contributions. Finally, it will focus on the role of the ASBM in facilitating the transformation of schools as organisations.

Unit 4: Understanding the Leadership of Organisations

Unit 4 is assessed through the compilation of a portfolio of evidence.

**Assessed coursework 100 per cent 5,000 words**

Compile a critical and comparative portfolio of evidence that enables you to demonstrate your personal characteristics as a leader and your understanding of the application of different leadership models and styles in educational settings.

The assessment is designed to enable you to demonstrate your personal characteristics and skills as a leader, particularly in terms of your ability to provide direction, offer inspiration, build team work, set an example and gain acceptance. It will also enable you to demonstrate your:

* Understanding of key concepts of educational leadership and their application in educational settings.
* Understanding of your own leadership capabilities and your ability to critique your own approach.
* Understanding of how your approach impacts on the learning environment and how it might need to develop.
* Awareness of the ways in which new policy directions are impacting on school leadership strategies.

Your portfolio should include:

* A contextual discussion of your role as a leader that explores current thinking about educational leadership and the impact of recent government policies.
* A reflective commentary on your personal characteristics as a leader, drawing on the findings of the 360° feedback process conducted in the preparatory phase and use of other diagnostics (e.g. ‘ViewPoints on Style’). The evaluation of your qualities and skills as a leader should be related to national competency frameworks.
* A critique (referring to literature) of the leadership styles of two different leaders, one of whom must be a school leader. The section should conclude with a summary of their common characteristics and insights about leadership you have drawn from these.
* A discussion of two incidents that have occurred in your own professional practice and have provided significant insights into your leadership skills in leading staff in the school and developing a teamwork approach. Each incident must explain briefly what happened and how you responded and reflect on how you might have responded differently given your learning on this programme. You must also explain what you would do next and justify your strategy. The section should conclude with a discussion of the insights you have gained as a leader and as a team leader.
* A concluding section that reflects on your learning during the process of compiling the portfolio. You should ensure that you discuss how your leadership approach impacts upon the school environment, what further professional development you might require and the most appropriate approach for you. Finally, you should reflect upon the changing leadership role of the advanced SBM.

Unit 5: Managing Strategic Finances

There are two parts to the assessment of this module:

* A critical evaluation of the school’s strategic financial management.
* Design of a training session for a group of stakeholders.

**Critical evaluation of the school’s strategic financial management 50 per cent**

You will write a critical evaluation of your school/academy’s strategic management of its finances.

**Design of training session 50 per cent**

Design a 90-minute training session for a group of key stakeholders focused on one of the key areas for development that has emerged from your critical evaluation.

You will write a critical evaluation of your school/academy’s strategic management of its finances. This should take the form of a formal report to your professional peers (2,500 words + appendices).

Your evaluation should include coverage of the following questions. How well does the school:

* Plan for a sustainable financial future?
* Link strategic objectives to financial resources?
* Secure value for money and improve efficiency and effectiveness?
* Ensure good governance, probity and ethical conduct?
* Respond to market forces and maximise income?
* Ensure robust financial arrangements for the management of initiatives involving other partners and/or organisations?

Your evaluation should be based on scrutiny of evidence relating to the school’s policies and practices in the context of external frameworks of school accountability. You should identify key areas for improvement and outline appropriate action to be taken.

You will design a 90-minute training session for a group of key stakeholders focused on the improvement of an aspect of the school’s strategic financial management. This should cover one of the key areas for development that has emerged from your critical evaluation. In designing the training session you should consider:

* The scope for improvement in selected policies and practices.
* The legislative context and accountability framework.
* The implications for the knowledge and understanding of the selected stakeholder group.
* The balance between information-giving and developmental activities.
* The leadership role of the ASBM in ensuring whole-school understanding and accountability in respect of financial and resource management.
* The skills needed by the stakeholder group to meet their financial responsibilities.

Your training session materials should comprise:

* A set of facilitator notes, including a 500-word statement explaining the process of the session and the organisation of its elements.
* A set of PowerPoint slides
* A 500-word reflective commentary on the work undertaken to complete the critical evaluation and design of the training session.

Unit 6: Managing Programmes

Unit 6 is assessed through the submission of an outline business case. The business case focuses on the strategic development of a specific aspect of the school’s resources for learning in partnership with other organisations.

**Coursework 100 per cent 5,000 words**

You will be required to research and develop an outline business case for a programme that involves other partners and will deliver educational benefit (in terms of improved efficiency and effectiveness) relevant to the implementation of a selected policy initiative

The assessment is designed to enable you to demonstrate your ability to plan for the implementation of initiatives that involve other schools, agencies and/or partners. In undertaking this activity you bring your knowledge and understanding together to create a feasible proposal for the strategic development of educational services through partnership working.

The preparation of your outline business case will involve:

* Reflecting on your school/academy’s current use of programme management techniques and governance arrangements for partnership working.
* Analysing the policy process: external drivers and internal enablers.
* Working through key stages in developing a business case.
* Justifying the selection of a specific conceptual framework/model for building the business case.
* Placing a business case in its strategic context.
* Applying techniques of programme management to this area of the school/academy’s work with its partners.
* Evaluating the business value, benefits profile and resourcing of a proposed case.
* Planning for the engagement of stakeholders.
* Evaluating risks associated with the programme.
* Conducting appraisal of the options for action and preparing the implementation plan.
* Initiating steering, maintaining and monitoring the implementation process.
* Evaluating and measuring outcomes and benefits.

In preparing your business case, you may find that you are unable to provide sufficiently detailed information for some of the above aspects. This may be because of the scope and size of the project, issues in involving other partners in the programme or difficulty in obtaining the information. For example, it is likely to be difficult to provide a fully-costed business case because of the problem of obtaining sufficient information on funding streams and programme costs. Under these circumstances, you will be expected to provide an outline of where and how you would obtain the information and a protocol that the programme team would use to investigate and provide the information as it became available.

How to use the Assessment Matrices and Forms

Assessment Methodology

Assessors should note that the level matrices are the primary reference point in the assessment of the units.

Each learning outcome from the units should be assessed against the requirements set out by the level matrices and a grade (referral, pass, good pass, excellent pass) awarded for each element (understanding and critique of theoretical concepts, application of learning to professional practice, analysis, refection and personal learning and communication skills) and these should be recorded on the assessment forms (see pages 46 to 59).

Once each learning outcome has been assessed in turn, then the overall grade for the unit can be calculated. The learning outcome assessments from the forms are summarised on a unit mark sheet which also provides the facility for specific feedback (page 46 onwards).

You should first check that the participant has achieved at least a pass grade for each of the learning outcomes making up the unit. If not, the grade for the unit as a whole is a referral.

In most cases, the grade for the unit as a whole will be self-evident. Where there is a split across learning outcome grades, the assessor must make a judgement call as to the overall unit grade.

**Preparing feedback**

The feedback section of the assessment form covers both key strengths and areas for development.

Level Matrices

The following Level Matrices have been provided by NCTL and utilise a different assessment methodology from that currently used by ILM. Centres are advised to seek clarification, if needed, from their Quality and Compliance Manager or the specialist ILM Product and Quality Advisor.

Centres may choose to allocate marks for each grade, if they wish to do so.

That is:

Referral 0 – 49%

Pass 50 – 59%

Good Pass 60 – 69%

Excellent Pass 70+%

|  |  |  |  |
| --- | --- | --- | --- |
| **Understanding and critique of theoretical concepts** | | | |
| **Referral** | **Pass** | **Good pass** | **Excellent pass** |
| No reference to, or limited understanding of, theoretical models and frameworks. | Demonstrates understanding of some theoretical models and frameworks. | Demonstrates a clear understanding of a range of theoretical models and frameworks. | Confident expression of competing and contrasting theoretical models and frameworks. |
| No reference to concepts and models relevant to the issue. Refers to concepts and model without justification for their use. | Basic justification of choice of concepts and models which are relevant to the issue. | Good justification of choice of concepts and models relevant to the issue. | Makes relevant and informed choices about the range of concepts and models used or referred to. |
| No critical evaluation. Accepts abstract concepts, arguments and assumptions at face value. | Provides some evidence of evaluating abstract concepts, arguments and assumptions | Critically evaluates key abstract concepts, arguments and assumptions. Identifies different approaches and schools of thought. | Provides thorough critical evaluation of key concepts, based on considered appraisal of different approaches, arguments and assumptions. |
| Superficial or fragmented development of argument. | Develops an argument that identifies links, patterns and underlying issues. | Sustains an argument that identifies links, patterns and underlying issues. | Develops a sustained and powerful argument around complex issues and concepts that add to a theoretical body of knowledge. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Application of learning to professional practice** | | | |
| **Referral** | **Pass** | **Good pass** | **Excellent pass** |
| Design and/or execution of investigation unsuitable. | Demonstrates understanding of some theoretical models and frameworks. | Demonstrates a clear understanding of a range of theoretical models and frameworks. | Confident expression of competing and contrasting theoretical models and frameworks. |
| No, or very limited, application of evidence-gathering techniques in the area of practice. | Basic application of appropriate evidence-gathering techniques in the area of practice. | Applies appropriate evidence-gathering techniques in the area of practice. | Makes informed and critical use of appropriate evidence-gathering techniques which show use of wider research methods. |
| No evidence of application of concepts or techniques to topic/field of practice. Or, misunderstood or misapplied concepts and techniques. | Some evidence of application of theoretical concepts and techniques used to inform understanding. | Applies a range of theoretical concepts to inform understanding and analysis of evidence collected in relation to the given context. | Consistently demonstrates an ability to apply appropriate wider reading and research methodology to the topic/field of practice. |
| Limited or no application of the work undertaken to the improvement of their organisation. | Has focused the work undertaken on the improvement of the organisation. | Has demonstrated clear potential or actual improvements for the organisation. | The work undertaken is directly related to the improvement of the organisation, and has the capacity to produce significant benefits. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Analysis, reflection and personal learning** | | | |
| **Referral** | **Pass** | **Good pass** | **Excellent pass** |
| Shows limited awareness of theoretical frameworks, does not apply them to professional practice or discusses them in general terms. | Demonstrates an understanding of how theory informs own practice. | Demonstrates a clear understanding of how theory and learning have informed and changed current practice. | There is a clear analysis and consistent understanding of how their own practice has been shaped by theory and learning over time. |
| Limited ability to make judgements about their personal effectiveness and interpersonal skills in a professional role. | Basic application of appropriate evidence-gathering techniques in the area of practice. | Applies appropriate evidence-gathering techniques in the area of practice. | Makes informed and critical use of appropriate evidence-gathering techniques which show use of wider research methods. |
| Makes few suggestions about improving their own practice. Suggestions not based on evidence or clear action plans. | Identifies own professional needs and plans to improve practice. | Makes plans to improve their own professional effectiveness and relates this to improving the organisation in which they work. | Actively seeks feedback and acts upon it to enhance their own professional effectiveness and improve the organisation in which they work. |
| Does not analyse evidence or demonstrate effective decision-making skills. | Demonstrates secure knowledge of their personal effectiveness and interpersonal skills, and their impact on the organisation. | Has been proactive in deepening their knowledge of their own personal effectiveness and interpersonal skills to enhance their impact on the organisation. | The work undertaken is directly related to the improvement of the organisation and has the capacity to produce significant benefits. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Communication skills** | | | |
| **Referral** | **Pass** | **Good pass** | **Excellent pass** |
| Communication in format and style not wholly appropriate to the given audience. | Communicates in a format and style appropriate to the given audience. | Communicates fluently in a format and style appropriate to the given audience that demonstrates awareness of ethical issues in communicating with others. | Communicates with fluency and creativity in a style that engages the audience and models high standards of professional conduct and showing due consideration of ethical research. |
| Poor organisational skill, reflected in flaws in design of communication. | Applies organisational skills to design of communication. | Applies effective organisational skills in design of communication through the use of good signposting and structuring devices. | Highly effective organisational skills, reflected in the structure and tenor of communication. |
| Limited referencing, with some inaccuracy/  inappropriate use. | Uses references applying the Harvard system, but limited in scope. | Uses references effectively applying the Harvard system across a range of resources. | Extensive use of references, very accurate application of Harvard system that demonstrates wider reading and research. |
| Writing style mainly descriptive. Limited observation of mechanics of language (spelling, punctuation and grammar). | Observes the mechanics of language and writes in an impartial manner. | Sophisticated observation of the mechanics of language. | Explicit, convincing, well argued and developed concepts, with ideas fluently expressed within a structured framework. |

Unit Assessment Forms

The following Unit Assessment Forms are based on the forms provided by the National College for Teaching and Leadership (NCTL).

Assessment Form Unit One: Enabling Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO 1: Understand the key concepts of enabling learning and the management of learning resources | Level of achievement | | | |
| Referral | Pass | Good pass | Excellent pass |
| Understanding and critique |  |  |  |  |
| Application of learning |  |  |  |  |
| Analysis and reflection |  |  |  |  |
| Communication and key skills |  |  |  |  |
| Overall level of achievement for LO 1 | Referral / Pass / Good Pass / Excellent Pass | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO 2: Be able to evaluate the school's resources for learning | Level of achievement | | | |
| Referral | Pass | Good pass | Excellent pass |
| Understanding and critique |  |  |  |  |
| Application of learning |  |  |  |  |
| Analysis and reflection |  |  |  |  |
| Communication and key skills |  |  |  |  |
| Overall level of achievement for LO 2 | Referral / Pass / Good Pass / Excellent Pass | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO 3: Be able to review own performance in supporting and enabling efficient and effective learning | Level of achievement | | | |
| Referral | Pass | Good pass | Excellent pass |
| Understanding and critique |  |  |  |  |
| Application of learning |  |  |  |  |
| Analysis and reflection |  |  |  |  |
| Communication and key skills |  |  |  |  |
| Overall level of achievement for LO 3 | Referral / Pass / Good Pass / Excellent Pass | | | |

Unit One: Enabling Learning – Unit assessment

Participant Assessor

Provider Date

|  |  |
| --- | --- |
| **Overall level of achievement:** | **Referral / Pass / Good Pass / Excellent Pass**  (delete as appropriate) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Assessment Criteria** | **Feedback on level of achievement** | | | |
|  | **Referral** | **Pass** | **Good Pass** | **Excellent Pass** |
| **Understanding and critique of theoretical concepts** |  |  |  |  |
| **Application of learning to professional practice** |  |  |  |  |
| **Analysis, reflection and personal learning** |  |  |  |  |
| **Communication and key skills** |  |  |  |  |
| **Feedback** | | | | |
| **Key Strengths:** | Insert feedback here | | | |
| **Areas for development:** | Insert feedback here | | | |
| **Additional comments:** | Insert feedback here | | | |

Assessment Form Unit Two: Measuring School Performance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO 1: Understand the measurement of performance within schools | Level of achievement | | | |
| Referral | Pass | Good pass | Excellent pass |
| Understanding and critique |  |  |  |  |
| Application of learning |  |  |  |  |
| Analysis and reflection |  |  |  |  |
| Communication and key skills |  |  |  |  |
| Overall level of achievement for LO 1 | Referral / Pass / Good Pass / Excellent Pass | | | |

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| --- | --- | --- | --- | --- |
| LO 2: Be able to analyse the performance of a school against a range of measures | Level of achievement | | | |
| Referral | Pass | Good pass | Excellent pass |
| Understanding and critique |  |  |  |  |
| Application of learning |  |  |  |  |
| Analysis and reflection |  |  |  |  |
| Communication and key skills |  |  |  |  |
| Overall level of achievement for LO 2 | Referral / Pass / Good Pass / Excellent Pass | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO 3: Be able to review the role of the school business manager in managing data to facilitate the effective teaching and learning of pupils at a school | Level of achievement | | | |
| Referral | Pass | Good pass | Excellent pass |
| Understanding and critique |  |  |  |  |
| Application of learning |  |  |  |  |
| Analysis and reflection |  |  |  |  |
| Communication and key skills |  |  |  |  |
| Overall level of achievement for LO 3 | Referral / Pass / Good Pass / Excellent Pass | | | |

Unit Two: Measuring School Performance – Unit assessment

Participant Assessor

Provider Date

|  |  |
| --- | --- |
| **Overall level of achievement:** | **Referral / Pass / Good Pass / Excellent Pass**  (delete as appropriate) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Assessment Criteria** | **Feedback on level of achievement** | | | |
|  | **Referral** | **Pass** | **Good Pass** | **Excellent Pass** |
| **Understanding and critique of theoretical concepts** |  |  |  |  |
| **Application of learning to professional practice** |  |  |  |  |
| **Analysis, reflection and personal learning** |  |  |  |  |
| **Communication and key skills** |  |  |  |  |
| **Feedback** | | | | |
| **Key Strengths:** | Insert feedback here | | | |
| **Areas for development:** | Insert feedback here | | | |
| **Additional comments:** | Insert feedback here | | | |

Assessment Form Unit Three: Transforming Schools as Organisations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO 1: Understand organisational transformation in a school setting | Level of achievement | | | |
| Referral | Pass | Good pass | Excellent pass |
| Understanding and critique |  |  |  |  |
| Application of learning |  |  |  |  |
| Analysis and reflection |  |  |  |  |
| Communication and key skills |  |  |  |  |
| Overall level of achievement for LO 1 | Referral / Pass / Good Pass / Excellent Pass | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO 2: Be able to undertake a practitioner research activity to inform effective school development in responding to change | Level of achievement | | | |
| Referral | Pass | Good pass | Excellent pass |
| Understanding and critique |  |  |  |  |
| Application of learning |  |  |  |  |
| Analysis and reflection |  |  |  |  |
| Communication and key skills |  |  |  |  |
| Overall level of achievement for LO 2 | Referral / Pass / Good Pass / Excellent Pass | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO 3: Understand the role of the school business manager in conducting research to facilitate the transformation of schools as organisations | Level of achievement | | | |
| Referral | Pass | Good pass | Excellent pass |
| Understanding and critique |  |  |  |  |
| Application of learning |  |  |  |  |
| Analysis and reflection |  |  |  |  |
| Communication and key skills |  |  |  |  |
| Overall level of achievement for LO 3 | Referral / Pass / Good Pass / Excellent Pass | | | |

Unit Three: Transforming Schools as Organisations – Unit assessment

Participant Assessor

Provider Date

|  |  |
| --- | --- |
| **Overall level of achievement:** | **Referral / Pass / Good Pass / Excellent Pass**  (delete as appropriate) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Assessment Criteria** | **Feedback on level of achievement** | | | |
|  | **Referral** | **Pass** | **Good Pass** | **Excellent Pass** |
| **Understanding and critique of theoretical concepts** |  |  |  |  |
| **Application of learning to professional practice** |  |  |  |  |
| **Analysis, reflection and personal learning** |  |  |  |  |
| **Communication and key skills** |  |  |  |  |
| **Feedback** | | | | |
| **Key Strengths:** | Insert feedback here | | | |
| **Areas for development:** | Insert feedback here | | | |
| **Additional comments:** | Insert feedback here | | | |

Assessment Form Unit Four: Understanding the Leadership of Organisations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO 1: Understand leadership in an educational setting | Level of achievement | | | |
| Referral | Pass | Good pass | Excellent pass |
| Understanding and critique |  |  |  |  |
| Application of learning |  |  |  |  |
| Analysis and reflection |  |  |  |  |
| Communication and key skills |  |  |  |  |
| Overall level of achievement for LO 1 | Referral / Pass / Good Pass / Excellent Pass | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO 2: Be able to assess own personal characteristics and skills as a leader in an educational setting | Level of achievement | | | |
| Referral | Pass | Good pass | Excellent pass |
| Understanding and critique |  |  |  |  |
| Application of learning |  |  |  |  |
| Analysis and reflection |  |  |  |  |
| Communication and key skills |  |  |  |  |
| Overall level of achievement for LO 2 | Referral / Pass / Good Pass / Excellent Pass | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO 3: Be able to determine areas and priorities for self -development as a leader in an educational setting | Level of achievement | | | |
| Referral | Pass | Good pass | Excellent pass |
| Understanding and critique |  |  |  |  |
| Application of learning |  |  |  |  |
| Analysis and reflection |  |  |  |  |
| Communication and key skills |  |  |  |  |
| Overall level of achievement for LO 3 | Referral / Pass / Good Pass / Excellent Pass | | | |

Unit Four: Understand the Leadership of Organisations – Unit assessment

Participant Assessor

Provider Date

|  |  |
| --- | --- |
| **Overall level of achievement:** | **Referral / Pass / Good Pass / Excellent Pass**  (delete as appropriate) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Assessment Criteria** | **Feedback on level of achievement** | | | |
|  | **Referral** | **Pass** | **Good Pass** | **Excellent Pass** |
| **Understanding and critique of theoretical concepts** |  |  |  |  |
| **Application of learning to professional practice** |  |  |  |  |
| **Analysis, reflection and personal learning** |  |  |  |  |
| **Communication and key skills** |  |  |  |  |
| **Feedback** | | | | |
| **Key Strengths:** | Insert feedback here | | | |
| **Areas for development:** | Insert feedback here | | | |
| **Additional comments:** | Insert feedback here | | | |

Assessment Form Unit Five: Managing Strategic Finances

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO 1: Understand the role of the entrepreneurial School Business Manager in financial and resource management in schools | Level of achievement | | | |
| Referral | Pass | Good pass | Excellent pass |
| Understanding and critique |  |  |  |  |
| Application of learning |  |  |  |  |
| Analysis and reflection |  |  |  |  |
| Communication and key skills |  |  |  |  |
| Overall level of achievement for LO 1 | Referral / Pass / Good Pass / Excellent Pass | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO 2: Be able to use professional judgement to evaluate school’s policies and practices for financial management | Level of achievement | | | |
| Referral | Pass | Good pass | Excellent pass |
| Understanding and critique |  |  |  |  |
| Application of learning |  |  |  |  |
| Analysis and reflection |  |  |  |  |
| Communication and key skills |  |  |  |  |
| Overall level of achievement for LO 2 | Referral / Pass / Good Pass / Excellent Pass | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO 3: Understand the leadership role of the school business manager in ensuring whole-school understanding and accountability in respect of financial and resource management | Level of achievement | | | |
| Referral | Pass | Good pass | Excellent pass |
| Understanding and critique |  |  |  |  |
| Application of learning |  |  |  |  |
| Analysis and reflection |  |  |  |  |
| Communication and key skills |  |  |  |  |
| Overall level of achievement for LO 3 | Referral / Pass / Good Pass / Excellent Pass | | | |

Unit Five: Managing Strategic Finances – Unit assessment

Participant Assessor

Provider Date

|  |  |
| --- | --- |
| **Overall level of achievement:** | **Referral / Pass / Good Pass / Excellent Pass**  (delete as appropriate) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Assessment Criteria** | **Feedback on level of achievement** | | | |
|  | **Referral** | **Pass** | **Good Pass** | **Excellent Pass** |
| **Understanding and critique of theoretical concepts** |  |  |  |  |
| **Application of learning to professional practice** |  |  |  |  |
| **Analysis, reflection and personal learning** |  |  |  |  |
| **Communication and key skills** |  |  |  |  |
| **Feedback** | | | | |
| **Key Strengths:** | Insert feedback here | | | |
| **Areas for development:** | Insert feedback here | | | |
| **Additional comments:** | Insert feedback here | | | |

Assessment Form Unit Six: Managing Programmes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO 1: Understand the key concepts, techniques and models of programme management as they apply to public sector organisations | Level of achievement | | | |
| Referral | Pass | Good pass | Excellent pass |
| Understanding and critique |  |  |  |  |
| Application of learning |  |  |  |  |
| Analysis and reflection |  |  |  |  |
| Communication and key skills |  |  |  |  |
| Overall level of achievement for LO 1 | Referral / Pass / Good Pass / Excellent Pass | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO 2: Be able to prepare, present and assess an outline business case for a complex change initiative in a school/academy setting | Level of achievement | | | |
| Referral | Pass | Good pass | Excellent pass |
| Understanding and critique |  |  |  |  |
| Application of learning |  |  |  |  |
| Analysis and reflection |  |  |  |  |
| Communication and key skills |  |  |  |  |
| Overall level of achievement for LO 2 | Referral / Pass / Good Pass / Excellent Pass | | | |

Unit Six: Managing Programmes – Unit assessment

Participant Assessor

Provider Date

|  |  |
| --- | --- |
| **Overall level of achievement:** | **Referral / Pass / Good Pass / Excellent Pass**  (delete as appropriate) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Assessment Criteria** | **Feedback on level of achievement** | | | |
|  | **Referral** | **Pass** | **Good Pass** | **Excellent Pass** |
| **Understanding and critique of theoretical concepts** |  |  |  |  |
| **Application of learning to professional practice** |  |  |  |  |
| **Analysis, reflection and personal learning** |  |  |  |  |
| **Communication and key skills** |  |  |  |  |
| **Feedback** | | | | |
| **Key Strengths:** | Insert feedback here | | | |
| **Areas for development:** | Insert feedback here | | | |
| **Additional comments:** | Insert feedback here | | | |