

ATHE Level 7 Qualifications in Strategic Educational Leadership and Management

- **ATHE Level 7 Extended Diploma in Strategic Educational Leadership and Management**
- **ATHE Level 7 Diploma in Strategic Educational Leadership and Management for Senior Managers**
- **ATHE Level 7 Diploma in Strategic Educational Leadership and Management for Headteachers and Principals**
- **ATHE Level 7 Certificate in Strategic Educational Leadership and Management**
- **ATHE Level 7 Certificate in Leading the Quality of Teaching, Learning and Assessment**

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Introduction

About ATHE

ATHE is a global awarding organisation regulated by Ofqual, Qualifications in Wales and other international regulators. We provide centres with a wide variety of qualifications including, but not limited to business and management, administrative management, law, computing, accounting health and social care, education and training and religious studies.

For the full list please visit our website www.athe.co.uk

In addition, ATHE has also developed a range of bespoke qualifications for clients.

The ATHE mission is to provide outstanding qualifications, customer service and support, enabling centres to thrive and their learners to achieve and progress. We will support this mission by:

- providing qualifications which enable learners to fulfil their potential and make a positive contribution to society both socially and economically
- delivering the highest standards of customer service
- delivering support and guidance which meet the needs of all centres and enable them to improve performance
- upholding and maintaining the quality and standards of qualifications and assessments
- having a commitment to lifelong learning and development

Our Qualifications

Our qualifications have been created with the involvement of expert input from managers and staff in colleges, training providers, subject experts and our qualification development team. We have also taken into account feedback from learners and consulted with higher education institutions to ensure the qualifications facilitate progression to higher levels where appropriate. We have taken advantage of the flexibility of the RQF to develop a suite of awards, certificates and diplomas that offer progression across the RQF levels and their international equivalents.

Key features of the qualifications include:

- regular reviews of the units and the associated support materials so they meet the needs of learners
- alignment of the programmes of learning to comparable standards such as professional standards, degree and higher degree qualifications in HEIs in the UK and international institutions, so there is smooth progression for learners
- optional units offering the opportunity for learners to choose specialist units and pathways which best match their interests and progression aspirations.
- challenging and relevant learning with flexible methods of assessment allowing tutors to select the most appropriate teaching and learning methodology
- opportunities for learners to achieve higher grades by unit and overall qualification and reach their maximum potential
- learning that develops knowledge, understanding and skills in a vocational context leading to personal and professional development

Support for Centres

We are committed to supporting our centres and offer a range of training, support and consultancy services including:

- a comprehensive guide for centres on delivering ATHE qualifications

- qualification guidance, assessor guidance, suggested resources and sample assignments for all units which have been written and verified by experienced practitioners
- verification and guidance with internally devised assignments
- guidance on how to deliver, assess and quality assure the qualifications
- an ATHE centre support officer who guides centres through the recognition process, learner registration and learner results submission
- health check visits to highlight areas of good practice and any areas for development
- an allocated member of our team who can work with centres to support further improvements in the quality of teaching, learning and assessment
- the services of a team of experienced external verifiers
- opportunities for training and staff development
- access to free webinars to support delivery, assessment and QA processes
- support for business development.

ATHE Level 7 Qualifications in Strategic Educational Leadership and Management

This document provides key information on the

- ATHE L7 Extended Diploma in Strategic Educational Leadership and Management,
- ATHE Level 7 Diploma in Strategic Educational Leadership and Management for Senior Managers,
- ATHE Level 7 Diploma in Strategic Educational Leadership and Management for Headteachers and Principals,
- ATHE Level 7 Certificate in Strategic Educational Leadership and Management
- ATHE Level 7 Certificate in Leading Quality of Teaching, Learning and Assessment,

The document also includes the rules of combination, the content of all the units and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook “Delivering ATHE Qualifications”. Further guidance on resources and the assessment for this qualification are provided separately and centres should use the Assessment Guidance document.

These qualifications are designed to support the further training and development of individuals currently working as leaders and managers in an educational context. The qualifications are regulated by Ofqual and are listed on Ofqual’s Register of Regulated Qualifications. Each qualification has a Qualification Number (QN). This number will appear on the learner’s final certification documentation. Each unit within a qualification also has a Unit Reference Number.

The QN for these qualifications are as follows:

ATHE Level 7 Extended Diploma in Strategic Educational Leadership and Management	603/7548/6
ATHE Level 7 Diploma in Strategic Educational Leadership and Management for Senior Mangers	603/7550/4
ATHE Level 7 Diploma in Strategic Educational Leadership and Management for Headteachers and Principals	603/7551/6
ATHE Level 7 Certificate in Strategic Educational Leadership and Management	603/7552/8
ATHE Level 7 Certificate in Leading Quality of Teaching, Learning and Assessment	603/7553/X

Regulation Dates

The regulation start date and operational start date in centres for the above qualifications is 24/5/2021

Availability

These qualifications are available to learners who are registered at a recognised ATHE centre which is based in England, Wales or internationally, outside of the United Kingdom...

Qualification objectives

The ATHE Level 7 qualifications in Strategic Educational Leadership and Management have been developed to conform to the requirements of the RQF, to meet the requirements of the education sector and to respond to the needs of schools, colleges and training providers

The qualifications take account of the Professional Teaching Standards underpinning Qualified Teacher Status in the UK and the National Standards for Excellence in Headteachers. The qualifications therefore support the professional development of those managing and leading organisations or specific functions in organisations, in the educational sector. The qualifications will provide a framework for developing knowledge, understanding and the skills needed to enhance the quality of leadership and management. The qualifications recognise that headteachers, principals and managers in education occupy an influential position shaping the organisation in which they work and the teaching profession. As stated in the UK National Standards for Excellence in Headteachers 'they are lead professionals and significant role models within the communities they serve'. These qualifications are designed therefore to embed improved practice leading to higher levels of institutional success, including outcomes for students.

The Diplomas, are nested within the ATHE Level 7 Extended Diploma, i.e. the Diplomas contain some of the units within the Extended Diploma. The Diploma qualifications offer a different combination of units to suit the development needs of learners carrying different managerial roles.

The Diplomas will be awarded to:

- learners who require a smaller qualification (100 credits)
- part-achievers of the Extended Diploma, for example education professionals who have started the Extended Diploma but at this time, have fallen short of meeting all of the requirements but have successfully completed the units within a Diploma.
- education professionals who take specific units over time, perhaps for continuing professional development (CPD), who build up sufficient units to claim a Diploma

The ATHE Level 7 Certificates are nested qualifications within the Extended Diploma/Diploma qualifications. Although these qualifications are not intended as a progression route to higher level qualifications, learners will be able to transfer their achievement and the credits gained to studying for the full Extended Diploma or Diplomas.

Entry Requirements

These qualifications are designed for learners who are aged 21 and above and are experienced education professionals, undertaking leadership and/or managerial positions in an educational context. Learners will typically have a first degree or equivalent, with a teaching qualification or evidence of other forms of training and development in education.

ATHE's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications

Centres should review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study and meet the standards at level 7. For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during the teaching and assessment of the qualification.

Learners must also have an appropriate standard of English, Maths and IT to enable them to access relevant resources, complete the unit assignments and to meet the requirements for entry into the teaching profession. This will typically be at GCSE at Grade C and above or Grade 4 and above or equivalent.

For those whom English is not their first language we recommend the following standards of proficiency in English language skills or an approved equivalent for this qualification:

- IELTS 5.5
- Common European Framework of Reference (CEFR) B2
- Cambridge English Advanced (CAE) 162 or above
- Pearson Test of English (PTE) Academic 42-49

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners who undertake this qualification have the necessary background knowledge, understanding and skills to undertake the learning and assessment at level 6. ATHE will review centre recruitment policies as part of the monitoring processes.

Learners must also be provided with appropriate information and advice about the qualifications. Centres should put in place appropriate systems to assess a learner's suitability for a programme and make a professional judgement about their ability to successfully achieve the designated qualification. This assessment should take account of any support available to the learner within the centre during the programme of study and any support that may be required to allow the learner to access the assessment for the units within the qualification.

Reasonable Adjustments and Special Considerations

ATHE's policy on reasonable adjustments and special consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the UK Equality Act 2010) without compromising the assessment of skills, knowledge and understanding. Where the learner has been awarded a Reasonable Adjustment or Special Consideration this must be recorded on the assessment sheet and the learner record. External Quality Assurers will take account of this information at the external moderation or verification of learner work. Further details on Reasonable Adjustments and Special Considerations are provided in the policy document, which can be found on our website. Please contact ATHE if you are uncertain about adjustments for certain learners.

Support and Recognition

This qualification is part of a suite of education related qualifications at levels 5, 6 and 7, which are nationally recognised in the UK. They have been developed with support from the ATHE recognised centre, Les Transformations, which has extensive experience in teacher training. ATHE also offers a regulated qualification at level 3: the ATHE Level 3 Award in Teaching and Training, which is designed to meet the needs of individuals aspiring to work in a teaching/training capacity

and other bespoke qualifications relating to the development of knowledge, understanding and skills needed for online teaching.

Progression

On successful completion of the ATHE Level 7 Extended Diploma in Educational Leadership and Management there are a number of progression opportunities.

Learners may have the opportunity to progress to:

- a further level 7 or Master's qualification in the education field
- a more general management qualification such as an MBA
- other education and training related qualifications, for example the ATHE Coaching and Mentoring qualification (see 'Guidance for Teaching and Learning' section below)
- a position at a higher level of responsibility in a school or college

Learners who achieve the ATHE Level 7 Diploma in Strategic Educational Leadership and Management may progress sideways to the ATHE Level 7 Extended Diploma.

Learners who achieve the ATHE Level 7 Certificate in Strategic Educational Leadership and Management/ATHE Level 7 Certificate in Leading Quality of Training, Learning and Assessment have the opportunity to progress to:

- the ATHE Level 7 Diplomas / Extended Diploma in Strategic Educational Leadership and Management

ATHE Recognition of Prior Learning (RPL)

There will be occasions where learners wish to claim recognition of prior learning which has not been formally assessed and accredited. Centres should read the ATHE Recognition of Prior Learning Policy and associated documentation or contact ATHE to discuss the requirements.

Resources Required by Centres

ATHE expects centres to provide the right human and physical resources needed to ensure the quality of the learner experience. Centres must ensure that staff have the appropriate level of subject knowledge and are normally qualified to at least a degree standard. Staff who are supporting learners or conducting observations and assessments for these qualifications must have practical experience of working at senior management level in schools or colleges. They must fully understand the standards needed for achievement of the individual units. Staff who act as mentors for learners undertaking these qualifications should be appropriately qualified and trained to undertake the role.

The physical resources required will vary depending on the style of delivery. Where distance or blended learning is used, ATHE expects centres to have appropriate learning support materials, infrastructure and technology in place to meet student needs.

This information will be checked by external quality assurers on their visits to centres.

Support for course delivery

ATHE provides a wide range of support. This includes:

- materials on our website to support assessment and teaching and learning. This includes detailed Assessment Guidance for the qualification
- training events to support the delivery of the qualifications and assessment

- the services of a team of experienced advisors and external quality assurers
- an allocated ATHE associate for advice on delivery, assessment and verification.

Qualification size

The size of a qualification is expressed in **Total Qualification Time (TQT)**

Total Qualification Time – TQT

TQT is the total amount of time, in hours, expected to be spent by a student to achieve a qualification.

TQT is comprised of:

1. **Guided Learning Hours (GLH)**
2. **Additional non-supervised learning**

Guided Learning Hours – GLH

This is the amount of time the average student is expected to spend in lectures and other tutor-supervised learning and activities, including induction, face to face training, e-learning with the co-presence of learner and tutor, invigilated exams.

Guided Learning Hours (GLH) are an estimate of the amount of time, on average, that a lecturer, supervisor, tutor or other appropriate provider of education or training, **will immediately guide or supervise** the learner to complete the learning outcomes of a unit to the appropriate standard.

GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners. .

Additional non-supervised learning

This is an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

These activities may include webinars, podcasts, research, work based learning, private and online study, compilation of a portfolio of evidence and non-invigilated assessment.

How TQT is calculated

Values for Total Qualification Time, Guided Learning Hours and Credit, are calculated by considering the different activities that a learner would typically complete in order to achieve the learning outcomes of a qualification at the standards provided.

The needs of individual learners and the differing teaching styles used mean there will be variation in the actual time taken to complete a qualification.

Values for Total Qualification Time, Guided Learning Hours and Credit are estimates.

Credit

Each ATHE qualification has a Credit value. Credit is calculated by dividing the TQT by ten. For example, a qualification with TQT of 120 hrs would have a credit value of 12.

Level

The level is an indication of relative demand, complexity and depth of achievement and autonomy. This qualification has been designed to suit learners working towards a Level 6 qualification. Level descriptors are divided into two categories:

- I. Knowledge and understanding
- II. Skills

There is a knowledge descriptor and a skills descriptor for each Level within the framework. The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that Level. The Knowledge and skills for Level 7 are:

Knowledge descriptor (the holder....).

- Reformulates and uses practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors.
- Critically analyses, interprets and evaluates complex information, concepts and theories to produce modified conceptions.
- Understands the wider contexts in which the area of study or work is located.
- Understands current developments in the area of study or work.
- Understands different theoretical and methodological perspectives and how they affect the area of study or work.

Skills descriptor (the holder can....)

- Use specialised skills to conceptualise and address problematic situations that involve many interacting factors.
 - Determine and use appropriate methodologies and approaches
 - Design and undertake research, development or strategic activities to inform or produce change in the area of work or study.
 - Critically evaluate actions, methods and results and their short and long-term implications
-

Qualification Structures

Rules of Combination

Each qualification has agreed rules of combination which indicates the number of credits to be achieved, the units that are mandatory and the choice of optional units. The rules of combination for the Level 7 Educational Leadership and Management qualifications are given below.

ATHE Level 7 Extended Diploma in Strategic Educational Leadership and Management

Rules of combination

A learner must achieve 145 credits by passing each of the 12 Mandatory units

The Total Qualification Time is 1450 Hours

The Total Guided Learning Hours is 580*

The Total Credit value is 145

Unit Codes	Unit No	Unit Title	Credit	GLH
Mandatory Units				
R/618/7239	1	Educational Leadership and Management	15	60
J/618/7240	2	Leading a Team	15	60
L/618/7241	3	Managing Resources to Enable Teaching and Learning	10	40
R/618/7242	4	Developing Self and Others to Enable Teaching and Learning	5	20
Y/618/7243	5	Using Data to Improve Instructional Practice and Enhance Student and Organisational Performance	5	20
D/618/7244	6	Research into Contemporary Issues and Developments in Education	10	40
H/618/7245	7	Managing Change to Improve Teaching and Learning	15	60
K/618/7246	8	Leading the Quality of Teaching, Learning and Assessment Process	15	60
M/618/7247	9	Managing Professional Development to Enable Teaching and Learning	10	40
T/618/7248	10	Leading the School Strategically	15	60
A/618/7249	11	Leading and Managing School Operations and Resources	15	60
M/618/7250	12	Leading the Development of Effective Teaching and Learning	15	60
Total for ATHE Level 7 Extended Diploma in Strategic Educational Leadership and Management for all Senior Leaders and Managers			145	580

ATHE Level 7 Diploma in Strategic Educational Leadership and Management for Senior Managers

Rules of combination

A learner must achieve 100 credits: 75 credits by passing each of the 6 Mandatory units, and an additional 25 credits by achieving a minimum of at least 2 Optional Units

The Total Qualification Time is 1000 Hours

The Total Guided Learning Hours is 400*

The Total Credit value is 100

Unit Codes	Unit No	Unit Title	Credit	GLH
Mandatory Units				
R/618/7239	1	Educational Leadership and Management	15	60
L/618/7241	3	Managing Resources to Enable Teaching and Learning	15	60
Y/618/7243	5	Using Data to Improve Instructional Practice and Enhance Student and Organisational Performance	5	20
H/618/7245	7	Managing Change to Improve Teaching and Learning	15	60
K/618/7246	8	Leading the Quality of Teaching, Learning and Assessment Process	15	60
M/618/7247	9	Managing Professional Development to Enable Teaching and Learning	10	40
Optional Units (Choose at least 2 units to total at least 25 credits)				
J/618/7240	2	Leading a Team	15	60
R/618/7242	4	Developing Self and Others to Enable Teaching and Learning	5	20
D/618/7244	6	Research into Contemporary Issues and Developments in Education	10	40
T/618/7248	10	Leading the School Strategically	15	60
A/618/7249	11	Leading and Managing School Operations and Resources	15	60
M/618/7250	12	Leading the Development of Effective Teaching and Learning	15	60
Total for ATHE Level 7 Diploma in Strategic Educational Leadership and Management for Senior Leaders			100	400

ATHE Level 7 Diploma in Strategic Educational Leadership and Management for Headteachers and Principals

Rules of combination

A learner must achieve 100 credits: 85 credits by passing each of the 6 Mandatory units, and an additional 15 credits by achieving a minimum of at least 1 Optional Unit

The Total Qualification Time is 1000 Hours

The Total Guided Learning Hours is 400*

The Total Credit value is 100

Unit Codes	Unit No	Unit Title	Credit	GLH
Mandatory Units				
R/618/7239	1	Understanding Educational Leadership and Management	15	60
D/618/7244	6	Research into Contemporary Issues and Developments in Education	10	40
H/618/7245	7	Managing Change to Improve Teaching and Learning	15	60
T/618/7248	10	Leading the School Strategically	15	60
A/618/7249	11	Leading and Managing School Operations and Resources	15	60
M/618/7250	12	Leading the Developing of Effective Teaching and Learning	15	60
Optional Units (Choose at least 1 unit to total at least 15 credits)				
L/618/7241	3	Managing Resources to Enable Teaching and Learning	10	40
Y/618/7243	5	Using Data to Improve Instructional Practice and Enhance Student and Organisational Performance	5	20
K/618/7246	8	Leading the Quality of Teaching, Learning and Assessment Process	15	60
M/618/7247	9	Managing Professional Development to Enable Teaching and Learning	15	60
Total for ATHE Level 7 Diploma in Strategic Educational Leadership and Management for Headteachers and Principals			100	400

ATHE Level 7 Certificate in Strategic Educational Leadership and Management

Rules of combination

A learner must achieve 40 credits: 35 credits by passing each of the 3 Mandatory units, and a minimum of 5 credits by achieving 1 Optional Unit.

The Total Qualification Time is 400 Hours

The Total Guided Learning Hours is 160*

The Total Credit value is 40

Unit Codes	Unit No	Unit Title	Credit	GLH
Mandatory Units				
R/618/7239	1	Understanding Educational Leadership and Management	15	60
J/618/7240	2	Leading a Team	15	60
R/618/7242	4	Developing Self and Others to Enable Teaching and Learning	5	20
Optional Units (Choose at least 1 unit to total at least 5 credits)				
Y/618/7243	5	Using Data to Improve Instructional Practice and Enhance Student and Organisational Performance	5	20
D/618/7244	6	Research into Contemporary Issues and Developments in Education	10	40
Total for ATHE Level 7 Certificate in Strategic Educational Leadership and Management			40	160

ATHE Level 7 Certificate in Leading the Quality of Teaching, Learning and Assessment

Rules of combination

A learner must achieve 25 credits by passing each of the 2 Mandatory units

The Total Qualification Time is 250 hours

The Total Guided Learning Hours is 100*

The Total Credit value is 25

Unit Codes	Unit No	Unit Title	Credit	GLH
Mandatory Units				
K/618/7246	8	Leading the Quality of Teaching, Learning and Assessment	15	60
M/618/7247	9	Managing Professional Development to Enable Teaching and Learning	10	40
Total for ATHE Level 7 Certificate in Leading Quality of Teaching, Learning and Assessment			25	100

Guidance on Assessment and Grading

Assessment

Each candidate is required to create a portfolio of evidence which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria associated with each unit. This means that learning outcomes and assessment criteria specify what each candidate has to achieve. Detailed information on assessment and guidance on activities for learners to complete for each unit is provided in the Assessment Guidance document.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists and feedback linked to the assessment criteria and related action plans
- peer observation and associated feedback
- a journal/diary
- assignments/projects/reports
- research
- record of professional discussion
- record of oral and written questioning

Recording Assessment Judgements

Assessors are required to record assessment judgements for each learner by unit. ATHE has provided a template for centres to use to record their judgements and this form should be used. The form enables the centre to record any adjustments due to special considerations or reasonable adjustments. Any adjustments following appeals should also be recorded. These records must be retained as they will be checked at external moderation visits. All learner work must be retained for a minimum of 4 years after certification has taken place.

Putting an Assessment Strategy in Place

You will need to demonstrate to your External Quality Assurer that you have a clear assessment strategy supported by robust quality assurance, in order to meet the ATHE requirements for registering learners for a qualification. In devising your assessment strategy, you will need to ensure:

- Any internally devised assessments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet.
- That the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, evaluate.
- That the assessment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete. The RQF level descriptors will be helpful to you in determining the level of content of the assessment.
- Learners are well-briefed on the requirements of the unit and what they have to do to meet them.
- Assessors are well trained and familiar with the content of the unit/s they are assessing.
- There is an internal quality assurance process in place to ensure consistency and standardisation of assessment across the qualification.
- Assessment decisions are clearly explained and justified through the provision of feedback to the learner.
- That work submitted can be authenticated as the learner's own work and that there is clear guidance on the centre's Malpractice Policy.
- That there is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external verification will be needed.
- Sufficient time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification.

Grading

Grading system

The grading algorithms and overall grade thresholds published in any ATHE specification may be subject to change where this is necessary to maintain standards.

This qualification involves assessment using judgements against 'Pass' Assessment Criteria to decide about whether a learner has met the required standard. Our grading system is straightforward and we do not currently envisage the need to change this. However, should a change become necessary, the change would be published in an updated version of the specification with a clearly revised version number and a new 'valid from' date on the front cover. We will write to all centres in good time to inform them of this change so that plans for any changes can be made to your programme delivery, internal assessment and quality assurance arrangements.

The ATHE grading system where a qualification result can be either Pass or Fail is as currently follows and we plan to maintain this system for the foreseeable future:

- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit
- Learner does not meet all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Fail for the unit
- Learner achieves a Pass for all the required units in the rules of combination > learner achieves a Pass for the qualification

- Learner does not achieve a Pass for all the required units in the rules of combination > learner achieves a Fail for the qualification but may receive unit credit certification for those units achieving a Pass

Qualification Grading Structure

Determining the Overall Qualification Grade

Each unit is graded pass or fail. As well as receiving a grade for each individual unit learners will receive an overall grade for the qualification. Each unit is equally weighted.

To achieve a Pass grade for the qualification the learner must achieve a Pass for all the required units in the rules of combination.

Quality Assurance of Centres

Centres delivering ATHE RQF qualifications must be committed to ensuring the quality of the units and qualifications they deliver, by monitoring processes such as observation of classroom practice, gathering and acting on feedback from learners and their students. There must also be effective standardisation of assessors and verification of assessor decisions. ATHE will rigorously monitor the application of quality assurance processes in centres.

ATHE's quality assurance processes will include:

- Centre approval for those centres who are not already recognised to deliver ATHE qualifications
- Approval to offer the ATHE Level 7 Extended Diploma in Strategic Educational Leadership and Management and the other associated nested qualifications
- Monitoring the quality of work in the centre leading to a report, which normally identifies strengths and actions for improvement

Centres will be required to undertake training and standardisation activities as agreed with ATHE. Details of ATHE's quality assurance processes are provided in the ATHE Guide: "Delivering ATHE Qualifications" which is available on our website.

Malpractice

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for verification can be authenticated as the learner's own.

Centres should refer to the ATHE Malpractice and Maladministration Policy on the ATHE website and the Guide for the Review of Centre Malpractice Policies, which includes useful information on a range of topics.

Guidance for Teaching and Learning

This qualification is designed to ensure learners are actively involved and engaged in the learning process and this is reflected in the Assessor Guidance. Your approach to delivery must give the learners sufficient structure and information on which to build without you doing the work for them. In achieving the right balance you will need to produce well-planned sessions that follow a logical sequence. This sequence may combine elements or learning outcomes from different units, as required so that learning is holistic. You may wish to use the standards in this qualification, as part of the induction and training provided for managers and leaders in the school or college. This will lead to consistent practice against which performance can be judged. The standards in this qualification can also be used as part of the promotion and recruitment processes for leaders and managers.

Centres can deliver this qualification in any mode of delivery, in order to meet learner needs. This will include:

- full time
- part time
- distance
- blended learning.

Learners should build on their previous experience. They must engage in practical activities, as part of their learning in this qualification. This will enable them to apply knowledge and understanding and develop the skills necessary to deliver classes and engage and motivate students. Please see the section on Assessment which explains some specific learning requirements for individual units.

The delivery of the units in the qualification needs to be planned, so there is a logical sequence supporting development of knowledge and understanding. They can be delivered as independent single units or delivered in a more integrated way. They do not need to be delivered in the order they appear in this specification.

Learners studying the qualification will have access to a mentor. Mentors will provide support to these learners, reflect on progress with the development of knowledge, understanding and skills and judge how well an individual is performing against the standards. This will ensure learners receive specific and accurate guidance. A separate ATHE Coaching and Mentoring qualification is available and this will provide mentors in the workplace with the onsite capability to support teachers' practical skills on-the-job and embed good practice. Those successfully completing the qualifications in this portfolio may have the opportunity to study the ATHE Coaching and Mentoring qualification and become mentors themselves, leading to further instilling of standards across the institution or group of institutions.

The onsite assessment of practical skills will contribute to the portfolio of evidence compiled as part of the learning process, enabling those studying the qualification to show how the learning has impacted on actual classroom practice and personal development.

Unit Specifications

Unit Format

Each unit in ATHE's suite of qualifications is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external quality assurers.

Each unit has the following sections:

Unit Title

The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

Unit Aims

The unit aims section summarises the content of the unit.

Unit Code

Each unit is assigned an RQF unit code that appears with the unit title on the Register of Regulated Qualifications.

RQF Level

All units and qualifications in the RQF have a level assigned to them which represents the level of achievement. The level of each unit is informed by the RQF level descriptors. The RQF level descriptors are available on the ATHE website.

Credit Value

The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

Guided Learning Hours (GLH)

Guided learning hours are an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

Learning Outcomes

The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at Level 7 you would see words such as analyse, examine and evaluate.

Unit Indicative Content

The unit indicative content section provides details of the range of subject material for the programme of learning for the unit

Unit 1: Educational Leadership and Management	
Unit aims	<p>This unit aims to develop knowledge and understanding of the fundamental concepts, principles and practices related to educational leadership and management, including different leadership styles, theories and how context, values and external factors influence educational leadership and management practices.</p> <p>This will enable learners to review leadership skills and qualities and will help them to develop a personal leadership philosophy and vision.</p>
Unit level	7
Unit code	R/618/7239
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners must provide evidence in the portfolio to show that the LOs have been achieved, at the standards given by the AC. Detailed guidance is provided in the Assessment Guidance document.
Learning outcomes. The learner will:	Assessment criteria. The learner can:
	Pass
LO1: Understand the school or college as a learning organisation.	<p>AC 1.1. Analyse the characteristics and dynamic nature of the school or college as a social institution and learning organisation.</p> <p>AC 1.2. Explore the structure of a school or college and understand how the different elements work together as an inter-related system.</p> <p>AC 1.3. Analyse the roles and responsibilities of different levels of leadership within a school or college.</p>
LO2: Understand leadership and management in an educational setting.	<p>AC 2.1. Analyse the differences and functions of leadership and management in an educational setting.</p> <p>AC 2.2. Evaluate the skills and qualities of an effective leader and a manager.</p> <p>AC 2.3. Analyse different styles of leadership and management and evaluate their suitability in educational settings.</p> <p>AC 2.4. Assess the influence of an organisation's structure, culture and context on its leadership styles and management practices.</p> <p>AC 2.5. Research your own personal qualities and skills and identify your own style of leadership or management.</p>
LO3: Understand leadership theories and management practices.	<p>AC 3.1. Analyse theories and practices of leadership and management and their application in different educational settings.</p> <p>AC 3.2. Evaluate the ethical dimensions of leadership styles.</p> <p>AC 3.3. Analyse the importance of emotional intelligence for leaders.</p> <p>AC 3.4. Evaluate how leadership can be adapted to diverse situations and how it can influence management in educational institutions</p>

	<p>AC 3.5. Critique the characteristics of two different leaders, one of whom must be a school leader.</p> <p>AC 3.6. Examine the relationship between leadership theory and your personal leadership style in an educational context</p> <p>AC 3.7. Develop a personal leadership philosophy and vision.</p>
<p>LO4: Understand the impact of external factors on educational leadership practice</p>	<p>AC 4.1. Assess the impact of parents, guardians and the wider community on educational leadership practice.</p> <p>AC 4.2 Analyse the impact of legislation and government policies on educational leadership practice.</p> <p>AC 4.3. Analyse the impact of the policies and practices of examination bodies, certification organisations and inspection agencies on educational leadership.</p>

Unit 2: Leading a Team	
Unit aims	This unit aims to develop learner's knowledge and understanding of team dynamics and it provides the opportunity to develop the skills needed for leading and managing a team in their own area of responsibility in an educational setting. Learners will also learn about motivational theories and how these theories can be applied when leading and managing a team.
Unit level	7
Unit code	J/618/7240
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners must provide evidence in the portfolio to show that the LOs have been achieved, at the standards given by the AC. Detailed guidance is provided in the Assessment Guidance document.
Learning outcomes. The learner will:	Assessment criteria. The learner can:
	Pass
LO1: Understand different types of teams and their development.	AC 1.1. Evaluate the purposes of different types of teams. AC 1.2. Examine the characteristics and benefits of high-performance teams. AC 1.3. Analyse stages of team development and team dynamics. AC 1.4 Discuss the principle of Belbin's theory of team roles and its relevance to team building and development.
LO2: Understand how to develop and maintain effective working relationships.	AC 2.1. Examine the benefits of effective working relationships in developing and managing the team AC 2.2 Evaluate the role of communication in developing effective working relationships in teams and between teams. AC 2.3 Analyse different communication styles and justify why these have been adapted for different teams AC 2.4 Evaluate the processes and benefits of collaborating in teams and between teams AC 2.5 Examine barriers to effective collaboration in and between teams AC 2.6 Develop strategies to overcome the barriers to effective collaboration
LO3: Understand how to motivate or influence others to deliver objectives in a learning organisation.	AC 3.1. Examine theories of motivation. AC 3.2. Differentiate between influencing others and manipulating others. AC 3.3. Analyse how theories of motivation can be applied in leading teams
LO4: Be able to lead and manage a team to enable student/pupil learning.	AC 4.1. Analyse how the John Adair Leadership model can be used in leading and managing a team.

	<p>AC 4.2. Analyse the importance of communicating the institution's vision, value, policies, procedures and expectation to team members</p> <p>AC 4.3. Analyse the importance of work planning</p> <p>AC 4.4. Examine the principles of effective delegation</p> <p>AC 4.5 Explain relevant organisational policies, procedures, values and expectations to team members</p> <p>AC 4.6 Construct a work plan for a specific piece of work, in own area of responsibility and in collaboration with team members, to enable student/pupil learning</p> <p>AC 4.7 Allocate and agree responsibilities with team members in accordance with the plan.</p> <p>AC 4.8 Evaluate the importance of monitoring progress of work and providing feedback to team members</p> <p>AC 4.9. Monitor progress with the roll out of the plan</p>
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Unit 3: Managing Resources to Enable Teaching and Learning	
Unit aims	This unit will allow learners to develop knowledge and understanding of the conditions which enable effective teaching and learning to take place. Learners will also develop skills in organising and managing resources to enhance learning in an educational institution.
Unit level	7
Unit code	L/618/7241
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	Learners must provide evidence in the portfolio to show that the LOs have been achieved, at the standards given by the AC. Detailed guidance is provided in the Assessment Guidance document.
Learning outcomes. The learner will:	Assessment criteria. The learner can:
	Pass
LO1: Understand the conditions that enable effective teaching and learning	<p>AC 1.1. Analyse the key characteristics of effective teaching and learning in schools in accordance with given professional teacher standards.</p> <p>AC 1.2. Evaluate conditions that enable effective teaching and learning</p> <p>AC 1.3. Explain an integrated curriculum and evaluate how it can enable teaching and learning</p> <p>AC 1.4. Evaluate an existing curriculum in your area of work in order to improve effective teaching and learning</p>
LO2: Understand the range of resources available both within and outside the school/college to enable teaching and learning.	<p>AC 2.1. Analyse the purposes and use of resources for enabling teaching and learning in a named school/college.</p> <p>AC 2.2. Evaluate the effectiveness and interdependence of the different types of resources that are available within and outside schools/colleges to enable teaching and learning</p> <p>AC 2.3. Examine underutilised resources that are available and can enhance teaching and learning.</p>
LO3: Be able to organise and manage resources efficiently within own area of responsibility to ensure teaching and learning leads to enhanced student attainment.	<p>AC 3.1. Analyse the importance of creating a resource plan to enable teaching and learning to enhance attainment.</p> <p>AC 3.2. Evaluate the impact of organisational strategy, culture and leadership on the organisation and management of resources.</p> <p>AC 3.3. Produce a project plan with resource needs for an agreed project to enable teaching and learning</p> <p>AC 3.4. Analyse and cost the staffing and other resource implications of the plan using a budget.</p>
LO4: Be able to implement a project to enable teaching and learning	<p>AC 4.1 Implement the project in accordance with the project plan</p> <p>AC 4.2 Develop measures to monitor the progress of the project</p> <p>AC 4.3 Monitor the project</p>

Unit 4: Developing Self and Others to Enable Teaching and Learning	
Unit aims	This unit will provide learners with the knowledge, understanding and skills needed to assess self and others to identify learning and development needs and to manage professional development to further enhance the quality of teaching and learning.
Unit level	7
Unit code	R/618/7242
GLH	20
Credit value	5
Unit grading structure	Pass
Assessment guidance	Learners must provide evidence in the portfolio to show that the LOs have been achieved, at the standards given by the AC. Detailed guidance is provided in the Assessment Guidance document.
Learning outcomes. The learner will:	Assessment criteria. The learner can:
	Pass
LO1: Be able to identify development needs through the assessment of performance and capability of self and others.	<p>AC 1.1. Evaluate the importance of developing self and other colleagues in meeting personal needs and those of the learning organisation</p> <p>AC 1.2. Examine the techniques, methods and tools used to evaluate the knowledge and skills of self and individual members of staff</p> <p>AC 1.3. Audit own leadership and management knowledge and skills to identify personal professional development needs, in the context of organisational need</p> <p>AC 1.4 Audit the knowledge and skills of a team to identify strengths, weaknesses and learning needs in the context of team development and organisational needs.</p>
LO2: Know how to develop self and others to meet the needs of the organisation and own area of work.	<p>AC 2.1. Evaluate the functions of reflection in developing own and others' knowledge, skills, perspectives, behaviours, attitudes and approaches in an educational context.</p> <p>AC 2.2. Identify and assess professional development opportunities to meet the needs of self, others and the organisation</p> <p>AC 2.3. Prepare a personal development plan to develop own leadership and management skills and to meet the needs of own area of work and the organisation</p> <p>AC 2.4 Prepare a staff development plan to meet the needs of the organisation or your area of work.</p>

Unit 5: Using Data to Improve Instructional Practice and Enhance Student and Organisational Performance	
Unit aims	This unit will provide learners with the knowledge and understanding of how the use of data will inform decision making and foster instructional improvement to enhance student attainment. In this unit learners will develop skills in identifying questions to ask and searching a variety of data sources to find answers leading to decision taking.
Unit level	7
Unit code	Y/618/7243
GLH	20
Credit value	5
Unit grading structure	Pass
Assessment guidance	Learners must provide evidence in the portfolio to show that the LOs have been achieved, at the standards given by the AC. Detailed guidance is provided in the Assessment Guidance document.
Learning outcomes. The learner will:	Assessment criteria. The learner can:
	Pass
LO1: Understand how collecting and analysing data can help improve instructional practices, student and organisation performance.	AC 1.1 Explain the meaning of data-driven decision making in educational organisations AC 1.2 Evaluate the importance and uses of different types of data, available in schools/colleges to improve organisational performance. AC 1.3 Assess the sources and uses of data to analyse and improve student performance. AC 1.4. Analyse Victoria Bernhardt's Multiple Measures Model of data for improving instructions and student performance.
LO2: Know how to use various measures of data to improve instructions and enhance student performance.	AC 2.1. Analyse different tools and techniques available to analyse data, identifying common data analysis and interpretation mistakes. AC 2.2. Examine proportionate and sustainable approaches to managing data to ensure an effective balance between data collection and staff workload. AC 2.3. Examine a structured process of data analysis and evaluation used in an educational context. AC 2.4. Explore a variety of ways to display and communicate data for different audiences. AC 2.5. Create an action plan that addresses findings from actual data to improve instructions and enhance student and organisational performance.

Unit 6: Research into Contemporary Issues and Developments in Education	
Unit aims	This unit will increase learner's knowledge and understanding of current contemporary issues and developments in education and their impact on the provision of teaching and learning.
Unit level	7
Unit code	D/618/7244
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	Learners must provide evidence in the portfolio to show that the LOs have been achieved, at the standards given by the AC. Detailed guidance is provided in the Assessment Guidance document.
Learning outcomes. The learner will:	Assessment criteria. The learner can:
	Pass
LO1: Understand contemporary issues affecting education globally	AC 1.1. Explain the concept of globalisation and the implications for education AC 1.2. Analyse contemporary issues affecting education globally AC 1.3 Research a contemporary issue in education in your country or state AC 1.4 Articulate a strategy to address your selected current issue in education
LO2: Understand fundamental goals, rights and responsibilities and their impact on education.	AC 2.1 Evaluate Millennium Development Goals, Sustainable Development Goals and Education for All Goals. AC 2.2. Analyse the concepts of Human Rights, Children's Rights and Responsibilities with emphasis on educational issues. AC 2.3. Analyse the roles of an educational leader and other stakeholders in enforcing children's rights and equality in education.
LO3: Understand the role of teacher training in enhancing teacher effectiveness and facilitating educational change.	AC 3.1. Analyse the role and importance of teacher training in enhancing teacher effectiveness and facilitating educational change AC 3.2. Evaluate the importance of professional teacher standards in professionalizing teacher training and facilitating change AC 3.3 Assess the role of teacher educator/trainers, mentors and coaches in the training and development of teachers and facilitating educational change
LO4: Understand the impact of policy change on educational provision.	AC 4.1. Examine recent conceptual changes in educational theory, policy and practice in your country or state. AC 4.2. Discuss the impact of key national policy changes on educational provision and stakeholders.

Unit 7: Managing Change to Improve Teaching and Learning	
Unit aims	This unit will provide learners with the knowledge and understanding of factors that trigger the need for change and the different approaches to overcome any resistance to change. Learners will also develop skills in managing change so they are effective change agents.
Unit level	7
Unit code	H/618/7245
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners must provide evidence in the portfolio to show that the LOs have been achieved, at the standards given by the AC. Detailed guidance is provided in the Assessment Guidance document.
Learning outcomes. The learner will:	Assessment criteria. The learner can:
	Pass
LO1: Understand the change process	AC 1.1. Examine different types of organisational change and their importance to educational organisations. AC 1.2. Discuss different theories of the nature of change. AC 1.3. Evaluate the factors that trigger the need for change in organisations delivering teaching and learning AC 1.4 Analyse strategies and approaches to initiate the change process. AC 1.5. Analyse potential barriers to change and propose ways of overcoming resistance to planned change. AC 1.6. Examine the role of a leader in implementing change
LO2: Be able to work with others in making effective changes in your organisation and area of work	AC 2.1 Examine the ways to involve stakeholders in identifying and managing change to gain their support. AC 2.2 Research and identify the need for change in your organisation or your area of work. AC 2.3 Analyse the potential impact of change on resources and service delivery. AC 2.4 Examine change management tools and/or techniques for the design and implementation of plans AC 2.5 Develop a plan in conjunction with stakeholders, using information and feedback from appropriate sources, to make improvements for your organisation or area of work AC 2.6 Explain how your plan supports achievement of the school's strategic plan
LO3: Be able to manage effective change to secure continuous improvement in your area of responsibility and in line with your school/college's strategic plan	AC 3.1. Examine different models of change management AC 3.2. Analyse characteristics of a successful and effective change programmes. AC 3.3. Implement the plan to ensure successful change AC 3.4. Monitor progress with the plan and evaluate its success.

Unit 8: Leading the Quality of Teaching, Learning and Assessment	
Unit aims	This unit will enable learners to develop knowledge, understanding and skills required to lead and further develop the quality of teaching, learning and assessment across the school/college. Learners will also understand the purpose of curriculum management and timetabling in ensuring the quality of teaching and learning in schools/colleges.
Unit level	7
Unit code	K/618/7246
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners must provide evidence in the portfolio to show that the LOs have been achieved, at the standards given by the AC. Detailed guidance is provided in the Assessment Guidance document.
Learning outcomes. The learner will:	Assessment criteria. The learner can:
	Pass
LO1: Understand how to create a quality vision and quality culture for effective pedagogy.	AC 1.1. Examine the importance of creating a quality vision for your school or college. AC 1.2. Analyse the importance of culture in enabling quality and effective pedagogy AC 1.3 Assess the role of leaders and managers in embedding a quality culture. AC 1.4. Evaluate the role of school inspection and other forms of external quality assurance and regulatory compliance in further developing the quality of teaching and learning.
LO2: Understand outstanding teaching, learning and assessment and the strategies to sustain and improve these functions.	AC 2.1. Evaluate the opportunities and challenges of the teaching role AC 2.2 Analyse the characteristics of outstanding teaching and learning AC 2.3. Evaluate the key concepts and principles of the internal quality assurance of assessment including tests and examinations. AC 2.4. Evaluate existing techniques and strategies in a school or college for assessing the quality of teaching and learning and assessment
LO3: Be able to create a timetable to manage the curriculum and support the delivery of effective teaching and learning.	AC 3.1. Explain the importance of effective curriculum management and identify the key components necessary for effective curriculum management. AC 3.2. Analyse the importance of timetabling for efficient human and physical resource usage in managing the quality of teaching and learning. AC 3.3. Assess problems in timetabling and explain how they can be overcome. AC 3.4. Identify and explain strategies to ensure that teachers and students have regular and consistent access to learning resources at their school

	AC 3.5 Create a timetable for a school or college for a term or semester
LO4: Be able to assess the quality of teaching, learning, the curriculum and assessment in order to achieve the goal of effective pedagogy.	AC 4.1. Conduct an observation of Teaching and Learning in order to assess the quality and provide feedback to the teacher/assistant teacher AC 4.2. Analyse the importance of evaluating the quality of the curriculum offered to students AC 4.3. Examine techniques to evaluate curriculum quality. AC 4.4. Conduct quality assurance of assessment, testing and the examination process within a school or college. AC. 4.5. Analyse available data to make judgements about the strengths/best practices and areas for improvement in teaching and learning and curriculum in a school or college AC 4.6. Create a plan of intervention to improve the quality of teaching and learning in an identified area

Unit 9: Managing Professional Development to Enable Teaching and Learning	
Unit aims	This unit will provide learners with the knowledge and skills needed to manage professional development to enable effective teaching and learning. The unit will also develop knowledge and skills in evaluating the impact of professional development programmes and the role of learning communities in professional development.
Unit level	7
Unit code	M/618/7247
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	Learners must provide evidence in the portfolio to show that the LOs have been achieved, at the standards given by the AC. Detailed guidance is provided in the Assessment Guidance document.
Learning outcomes. The learner will:	Assessment criteria. The learner can:
	Pass
LO1: Be able to plan professional development opportunities for the development of effective teaching and learning in schools/colleges.	AC 1.1. Examine andragogy, heutagogy and pedagogy AC 1.2. Evaluate the importance of professional development of teachers, managers and leaders AC 1.3. Analyse the elements and strategies leading to effective professional development. AC 1.4. Examine strategies for increasing the involvement of stakeholder groups in professional development planning in schools/colleges AC 1.5. Evaluate the role of mentoring and coaching in developing individuals and teams in schools/colleges. AC 1.6. Examine the steps in planning professional development opportunities. AC 1.7. Design a professional development plan to meet future teaching and learning needs in a school or college
LO2: Be able to evaluate the impact of professional development on teacher development and learners' outcomes.	AC 2.1. Examine key principles for effective evaluation of continuous professional development. AC 2.2. Evaluate Thomas Guskey's five levels for evaluating continuous professional development. AC 2.3. Examine challenges in evaluating professional development activities. AC 2.4. Analyse tools to evaluate the impact and cost effectiveness of professional development activities. AC 2.5. Evaluate the impact of professional development on teacher development and outcomes for students.
LO3: Understand the role and benefits of learning communities in professional development.	AC 3.1. Examine the attributes of learning communities. AC 3.2. Evaluate the role and benefits of learning communities on professional development. AC 3.3. Explain strategies for promoting learning communities in your school/college in order to improve teaching and learning.

Unit 10: Leading the School Strategically	
Unit aims	This unit will provide learners with the knowledge and understanding of strategic leadership and its role in achieving the quality of provision in schools or colleges. The unit will also develop learners' skills in leading stakeholders in developing and implementing a strategy for improvement.
Unit level	7
Unit code	T/618/7248
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners must provide evidence in the portfolio to show that the LOs have been achieved, at the standards given by the AC. Detailed guidance is provided in the Assessment Guidance document.
Learning outcomes. The learner will:	Assessment criteria. The learner can:
	Pass
LO1: Understand the relationship between strategic management and leadership	AC 1.1. Evaluate the relationship between strategic management and leadership. AC 1.2. Analyse the impact of management and leadership styles on strategic decision making. AC 1.3. Examine the interface between the accountabilities of governing bodies, Principal or Head Teacher and other school leaders and managers. AC 1.4. Analyse methods to review current leadership and management requirements.
LO2: Be able to create a strategic plan to meet strategic objectives	AC 2.1. Examine the relationship between mission, vision, strategic objectives and strategic plans AC 2.2. Analyse strategic modelling tools for developing strategic plans AC 2.3. Evaluate strategic objectives for a learning organisation. AC 2.4. Examine the influence of external factors, stakeholders' expectations and changes in the external environment on strategic objectives and plans AC 2.5. Evaluate the role of stakeholders in the formulation of a strategic plan AC 2.6. Create a relevant vision and mission statement for a learning organisation AC 2.7 Produce a strategic plan to deliver the vision and meet strategic objectives using organisational data.
LO3: Be able to monitor and control the implementation of strategic plans.	AC 3.1 Examine the role of the Governing Board in monitoring the implementation of strategic plans AC 3.2. Develop an internal monitoring and control system for the implementation of strategic plans. AC 3.3. Design key success indicators or measures to monitor the implementation and progress of the strategic plans.
LO4: Be able to lead improvements in the school and/or	AC 4.1. Evaluate the role of external quality standards and regulatory compliance standards in enhancing school effectiveness.

<p>department to meet strategic objectives.</p>	<p>AC 4.2. Analyse the importance of undertaking accurate whole-school self-evaluation in enhancing school effectiveness.</p> <p>AC 4.3. Evaluate the importance of engaging staff, the governing body, parents/carers and students in the self-evaluation and school improvement process.</p> <p>AC 4.4. Conduct departmental or whole-school self-evaluation and identify improvement priorities to meet strategic objectives.</p> <p>AC 4.5. Develop measures to address improvement priorities and monitor progress.</p> <p>AC 4.6. Develop a communications strategy to inform stakeholders about the process and outcomes of self evaluation and any improvement plans.</p>
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Unit 11: Leading and Managing School Operations and Resources	
Unit aims	This unit will provide learners with the knowledge and understanding of the importance of managing school operations and resources in order to support the delivery and achievement of the school's strategic plan.
Unit level	7
Unit code	A/618/7249
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners must provide evidence in the portfolio to show that the LOs have been achieved, at the standards given by the AC. Detailed guidance is provided in the Assessment Guidance document.
Learning outcomes. The learner will:	Assessment criteria. The learner can:
	Pass
LO1: Understand the role of leadership and management of school operations in achieving the strategic plan.	<p>AC 1.1. Analyse the procedures for the creation of policies, processes and efficient routines in managing day-to-day operations in schools</p> <p>AC 1.3. Assess the purpose and effectiveness of establishing high standards for managing behaviour and discipline in staff.</p> <p>AC 1.4. Examine the importance of establishing effective standards and policies for student behaviour and discipline, child protection, safeguarding and student's wellbeing.</p> <p>AC 1.5. Analyse the legal regulations with regard to student attendance and examine the strategies available to schools to raise attendance.</p> <p>AC 1.6. Analyse the importance of asset planning in managing resources and ensuring the availability of resources for day-to-day operations.</p> <p>AC 1.7. Analyse the importance of policies and processes in the provision of a health and safety environment for students, staff and visitors.</p> <p>AC 1.8. Evaluate the importance of setting up of a communication strategy for the school.</p>
LO2: Understand the role of human resources management in school strategic operations management	<p>AC 2.1. Evaluate the importance, purpose and effectiveness of human resource management functions, policies and strategies on the achievement of the school operations</p> <p>AC 2.2 Analyse the impact of regulatory requirements and other factors on the school's human resource policies and strategies.</p> <p>AC 2.3. Examine key HR processes a Principal or Head Teacher needs to develop and manage staff so that they perform to the best of their abilities -</p> <p>AC 2.4. Assess the human resource requirements of a school.</p> <p>AC 2.5. Examine the importance of creating a culture which supports staff motivation and high standards of performance</p> <p>AC 2.6. Analyse strategies to foster teachers' well-being.</p>

<p>LO3: Understand financial management in school strategic operations management.</p>	<p>AC 3.1. Evaluate the importance of the financial management functions and their contribution in achieving strategic and operational objectives.</p> <p>AC 3.2. Analyse the different terminologies, concepts and range of financial costs that apply to educational operations.</p> <p>AC 3.3. Analyse the budgeting process in an organisation in the education sector.</p> <p>AC 3.4 Examine financial statements to assess the financial position of an organisation delivering education/training.</p> <p>AC 3.5. Analyse the importance of establishing a value-for-money culture and examine the role of 3Es (Economy, Efficiency and Effectiveness) in maximising outcomes and achieving value for money.</p> <p>AC 3.6. Analyse the Principal’s accountabilities in protecting public money</p>
<p>LO4: Be able to manage risks within learning organisations to deliver a safe environment for learners and staff.</p>	<p>AC 4.1. Analyse the importance of risk planning in providing a safe environment for learners and staff.</p> <p>AC 4.2. Examine risk assessment tools and matrix to identify risks.</p> <p>AC 4.3. Evaluate the types of risks within a school</p> <p>AC 4.4. Analyse the steps in risk management.</p> <p>AC 4.5. Create a risk matrix for a school in order to provide a safe environment</p> <p>AC 4.6 Provide solutions for the mitigation of those risks, in order to deliver a safe environment for learners and staff.</p> <p>AC 4.7. Evaluate the process of managing disclosure of child abuse in a school.</p>

Unit 12: Leading the Development of Effective Teaching and Learning	
Unit aims	This unit will provide learners with the knowledge and understanding of different types of curriculum and attainment standards. The learners will understand the role of the Principal/ Head Teacher in creating a positive environment and standards in developing effective teaching and learning. The learners will also get an insight into how data can be used to improve teaching and learning and how policy changes impact on the educational provision.
Unit level	7
Unit code	M/618/7250
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners must provide evidence in the portfolio to show that the LOs have been achieved, at the standards given by the AC, Detailed guidance is provided in the Assessment Guidance document.
Learning outcomes. The learner will:	Assessment criteria. The learner can:
	Pass
LO1: Understand curricula and attainment standards.	AC 1.1. Analyse the importance of development of core learning skills in students across all grade levels. AC 1.2. Evaluate different curricula and attainment standards used in different countries. AC 1.3. Analyse the leadership role in facilitating the design and delivery of curriculum aligned with national and international requirements to meet the diverse needs of students AC 1.4. Evaluate the role of regular curriculum reviews in improving student progress and attainment
LO2: Be able to create a positive environment and establish high standards for effective teaching and learning.	AC 2.1. Evaluate the importance of creating a positive environment and establishing high standards for effective teaching and learning AC 2.2. Analyse the role of a Principal or Head Teacher in creating a positive environment and standards for effective teaching and learning AC 2.3. Examine the leadership actions required to close gaps and reduce in-school variation between individual departments and teachers. AC 2.4. Apply the identified actions ensuring effective collaboration between individuals, departments or teams to improve pupil outcomes.
LO3: Understand the importance of participating in activities beyond school borders to develop effective teaching and learning.	AC 3.1. Evaluate school collaborations in different countries AC 3.2. Propose collaborative activities with other schools and communities in order to develop effective teaching and learning
LO4: Understand the importance of research in the development of	AC 4.1. Evaluate the contribution of research in the development of school performance and effective teaching and learning

effective teaching and learning.	AC 4.2. Analyse the ethical aspects of research in teaching and learning AC 4.3. Examine approaches and types of research in teaching and learning.
LO5: Be able to conduct an enquiry and research in order to improve school performance in teaching and learning	AC 5.1. Examine the role of practitioner enquiry and research in developing pedagogy AC 5.2. Evaluate the spiral model for inquiry and action research AC 5.3. Conduct an enquiry and research to improve a particular aspect of teaching and learning AC 5.4. Analyse all the potential ethical considerations arising from relevant research activities AC 5.5. Communicate the outcomes of the research to stakeholders