

ATHE Level 5 Leadership and Management Certificate

Working with Children, Individuals and Families

Learning Outcomes and Assessment
Criteria

Unit 1 – Leadership, Management and Supervision

Leadership, Management and Supervision	
Unit aims	<p>This unit is designed to develop effective leaders who are able to use strategies to influence and challenge to achieve organisational objectives.</p> <p>They will consider effective leadership, explore their own leadership styles, core values and drivers and learn how to build resilience and growth in themselves and others.</p> <p>They will feel confident to manage and drive improvement through staff support, supervision and performance management in services working with children, individuals and families.</p>
Level 5	
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the roles of leadership and management	<p>1.1 Differentiate between leadership and management</p> <p>1.2 Assess the strengths and weaknesses of different leadership styles</p> <p>1.3 Evaluate own leadership style</p>
2. Understand how to provide leadership and management in a range of roles	<p>2.1 Assess the principles of effective leadership and management</p> <p>2.2 Evaluate the leadership and management skills that develop and support high-performing individuals</p> <p>2.3 Evaluate the leadership and management skills that develop and maintain high-performing teams</p> <p>2.4 Explain how leadership skills can be used to drive the achievement of organisational objectives</p>
3. Know how to manage strategic change	<p>3.1 Analyse the challenges to managing strategic change</p> <p>3.2 Evaluate different models for managing change</p>

	3.3 Explain how to proactively manage change to meet organisational goals
4. Know how to provide effective staff support and supervision and manage poor performance	<p>4.1 Evaluate key principles and models of effective supervision</p> <p>4.2 Explain the impact of learning and communication styles on the support for staff</p> <p>4.3 Analyse strategies for championing equality of opportunity, inclusion, non-judgmental and anti-discriminatory practice</p> <p>4.4 Assess strategies for managing poor performance</p> <p>4.5 Evaluate strategies for supporting staff health and wellbeing</p>
5. Know how to promote and build resilience and self-management	<p>5.1 Analyse the importance of resilience and self-management</p> <p>5.2 Recommend ways in which the leader, manager, team and organisation can support and enhance worker resilience</p>

Unit 2 –Building Effective Relationships

Building Effective Relationships	
Unit aims	<p>This unit is designed to enhance relationships between all stakeholders working with children, individuals and families.</p> <p>Learners will consider barriers to effective relationship building and how to gain commitment from others by understanding, influencing and negotiating.</p> <p>They will evaluate how they actively use their interpersonal skills to remove or overcome challenges or work towards change.</p> <p>Learners will identify measures to evaluate the success of a range of stakeholder relationships.</p>
Level 5	
Learning outcomes	Assessment criteria
The learner will:	The learner can:
1.Understand the effectiveness of different communication methods	<p>1.1 Compare and contrast different methods for communicating organisational information to stakeholders</p> <p>1.2 Explain how technology can help and hinder the communication process</p> <p>1.3 Evaluate the effectiveness of communication methods in own organisation</p>
2. Understand key factors in promoting effective interpersonal communication	<p>2.1 Assess key factors in effective interpersonal communication</p> <p>2.2 Evaluate own interpersonal communication skills</p> <p>2.3 Assess the impact of personal values and beliefs on effective interpersonal communication skills</p>
3. Know how to build effective stakeholder relationships	<p>3.1 Analyse the importance of building effective relationships with a range of stakeholders</p> <p>3.2 Analyse the potential barriers that impact on achieving shared outcomes</p> <p>3.3 Evaluate how organisational values and culture can impact on external stakeholder communications</p> <p>3.4 Identify measures to evaluate the effectiveness of a range of stakeholder relationships</p> <p>3.5 Reflect on your ability to build effective stakeholder relationships</p>

Unit 3 - Evidencing Outcomes & Embedding improvements

Evidencing Outcomes & Embedding improvements	
Unit aims	<p>This unit is designed to support learners to understand and respond to a variety of national/local agendas around working with children, individuals and families. These will include the political environment, local and national data and how to identify and manage risk, benchmark and evidence performance.</p> <p>They will also create a personal plan to drive performance improvement and quality.</p>
Level 5	
Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to evidence outcomes and identify opportunities for improvement	<p>1.1 Review processes to monitor and benchmark service performance against targets</p> <p>1.2 Benchmark a service against national and local targets and identify areas in which the service could be improved</p> <p>1.3 Describe a difficult decision that the senior management might need to take to move the service forward</p> <p>1.4 Analyse the move towards outcome-based services</p>
2. Understand the need for and the processes used in quality assurance systems	<p>2.1 Analyse the key requirements of a robust quality assurance process</p> <p>2.2 Explain the processes used to identify areas for improvements</p> <p>2.3 Evaluate policies, procedures and practices to identify, assess and manage risk in a service</p>
3. Be able to reflect on own skills and capabilities for development	<p>3.1 Assess own skills and abilities in driving performance improvement and quality</p> <p>3.2 Develop a plan to improve own skills and abilities in driving performance improvement and quality</p>