

**ATHE Level 5 Leadership and
Management Certificate
Working with Children, Individuals
and Families**

July 24

Contents

1. The Qualification - Level 5 Leadership and Management - Working with Children, Individuals and Families	3
Regulated qualification	3
2. Course Units	5
Leadership, Management and Supervision.....	5
Building Effective Relationships	5
Evidencing Outcomes & Embedding improvements	6
3. Delivery Options	7
How will the course run?	7
Face to face in house	7
Virtual training	7
4. Learner Assessment	9
5. Quality Assurance	10
6. Appendices	11
Appendix 1- Qualification Learning Outcomes	11
Unit 1 – Leadership, Management and Supervision	11
Unit 2 –Building Effective Relationships	13
Unit 3 - Evidencing Outcomes & Embedding improvements	14

1. The Qualification - Level 5 Leadership and Management - Working with Children, Individuals and Families

Regulated qualification

We worked jointly with **ATHE – Awards for Training and Higher Education** to create this **regulated qualification**.

The qualification has been accredited to the Regulated Qualifications Framework. Each qualification has a Qualification Accreditation Number (QAN) which will appear on the learner's final certification documentation. The QAN number for this qualification is as follows:

- ATHE Level 5 Certificate in Leadership and Management - Working with Children, Individuals and Families 603/3782/5
- ATHE Level 5 Certificate in Leadership and Management - Working with Children, Individuals and Families 603/3784/9

NB: We are the only provide who can provide this qualification.

The full certificate is a **22 credit Level 5** qualification **which consists of 3 units**.

Unit 1 – Leadership, Management and Supervision

Unit 2 – Building Effective Relationships

Unit 3 – Evidencing Outcomes & Embedding Improvements

To achieve the full **22 credit certificate**, learners **must** complete the training, assessment and accreditation for **all three units**.

The course is flexible it in a way that:

- Allows us to adapt it where necessary to keep it current and fit for purpose in line with changing policy agendas, research, best practice and priorities.
- Allows it to be delivered in a bespoke way to meet the needs of different organisations and learner requirements.

Participant feedback has included:

'I loved every bit of this course and have learned such a lot that I have already used in my leadership role. The course was well organised, and the trainer was excellent.'

'This qualification has been really useful for me in my professional role, and I could see the value in my day-to-day work. The delivery of the course was great, thorough and at the right pace so as not to be overwhelming. The tutor was very supportive throughout.'

'The programme is laid out is very easy to understand. The worksheets allowed me to go back to topics in order to write the assignment and so the workbook was a great resource. The trainer was very supportive and available. I used what I learned in my interview and was successful!'

'I have learned so much from this course. Loved every bit of it! I was guided through this programme with the right amount of support and challenge and in my opinion around the deadlines and course requirements.'

'I was encouraged to do this course by my manager and was very nervous at 58. I had not carried out this sort of learning which needed assignments for years. The shooter was supportive, and my confidence was built throughout. I passed with her support and am delighted. It supported me to go to the next level job which I got!

'I have seen my circles of influence increase as a result of understanding and working in a different way because of the learning on the programme. I think other people see me as a leader now.'

2. Course Units

Leadership, Management and Supervision

This unit is designed to develop effective leaders who are able to use strategies to influence and challenge in order to achieve organisational objectives.

Learners will consider the essential qualities required for effective leadership, explore their own leadership styles and individual and corporate core values and drivers.

It covers the difference between leadership and management, principles of good leadership and management, change management, supervision, case management, performance management, building resilient teams and interpersonal communication.

Learners 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.

Learners will feel confident to manage and drive improvement plans through staff support, supervision and performance management in services working with children, individuals and families.

Learning outcomes:

- **Understand the roles of leadership and management**
- **Understand how to provide leadership and management in a range of roles**
- **Know how to manage strategic change**
- **Know how to provide effective staff support and supervision and manage poor performance**
- **Know how to promote and build resilience and self-management**

Building Effective Relationships

This unit is designed to enhance relationships with stakeholders working with children, individuals and families.

Learners will consider barriers to effective relationship building and how to gain commitment from others by understanding different agency perspectives, influencing and negotiating.

Learners will evaluate how they actively use their interpersonal skills to remove or overcome challenges/barriers that impact on performance or work towards change. Learners will identify actions to be taken to enhance relevant skills.

Learners will identify measures to evaluate the success of a range of stakeholder relationships and establish individual action plans to address areas of concern.

Learning outcomes

- Understand the effectiveness of different communication methods
- Understand key factors in promoting effective interpersonal communication
- Know how to build effective stakeholder relationships

Evidencing Outcomes & Embedding improvements

This unit is designed to support learners to understand and respond to a variety of national/local agendas related to working with children, individuals and families.

It explores the use of data and quality measures in demonstrating outcomes and driving improvement. Learners will consider the use of data, how to identify and manage risk, benchmarking and evidencing performance.

Learners will produce a real-world work project and create a personal plan to drive performance improvement and quality.

Learning outcomes

- Be able to evidence outcomes and identify opportunities for improvement
- Understand the need for and processes used in quality assurance systems
- Be able to reflect on own skills and capabilities for development

3. Delivery Options

How will the course run?

Face to face in house

We can provide this course face to face on an in-house basis where you source the venue and we come to you.

The course takes approximately 10 months to complete.

- Learners attend a 6-day training programme. We usually provide this in blocks of 2 days over a 4-month period, with 4/5 weeks in between each 2-day block
- A series of assignments, written questions, reflective logs and a case study will be required
- Learners will seek feedback as part of the course
- Each learner has individual meetings/discussions the assessor

A work-related project will be undertaken during the programme which is supported by the participants agency.

Virtual training

We have great success from our OPEN courses being run on a virtual basis. The course is run on a virtual basis over 9/10 half day (3 hours) training sessions.

These are highly interactive group sessions. There will be learners from across the country and from a range of settings including statutory and voluntary sectors. This provides a great opportunity to learn and share together.

Learners will be sent a hard copy of the comprehensive workbook and training materials are also stored on an online platform (Moodle). As above:

- A series of assignments, written questions, reflective logs and a case study will be required
- Learners will seek feedback as part of the course
- Each learner has individual meetings/discussions the assessor
- A work-related project will be undertaken during the programme which is supported by the participants agency

Briefing session

To support maximum retention of learners we like to provide a learner briefing session to be attended by learners to ensure that all concerned have an understanding of what is expected of them and that they understand what support they can expect during the learning.

This goes a long way to ensuring that the right learners are attending the course, that they see

the course through to the end, successfully complete their assignments and receive the full certificate. At the end of the briefing session, they understand what the course will cover and what the assessments requirements are. They will also have an opportunity to ask questions (both during the session and individually afterwards if preferred).

Assessment and Support

Learners will be registered with Interface Enterprises Ltd. We will carry out all the assessments. Work will be subject to both internal and external quality assurance.

We always plan enough assessor time to ensure learners feel individually supported and to ensure we consistently provide a robust, fair and inclusive assessment process. This not only minimises the risk of learners not achieving or dropping out but maximises on opportunities to ensure application of new learning in practice.

All learners will be provided with a wide range of support methods and opportunities – this includes via telephone, e mail and MS teams.

The assessor will also provide timely, meaningful and developmental feedback on assessment decisions.

We will use video and audio recordings where appropriate, and we have a recorded ‘professional discussion’ with the assessor.

We will offer a range of flexible arrangements for the assessment of written work where learners have specific needs.

Feedback will be given electronically and where applicable, verbally.

Our support includes:

- Briefing session – about the course, its benefits, what the course will cover and assessment requirements
- Induction session
- 6 face-to-face delivery training days or 9/10 virtual sessions
- A comprehensive workbook
- Full assessment including registration
- A professional discussion that includes constructive practice reflection and support
- Support with the work project
- Marking of all assignments, case studies, reflective log, assessors written questions, worksheets and feedback
- Internal verification
- External verification from ATHE
- Certification

4. Learner Assessment

We are passionate about ensuring that the assessment process meets the needs of all learners attending the programme. We have designed an assessment process that encompasses all the learning undertaken, and challenges learners to put new concepts into practice and to embed them further. We believe in using a range of assessment methods to support learners to build evidence for their own qualification. These include:

1. Written Assignments

Learners will complete set assignments to demonstrate that they are able to transfer theory into practice and that they have the ability to analyse information.

2. Assessor Written Questions

Learners are asked specific short questions which support them to demonstrate their understanding and knowledge.

3. Professional recorded discussion

The learner will spend time with the assessor to answer some set questions and discuss their leadership role in more detail.

4. Reflective accounts

Learners will be asked to provide a reflective log for 2 of the units. This assesses what they have learnt and what difference that will make to their practice.

5. Case Studies

Our experience has demonstrated that learners benefit from 'here and now' examples, consequently, using this method allows learners the opportunity to use case studies to demonstrate how they understand and apply to the learning to a real situation.

6. Work Project

Work projects ensure that learners engage in projects that will make a difference to the organisation as well as them as individuals managing their team/service. Their planning, approach and learning will be assessed through a report that outlines their project.

7. Gathering feedback

Learners gather feedback on their interpersonal communication from a range of sources. This support learners to understand the impact they are having on others. They reflect on the feedback and consider any opportunities for improvement.

5. Quality Assurance

We have an enviable reputation for our quality training. This is linked to our vision and mission as an organisation. We will never be a tick box qualification provider and are fully committed to making a real difference in everything we do. We receive phenomenal feedback regarding our quality, and this is what continues to drive us as an organisation.

We are proud to have been awarded ISO 9001:2015 certification which provides independent confirmation of our commitment to quality both in respect of our operational processes and our service delivery.

The ethos of certification is to ensure customer satisfaction and continual improvement, so we have rigorous processes to capture this from all our stakeholders to learn, develop and improve. This not only informs the development of our training, but all our underlying business processes.

We have an established set of stretching quality measures against which we constantly review our performance with results published on a monthly basis to all our employees and associates. We are also very happy to share these with our clients and external stakeholders.

Interface have a training and Quality Assurance Policy and Quality Manual which allows us to work in close co-operation with clients, associates, suppliers and sub-contractors to provide high quality work and service, on time, in full. We actively seek client feedback and use this as a format for continuous assessment and improvement.

We apply a Continuous Quality Improvement (CQI) process in all of our training provision. This covers the process from initial commissioning to post delivery and is applied to every provision to a degree. A proportion of our training delivery involves the approach being applied to every aspect of the service.

Our regulated qualifications are underpinned by a robust assessment process quality assured at national level through ATHE. Further details related to ATHE's regulated qualifications and its quality assurance processes can be found by reading the Delivering ATHE Qualifications handbook on the ATHE website <http://athe.co.uk/> You can also find the qualification on the Ofqual register of regulated qualifications <http://register.ofqual.gov.uk/>

Learners will be registered with our own assessment centre.

6. Appendices

Appendix 1- Qualification Learning Outcomes

The learning outcomes and full assessment criteria is set out below.

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>
<p>3. Know how to manage strategic change</p>	<p>3.1 Analyse the challenges to managing strategic change</p> <p>3.2 Evaluate different models for managing change</p> <p>3.3 Explain how to proactively manage change to meet organisational goals</p>
<p>4. Know how to provide effective staff support and supervision and manage poor performance</p>	<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>
<p>5. Know how to promote and build resilience and self-management</p>	<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>