ATHE Level 5 Leadership and Management Certificate

Working with Children, Individuals and Families

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Contents

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.**

> **Note: Unit 1 - Leadership, Management and Supervision** is also available as a stand-alone **10 credit Award**

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 agendas and priorities.
- Allows it to be delivered in a bespoke way to meet the needs of different organisations and learner requirements.

Why do this course?

Strong leadership is synonymous with high performing organisations.

Well established research continues to highlight the importance of effective leadership.

> Organisations that invest in leadership:
> - Deliver more effective services to clients
> - Achieve better outcomes for their clients
> - Make better decisions
> - Get more done in less time with lower costs
> - Achieve better results overall
> - Increase staff resilience, recruitment and retention

The demands being made of all leaders is growing as public service organisations respond to the challenges they face. The way teams are led defines how they will deliver services and respond during periods of challenge and change.

We have seen changes in the skills needed by leaders as more and more they are trying to:
- respond to national policy
- lead beyond their own settings
- influence engage and work collaboratively with others to maximise resources
- reduce overlap and share knowledge to ensure the right services are in place
- become more outcomes focussed
- build resilient teams with less resource
- deal with change and transformation
- manage across traditional organisational boundaries

Needs have changed significantly as a result of funding pressures, national agendas and the need for more multi-agency and integrated working through partnerships. Furthermore, there are increasing numbers of staff across a wider range of organisations needing to work differently and effectively with whole families to bring about sustainable change.

The course covers the fundamental areas that equip participants to be effective leaders in the current demanding environment. It provides learners with:

- **understanding, skills, ability and confidence** to go out and lead and manage those working with individuals and families with both complex and emerging needs
- a programme which is **fit for purpose** and meets the current workforce needs
- training which takes into account the **differing functions** that leaders and managers undertake
- a programme which meets the need of a **multi-agency partner workforce**
- training in **essential areas** which have been identified as **skill/knowledge shortages** in practice including having coaching conversations and embedding service improvement
- the opportunity to **transform** their **understanding** and working **practice** in order to really make a difference for their staff/teams and ultimately individuals and families
- a **flexible** programme with an opportunity to **tailor content** to meet local needs

How the course will run?

The course takes approximately 6 months to complete.

- Learners attend a **6-day** training programme. We usually provide this in blocks of 2 days over a 3-month period, with 3/4 weeks in between each 2-day block
- Each learner has individual meetings/discussions with his or her assessor
- A series of assignments, written questions and a case study will be required
- Learners will participate in action learning sets
- A witness testimony will be required
- A work-related project will be undertaken during the programme which is supported by course leader and sponsored by a senior member of the participants agency

Learner led hours (unsupervised)
- Self-directed reading and research
- Completion of assignments, case study and work projects
- Work based learning
- An e-Learning module
- Completion of a reflective log

NB It is very important that learners attend all the training dates.

Our support includes:

- Induction session attended by trainers and assessors
- 6 face-to-face delivery training days
- A comprehensive workbook
- A reflective log and personal development plan
- Full assessment including registration
- Workplace observations and professional discussions that include constructive practice reflection and support
- Support with the work project
- Marking of all assignments and case studies
- Support with portfolio building
- Support with witness testimony
- Internal verification
- External verification from ATHE
- Certification

2. Course content

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.

Knowledge gained will be applied in the workplace and outcomes will be constructively analysed, to build confidence and resilience and develop approaches to strengthen the resilience and functioning of their team members.

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. These will include the political environment, local and national data and how to identify and manage risk, benchmark and evidence performance.

Learners will 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**

Workbook/Reflective log

We strongly believe that embedding learning into practice must be a priority. It will be imperative that application of knowledge gained takes place in the workplace and is integral to the process of learning. To encourage and reinforce this process, we have created a workbook/reflective log to be completed on a regular basis.

The workbook will also be used as evidence to support the assessment process. It contains information on assignments, the case study, work project, professional discussions and assessor questions. It also contains the reflective log and personal development plan as well as worksheets used throughout the training days.

This workbook is based on:

- our extensive experience of training leaders and supporting areas to embed learning in the workplace
- work with many providers to create bespoke programmes to meet their needs
- direct feedback from learners about their needs, what they value and what supports their learning outside the training room

The use of reflection is an ongoing element of the course and serves to consolidate and **embed learning in the workplace.** It will assist individual learners in identifying their good practice and areas where further improvement is needed. This will ultimately produce **confident and competent** leaders and managers who are able to take reflective practice into their day to day role and so develop reflective practitioners within their teams.

We appreciate the demands of working within complex, political environments where stress management is critical to maintain individual and team well-being. The ability of leaders to reflect on their own practice through their workbook and reflective log will be an important element to achieve improved practice and resilience.

eLearning

The course also includes an element of eLearning as part of the self-led study.

Skills for reflective practice

Evidence shows that using reflective practice greatly improves a practitioner's skills and supports resilience and safe practice. We therefore include this course to help learners to embed reflective practice into their everyday approach, build confidence, safety, resilience and maximizing their learning from experience.

Learning Outcomes

- Be able to reflect on your own practice
- Have an understanding of how to deal safely and constructively with a number of challenging situations involving clients
- Have an ability to manage difficult situations

- Learn techniques to build resilience
- Be able to use reflective practice and other techniques as lifelong tools

This course includes:

- High quality content and comprehensive information about reflective practice techniques
- Embedded videos which explore typical scenarios which practitioners will face
- Guided sessions to help embed reflective practice
- Top tips from experienced practitioners
- Questions and exercises to help learners embed practice

3. 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 Direct 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 discuss their leadership role in more detail. The direct questions are also an opportunity to 'mop up' any assessment criteria that learners may have not demonstrated through other methods.

4. Reflective accounts

Learners will be asked to provide a reflective account for each unit. This assesses what they have learnt and what difference that will make to their practice. Essentially, we are assessing how they are putting their learning into 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 meet the assessment criteria.

6. Work Projects

Work projects ensure that learners engage in projects that will make a difference to the organisation as well as their individual performance. Their planning, approach and learning will be assessed through a report that outlines their project.

7. Witness testimony

Managers, peers and/or partners will supply a testimony of what they have observed in the member of staff regarding their leadership and management practice.

8. Own work examples and work completed in training sessions

Direct work completed in the training sessions, such as group work and completion of worksheets are all linked to the assessment criteria. Learners can include feedback and examples of their direct work that links to practice.
 will have access to

4. Our training and Support

All trainers providing this course have been senior managers in organisations providing services for vulnerable children, individuals and families.

Through their experience and qualifications, our trainers always provide a wide range of different and innovative activities to ensure the engagement of learners. We are very experienced in supporting learners and to date have 100% success rate in all our qualifications.

We understand the requirements of qualifying bodies and the evidence required to achieve success. We have learnt a great deal over the last 6 years and as a national organisation have gathered best practice from across the Country. We will bring this to your benefit along with our passion to make a real difference to practice.

We have created sample portfolios, briefing and information papers and frequently asked questions to support both learners and managers.

Examples of the types of activities used in our training and how they are facilitated include:

- Use of Interactive media (we created innovative multi-media video clips)
- Small group activity with the provision of outline case studies/vignettes/example case notes where learners are asked to identify practice issues – such as how they might approach a whole family assessment, or complete a support plan etc. This engages the learner in the processes required in the workplace and helps them to identify areas for development
- Use of role play – for example, practicing communication skills such as 'active' or 'reflective' listening – paired work with learners swopping roles of parent/practitioner
- Trainers engaged in and modelling role play during training – useful to demonstrate the meaning of theoretical concepts such as unconditional positive regard, emotional literacy
- Games or small group competitions – often used to get people 'up and moving' – for example: group table discussion to make notes on as many strategies for building trust with families as possible in 2 minutes.
- Provision of 'worksheets' aligned with subject matter being discussed during group activity.
- Encourage learners to use colour, highlighters, pictures and charts

Our trainers have skills, knowledge and qualifications which demonstrate their understanding that groups are made up of people with different learning preferences, personalities, professional backgrounds/job roles and they each bring with them a set of unique skills, attributes and experience which, when given the opportunity to share with others, contributes greatly to individuals' learning experiences and outcomes.

All our training is designed to engage the learner through a range of learning styles:

- using the experience of the participants,
- creating learning experiences on the course,
- Introducing ideas in ways that help participants integrate new understanding into their existing knowledge, skills and values
- Using video clips to bring learning to life

In practice this will be a combination of activities that involve exploring values, principles and emotional responses, developing and practicing skills and competencies, listening to, reflecting on, evaluating and remembering new ideas.

5. Delivery Options

Managers and Learners briefing session

For in house courses, to support maximum retention of learners we like to provide a learner briefing session to be attended by learners and their line managers, 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).

Their managers will gain an understanding of what is expected of them in supporting their learners during the face to face training days, with the work project, assessments and witness testimonies.

Face to face training days

The full training programme is usually run over **6 face to face training days**. We would recommend that this is provided in blocks of 2,2,2, with time in between each taught session to complete the assignments, start the work project and seek witness testimonies. This allows the learners to catch up on their daily work commitments and to complete the self-led learning before the next taught session commences.

We use a strength-based approach throughout our training delivery and support this is to emphasises delegate's self-determination, knowledge and strengths. Strengths based practice is client led, with a focus on future outcomes and strengths that people bring to training.

We will capture qualitative feedback from learners **throughout each training** day using varied methodology such as post it notes placed on flipchart on way out to lunch – 'likes' and 'could improve' so far.

We will check that learning outcomes have been met each day by asking specific questions following group work, checking on completion of activity sheets and flipcharts, and holding a reflection session at the end of each training day to capture key learning points and any changes to practice. Adjustments to practice will be made accordingly.

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:

- Regular webinar/skype support
- face-face meetings with the assessor
- telephone contact
- Email contact

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

We will use video and audio recordings where appropriate and we can offer learners the option to have a recorded 'professional discussion' with the assessor, which saves the learner additional written work.

We will offer a range of flexible arrangements for the assessment of written work.

Feedback will be given electronically and where applicable, verbally.

To support individual learners', observations will be carried out by the assessor for each learner. Evidence may also be able to be captured by video or voice recording during the group training and the suitability of these methods will be explored depending on local circumstances.

Where it is not possible for the assessor to capture all of the required observational evidence, the assessor will liaise with a suitable manager/supervisor for the provision of an expert witness testimony.

The visit to the workplace provides an opportunity to capture other evidence by observation of work documents and records, which would otherwise, due to confidentiality, not go into the portfolio. The learner can discuss their work more specifically and thus draw out further evidence of knowledge and understanding.

Portfolio Hand-in & paper work support session

We also recommend that learners and managers are given a final hand in day (for in house courses) where our assessor would meet learners and collect their final competed portfolios. Having this date set when the training start ensures that learners are clear when work needs to be completed by.

Quality Assurance

Interface applies a Continuous Quality Improvement (CQI) process in its 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. We will negotiate CQI application as part of all set up negotiations.

The 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. Why Interface

Interface is a national provider of **training** and expertise around working **with Children, Individuals and Families.**

Our overall aim is to **enhance capacity and expertise** with a genuine mission to transform lives.

Our team have been instrumental in driving forward at a national level, the whole family approach and the principles of service redesign that fundamentally influence systems change.

We have been involved in assisting organisations to **build the capacity** of their staff and to share learning on aspects of professional practice.

We focus on Early Help, Education, Social Care, Housing, Early Years, and Troubled Families and have a proven record of delivering positive outcomes in these areas. We have an excellent reputation for high quality training which meets the needs of the workforce.

We have highly experienced trainers who have **worked directly with** children, individuals and families with complex needs. They have experience of providing training and implementing improvement programmes across over 162 organisations.

Over the last six years our team have been responsible for providing **training for over 8,800** front line practitioners and managers in skills based and accredited courses providing them with the skills to work effectively with families with complex needs. We receive excellent feedback on the quality of the training and the experience and credibility of the trainers.

All of our learners have passed their accredited training and we have very proud of our 100% pass rate.

We have a **strong capacity and knowledge base** on which to draw on to meet training and development needs and have developed innovative interactive media tools to support learning. For more information see **www.interfaceenterprises.co.uk**

7. Unit 1 Standalone Option

Unit 1 - **Leadership, Management and Supervision** is also available as a stand-alone **10 credit Award.**

How the course will run?

The course takes approximately 4 months to complete.

- Learners attend a **4-day** training programme. We usually provide this in blocks of 2 days over a 3-month period.
- Each learner has individual meetings/discussions with his or her assessor
- A series of assignments, written questions and a case study will be required
- Learners will participate in action learning sets
- A witness testimony will be required

Learner led hours (unsupervised)

- Self-directed reading and research
- Completion of assignments, case study and work projects
- Work based learning
- An e-Learning module
- Completion of a reflective log

NB It is very important that learners attend all the training dates.

Our support includes:

- Induction session attended by trainers and assessors
- 4 face-to-face delivery training days
- A comprehensive workbook
- A reflective log and personal development plan
- Full assessment including registration
- Workplace observations and professional discussions that include constructive practice reflection and support
- Marking of all assignments and case studies
- Support with portfolio building
- Support with witness testimony
- Internal verification
- External verification from ATHE
- Certification

Appendix - 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	This unit is designed to develop effective leaders who are able to use strategies to influence and challenge to achieve organisational objectives. 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. They will feel confident to manage and drive improvement through staff support, supervision and performance management in services working with children, individuals and families.
Level 5	
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. **Understand the roles of leadership and management**	1.1 Differentiate between leadership and management 1.2 Assess the strengths and weaknesses of different leadership styles 1.3 Evaluate own leadership style
2. **Understand how to provide leadership and management in a range of roles**	2.1 Assess the principles of effective leadership and management 2.2 Evaluate the leadership and management skills that develop and support high-performing individuals 2.3 Evaluate the leadership and management skills that develop and maintain high-performing teams

		2.4	Explain how leadership skills can be used to drive the achievement of organisational objectives
3.	**Know how to manage strategic change**	3.1	Analyse the challenges to managing strategic change
		3.2	Evaluate different models for managing change
		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**	4.1	Evaluate key principles and models of effective supervision
		4.2	Explain the impact of learning and communication styles on the support for staff
		4.3	Analyse strategies for championing equality of opportunity, inclusion, non-judgmental and anti-discriminatory practice
		4.4	Assess strategies for managing poor performance
		4.5	Evaluate strategies for supporting staff health and wellbeing
5.	**Know how to promote and build resilience and self-management**	5.1	Analyse the importance of resilience and self-management
		5.2	Recommend ways in which the leader, manager, team and organisation can support and enhance worker resilience

Unit 2 –Building Effective Relationships

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

Unit 3 - Evidencing Outcomes & Embedding improvements

Evidencing Outcomes & Embedding improvements	
Unit aims	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. They will also create a personal plan to drive performance improvement and quality.

Level 5	
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. **Be able to evidence outcomes and identify opportunities for improvement**	1.1 Review processes to monitor and benchmark service performance against targets 1.2 Benchmark a service against national and local targets and identify areas in which the service could be improved 1.3 Describe a difficult decision that the senior management might need to take to move the service forward 1.4 Analyse the move towards outcome-based services
2. **Understand the need for and the processes used in quality assurance systems**	2.1 Analyse the key requirements of a robust quality assurance process 2.2 Explain the processes used to identify areas for improvements 2.3 Evaluate policies, procedures and practices to identify, assess and manage risk in a service
3. **Be able to reflect on own skills and capabilities for development**	3.1 Assess own skills and abilities in driving performance improvement and quality 3.2 Develop a plan to improve own skills and abilities in driving performance improvement and quality