National Professional Education Leadership Qualification Curriculum Framework

Ministry of Education
REPUBLIC OF GHANA

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The Government of Ghana

Foreword

National Professional Education Leadership Qualification Curriculum Framework is the first ever collectively agreed framework for preparing professional education leaders in Ghana. The role of leadership in creating enabling environment at the school level for effective and transformational teaching and learning hence improvement in learning outcomes. This work of the education leader does not happen in a vacuum but through a consented effort and intentionality to ensure that the right systems are institutionalised through effective stakeholder engagement.

It is expected that such a school leader has what it takes – the skills and competences – to lead the institution effectively. There is a positive relationship between effective leadership and transformational improvement in schools, colleges and other educational institutions; hence improvement in learning outcomes. An excellent education leader will be at the forefront of quality of teaching and learning which considered a major contributory factor to positive learning outcomes.

Therefore, the education leader envisaged in the Professional Education Leadership programme to be based on this framework will be able a leader of learning with the knowledge, skills, values and behaviours required to lead education establishments in ways that lead to a sustained improvement in learning outcomes. Such an education leader will be able to develop strong management and governance teams within the institution; working with the team to take initiatives in building a learner-friendly environments and continue to inspire and motivate the team to develop their professional capacities. It is imperative that management and administration and most importantly leadership are effectively strengthened to ensure changes in terms of quality assurance, students engagement, facilities management, partnership and cooperation, monitoring and evaluation are embedded in everyday practice. The leader will be an institution developer and a gender champion with the resolve to develop a gender-friendly and inclusion-responsive learning and working environment in which all policies and systems are functioning effectively.

The curriculum framework (CF) is written by experts in the leadership for learning community through consultations and engagement with all relevant stakeholder groups. The process has been driven by the idea that fundamental change is most likely when there is a shared imperative for change coupled with the sustained engagement of stakeholders. It therefore gives me great joy to present this Framework to you as a policy document to guide the development of professional education leadership curriculum in Ghana.

Hon. Dr. Matthew Opoku Prempeh
Minister for Education

Acknowledgement

The development of the framework was under the guidance of the National Council for Tertiary Education, The National Accreditation Board and the National Teaching Council. It represents a collective agreement among expert stakeholders representatives from Ministry of Education, University of Cape Coast, University of Education Winneba, University of Ghana, the Kwame Nkrumah University of Science and Technology and the University for Development Studies National Teaching Council, National Council for Tertiary Education, National Accreditation Board, the Colleges of Education, the College of Education Teachers Association of Ghana, Na-tional Conference of Principals of Teacher Training Colleges and other union representatives, Transforming Teacher Education and Learning and civil society representatives. The framework has also benefited from input and comments from leading international education leadership academics and professionals.

Dr. Samuel K. Awuku, T-TEL's Key Adviser on Policy, Leadership, Institutional Development and Communications led the development of the Framework, with quality assurance supported provided by Prof. Jophus Anamuah-Mensah, Prof. Jonathan Fletcher, Prof. George Oduro and Robin Todd (T- TEL Team Leader). Matt +Associate from the United Kingdom made significant input and contribution to the development of the Framework for which we are very grateful.

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Introduction

T his document, commissioned by the National Council for Tertiary Education of the Ministry of Education, Ghana, sets out a Professional Education Leadership Qualification Curriculum Framework (PELQCF) against which all future leadership curricula would be assessed. Through a wide consultation with key stakeholders and experts, the Curriculum Framework (CF) has been developed with a focus on learning. Written by a group of leading leadership for learning experts, the framework defines the overarching vision, critical content areas, pedagogy, and assessment from which leadership for learning curricula will be developed. It is a tool that allows flexibility and diversity among different universities and other relevant tertiary institutions supporting the development of programmes based on PELQCF while ensuring consistency and quality in professional education leadership curricula.

Context

In 2008, the government of Ghana decided to recategorize the former Teacher Training Colleges as tertiary educational institutions. The Colleges of Education Act, 2012 (Act 847) was passed by parliament and this defined the new mandate and governance structure for the then existing 38 colleges of education (CoE). Eight additional colleges were subsequently absorbed, making a total of 46. The purpose of the upgrade was to raise the standard and quality of initial teacher education and training through improved professional teacher preparation, educational research and outreach. This is expected to improve the quality of teaching and learning at the pre-tertiary education level.

Following the granting of tertiary status to colleges of education in Ghana, it has become necessary to adopt new approaches in their management, general operational activities, outlook and mandate. It is also important to ensure that the activities and operations of the 46 CoE are harmonised to ensure conformity to the legal provisions governing tertiary education and to guarantee the quality of graduates with a view to improving the quality of teaching and learning in pre-tertiary education.

Whilst the quality of teaching and learning is considered a major contributory factor to positive learning outcomes, there is growing evidence about the positive relationship between effective leadership and continuous improvement in schools and colleges in many countries. The role of leaders of educational institutions in securing quality provision and ensuring that all learners achieve their full potential, is both a professional responsibility and a moral obligation.

In transforming CoE, or indeed any educational institution, it is imperative that management, administration and, most importantly, leadership are effectively strengthened to ensure that changes are embedded in everyday practice. For these reasons, educational leadership has been identified by the Ministry of Education (MoE) as one of the key skillsets

required to improve learning outcomes at all levels of the education system. The 2019 National Council for Tertiary Education (NCTE) summary report of the National Teacher Education Learning Summit recommended that the MoE and NCTE should continue to support leadership capacity building programmes to ensure the effective implementation of policies in CoE.

Since 2015, Transforming Teacher Education and Learning (T-TEL), in partnership with NCTE, has been delivering leadership training for college principals and other senior leaders (Vice-Principals, College Secretaries, Finance Officers, Librarian and Internal Auditors) and Middle Leaders such as Quality Assurance Officers and Heads of Departments. This training combined organisational development strategies and quality assurance approaches delivered through a regular series of activity-based workshops. Embedded in the workshops is a systems and self-regulated approach to leadership effectiveness. From the workshops, participants are guided to develop action plans and, through the support of assigned College Improvement Advisors (CIA), implement the actions and report on them at the next regular workshop session. A considerable volume of training materials has been developed to support these workshops.

An annual external evaluation of the T-TEL programme shows that the leadership training has had a positive impact on the knowledge and behaviour of CoE principals. In June 2018, 83% of CoE principals were able to demonstrate a defined set of leadership and management skills, up from 34% at baseline in June 2015.

Now that T-TEL is coming to an end (in December 2020), NCTE-NAB have seen the need to institutionalise this training. There is also a need to (i) expand the scope of the training so that it benefits prospective as well as current educational leaders at all levels (ii) adapt the training methods and materials in a blended learning approach which combines face-to-face instruction with on-the-job learning (iii) collate all existing training materials and package into an 'apprenticeship' style course for educational leaders (iv) work with interested universities to develop this into an accredited course, potentially linking with wider MoE efforts to develop educational leadership.

Purpose

The purpose of PELQCF is to provide guidance for the development of professional leadership curricula designed to create a diverse pool of talented, capable senior leaders required to take Ghana's educational institutions forward and make Ghana a 'learning nation' by 2030.

Philosophy

Just as the pre-tertiary education curriculum in Ghana strives to develop creative, honest and responsible citizens, these are also the core values that educational leaders need to have. At the heart of these values is commitment to promote learning and improve learning outcomes. Professional development for leaders in education aims to produce leaders with the knowledge, skills, attitudes, behaviours and values, as well as the spirit of innovation, resourcefulness and moral purpose, that will enable them to adapt to changing conditions, use equity and inclusive strategies, and engage in life-long learning. Leaders for learning are required to have a passion for education and learning-focused leadership, to reflect on their practice, and to engage with members not only in their institutions, but also in the wider community, and act as potential agents of change.

This is in line with MoE's vision of preparing and equipping all Ghanaians with relevant education and skills including leadership skills to promote socioeconomic development and national orientation (Education Strategic Plan 2018-2030) and the adoption of the UN Sus-

tainable Development Goal (SDG) Goal 4: 'to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

Vision

A community of leaders for learning with the knowledge, skills, values and behaviours required to lead education establishments in ways that lead to a sustained improvement in learning outcomes.

Creating the framework

The curriculum framework (CF) is written by experts in the leadership for learning community through consultations and engagement with all relevant stakeholder groups. The process has been driven by the idea that fundamental change is most likely when there is a shared imperative for change coupled with the sustained engagement of stakeholders.

Stakeholders include expert representatives from Ministry of Education, University of Cape Coast, University of Education Winneba, University of Ghana, National Teaching Council, National Council for Tertiary Education, National Accreditation Board, the Colleges of Education, the College of Education Teachers Association of Ghana, National Conference of Principals of Teacher Training Colleges and other union representatives, T-TEL, and civil society representatives.

The framework has also benefited from input and comments from leading international education leadership academics and professionals.

Framework Objectives

The objectives of PELQCF are to:

- ▶ Help individuals who already hold leadership positions in Ghana's educational institutions to improve their capability and performance

- ▶ Help individuals who aspire to hold leadership positions in Ghana's educational institutions to develop the capability they need to secure and succeed in such roles

- ▶ Build a sustainable, diverse pipeline of capable individuals to hold leadership positions in Ghana's education institutions now and in the future and in particular:

  - Develop future leaders, particularly female leaders, and role models by encouraging and empowering people to enhance their skills and confidence in order to progress into leadership positions

  - Support leaders in adopting and integrating gender and inclusive management practices including the identification of and support for the gifted, talented and challenged individuals across their institutions

  - Develop future educational leaders who would internalise the principles of leadership for learning and make learning the pivot around which all management operations evolve

  - Improve the management, leadership and governance of educational institutions

  - Support leadership teams in education in creating an environment which can drive and engender conditions in which teachers are inspired and able to use improved methods of teaching, with consequent positive impact on learning outcomes

  - Develop leadership teams' capacity for using evidence and insight to improve progress in learning and ways of working.

Critical success factors

In realising the purpose and objectives described above, any professional educational leadership qualification (PELQ) framework must:

- Be directly aligned with wider national policy and reform programmes relevant to educational institutions including the need to effectively benchmark curricula and provisions of the National Teachers' Standards, the National Teacher Education Curriculum Framework and the Pre-tertiary Education Curriculum Framework

- Build on NCTE Leadership Programmes and on work already completed through the teacher education reform programme in preparing substantial learning resources designed to build leadership capacity and capability

- Adopt a blended, work-based delivery model which enables participants to continue working in leadership roles whilst they complete the programme

- Assess how effectively participants apply what they learn through the programme in their work

- Assess practical competencies using portfolio assessment that includes reflective writings

- Phase delivery throughout the academic year such that, where feasible, participants receive support on particular issues / topics at the most helpful point in the academic year

- Embrace technology in delivery such that participants can access a substantial proportion of learning activities / resources remotely and at times which suit them

The accredited PELQ programme should:

- Make use of an appropriate blended learning approach

- Be offered by a chartered Ghanaian teacher education university

- Be accredited by the National Accreditation Board (NAB)

- Be made available to prospective as well as current leaders in educational institutions i.e. principals, college tutors, heads of departments, headteachers and others working within the Ghana Education Service (GES) who aspire to leadership positions. This should include the development of designated pathways for (i) master's (ii) post graduate diploma, (iii) post graduate certificate (iv) Women in Leadership (designed to be a component of NCTE's Gender Equality and Social Inclusion Strategy for Teacher Education)

- Be developed so that it complements the Ministry of Education's efforts to create an accredited qualification programme for school leaders

Target audience

The Professional Education Leadership Qualification will be relevant to leaders in all types of educational institution, including:

- Universities and polytechnics: provosts, deans, directors and heads of department

- Colleges of education and Nursing training colleges: existing principals, vice principals, heads of department, and co-ordination of programmes

- Secondary schools and technical institutes: headteachers and assistant headteachers, and subject leaders

▶ Wider education sector: people working within the Ghana Education Service (GES), Ghana Police Force, Army etc. who aspire to leadership positions within educational institutions.

A fuller occupation profile for the PELQ can be found at Annex A.

Student volumes

There are an estimated 70,000 leadership roles in educational institutions in Ghana; this is exacerbated by the fact that leaders retire from the sector as well as the fixed-term tenures of most leadership posts. This means there is a constant requirement for a substantial pipeline of new leadership for learning talent. This estimation is based on the latest number of education establishments in Ghana, broken down as follows:

	Public	Private
Kindergarten	14,649	9,769
Primary	15,138	9,488
Junior High School	10,784	6,066
Senior High School	630 plus 47 TVET	286
Technical Vocational Institutions	68 (this does not include the 47 TVET SHS)	62

Source: EMIS, June 2018

Accredited Tertiary Institutions

Public Universities	10
Private Tertiary Institutions Offering Degree Programmes	81
Tutorial Colleges	8
Public polytechnic	2
Private Polytechnic	1
Distance Learning Institutions	2
Private Nurses Training Colleges	14
Public Nurses Training Colleges	24
Public Colleges of Education	46
Chartered Private Tertiary Institutions	5
Regionally-Owned (West Africa) Tertiary Institution	1
Public Universities/ Professional Institutions	7
Technical Universities	8
Registered Foreign Institutions	5

Source: NAB(http://www.nab.gov.gh), 2019

Student Characteristics

Geographical distribution

Students of the PELQ programmes will be based all over Ghana. If only one or a small number of universities offer the programme, distance will be an important factor when considering delivery, participation and assessment methods.

Prior experience and knowledge

It is anticipated that participants will have a minimum of five years' professional experience, with most participants having been teachers for a minimum of six years, prior to assuming management or leadership responsibilities.

However, there will be no requirement for participants to be existing leaders in an educational setting. Indeed, with a large number of education establishments in Ghana, it is important to be able to attract suitable candidates for leadership positions from a slightly broader education background. As a framework, prospective leaders would be expected to acquire relevant professional leadership and management skills on an on-going basis.

Reasons why a participant might choose or might need to enrol on the programme would be:

▶ To build confidence and knowledge as a new leader

▶ To prepare themselves for future leadership positions they hope to take up

▶ As continuing professional development (CPD) for existing education leaders looking to refresh their knowledge and skills.

Learning styles and delivery mode

Participants of this programme have demanding full-time positions and the programme needs to take that into account when deciding what the duration and nature of the programme should be.

As is good practice, any programme based on PELQCF should account for participants' individual learning styles by providing multiple teaching and learning pathways.

The delivery of PELQ programmes will be done through blended approach. The disperse nature of the participants will require the use of open distance and e-learning, face-to-face modes. This will cut down finance and time constraints which could present barrier to travel and regular face-to-face interactions.

Whatever the delivery method, the programme will equate to a significant time commitment for the participants. Like other master's in education programmes, this would be a 36 credits programme and would be between 20 and 30 contact hours in a month and between 10 and 15 hours of personal study time in a week.

Assessment

As mentioned elsewhere in this document, the purpose of the PELQ programme is to equip leaders and future leaders with the knowledge, skills and behaviours that will be highly relevant and practical to their individual working context. Any programme following PELQCF is not envisaged to be research heavy or theoretical in nature, albeit it will provide participants with a sound theoretical foundation. Ensuring a balance between research and theory will be critical. An action research approach which allows for practical application of leadership theories will bring realism into the training. As such, rather than writing lengthy dissertations on a given education leadership theory, the purpose of assessments in the PELQ programme is to enable participants to be better prepared and informed when completing aspects of their role, e.g. developing a curriculum relevant to the wider context of their educational establishment,

producing an improvement plan, or achieving continuous improvement by deploying more robust monitoring and evaluation techniques.

As much as possible, the assessments should be focused on participants' work commitments and should be done at times that do not conflict with what is stated in the academic calendar. The aim is to reduce the burden on already busy leaders and managers in education and make completing the programme more manageable and enjoyable. Due to the likely geographically dispersed nature of participants' locations, it is not envisaged that assessment would be based on group projects. However, participants should be encouraged and enabled to create 'learning groups' where they cement their learning and widen their perspectives through discussion with and comment on contributions of peers. A 'learning contract' that includes the above as well as the project to be carried out will be required.

Licence to practice

To ensure all leaders for learning possess the same solid foundation of knowledge, skills and behaviours, due consideration should be given to making this framework the benchmark against which any and all leadership for learning provision is measured and accredited. If that happens, PELQCF will serve as a de facto benchmark for practice as a senior leader in the Ghanaian education system. The certificate awarded will be the licence to practice.

Overview of the education leadership qualification curriculum framework

Any PELQ programme based on the Professional Education leadership Qualification Curriculum Framework will be a master's-level programme with various pathways built into it. The framework specifies critical features and components of the PELQ programme including:

- ▶ Core curriculum topics / modules that must be covered

- ▶ Optional curriculum topics / modules which may be covered as part of the programme

- ▶ Knowledge, skills, values and behaviours that should be covered and promoted

- ▶ Expectations with respect to blended / work-based delivery

- ▶ Assessment methods which should / may be used.

Any programmes developed and delivered to align with the framework need to be accredited by NAB.

Core curriculum topics

The core curriculum topics will likely include:

- ▶ Theories of leadership

- ▶ Leadership for learning

- ▶ Defining purpose, values and strategy

- ▶ Strategic planning and organisational change management

- ▶ Programme and project management and performance improvement

- ▶ Quality assurance, monitoring and evaluation

- ▶ Managing and developing people

- ▶ Gender and inclusive-responsive leadership and management

- ▶ Curriculum development and planning

- ▶ Financial and resource management

- ▶ Statutory and regulatory obligations

- ▶ Creating and maintaining facilities and buildings that support educational outcomes

- ▶ Students, cultures and communities

- ▶ Self-management

More detail on the modules, including learning objectives, content, competencies and assessment tasks, can be found at Annex D.

Optional curriculum topics

We currently expect that optional topics may include:

▶ Leadership and management for middle leaders such as heads of departments and for those that are, or are aspiring to be, a middle leader with responsibility for leading a team

▶ Leadership and management for senior leaders, for leaders that are, or are aspiring to be, senior leader with cross-organisational responsibilities

▶ Leadership and management for executive leaders, for leaders that are, or are aspiring to be, dean, principal, headteacher or head of school with responsibility for leading a college, faculty or school.

▶ Women in leadership, for female leaders

Delivery model

The PELQ programme will help participants improve their knowledge, skills and behaviours whilst they continue to occupy leadership positions in education institutions. Therefore, the programme will be delivered using a combination of different delivery methods including but not limited to:

▶ **Face-to-face learning events:** these will likely take the form of lectures, seminars and group learning activities delivered at the relevant university outside of term time so that participants are not away from their own institution during term time.

▶ **Access to learning resources and activities online:** these will likely be delivered via a mobile application and will include video content, relevant articles and other formal learning content as well as a means through which assignments / assessments can be submitted.

▶ **Access to social learning opportunities:** this will likely be delivered via the same mobile application and should include the opportunity for participants to chat to and work with other participants, share and comment on documents, etc.

▶ **Independent study:** wherever possible this will include participants applying their formal learning in their work, rather than undertaking discrete / simulated pieces of work as part of the PELQ. It should include opportunities to engage with other participants and tutors through the social learning activities described above.

The PELQ programme has three main components: Pre-Seminar, Seminar, and Post-Seminar. Each one of these components involves interaction between facilitator and participant and provides opportunity for sharing information with your peers. While the Seminar itself is face-to-face, the Pre- and the Post-Seminar components may involve interactions at a distance. There are assignments and activities associated with each of the three components.

Modules for Pre-Seminar activities which occur at a distance encompass modules 1-3; Modules 4-14 occur during the face-to-face Seminar; and Module 15 and 16 are to be completed during the Post-Seminar period. Module 16 is based on a Learning Contract that provides the frame for the final assignment.

Accrediting programmes using the framework

To ensure that every PELQ programme is accessible, of high quality, and is national in nature, university's provision must meet the requirements of PELQCF, which sets out the

standards of provision that a university must meet to achieve and retain their accreditation.

Ghanaian universities will design their own programmes and deliver to ensure all aspects of the curriculum framework are met. They will also develop approaches to teaching and assessment that will deliver high-quality education and training. This may be achieved via a range of different delivery models including day release, distance learning and online, or through a more integrated approach.

Universities will need to:

▶ Prepare detailed programmes which meet the content and assessment requirements of the framework.

▶ Take those programmes through their internal approval processes.

▶ Secure NAB accreditation for those programmes.

The PELQ curriculum framework, provides content and assessment guidelines to be followed by universities desiring to deliver PELQ programmes. The PELQCF content and assessment framework sets out the:

▶ Knowledge, skills and behaviours that a provider's programme must cover.

▶ Criteria against which all PELQ participants must be assessed by universities.

▶ Assessment tasks through which all PELQ participants must be assessed by universities.

While universities' provision must cover all of the knowledge and skills in the content areas, it needs not follow a specific structure. The content areas are a framework within which universities have the freedom to organise, structure, contextualise or prioritise provision to best suit the needs of their participants and their particular contexts.

Consequently, PELQ providers may deliver these content areas in a different order, organise them by different themes, add to them, or contextualise them.

Credits

A typical master's programme is 36 credits, often divided into ten modules of 3 credits and a dissertation worth 6 credits. The applied nature of the PELQ programme means that 36 credits could be broken up, for example, as five core modules worth 15 credits, five electives worth 15 credits and a project portfolio worth 6 credits.

In order to fit with leaders' wider requirements, PELQ programmes are most likely to be part-time spread over two to three years. There would also be the option for participants to take fewer modules and to be awarded a post graduate certificate and then a post graduate diploma. The table below outlines how credits would be broken down in this instance:

	No. of (additional) core modules	No. of electives	Credits from modules	Credits from project portfolio	Total credits
PG certificate	3	1	12	(6)**	12 (18)
PG diploma	1(4)	2(3)	9 (21)	(6)**	9 (27)
Master's	1(5)	2(5)	9(30)	6	15 (36)
TOTAL	5	5	30	6	36

**Though participants would be required to complete a portfolio for each stage (that is, the PG certificate, the PG diploma and the full Master's), it is only the credits earned through modules that would count as accredited prior learning towards the full Master's. The portfolios at the PG certificate and PG diploma levels will be assessed as pass or inadequate.

Breaking the PELQ programme down in the way outlined above would provide participants with recognition as they learn and would also enable them to choose a level of learning that best suits their circumstances, whether they relate to timing issues or career aspirations. Once they have achieved the post graduate (PG) certificate, participants may opt to continue learning to achieve a PG diploma; and after achieving that, they may choose to complete the full PELQ by undertaking the final three modules and portfolio required to be awarded a full master's degree.

Assessment

Even though it is mentioned elsewhere in this document, it is worth reiterating that the PELQ programme will assess participants' competence and impact in senior leadership roles as well as their knowledge and understanding of the taught curriculum. Education leadership master's programmes usually, if not always, use a mixture of formative and summative assessment. Whilst the PELQ programme does both, what distinguishes this qualification from other master's level study programmes is the applied, practical nature of the knowledge, skills and behaviour (KSB) outcomes that are integrated and assessed, underpinned with an education leadership master's degree. The assessment model is as follows:

On-Programme Assessment

- ▶ Formative assessments in the form of short answer responses, informal presentations or short reports on a given topic
- ▶ Development of a portfolio demonstrating requisite KSBs
- ▶ A work-based project

Final Assessment

- ▶ Completed portfolio

- ▶ Completed work-based project
- ▶ Project showcase based on work-based project
- ▶ Professional discussion based on portfolio of evidence

Completion of a Work-based Project

The participant must undertake a work-based project, which will bring together elements of their learning from different parts of the programme and show their accumulated knowledge and understanding of leadership and management and its application in their organisation.

The topic/coverage of the work-based project will be agreed upon and signed as a contract between the university and participant and must be of benefit to the participant's education establishment. Work-based projects must enable the application of KSBs to be assessed by the project folder.

The work-based project must be achievable within the participant's day-to-day business constraints, whilst meeting the needs of the curriculum framework.

The work-based project should be conducted as part of the participant's normal work. Allowances should be made, in terms of time and resource, for the work-based project to be undertaken.

Example projects could be:

- ▶ Implementing a practice of distributive leadership to improve learner outcomes
- ▶ Managing budgets and resources to align with curriculum goals
- ▶ Re-designing the curriculum to better suit the needs of the local community and economy
- ▶ Working collaboratively with colleagues in your organisation to redefine organi-

sational purpose, values and strategy

▶ Building partnerships and networks to improve progression routes for students

The Portfolio

Participants must create a portfolio throughout the duration of the programme, with evidence demonstrating the KSBs assessed by the professional discussion.

Evidence can be in the form of reports, minutes, emails, stakeholder/colleague comments, performance reviews, presentations, reflections, etc. This list is not exhaustive. The portfolio must have a minimum of one piece of evidence that demonstrates each required KSB of PELQCF. Evidence must be holistically mapped against the KSBs. It must contain 10-15 discrete pieces of evidence.

Universities may assist the participant to develop their portfolio to ensure that it is complete and that it covers the totality of the KSBs to be assessed by professional discussion.

Project folder

The project folder focuses on participants presenting the approach, findings, recommendations and lessons learned from their work-based project. It includes a report, presentation and questioning.

It must cover:

▶ What the participant had set out to achieve, how they approached the work and dealt with any issues

▶ The key outcomes of the work-based project

▶ Recommendations and lessons learned from the work-based project

Participants must complete and submit a report covering their work-based project. Participants must present their report to a panel (at least three) of assessors. This will be followed by a questioning session with the assessor relating to the work-based project, focusing on KSBs that have not been demonstrated via the report or presentation. The evidence from the report, presentation and answers to questions will be holistically assessed against the KSBs.

Requirements:

The report must be 4000 words +/-10%, and can include photos, diagrams and tables where they add value and clarity to the report, but these will be included in the word count. Relevant annexes or appendices are allowed.

Participants must receive appropriate notice of their presentation/questioning time - a minimum of 7 days' notice must be given;

The presentation must be for a duration of 20 minutes +/-10%;

Participants may use PowerPoint and presentation aides e.g. handouts as they see fit; technical requirements must be agreed with the assessor in advance;

Questioning must be 25-30 minutes duration;

Questioning must consist of open questions, with follow up questions allowed for clarification. Assessors must provide sample questions; however, it is not feasible to pre-determine questions. They will depend upon:

(i) the nature of the work upon which the presentation is based

(ii) what is said in the presentation

(iii) what the independent assessors decide needs to be clarified.

Examples of questions that might be used:

▶ Tell me about a task that did not go to plan, what action you took, the results and learning you took from the experience.

▶ During your project, how have you de-

veloped your knowledge to enable you to better shape organisational vision, culture and values?

▶ Tell me about how you have used horizon scanning to develop and deliver a high- performing strategy.

▶ Tell me about a time when you demonstrated flexibility when making a decision or solving a problem.

The presentation and questioning may be face-to-face or via live media. The presentation and questioning must take place in a suitably controlled environment, i.e. quiet space, free from distraction. This may be at the university, the participant's premises or other suitable venues.

The presentation and questioning must be recorded by the assessors (using written, audio or video recording); a copy of the report and any presentation material must be retained for quality assurance purposes.

The Professional discussion

The professional discussion takes place between the participant and their assessors. The assessors must prepare areas for discussion following the review of the participant's portfolio and based on the KSBs to be assessed by this assessment method.

The professional discussion will:

▶ Clarify any questions the assessor has from their review of the portfolio of evidence

▶ Explore aspects of the work, including how it was carried out, in more detail

▶ Require the participant to draw on their evidence to demonstrate the KSBs.

Requirements:

▶ Participants must receive appropriate notice of their professional discussion

time - a minimum of 7 days' notice must be given

▶ Assessors must structure a series of topic areas for discussion based on the areas of PELQCF to be tested

▶ The professional discussion must last for 50–60 minutes

▶ The professional discussion must be face-to-face with the assessor or via live media for example

▶ The professional discussion must take place in a suitably controlled environment i.e. quiet space, free from distraction. This may be at the university, participants' premises or other suitable venues

▶ The professional discussion must be recorded by the assessor (using audio or video recording).

Assessment Grading

Assessors will assess and grade each assessment task/project separately and combine the results to determine the end grade. Each assessment method will be graded *inadequate*, *pass*, *merit* or *distinction* using the assessment criteria below.

▶ An inadequate grade is assigned when a participant fails to gain a pass in both assessment methods. This grade implies that the participant has not met the competences in the PELQCF.

▶ To achieve a **pass,** participants must gain a pass or higher in both assessment methods. A pass represents full competence against PELQCF.

▶ To achieve a **merit**, participants must achieve a merit or higher in both assessment methods.

▶ To achieve a **distinction**, participants must achieve a distinction in both assess-

ment methods.

▶ The merit criterium builds on the pass criteria, with distinction criteria building on the pass and merit criteria.

▶ Assessors' decisions will be subject to moderation. Results must not be confirmed until after moderation.

Resubmission

Participants that perform inadequately will be allowed to resubmit one or more of the assessment tasks. It is recommended but not required that participants wait between 3 to 6 months before resubmitting to allow the development of the KSBs that were found to be lacking at the assessment task.

Quality Assurance – Internal

▶ Provide training to assessors in relation to systems and process; and assessment practice where required

▶ Ensure assessors have relevant experience and qualifications

▶ Appoint qualified quality assurance personnel to complete moderation

▶ Undertake moderation of assessors' work; with a minimum of 10% of each assessors' assessments sampled, rising

where there are potential standardisation issues

▶ Hold standardisation meetings with assessors to provide updates and share good practice at least twice a year

▶ Produce assessment tools and materials to operate the assessment methods in line with good practice, i.e. recording documentation, sample questions, professional discussion guide

▶ Operate a complaints and appeals process; any appeals in relation to the outcome of the end assessment will be managed by the university

▶ Seek feedback from participants, employers and universities as to satisfaction with the service provided. This feedback will be used to inform service improvements and will be reviewed at regular points throughout the year

▶ Meet any requirements set in relation to external quality assurance

Universities providing PELQ Programmes will also be responsible for undertaking any reporting requirements and provision of information relating to performance and outcomes. They will also report on any concerns identified as to the quality of any on-programme training or assessment practices.

Occupation Profile

Occupation summary

Education leaders are found in both the public and private sectors; they work in kindergartens, primary schools, junior schools, senior high schools, technical colleges, colleges of education, other tertiary colleges, universities and other colleges related to training, such as police academies or nursing training colleges.

The purpose of the occupation is to lead and manage educational establishments.

A leader is someone who has management responsibility, and this can include formal governance/director responsibilities. They are responsible for direction and vision, providing a clear sense of purpose and driving strategic intent. They consider pedagogical, policy and economic trends and environmental influences, identifying longer-term opportunities and risks. Through inclusive leadership, they are responsible for developing ethical, innovative and supportive cultures with the ability to deliver results. They are a role model, with responsibility for those in senior positions and significant organisational budgets.

The typical entry point for those with senior management responsibility this occupation is post graduate level - a master's degree with postgraduate diploma for middle leaders and postgraduate certificate for junior managers. It is assumed that an individual will already have studied to bachelor's level and will usually have spent time in an educational establishment as a teacher or administrator. Though the teaching route is most usual entry point, other entry points to the occupation need to be considered.

Typical senior/middle/other management job titles include:

Principal, Headmaster/Headmistress, Head of Faculty/Department and Headteacher

Duration

The typical duration is 2 – 3 years, depending on previous experience and qualification sought.

Entry requirements

Applicants will be required to have achieved a bachelor's degree.

Qualifications

Participants who successfully complete all electives and the portfolio will achieve an applied master's degree in either M.Ed. There will be an option for receiving a postgraduate certificate (PG Cert) or a postgraduate diploma (PG Dip) for completing 18 or 27 credits respectively, which would also be the typical entry points for non-senior managers such as middle managers and other managers

Level

This qualification is at master's degree level for senior managers; PG Dip level for middle managers; and PG Cert level for other managers.

Off-the-job learning

Off-the-job-training activities can include:

- ▶ Teaching of theory – lectures, face-to-face tutor-led delivery

- ▶ Practical training e.g. new technologies

- ▶ Shadowing or being mentored by a more experienced or senior colleague doing a job the participant would like to do so relevant to the CF. It would need to be evidenced as to prove relevance and then writing a reflection and lessons learnt report, or delivery of a mentoring session

- ▶ Group learning conferences

- ▶ Simulated exercises and role play

- ▶ Learning support provided by the employer or the provider

- ▶ Some online learning e.g. webinars on job related tasks or blended learning. Distance learning can be used effectively as part of the off-the-job-training requirement, when it is used as part of a blended learning package

- ▶ Visiting the employer's other departments

- ▶ Time spent writing assessments/assignments.

- ▶ Industry visits or visiting other organisations to see how they work

- ▶ Completing workplace reflection diaries

- ▶ Research tasks

- ▶ Internal learning and development programmes related to the programme

- ▶ Completion of e-learning tasks and modules

- ▶ Completing project work

- ▶ Preparation for assessments. If revision time takes place during work hours away from workplace, then it counts

- ▶ Attendance at competitions that are work related

- ▶ Attendance at industry shows particularly where participants watch presentations or seminars relevant to their role and industry

- ▶ Observations and professional discussions can be included if it assists participants in developing knowledge and skills that are relevant to the CF

- ▶ Participating in online forums relevant to their role

- ▶ Individual study time whether it is to complete coursework or review modules

Learning Ccontract

The course is based on a Learning Contract that provides the framework for the work-based project. The Learning Contract will be negotiated between the facilitator(s) and participants during the last Seminar period; it involves an assignment that is based on their own organisation or work. An example Learning Contract is presented below.

Learning Contract

Note: Each learner should complete a contract.

Name:_____ Date Submitted: _____

Agency/Employer: _____

Location:_____

Work-Based Project

A. Project Description

Write a brief – not more than one page – description of the leadership activity, what it is, who will benefit, how it fits into your institutional agenda, etc.

Project goals

List 3 or 4 of the key goals in relation to student learning outcomes that will be achieved by undertaking this project.

How this project relates to my work

Explain briefly how this project is relevant to your work.

Resources and strategies

List some of the key resources and strategies that you will use to achieve project goals.

Reporting on the project

Briefly outline a timeline for your project and a plan for reporting back on what you did.

B. Learning Plan

My goals as a learner

List 3 or 4 goals that you have concerning learning while you are undertaking the work-related activity (e.g., To improve my understanding of what it means to take an active leadership role in relation to students learning.)

Verification of learning

Briefly explain the evidence you will provide to indicate that learning has occurred. (e.g., A feedback sheet to be completed by others involved in the activity.)

Criteria for validating the evidence

Describe briefly what criteria you will use to analyze the evidence. (e.g., Actions are taken following the activity.)

Module Overview

Universities will need to design curricula with modules that include the following elements:

▶ **Introduction to the Module**

This is a brief preview of the content of each module.

▶ **Learning Outcomes**

These statements identify the learning outcomes for each module and link back to the overall learning outcomes for the course.

▶ **Required Readings and Resources**

The required readings, media, and resources are listed at the beginning of each module. Some of the readings will come from the recommended textbooks, while a number of others are available on the internet. Participants should review the module quickly before doing the readings. Note that some modules may not have required readings and others may involve a review of previously assigned readings.

▶ **Supplementary Readings and Resources**

The supplementary reading and resources, if any, are listed below the required readings. These readings and resources will add to participants' knowledge of the content covered in the module but are not compulsory for the course.

▶ **Content Discussion and Interaction**

This section is a commentary written by the facilitator(s) for the course. Often included in the commentary are specific activities or assignments that learners are requested to do in order to consolidate their learning. Some activities will be undertaken individually; other activities will require interaction with members of the participants' learning community and/or the instructor(s). The content discussion provides a "reading guide" as well as a basis for thought and dialogue with other learners. It may include definitions of key terms, as well as questions to consider as learners undertake the readings.

▶ **Activity**

Some modules will ask participants to carry out an activity. In the Pre-Seminar modules, activities will be on-line discussion posts. During the Seminar, activities will be exercises and/or discussions carried out within small groups or within the cohort as a whole. While participants will not be graded specifically on each of these activities, they are an important part of the interactive component of this course. In addition, 15% of the grade will represent participants' timely, informed participation in such activities.

▶ **Assignment**

The course includes a number of assignments that are intended to help participants share and apply what they have learned. Assignments during the Seminar period will be conducted in groups and will involve reporting back to the cohort about what their group has learned. All written assignments, including the final project, are to be completed

on an individual basis. However, since the course is designed to promote inter-action between and among learners as much as possible, participants are en-couraged to discuss their written assign-ments with the facilitator(s) and other learners to benefit from their input.

▶ Reflection

The course enables participants to be reflective practitioners and they should approach the assignment with this in mind. Their portfolio should contain their reflections on the activities, read-ings assignments they engage in.

Annex D

Curriculum Framework Modules Summary

Learning outcome	What is covered	Delivery methods	Competencies	Assessment tasks	Credits
1. Leadership and management					
a) Demonstrate understanding of concepts and theories of leadership and management (generic perspective)	- Conceptual Issues: leadership vis-à-vis management, administration and governance	- lectures[2] - role play - peer learning	- collaborate/distribute responsibilities - identify one's leadership strengths & limitations	- Short written responses to explore understanding of leadership theories in relation to participants current thinking, experience and circumstances	3
b) Identify common obstacles leaders encounter	- Theories of leadership (including networks, systems, distributed, shared, transactional, laissez-faire, action-centred, transformational, shared leadership)	- online reading and interactive learning	- facilitate group process	- Peer review of responses	
c) Demonstrate understanding of the uniqueness of leadership and management in an educational context	- Educational leadership and management practices in a globalizing education system	- project-based/case analysis	- practice equity and inclusion/gender sensitivity - judicious time utilization	- Produce a personal leadership assessment and development plan	
d) Identify one's own leadership strengths and limitations, and produce a personal leadership development plan in an educational context	- Effectiveness and efficiency in leadership		- demonstrate passion and drive to strive for success and make efforts to achieve this - take initiative and share with staff and other stakeholders (where relevant) for collective ownership	- Evidence of participant's knowledge and skill development diary	
e) Identify beliefs and values	- Personal leadership styles				

2   Delivery methods will be face-to-face or virtual, in real-time and/or recorded as appropriate

Learning outcome	What is covered	Delivery methods	Competencies	Assessment tasks	Credits
2. Leadership for learning					
a) Demonstrate a clear conceptualization of learning-focused leadership	- Relationship between leadership and pedagogy	- lectures - simulation/role play	- work effectively with others	- Produce short written answers that set out the role leaders play in relation to key areas of an education establishment, e.g. teaching and learning, quality assurance, finances, curriculum planning etc	3
b) Identify and explain the relevance of the five principles of leadership for learning (Lfl) in the education sector	- The five 'leadership for learning' principles: i. Focus on learning ii. Shared Accountability iii. Shared leadership iv. Dialogue v. Conducive learning environment	- peer learning - online reading and interactive learning	- articulate one's leadership roles in relation to other areas in an educational establishment - demonstrate personal motivation and commitment		
c) Recognise the behaviours and practices of effective education leaders		- project-based	- make and sustain a good impression - be decisive	- Case study analysis	
d) Appreciate the learning-focused role of leaders in relation to all other elements of an educational institution, e.g. teaching and learning, human resource, staff, operations, finance etc	- Training and learning leadership		- have integrity - absorb new information and put it into practice effectively - perform under pressure and in adversity		
e) Show understanding of the role governance plays in providing support and challenge					

3. Purpose, strategy and values

Learning outcome	What is covered	Delivery methods	Competencies	Assessment tasks	Credits
a) Identify what purpose, strategy and values are and why they are important in an educational establishment	- Building a shared vision - Purpose-driven leadership - Communicating purpose, strategy and values	- lectures - online reading and interactive learning - project-based - case analysis	- communicate effectively - seek input and alternative viewpoints - step back from the routine, explore ideas for the future or broader context - be honest, creative and responsible	- Analyse their organisation's explicit and implicit purpose, strategy and values in relation to topics covered - Identify what is working well and where improvements could be made - Produce a plan for making any required changes to the purpose, strategy and values, or for improving how they 'live and breathe' in their organisation	3
b) Demonstrate how to collaborate to determine an organisation's purpose, strategy and values					
c) Identify successful methods for gaining acceptance of and ways to embed purpose, strategy and values into all activity					

4. Strategic planning and organisational change management

Learning outcome	What is covered	Delivery methods	Competencies	Assessment tasks	Credits
a) Show understanding of the value of strategic planning	- Strategic leadership - Setting priorities - Identifying overarching and departmental / sub-objectives - Aligning operations with objectives - Adjusting plans in response to changes in trends / information / policy, or not	- lectures - online reading and interactive learning - project-based - peer learning	- plan - prioritise - organise - think and act strategically - determine goals and priorities - assess actions, time and resources needed to achieve goals - stakeholder management - plan for change - communicate effectively - consult	- Produce a strategic plan for an education institution - Analysing SP and producing suggestions - Using the material covered, develop a plan to manage change in relation to one or more challenging issues in the organisation	3
b) Confidently use strategic planning techniques to drive sustainable improvement in educational institutions					
c) Show understanding of the fundamental principles and phases of change management	- College development planning cycle - Examining what is meant by 'change'				
d) Conceptualize and use tools and strategies to create systemic change	- Counter-productive and productive motivators for and mechanisms for change - Critical perspective on leading change - Change processes, types and examples - The role of stakeholders				

Learning outcome	What is covered	Delivery methods	Competencies	Assessment tasks	Credits
5. Programme and project management and performance improvement					
a) Analyse and identify key principles of successful programme and project management (PPM and indicators performance improvement	- What constitutes (a) programme and project management (PPM) & (b) 'indicators of performance improvement' - College improvement planning	- lectures - online reading and interactive learning - project-based	- define targets - hold people to account - take corrective action - advise and direct	- Produce a programme plan and corresponding project plans relevant to improving a set of issues in an education establishment	3
b) Identify common tools and techniques for effective programme and project management	- Complex issues relating to improving effective teaching and learning - Pace of progress and driving action		- communicate - build rapport - celebrate success		
c) Apply programme and project management tools to drive improvement in performance	- Management and mitigation of risks and issues - theories and tools of PPM - the 'Iron Triangle' i.e. the triple constraint of time, cost and quality or scope that must be managed in project delivery				

Learning outcome	What is covered	Delivery methods	Competencies	Assessment tasks	Credits
6. Quality assurance, monitoring and evaluation					
a) Demonstrate understanding of the principles of quality assurance	- Quality assurance - Monitoring methods and tools	- lectures - simulation/role play	- set high quality standards and strive for continuous improvement and quality assurance	- Produce a quality assurance process	3
b) Assign reasons for quality assurance, identify what and how to measure	- Outcomes for learners - Policies, systems and procedures	- peer learning - online reading and interactive learning	- be accountable - adapt to change	- Establish a framework for monitoring a range of factors relating to improvement	
c) Confidently adopt monitoring tools and techniques	- Benchmarking	- project-based	- process detailed information effectively and consistently	- Carry out an evaluation of a course of action / measures taken	
d) Demonstrate how to evaluate different aspects of an education establishment in relation to its purpose, strategy values and impact	- Internal and external quality assurance - Monitoring techniques - Evaluation methods		- control progress of processes, tasks or activities - gain insight into situations, problems and processes	- Use insight gained from an evaluation to produce an improvement plan and lessons learned statement	
e) Use insight from monitoring and evaluation to drive improvements	- Evidence-based decision making				

7. Managing and developing people

Learning outcome	What is covered	Delivery methods	Competencies	Assessment tasks	Credits
a) Identify important considerations for recruiting and selecting staff	- Systematic planning, implementation and evaluation of recruitment and selection of staff	- lectures - simulation/role play	- encourage and guide employees in order to make their performance more effective and to enhance their self-perception and problem-solving skills	- Conduct a review of one's own and the senior leadership team members' job roles and objectives and assess their fit with the organisation's purpose, strategy and values	3
b) Demonstrate how to align people with purpose	- Staff induction, appraisal, reward, mentoring and development for improved performance within the workplace	- peer learning - online reading and interactive learning	- handle conflicting interests diplomatically and help solve issues		
c) Recognise the core elements of effective objective setting, performance management and appraisal	- Setting expectations and objectives - Mentoring and coaching	- project-based	- review and analyse employees' strengths and weaknesses		
d) Adapt and cater for colleagues' preferences and circumstances	- Continuing professional development and the development of a learning community - Building effective teams		- distinguish colleagues' talents and development needs and make sure they are enhanced appropriately		
e) Demonstrate skills for managing difficult people	-Understanding human nature - Motivating and inspiring - Disciplining		- be consistent and fair - listening - create an environment for building a sense of belonging		

8. Gender and inclusive-responsive leadership and management

Learning outcome	What is covered	Delivery methods	Competencies	Assessment tasks	Credits
a) Demonstrate an understanding of the value of fostering diversity in an organisation	- The value of diversity - Gender and inclusive responsiveness	- lectures - simulation/role play - peer learning	- demonstrate empathy - show awareness and sensitivity to others' preferences, requirements and circumstances	- Review and / or write a gender and inclusive responsiveness policy and action plan for one's own organisation	3
b) Recognise common barriers to achieving gender responsiveness	- Gender mainstreaming: at work and in the curriculum	- online reading and interactive learning	- be a proactive ambassador of inclusivity		
c) Identify ways of recognising and dealing with harassment and discrimination	- Empowering and supporting through working practices	- project-based			
d) Develop strategies for empowering and supporting marginalised staff (women, physically challenged etc) to develop and progress	- Addressing discrimination (tribal, religious, political etc) -Confidentiality				
e) Identify legal and ethical issues in gender-indexed leadership and management	- Harassment (sexual, tribal, etc)				

9. Curriculum development and planning

Learning outcome	What is covered	Delivery methods	Competencies	Assessment tasks	Credits
a) Demonstrate knowledge about the latest thinking in relation to curriculum development b) Demonstrate an understanding of reasons for creating a responsive curriculum c) Recognise the implications that curriculum decisions have on other areas of the organisation, e.g. finance, facilities, timetabling, resources etc	- Latest theories on the pedagogy of curriculum development - Tailoring curricula to reflect interests, views and requirements of students, staff, government and other relevant stakeholders - Relevance to local and regional economy - Progression routes - Timing and scheduling	- lectures - simulation/role play - peer learning - online reading and interactive learning - project-based	- Adapt and respond - Consider a wide range of internal and external factors - Stay informed with regards to developments in pedagogy	- Produce and / or evaluate one's own curriculum plan - critique current curriculum processes and products and make suggestions for improvements - Evaluate current curriculum development processes and enhance accordingly	3

10. Financial and non-financial resource management

Learning outcome	What is covered	Delivery methods	Competencies	Assessment tasks	Credits
a) Demonstrate an understanding of the finance framework	- Education financing and budgeting systems in Ghana	- lectures	- make a presentation	- Evaluate their organisation's financial accounts and budget in relation to the purpose and strategic goals	3
b) Set and manage budgets in line with organisational purpose	- Budget processes and the politics of budgeting	- simulation/role play - peer learning	- write a policy memo - prepare budgets	- Identify areas / processes requiring improvement and put an action plan in place to address any issues	
c) Be able to analyse organisational budgets with a critical eye	- Cost-drivers	- online reading and interactive learning	- read financial statements - analyse quantitative data	- Present a summary report of the organisation's finances	
d) Be able to think fluently about the financial implications of policies or proposals	- Activity-based costing, and cost-benefit analysis - Financial reporting, accounting and auditing	- project-based	- recognise opportunities and act accordingly, taking measured risks into account		
e) Effectively engage and challenge financial reports and accounts	- Revenue generation options			- Write short responses in relation to basic questions regarding finance, budgeting and accounting	
f) Recognise and understand different perspectives for budgeting and accounting – e.g. financial, resource, curriculum-led, triple-bottom line	- Facilities management				
g) Demonstrate an understanding of procurement laws	- Frameworks for evaluating finance systems - Curriculum-lead budgets				

11. Statutory and regulatory obligations

Learning outcome	What is covered	Delivery methods	Competencies	Assessment tasks	Credits
a) Demonstrate an understanding of the regulatory and legal requirements that leaders must adhere to b) Demonstrate an understanding of the purpose of the key regulatory bodies in order to enable alignment and effective interaction c) Demonstrate an understanding of the governance arrangements that will enable legal and regulatory requirements to be consistently met d) Demonstrate knowledge about how to stay informed about regulatory and legal changes in order to remain compliant	- Statutory and regulatory requirements - Legal requirements and risks – including H&S, employment law, commercial and property obligations - The purpose and responsibilities of the relevant regulatory bodies (NCTE, NAB etc) - The importance of effective governance	- lectures - online reading and interactive learning - project-based/case analysis - peer learning	- exercise appropriate oversight - seek assurances - compliance - attention to detail - project management - communication - risk assessment and management	- Produce short written answers that demonstrate an understanding of the statutory and regulatory obligations leaders and education establishments are required to comply with - Evaluate their organisation's policies and procedures to assess how well they currently comply, where there are gaps and take steps to improve - Create an action plan aligned to the legal and regulatory framework ensuring all key requirements are met - Create a risk assessment with mitigations in relation to the legal and regulatory framework - Create a stakeholder plan to ensure all relevant regulatory colleagues are engaged effectively	3

12. Creating and maintaining facilities and buildings that support education outcomes

Learning outcome	What is covered	Delivery methods	Competencies	Assessment tasks	Credits
a) Explain how the principles of how the built environment impacts learning outcomes, culture and behaviour	- Academic and support facilities to support teaching and learning	- lectures - online reading and interactive learning	- facility design and maintenance - planning and procurement	- Produce short responses in relation to questions about topics covered in the programme	3
b) Identify best practices in terms of designing, procuring and building facilities	- Planning, procuring, building and maintaining	- project-based	- programme and project management	- Prepare a short presentation or report about any facilities upgrades proposed or needed in own organisation	
c) Explore health and safety matters	- The impact of the built environment on pedagogy, culture and behaviour		- consult and collaborate		
d) Demonstrate understanding of the fundamentals of building and facilities maintenance schedules	- Procuring and using technology and digital resources		- identify teaching requirements		
e) Explain what to consider when procuring, training to use and using technology and digital approaches to support learning	- Capturing and using MI to improve FM		- understand users' requirements: teachers, students, support staff (IT, library, pastoral, cooks, janitors, sports, accommodation etc), people with disabilities		
f) Be able to explain ways by which you can make reasonable adjustments for all to use					

Learning outcome	What is covered	Delivery methods	Competencies	Assessment tasks	Credits
13. Students, cultures and communities					
a) Demonstrate understanding of the value of engaging with a wide range of stakeholders	- Effective student engagement - Serving the local community and local economy - Building partnerships and networks	- lectures - simulation/role play - peer learning - online reading and interactive learning - project-based	- listen and act accordingly - practise inclusion - network with key student, community and local economy stakeholders	- Produce a local engagement plan which demonstrates an understanding of the organisations' operating context and appreciation for their stakeholders' interests and needs.	3
b) Be a force for good in the local community, economy and wider education landscape	- Understanding the different cultures that an education institution exhibits			- be open and flexible to adapt and change in response to external suggestions and requirements as appropriate		
c) Practise two-way communication and engagement	- The community and wider societal influences on education					
d) Build effective partnerships and networks to further strategic goals	- Identifying various 'stakeholders' and recognising their contributions			- assert one's views across clearly without damaging the relationship with the other party		
e) Engage students in productive activities in their communities	- Effective communication - The psychology of student behaviours					

Learning outcome	What is covered	Delivery methods	Competencies	Assessment tasks	Credits
14. Self-management					
a) Demonstrate the willingness and ability to learn new skills	- Effective management of priorities and time	- self-directed reflective learning	- planning	- Using the tools and techniques learned, maintain a journal in which participants reflect on issues related to self-management; identify areas for improvement; and take action to address development points	3
b) Demonstrate an understanding for how to unlock potential, eg in self-confidence, self-reflection, dealing with ambiguity etc)	- Digital competency	- lectures	- prioritisation		
		- simulation/role play	- ICT literate		
	- Techniques for reflective thinking and self-understanding	- peer learning	- problem solving		
c) Manage one's own time		- online reading and interactive learning	- decision making		
		- project-based	- display emotional intelligence		
15. Personal Leadership Project (Portfolio)					
a) Develop a portfolio that demonstrate a firm understanding of the theories covered during the programme	- Completion of personal leadership portfolio. (The final project represents the culmination of learning during the programme)	- Personal study		- Present a portfolio of evidence collated from programme assignments and other relevant documents from their organisation that demonstrate the knowledge, skills and behaviours required of an education leader	6
b) Apply theories, tools and techniques to their particular leadership style and operating context				- Undertake a professional discussion with an assessor(s) in which the participant demonstrates a wide range of knowledge, skills and behaviours expected of education leaders	
c) Develop a portfolio that demonstrates impact by tracking changes in the leadership of the participant's beliefs and values					

Learning outcome	What is covered	Delivery methods	Competencies	Assessment tasks	Credits
16. Learning contract					
(a) Design appropriate research project you intend to undertake in your Learning Contract that demonstrates your ability to lead and manage within your own organisation.	- Completion of final project work - Research techniques	Personal study	- planning - problem solving - time management - apply theories and techniques acquired to project work	- Undertake a work-based project which utilises a real-life, current issue from the work place and applies to it the knowledge, skills and behaviours covered in the programme	
(b) Develop a learning Contract negotiated between the participant and the facilitator					
(c) Refine and submit Learning Contract including workplan					
(d) Complete and submit workplan					
(e) Complete and submit final project assignment as agreed in the Learning Contract					

Education Leadership Qualification Curriculum Framework - Background Research

This section covers other useful findings from the research that was undertaken to complete the qualification curriculum framework.

Annex E   Draft occupation profile

Annex F   Draft table of the knowledge, skills and behaviours required by leaders of learning

Annex G   Draft assessment plan

Annex H   Draft grading descriptors

Annex I   Potential reading list publications

Annex J   Draft national professional qualifications pathways

Occupation Profile

Occupation summary

Education leaders are found in the public and private sector; they work in kindergartens, primary schools, junior schools, senior high schools, technical colleges, colleges of education, other tertiary colleges, universities and other colleges related to training, such as police academies.

The purpose of the occupation is to lead and manage education establishments.

A leader is someone who has senior management responsibility, and this can include formal governance/director responsibilities. They are responsible for direction and vision, providing a clear sense of purpose and driving strategic intent. They consider paedagogical, policy and economic trends and environmental influences, identifying longer-term opportunities and risks. Through inclusive leadership, they are responsible for developing ethical, innovative and supportive cultures with the ability to deliver results. They are a role model, with responsibility for those in senior positions and significant organisational budgets.

The typical entry point for this occupation is level 7 e.g. is it assumed that an individual will already have studied to bachelor's level and will usually have spent time in an education establishment as a teacher or administrator. Though the teaching route is most usual entry point, other entry points to the occupation are available.

Typical job titles

Principal, Headteacher, Head of Faculty/Department

Duration

The typical duration is 2 – 2 ½ years, depending on previous experience.

Entry requirements

Individual universities will set the selection criteria for their programmes. This may involve previous teaching or management experience, and/or qualifications.

Qualifications

Successful participants will achieve an applied Master's degree in education leadership [either MA, MSc, MEd or MBA].

Level

This qualification is at Level 7 (Master's degree level).

Knowledge, Skills and Behaviours (KSBs)

Knowledge	What is required
Organisational Performance – delivering a long-term purpose	
K1 - Strategy	Knows how to shape organisational vision, culture and values. Understands organisational structures; business modelling; diversity; national and global perspectives; governance and accountability; the external environment, social, technological and policy implications. Understands new strategies, changing demands and trend analysis.
K2 – Innovation & Change	Understands innovation; the impact of disruptive technologies (mechanisms that challenge traditional methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability. Knowledge of systems thinking, knowledge/data management, and programme management.
K3 – Enterprise & Risk	Knowledge of ethics and values-based leadership; regulatory environments, legal, H&S and well-being and compliance requirements; corporate social responsibility; risk management, environmental impact and cyber security. Understands competitive strategies and entrepreneurialism approaches to effective decision making, and the use of big data and insight to implement and manage change.
K4 - Finance	Understands financial strategies including scenarios, modelling and identifying trends, application of economic theory to decision-making, and how to evaluate financial and non-financial information. Understands financial governance and legal requirements, and procurement strategies.
Interpersonal Excellence – leading people and developing collaborative relationships	
K5 - Leading & Developing People	Knowledge of organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures. Understands approaches to strategic workforce planning including talent management, learning organisation, workforce design, succession planning, diversity and inclusion.
K5 - Developing Collaborative Relationships	Understands large scale and inter-organisational influencing and negotiation strategies. Knowledge of the external political environment and use of diplomacy with diverse groups of internal and external stakeholders. Understands working with board and governance structures. Knowledge of brand and reputation management.

Skills	What is required
Organisational Performance – delivering a long-term purpose	
S1 - Strategy	Use of horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes. Sets a clear agenda and gains support from key stakeholders. Able to undertake research, and critically analyse and integrate complex information.
S2 – Innovation & Change	Initiates and leads change in the organisation, creates environment for innovation and creativity, establishing the value of ideas and change initiatives and drives continuous improvement. Able to manage conflict. Manages partnerships, people and resources effectively, and measures outcomes. Acts where needed as a Sponsor, championing projects and transformation of services across organisational boundaries.

Skills	What is required
S3 – Enterprise & Risk	Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management. Application of principles relating to corporate social responsibility, governance, regulatory compliance. Drives a culture of resilience and supports development of new enterprise and opportunities.
S4 - Finance	Oversees financial strategies/management, results and setting organisational budgets, and challenges financial assumptions underpinning strategies. Is accountable for decisions based on relevant information e.g. Key Performance Indicators/scorecard. Uses financial data to allocate resources. Oversees procurement, supply chain management and contracts.
Interpersonal Excellence – leading people and developing collaborative relationships	
S5 - Leading & Developing People	Enables an open and high-performance working environment and sets goals and accountabilities for teams and individuals. Leads and influences people, building constructive working relationships across teams, using matrix management where required. Ensures workforce skills are utilised, balancing people and technical skills and encouraging continual development.
S5 - Building Collaborative Relationships	Manages complex relationships across multiple and diverse stakeholders. Builds trust and rapport, with ability to positively challenge. Leads beyond area of control/authority, and able to influence, negotiate and use advocacy skills to build reputation and effective collaborations.
S6 – Engaging Employees	Uses personal presence and "storytelling" to articulate and translate vision into operational strategies, demonstrating clarity in thinking and using inspirational communication. Creates an inclusive culture, encouraging diversity and difference. Gives and receives feedback at all levels, building confidence and developing trust, and enables people to take risks.

Behaviours	What is required (developed and exhibited in the workplace)
Personal and interpersonal effectiveness	
B1 - Leads by Example	Has high levels of self-awareness, emotional and social intelligence, empathy and compassion, and able to identify mental well-being in others. Works collaboratively enabling empowerment and delegation. Acts with humility and authenticity, is credible, confident and resilient.
B2 – Judgement and Challenge	Takes personal accountability aligned to clear values. Demonstrates flexibility and willingness to challenge when making decisions and solving problems. Instils confidence demonstrating honesty, integrity, openness, and trust.
B3 - Courage and Curiosity	Is confident and brave, willing to innovate, seeks new ideas and looks for contingencies. Manages complexity and ambiguity, comfortable in uncertainty, and is pragmatic.
B4 - Valuing Difference	Engaging with all – is ethical and demonstrates inclusivity, recognising diversity, championing, and enabling cultural inclusion. Empowers and motivates to inspire and support others.
B5 - Professional	Reflects on own performance, demonstrates professional standards in relation behaviour and ongoing development. Advocates the use of good practice within and outside the organisation.

Assessment Plan

Education Leader Master's non-integrated degree apprenticeship

Assessment Plan

Introduction

This document sets out the requirements for assessment of the ELP participants. It will be of interest to senior leaders, their employers and Higher Education Institutions (HEIs).

An education leader is someone who has senior management responsibility, which can include formal governance responsibilities. They are responsible for setting strategy, direction and vision, for providing a clear sense of purpose and driving strategic intent.

They consider wider policy, political, research trends and influences, identifying longer-term opportunities and risks. Through inclusive leadership, they are responsible for developing ethical, innovative and supportive cultures with the agility to deliver results, and are a role model, with responsibility for those in senior positions and significant organisational budgets.

This occupation applies to education leaders in the public, private or third sector and all sizes of organisation, who lead, organise and direct organisations.

The applied education leader qualification will typically take 24 to 48 months to complete, with a minimum of 20% off-the-job training. The exact duration will be dependent on the previous knowledge, skills and experience of the individual.

This qualification has been designed to provide access to development opportunities for as wide a range of individuals as possible but focuses on those who may already have developed practical experience but who wish to develop their theoretical understanding of higher-level management skills further.

What distinguishes this qualification from other master's level study programmes is the applied, practical nature of the knowledge, skills and behaviour (KSBs) outcomes that are integrated and assessed, underpinned with an education leadership master's degree.

HEIs will design their programmes and delivery to ensure all aspects of the curriculum framework are met. They will also develop approaches to delivery and assessment that will deliver high-quality education and training to participants. This may be achieved via a range of different delivery models including day release, distance learning and online, or through a more integrated approach.

There are [x] distinct assessment methods:

▶ *Project showcase*, *based on work-based project, including report, presentation and questioning*

▶ *Professional discussion*, *based on review of portfolio*

The assessment model is as follows:

On programme assessment

▶ development of a portfolio demonstrating requisite KSBs;

▶ a work-based project

Final assessment

▶ completed portfolio

▶ completed work-based project

▶ project showcase based on work-based project

▶ professional discussion based on portfolio of evidence

Completion of a work-based project

The participant must undertake a work-based project, which will bring together elements of their learning from different parts of the programme and show their accumulated knowledge and understanding of leadership and its application in their organisation.

The topic/coverage of the work-based project will be agreed between the HEI and participant and must be of benefit to the participant's education establishment. Work-based projects must enable the application of KSBs to be assessed by the project showcase.

The work-based project must be achievable within the participant's day-to-day business constraints, whilst meeting the needs of the curriculum framework.

The work-based project should be conducted as part of the participant's normal work. Allowances should be made, in terms of time and resource, for the work-based project to be undertaken.

Examples of projects:

▶ Designing and delivering service change across locations and teams

▶ X

▶ Y

▶ Z

Hold a portfolio

Participants must create a portfolio during the duration of the programme, with evidence demonstrating the KSBs assessed by the professional discussion.

Evidence can be in the form of reports, minutes, emails, stakeholder/colleague comments, performance reviews, presentations etc. This list is not exhaustive. The portfolio must have a minimum of one piece of evidence that demonstrates each required KSB of the CF. Evidence must be holistically mapped against the KSBs. It must contain 10-15 discrete pieces of evidence.

HEIs may assist the participant to develop their portfolio to ensure that it is complete and that it covers the totality of the KSBs to be assessed by professional discussion.

Project Showcase

The project showcase focuses on participants presenting the approach, findings, recommendations and lessons learned from their work-based project. It includes a report, presentation and questioning.

It must cover:

▶ What the participant set out to achieve, how they approached the work and dealt with any issues

▶ The key outcomes of the work-based project

▶ Recommendations and lessons learned from the work-based project

Participants must complete and submit a report based on their work-based project. Participants must present their report to their assessor. This will be followed by a questioning with the assessor relating to the work-based project, focusing on KSBs assessed by this assessment method that have not been demonstrated via the report or presentation. The evidence from the report, presentation and answers to questions will be holistically assessed against the KSBs.

Requirements:

▶ The report must be 4000 words +/-10%, and can include photos, diagrams and tables where they add value and clarity to the report, but these will be included in the word count. Relevant annexes or appendices are allowed.

▶ Participants must receive appropriate notice of their presentation/questioning time - a minimum of 7 days' notice must be given;

▶ The presentation must be for a duration of 20 minutes +/-10% ;

▶ Participants may use PowerPoint and presentation aides e.g. handouts as they see fit; technical requirements must be agreed with the assessor in advance;

▶ Questioning must be 25-30 minutes duration;

Questioning must consist of open questions, with follow up questions allowed for clarification. Assessors must provide sample questions however, it is not feasible to pre- determine questions: they will depend upon:

 (i) the nature of the work upon which the presentation is based,

 (ii) what is said in the presentation and

(iii) what the independent assessor decides needs to be clarified

Example questions that might be used:

▶ Tell me about a task that did not go to plan, what action you took, the results and learning you took from the experience.

▶ During your project, how have you developed your knowledge to enable you to better shape organisational vision, culture and values?

▶ Tell me about how you have used horizon scanning to develop and deliver a high- performing strategy.

▶ Tell me about a time when you demonstrated flexibility when making a decision or solving a problem.

The presentation and questioning may be face-to-face or via live media. The presentation and questioning must take place in a suitably controlled environment, i.e. quiet space, free from distraction. This may be at participant's premises or other suitable venues

The presentation and questioning must be recorded by the assessor (using written, audio or video recording); a copy of the report and any presentation material must be retained for quality assurance purposes.

The Professional Discussion

The Professional Discussion takes place between the participant and their assessor. The independent assessor must prepare areas for discussion following the review of the participant's portfolio and based on the KSBs to be assessed by this assessment method.

The professional discussion will:

▶ Clarify any questions the assessor has from their review of the portfolio of evidence;

▶ Explore aspects of the work, including how it was carried out, in more detail;

▶ Require the participant to draw on their evidence to demonstrate the KSBs;

Requirements:

▶ Participant must receive appropriate notice of their professional discussion time - a minimum of 7 days' notice must be given;

▶ Assessors must structure a series of topic areas for discussion based on the areas of the CF to be tested;

▶ The professional discussion must last for 50–60 minutes;

▶ The professional discussion must be face-to-face with the assessor or via live media for example;

▶ The professional discussion must take place in a suitably controlled environment i.e. quiet space, free from distraction. This may be at the participants' premises or other suitable venues;

▶ The professional discussion must be recorded by the assessor (using audio or video recording).

Assessment Grading

Assessors will assess and grade each assessment method separately and combine the results to determine the end grade. Each assessment method will be graded fail, pass, merit or distinction using the assessment criteria below.

▶ The merit criteria builds on the pass criteria, with distinction criteria building on the pass and merit criteria.

▶ To achieve a **pass,** participants must gain a pass or higher in both assessment methods. A pass represents full competence against the apprenticeship standard.

▶ To achieve a **merit**, participants must achieve a merit or higher in each assessment method.

▶ To achieve a **distinction**, participants must achieve a distinction in both assessment methods.

▶ Assessors' decisions will be subject to moderation – see internal quality assurance section. Results must not be confirmed until after moderation.

Re-sits/Re-takes

Participants that fail one or more of the assessment methods are allowed to re- sit/re-take. A re-sit does not require further learning whereas and re-take does. It is recommended but not required that participants wait for one month before re-taking to allow the development of the KSBs that were found to be lacking at the end point assessment.

Quality Assurance – Internal

▶ Provide training to assessors in relation to systems and process; and assessment practice where required;

▶ Ensure assessors have relevant experience and qualifications – as detailed above;

▶ Appoint qualified quality assurance personnel to complete moderation;

▶ Undertake moderation of assessors' work; with a minimum of 10% of each assessors' assessments sampled, rising where there are potential standardisation issues;

▶ Hold standardisation meetings with assessors to provide updates and share good practice at least twice a year;

▶ Produce assessment tools and materials to operate the assessment methods in line with good practice, i.e. recording documentation, sample questions, professional discussion guide;

▶ Operate a complaints and appeals process; any appeals in relation to the outcome of the end assessment will be initially managed by the HEI, and escalated to an external quality assurance body as appropriate;

▶ Seek feedback from participants, employers and HEIs/training providers as to satisfaction with the service provided. This feedback will be used to inform service improvements and will be reviewed at regular points throughout the year;

▶ Meet any requirements set in relation to external quality assurance;

They will also be responsible for undertaking any reporting requirements and provision of information relating to performance and outcomes. They will also report on any concerns identified as to the quality of any on-programme training or assessment practices.

Knowledge, Skills and Behaviours to be assessed by each assessment method

Knowledge	**What is required** (through formal learning and applied according to business environment)	Assessment method
Organisational Performance – delivering a long-term purpose		
Strategy	Knows how to shape organisational vision, culture and values.	Professional discussion
	Understands organisational structures; business modelling; diversity; national and global perspectives; governance and accountability; the external environment, social, technological and policy implications.	Professional discussion
	Understands new market strategies, changing demands and trend analysis.	Professional discussion
Innovation & Change	Understands innovation; the impact of disruptive technologies (mechanisms that challenge traditional methods and practice); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability.	Professional discussion
	Knowledge of systems thinking, knowledge/data management, and programme management.	Project showcase
Enterprise & Risk	Knowledge of ethics and values-based leadership; regulatory environments, legal, H&S and well-being and compliance requirements; corporate social responsibility; risk management, environmental impact and cyber security.	Professional discussion
	Understands competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change.	Project showcase
Finance	Understands financial strategies including scenarios, modelling and identifying trends, application of economic theory to decision-making, and how to evaluate financial and non-financial information.	Professional discussion
	Understands financial governance and legal requirements, and procurement strategies.	Professional discussion
Interpersonal Excellence – leading people and developing collaborative relationships		
Leading & Developing People	Knowledge of organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures.	Professional discussion
	Understands approaches to strategic workforce planning including talent management, learning organisations, workforce design, succession planning, diversity and inclusion.	Professional discussion

Developing Collaborative Relationships	Understands large scale and inter-organisational influencing and negotiation strategies.	Project showcase
	Knowledge of the external political environment and use of diplomacy with diverse groups of internal and external stake-holders.	Professional discussion
	Understands working with board and company structures	Professional discussion
	Knowledge of brand and reputation management	Professional discussion
Skills	**What is required** (developed through continuous profession-al development in the workplace)	**Assessment Method**
Organisational Performance – delivering a long-term purpose		
Strategy	Use of horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes.	Professional discussion
	Sets a clear agenda and gains support from key stakeholders	Project showcase
	Able to undertake research, and critically analyse and inte-grate complex information.	Project showcase
Innovation and change	Initiates and leads change in the organisation, creates envi-ronment for innovation and creativity, establishing the value of ideas and change initiatives and drives continuous im-provement.	Professional discussion
	Able to manage conflict. Manages partnerships, people and resources effectively, and measures outcomes	Project showcase
	Acts where needed as a Sponsor, championing projects and transformation of services across organisational boundaries.	Project showcase
Enterprise & Risk	Able to challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management.	Professional discussion
	Application of principles relating to Corporate Social Respon-sibility, Governance, Regulatory compliance. Drives a culture of resilience and supports development of new enterprise and opportunities.	Professional discussion
Finance	Oversees financial strategies/management, results and setting organisational budgets, and challenges financial assumptions underpinning strategies.	Project showcase
	Is accountable for decisions based on relevant information eg Key Performance Indicators/scorecard	Project showcase
	Uses financial data to allocate resources.	Project showcase
	Oversees procurement, supply chain management and con-tracts.	Professional discussion
Interpersonal Excellence – leading people and developing collaborative relationships		

Leading & Developing People	Enables an open and high performance working, and sets goals and accountabilities for teams and individuals.	Project showcase
	Leads and influences people, building constructive working relationships across teams, using matrix management where required	Project showcase
	Ensures workforce skills are utilised, balancing people and technical skills and encouraging continual development.	Project showcase
Building Collaborative Relationships	Manages complex relationships across multiple and diverse stakeholders.	Project showcase
	Builds trust and rapport, with ability to positively challenge.	Professional discussion
	Leads beyond area of control/authority, and able to influence, negotiate and use advocacy skills to build reputation and effective collaborations.	Professional discussion
Engaging Employees	Uses personal presence and "storytelling" to articulate and translate vision into operational strategies, demonstrating clarity in thinking and using inspirational communication.	Professional discussion
	Creates an inclusive culture, encouraging diversity and difference.	Professional discussion
	Gives and receives feedback at all levels, building confidence and developing trust, and enables people to take risks.	Professional discussion
Behaviours	**What is required** (developed and exhibited in the workplace)	Assessment Method
Personal and interpersonal effectiveness		
Leads by Example	Has high levels of self-awareness, emotional and social intelligence, empathy and compassion, and able to identify mental well-being in others.	Professional discussion
	Works collaboratively enabling empowerment and delegation. Acts with humility and authenticity, is credible, confident and resilient.	Professional discussion
Judgement and Challenge	Takes personal accountability aligned to clear values. Instils confidence demonstrating honesty, integrity, openness, and trust.	Professional discussion
	Demonstrates flexibility and willingness to challenge when making decisions and solving problems.	Project showcase
Courage & Curiosity	Is confident and brave, willing to innovate, seeks new ideas and looks for contingencies.	Professional discussion
	Manages complexity and ambiguity, comfortable in uncertainty, pragmatic.	Project showcase

Valuing Difference	Engaging with all – is ethical and demonstrates inclusivity, recognising diversity, championing, enabling cultural inclusion.	Professional discussion
	Actively seeks to coach and mentor.	Professional discussion
Professional	Reflects on own performance, demonstrates professional standards in relation behaviour and ongoing development.	Professional discussion
	Advocates the use of good practice within and outside the organisation.	Project showcase

Annex H

Grading Descriptors

Knowledge & Skills	What is required	Fail	Pass	Merit (in addition to pass criteria)	Distinction (in addition to merit distinction)
Strategy Skills	**The Participant can:** Set a clear agenda and gains support from key stakeholders. **The Participant is:** Able to undertake research, and critically analyse and integrate complex information.	No Evidence	**The Participant can show:** The use of horizon scanning techniques, investigate opportunities to develop a business proposal; The justification of a strategy with targets for growth and sustainable outcomes; Communication of an agenda and gain and retain support from key stakeholders; Demonstration of the use of research techniques to generate data and information of strategic value; The critical analysis and integration of complex information to support the development of organisational strategy;	**Pass criteria plus:** A range of methods of presentation have been used and technical language has been accurately used; Coherent, logical development of principles/concepts for the intended audience; Communication has taken place in familiar and unfamiliar contexts; The communication is appropriate for familiar and unfamiliar audiences and appropriate;	**Merit criteria plus:** Autonomy/independence has been demonstrated Ideas have been generated and decisions taken; Convergent and lateral thinking has been applied Problems have been solved; Innovation and creative thought throughout; Receptiveness to new ideas is evident; Effective thinking has taken place in unfamiliar contexts;

Knowledge & Skills	What is required	Fail	Pass	Merit (in addition to pass criteria)	Distinction (in addition to merit distinction)
Innovation and Change Knowledge	**The Participant has:** Knowledge of systems thinking, knowledge/data management, and programme management.	No Evidence	**The Participant can show:** The critical evaluation of approaches to innovation; Investigation and assessment of the value of own organisation's innovation practices; Assessment of the impact of disruptive technologies on the strategy of own organisation; The critical evaluation of models of change management; The analysis of the drivers of change that impact on own organisation; Examination of the impetus for new ways of working across infrastructure, processes, people and culture, and sustainability in own organisation; The critical evaluation of approaches to systems thinking, knowledge/data management and programme management;	**Pass criteria plus:** A range of methods of presentation have been used and technical language has been accurately used; Effective judgements have been made; Complex problems with more than one variable have been explored; An effective approach to study and research has been applied; Relevant theories and techniques have been applied; A range of methods and techniques have been applied; A range of source information has been used; The selection of methods and techniques/sources has been justified; The design of methods/techniques has been justified; Complex information/data has been synthesised and processed; Appropriate learning methods/techniques have been applied;	**Merit criteria plus:** Conclusions have been arrived at through synthesis of ideas and have been justified; The validity of results has been evaluated using defined criteria; Self-criticism of approach has taken place; Realistic improvements have been proposed against defined characteristics for success; Autonomy/independence has been demonstrated; Substantial activities, projects or investigations have been planned, managed and organized; Activities have been managed; The unforeseen has been accommodated; The importance of interdependence has been recognised and incorporated;

Knowledge & Skills	What is required	Fail	Pass	Merit (in addition to pass criteria)	Distinction (in addition to merit distinction)
Innovation and Change Skills	**The Participant is:** Able to manage conflict. Manages partnerships, people and resources effectively, and measures outcomes. **The Participant:** Acts where needed as a Sponsor, championing projects and transformation of services across organisational boundaries.	No Evidence	**The Participant can:** Present a case for change in own organisation; Project-manage change in own organisation; Develop an environment to support a culture innovation and creativity; Assess the value of ideas and change initiatives in own organisation; Report on the impact of continuous improvement initiatives in own organisation; Manage conflict at a strategic level; Appraise how outcomes are measured in the management of partnerships, people and resources in own organisation; Demonstrate own role as Sponsor, championing projects and transformation of services across organisational boundaries;	**Pass criteria plus:** The appropriate structure and approach has been used; Coherent, logical development of principles/concepts for the intended audience; A range of methods of presentation have been used and technical language has been accurately used; Communication has taken place in familiar and unfamiliar contexts; The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used;	**Merit criteria plus:** Autonomy/independence has been demonstrated Ideas have been generated and decisions taken; Convergent and lateral thinking has been applied; Problems have been solved; Innovation and creative thought throughout; Receptiveness to new ideas is evident; Effective thinking has taken place in unfamiliar contexts.

Knowledge & Skills	What is required	Fail	Pass	Merit (in addition to pass criteria)	Distinction (in addition to merit distinction)
Enterprise & Risk Knowledge	**The Participant:** Understands competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change.	No Evidence	**The Participant can:** Analyse ethical and values-based approaches to leadership; Investigate regulatory, legal, health and safety, well-being and compliance requirements which impact own organisation's performance; Analyse principles of corporate social responsibility which underpin own organisation's strategy; Assess the risks facing your organisation in delivering its strategic objectives; Evaluate techniques to manage risk, including environmental impact and cyber security; Assess the use of competitive strategies and entrepreneurialism in own sector; Critically evaluate approaches to effective decision making using appropriate tools and techniques; Evaluate the use of big data and insight in influencing organisational change;	**Pass criteria plus:** A range of methods of presentation have been used and technical language has been accurately used; Effective judgements have been made; Complex problems with more than one variable have been explored; Relevant theories and techniques have been applied; A range of methods and techniques have been applied; A range of source information has been used; The selection of methods and techniques/sources has been justified; The design of methods/ techniques has been justified; Complex information/data has been synthesised and processed;	**Merit criteria plus:** Conclusions have been arrived at through synthesis of ideas and have been justified; The validity of results has been evaluated using defined criteria; Self-criticism of approach has taken place; Realistic improvements have been proposed against defined characteristics for success; Autonomy/independence has been demonstrated; Substantial activities, projects or investigations have been planned, managed and organized; The unforeseen has been accommodated;

Knowledge & Skills	What is required	Fail	Pass	Merit (in addition to pass criteria)	Distinction (in addition to merit distinction)
			Assess the use of big data and information to implement and manage change in own organisation;		
Finance Skills	**The Participant:** Oversees financial strategies/management, results and setting organisational budgets, and challenges financial assumptions underpinning strategies. Is accountable for decisions based on relevant information e.g. Key Performance Indicators/scorecard. Uses financial data to allocate resources.	No Evidence	**The Participant can:** Demonstrate oversight **of** own organisation's financial strategies and oversee the development and setting of organisational budgets; Critically evaluate financial assumptions that underpin strategies within own organisation; Demonstrate accountability for decisions based on relevant information e.g. Key Performance Indicators/scorecard; Demonstrate the use of financial data to allocate resources within own organisation; Demonstrate oversight of own organisation's procurement and supply chain management and contracts;	**Pass criteria plus:** A range of methods of presentation have been used and technical language has been accurately used; The appropriate structure and approach has been used; Coherent, logical development of principles/concepts for the intended audience Communication has taken place in familiar and unfamiliar contexts; The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.	**Merit criteria plus:** Conclusions have been arrived at through synthesis of ideas and have been justified; The validity of results has been evaluated using defined criteria; Self-criticism of approach has taken place; Realistic improvements have been proposed against defined characteristics for success; Autonomy/independence has been demonstrated; Substantial activities, projects or investigations have been planned, managed and organized; The unforeseen has been accommodated;

Knowledge & Skills	What is required	Fail	Pass	Merit (in addition to pass criteria)	Distinction (in addition to merit distinction)
Leading & Developing People	**The Participant:** Enables an open and high performance working, and sets goals and accountabilities for teams and individuals. Leads and influences people, building constructive working relationships across teams, using matrix management where required. Ensures workforce skills are utilised, balancing people and technical skills and encouraging continual development.	No Evidence	**The Participant can:** Appraise own contribution to open and high performance working; Demonstrate setting of goals and accountabilities for teams and individuals; Critically assess own leadership and influencing skills, making reference to appropriate models and theories; Demonstrate using leadership skills to build constructive working relationships across teams; Assess own use of matrix management techniques when leading and developing people; Demonstrate utilisation of workforce skills in order to achieve organisational objectives; Justify own workforce planning approach within own organisation showing how it balances people and technical skills; Support people through the encouragement of continual development;	**Pass criteria plus:** A range of methods of presentation have been used and technical language has been accurately used; The appropriate structure and approach has been used; Coherent, logical development of principles/concepts for the intended audience; Communication has taken place in familiar and unfamiliar contexts; The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used;	**Merit criteria plus:** Conclusions have been arrived at through synthesis of ideas and have been justified; The validity of results has been evaluated using defined criteria; Self-criticism of approach has taken place; Realistic improvements have been proposed against defined characteristics for success; Autonomy/independence has been demonstrated; Substantial activities, projects or investigations have been planned; managed and organised The unforeseen has been accommodated;

Knowledge & Skills	What is required	Fail	Pass	Merit (in addition to pass criteria)	Distinction (in addition to merit distinction)
Developing Collaborative Relationships Knowledge	**The Participant:** Understands large scale and inter- organisational influencing and negotiation strategies.	No Evidence	**The Participant can:** Demonstrate own ability to manage complex relationships across multiple and diverse stakeholders; Demonstrate own ability to build trust and rapport with the ability to positively challenge others; Appraise own ability to lead beyond area of control/authority; Demonstrate the ability to influence, negotiate and use advocacy skills to build reputation of own organisation and establish effective collaborations;	**Pass criteria plus:** A range of methods of presentation have been used and technical language has been accurately used; Effective judgements have been made; Complex problems with more than one variable have been explored; An effective approach to study and research has been applied; Relevant theories and techniques have been applied; A range of methods and techniques have been applied; A range of source information has been used; The selection of methods and techniques/sources has been justified; The design of methods/techniques has been justified; Complex information/data has been synthesised and processed; Appropriate learning methods/techniques have been applied;	**Merit criteria plus:** Conclusions have been arrived at through synthesis of ideas and have been justified; The validity of results has been evaluated using defined criteria; Self-criticism of approach has taken place; Realistic improvements have been proposed against defined characteristics for success; Autonomy/independence has been demonstrated Substantial activities, projects or investigations have been planned, managed and organized; The unforeseen has been accommodated;

Behaviours	Fail	Pass	Merit (in addition to pass criteria)	Distinction (in addition to merit criteria)	
Judgement & Challenge	No evidence	**The Participant:** Demonstrates flexibility and willingness to challenge when making decisions and solving problems	**Pass criteria plus:** Coherent, logical development of principles/concepts for the intended audience; Communication has taken place in familiar and unfamiliar contexts; The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used;	**Merit criteria plus:** Conclusions have been arrived at through synthesis of ideas and have been justified; The validity of results has been evaluated using defined criteria; Self-criticism of approach has taken place; Realistic improvements have been proposed against defined characteristics for success; Autonomy/independence has been demonstrated; Substantial activities, projects or investigations have been planned, managed and organized; The unforeseen has been accommodated;	

Behaviours	Fail	Pass	Merit (in addition to pass criteria)	Distinction (in addition to merit criteria)	
Courage & Curiosity	No evidence	**The Participant:** Manages complexity and ambiguity, comfortable in uncertainty, pragmatic	**Pass criteria plus:** Coherent, logical development of principles/concepts for the intended audience; Communication has taken place in familiar and unfamiliar contexts; The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used;	**Merit criteria plus:** Conclusions have been arrived at through synthesis of ideas and have been justified; The validity of results has been evaluated using defined criteria; Self-criticism of approach has taken place; Realistic improvements have been proposed against defined characteristics for success; Autonomy/independence has been demonstrated; Substantial activities, projects or investigations have been planned, managed and organized; The unforeseen has been accommodated;	

Behaviours	Fail	Pass	Merit (in addition to pass criteria)	Distinction (in addition to merit criteria)	
Professional	No evidence	**The Participant:** Advocates the use of good practice within and outside the organisation	**Pass criteria plus:** Coherent, logical development of principles/concepts for the intended audience; Communication has taken place in familiar and unfamiliar contexts; The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used;	**Merit criteria plus:** Conclusions have been arrived at through synthesis of ideas and have been justified; The validity of results has been evaluated using defined criteria; Self-criticism of approach has taken place; Realistic improvements have been proposed against defined characteristics for success; Autonomy/independence has been demonstrated; Substantial activities, projects or investigations have been planned, managed and organized; The unforeseen has been accommodated.	

Potential Reading List

Journals

British Educational Research Journal
British Journal of the Sociology of Education
Educational Management Administration &
Leadership

Harvard Business Review

International Journal of Leadership in Education

Journal of Organizational Change Management

Leadership

Leadership and Organizational Development
Journal

Management in Education

British Journal of Educational Studies

Comparative Education

Compare: A Journal of Comparative and International Education

Educational Management, Administration
and Leadership

Educational Action Research

Educational Administration Quarterly

Improving Schools

International Journal of Educational Management

International Journal of Leadership in Education

International Journal of Educational Development

International Studies in Educational Administration

International Review of Education

Journal of Educational Administration

Journal of Education Policy

Leadership and policy in Schools

London Review of Education

Management in Education

Oxford Review of Education

Personnel Management

Public Personnel Management

School Effectiveness and School Improvement

School Leadership and Management

Teachers and Teaching: Theory and Practice

Teaching and Teacher Education

Books

Abbott, I., Rathbone, M. & Whitehead, P.
(2013) Education Policy. London: Sage

Bell, L. and Stevenson, H. (2006) Education
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M., (2012). Research methods in educational
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Bush, T. & Moorosi, P. (Eds) (28/11/2019) Preparation and Development of School Leaders in Africa. London: Bloomsbury.

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Bush, T. and Middlewood, D. (2005), Leading and Managing People in Education, London: Sage.

Coleman, M. (2011) Women at the top: Challenges, Choices and Change. London: Palgrave MacMillan

Fuller, K. (2013) Gender, Identity and Educational Leadership. London: Bloomsbury

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Middlewood, D. and Abbott, I., (2011). Achieving success with your leadership project. London: Sage.

Middlewood, D. and Abbott, I., (2015). Improving professional learning through in-house inquiry. London: Bloomsbury Publishing.

Middlewood, D. and Abbott, I., (2017). Managing Staff for Improved Performance: Human Resource Management in Schools. London: Bloomsbury Publishing.

Middlewood, D, Abbott, I. and Robinson, S. (2018) Collaborative School Leadership: Managing a Group of Schools

Taylor, S., Rizvi, F.Lingard, B. and Henry, M. (1997) Educational Policy: Process, themes and impact, London: Routledge.

Waite, D. and Bogotch, I. eds., (2017) The Wiley International Handbook of Educational Leadership. John Wiley & Sons.

Whitty, G. (2008) Educational policy and the politics of change, London: Routledge

Educational Leadership by Christine Wise (Editor); Maggie Preedy (Editor); Nigel D. Bennett (Editor)
Call Number: 371.2011 PRE
ISBN: 9781446201640
Publication Date: 2012

The Strategy Pathfinder by Duncan Angwin; Stephen Cummings; Chris Smith
Call Number: 658.4012 ANG
ISBN: 9780470689462
Publication Date: 2011

Exploring Strategic Change by Julia Balogun; Veronica Hope Hailey; Gerry Johnson; Kevan Scholes
Call Number: 658.406 BAL
ISBN: 9780273708025
Publication Date: 2009

Ideas and Education by Christopher Brooke (Editor); Elizabeth Frazer (Editor)
Call Number: 370.1 BRO
ISBN: 9780415582520
Publication Date: 2013-05-20

Principles of School Leadership by Mark Brundrett (Editor)
Call Number: 371.2011 BRU
ISBN: 9781446201459
Publication Date: 2012-11-29

Researching Educational Leadership and Management by Mark Brundrett; Christopher Rhodes
Call Number: 371.2011 BRU
ISBN: 9780857028310
Publication Date: 2013

Managing Change by Bernard Burnes
Call Number: 658.406 BUR
ISBN: 9780273711742
Publication Date: 2009

Managing Effective Relationships in Education by Carol Cardno
Call Number: 371.1022 CAR
ISBN: 9781446203040
Publication Date: 2012

The Essentials of School Leadership by Brent Davies
Call Number: 371.2011 DAV
ISBN: 9781847875662
Publication Date: 2009-02-03

Leading the Strategically Focused School by Brent Davies
Call Number: 371.2009 DAV
ISBN: 9781849208093
Publication Date: 2011-04-19

Talent Management in Education by Barbara J. Davies; Brent Davies
Call Number: 371.14 DAV
ISBN: 9780857027375
Publication Date: 2011-03-28

The School Leader's Toolkit by Mary Dawe (Editor)
Call Number: 371.2 DAW
ISBN: 9781446201923
Publication Date: 2012

Strategy: process, content, context by Bob de Wit; Ron Meyer
Call Number: 658.4012 WIT
ISBN: 9781408019023
Publication Date: 2010

Education, Professionalism, and the Quest for Accountability by Jane Green
Call Number: 379.158 GRE
ISBN: 9780415855242
Publication Date: 2013-08-14

Educational Leadership and Hannah Arendt by Helen M. Gunter
Call Number: 371.2 GUN
ISBN: 9780415820028
Publication Date: 2013-06-05

The Life and Death of Secondary Education for All by Richard Pring
Call Number: 373 PRI
ISBN: 9780415536363
Publication Date: 2012-10-16

Education, Experience and Existence by John Quay
Call Number: 370.1 QUA
ISBN: 9780415825856
Publication Date: 2013-05-13

Exploring Education by Alan R. Sadovnik; Peter W. Cookson (Editor); Susan F. Semel
Call Number: 370.973 SAD
ISBN: 9780415808613
Publication Date: 2013-01-07

How Successful Schools Work by Rona Tutt; Paul Williams
Call Number: 371.2011 TUT
ISBN: 9781446207703
Publication Date: 2012-06-28

What Is Strategy and Does It Matter? by Richard Whittington
Call Number: 658.4012 WHI
ISBN: 1861523777
Publication Date: 2000

Example Master's in Education Leadership

Bristol University

Website

Educational

MSc Education - Leading and Managing Change Module

Duration

Educational leadership has been identified by the Ministry of Education as one of the key skillsets required to improve learning outcomes at all levels of the education system.

Course Description

Educational leadership has been identified by the Ministry of Education as one of the key skillsets required to improve learning outcomes at all levels of the education system.

Leading and Managing Change

This unit will seek to enhance participants' understanding of the nature of educational organisations at all levels and their leadership and management in the context of global, national and local change. Following a review of contemporary organisation theories, leadership theories and associated research, the unit will focus on issues such as organisational cultures, how leaders learn and what they do, decision-making, strategic management, issues of organisational power and politics, and the leadership and management of change. These topics will be considered in the context of local, national and global policy and participants will be invited to reflect on specific man-agement and leadership issues in the organisations with which they are familiar.

Specific aims are:

▶ To understand the key characteristics of contemporary educational organisations.

▶ To understand the complexities of leadership in contemporary educational organisations.

▶ To assess the significance of contemporary theory and research for understanding specific educational organisations and their cultures.

▶ To critically consider theory, research and professional knowledge about the management of educational change.

▶ To evaluate factors that impact on the management of change at institutional, local, national and global levels.

Intended learning outcomes

By the end of the unit each participant will demonstrate:

▶ a firm conceptual grasp of contemporary theories of organisation, leadership, and the processes of strategic and change management;

▶ ability to build on this foundation through independently sourcing information from a range of diverse information sources

- ability to evaluate the scope and applicability of theories of organisation, management and leadership for understanding for a wide range of educational organisations and within the contemporary policy context;

- independently sourcing, managing and critiquing a range of texts related to leadership and management, including through use of digital and web-based tools; and

- ability to build and clearly articulate in a written assignment a coherent and convincing argument relating to one specific aspect or example of the application of theories and concepts covered in the unit.

Learning

Given the nature of the programme, teaching is organised into an intensive, 3-day event during which a combination of teaching strategies, such as whole group lectures and seminars, case studies, critical analysis of key readings, group discussions and student presentations.

The needs of a wide range of students, including those with disabilities, international students and those from ethnic minority backgrounds have been considered. It is not anticipated that the teaching and assessment methods used will cause disadvantage to any person taking the unit. The Graduate School of Education is happy to address individual support requests as necessary.

Assessment

Summative assessment for the unit will be on the basis of a 4,000 word assignment which will assess students critical understanding of the literature and their ability to apply the concepts and theories explored to their own professional practice.

Contact Details

Educational

Reading and References

- Bush, T. (2011) Theories of Educational Leadership and Management (4th Edition), London: Paul Chapman

- Gronn, P. (2002) The New Work of Educational Leaders, London: Paul Chapman

- Hargreaves, A. et al (eds.) (2010) Second International Handbook of Educational Change, London: Kluwer Academic Publishers

- Hoyle, E. and Wallace, M. (2005) Educational Leadership: Ambiguity, Professionals and Managerialism, London: Sage

- Morrison, K. (1998) Management Theories for Educational Change, London: Paul Chapman

- Shattock, M. (2003) Managing Successful Universities, Maidenhead: Open University Press

Quality and Improvement in Education Unit

Course Description

This unit is designed for those interested in designing, managing, delivering and evaluating quality education in all fields. It will review research and experience relating to effectiveness and improvement in educational settings and consider the implications for policy and practice. It will focus on research into the organisational and other factors that correlate with effective outcomes, comparing across different cultural and country contexts, and strategies for promoting quality and improvement at local, national and organisational level. Research employing a range of qualitative and quantitative methods for quality assurance

and evaluation (eg intervention/programme evaluation, case studies, inspection frameworks, league tables, value added approaches) will be considered.

The broad aim of this unit is to review selected research and theory relating to quality, effectiveness and improvement in education and to consider the implications for policy and practice in different countries/cultures and different school/college contexts.

Intended learning outcomes

By the end of the unit students will demonstrate the ability to:

- ▶ evaluate critically the theoretical and research evidence concerning education quality, and the characteristics of 'effective' educational organisations in an international or UK context;

- ▶ critically review the strengths, weaknesses and feasibility of various education improvement strategies and how educational quality is evaluated at institutional, local, national and global levels;

- ▶ consider how the ideas, evidence and methods raised in the unit might be applied in participants own institutional context;

- ▶ reflect critically on participants' own experience as a practitioner in relation to the issues discussed in the unit;

- ▶ independently source, manage and critically engage with a range of texts related to quality and improvement in education, including through use of digital and web-based tools; and

- ▶ build and clearly articulate orally and in a written assignment a coherent and convincing argument relating to one specific aspect or example of quality and improvement in education.

Learning

10 x 2-hour seminars

Assessment

Formative assessment - detailed feedback will be given on

- ▶ case studies that students develop individually or collaboratively that reflect critically on the usefulness of educational and effectiveness research/concepts for specific contexts they know well.

- ▶ a detailed outline for the assessed assignment

Summative assessment - a 4,000 word assignment which will assess students' critical understanding of the literature on quality, improvement and effectiveness, and their ability to discuss the implications of the theories and concepts in relation to their own professional practice.

Reading and References

- ▶ Brundrett, M. & Crawford, M. (Ed.s) (2008) Developing School Leaders: An International Perspective, Abingdon: Routledge.

- ▶ Chapman, C. Muijs, D.R. Sammons, P. and Reynolds, D. (2015) The International Handbook of School Effectiveness Research, 2nd Edition. London: Falmer Press.

- ▶ Slee, R. Weiner, G. and Tomlinson, S. (1998) School Effectiveness for Whom? Challenges to the School Effectiveness and School Improvement Movements, London: Falmer Press.

- ▶ Preedy, M. Glatter, R. and Wise, C. (eds) (2003) Strategic Leadership and Educational Improvement, London: Sage Publications.

▶ Scheerens, J. Glas, C. Thomas, S. (2003) Education Evaluation, Assessment and Monitoring: A systematic approach, Lisse, the Netherlands: Swets & Zeitlinger.

▶ Townsend, T (ed) (2007) International Handbook of School Effectiveness and Improvement. New York: Springer.

Managing People in Education Unit

Course Description

This unit focuses on theoretical concepts and practical applications that underpin the management and leadership practices crucial to the effective management of people in educational contexts. We consider international models at the interface of management, leadership and human resource management and the relationships between organisational cultures and goals and the management of people within them. Subsequent sessions focus on key features including: recruitment, retention and motivation of staff; mentoring and coaching; managing individuals and teams; interpersonal skills and communication including negotiation and conflict management; ethical dimensions of managing people and appraisal and self-evaluation. Issues of gender, ethnicity and the importance of different cultural and organisational contexts will be considered throughout.

Unit Aims:

▶ to explore a range of key topics relating to managing people in educational settings;

▶ to develop knowledge and understanding of theoretical perspectives and concepts, and their application to personal management and leadership practices in educational contexts;

▶ to critically analyse how management practices can be transferred and transformed between different contexts to make them more applicable to local contexts;

▶ to promote reflection on and further inquiry into aspects of managing people which enhance personal management skills and styles;

▶ to enhance a range of skills useful to those who manage others via vignettes and video case studies;

▶ to source academic texts related to managing people in different educational settings though a VLE and through independent use of online databases and search engines and manage references using appropriate software.

Intended Learning Outcomes

On completion of this unit participants will demonstrate:

▶ a firm foundation of knowledge and understanding of theoretical perspectives on the management of people in educational contexts on which to build further professional practice and understanding;

▶ understanding of the contributions made by research to knowledge about managing people in educational settings;

▶ ability to apply theoretical understanding to the practice of managing and leading people in their own professional context and a range of settings;

▶ ability to independently source, manage and engage critically with a range of texts related to management of people in educational contexts, including through use of digital and web-based tools;

▶ ability to build and clearly articulate orally and in a written assignment a crit-

ical analysis of people management in educational organisations coherent and propose coherent and convincingly argued developmental or remedial solutions; and

▶ being better equipped to discharge personal responsibilities for managing others in their professional environment.

Learning

A combination of teaching strategies, such as whole group lectures and seminars, case studies, critical analysis of key readings, group discussions and student presentations are used.

20 contact hours.

Assessment

Summative assessment:

Summative assessment for the unit will be on the basis of a 4,000 word assignment which will assess students' critical understanding of the literature and their ability to apply the concepts and theories explored to their own professional practice.

Contact Details

Educational leadership has been identified by the Ministry of Education as one of the key skillsets required to improve learning outcomes at all levels of the education system.

Reading and References

▶ Bush, T. Bell, L. & Middlewood, D. (2010), The Principles of Educational Leadership and Management, 2nd edition, London, Paul Chapman.

▶ Bush, T. and Middlewood, D. (2013) Leading & Managing People in Education, 3rd edition, London, Sage.

▶ Foskett, N. and Lumby, J. (2003), Leading & Managing Education: international dimensions, London, Paul Chapman.

▶ Guirdham, M. (2011), Communicating Across Cultures at Work (3rd edition), Basingstoke, Palgrave Macmillan.

▶ Kydd, L. Anderson, L. and Newton, W. (eds) (2003) Leading People and Teams in Education, London: Open University.

▶ Mullins, L.J. with Christy, G. (2013) Management and Organisational Behaviour, GB: Pearson Education.

▶ E-book: West, M.A. (2012) Effective Teamwork: Practical Lessons from Organizational Research, London: John Wiley & Sons

Mentoring and Coaching Unit

Course Description

This unit is targeted at all those who are interested in developing their knowledge, skills and understanding in Mentoring and Coaching. The unit is underpinned by a range of theoretical concepts and models of Mentoring and Coaching and will consider how these operate in different professional contexts, including educational settings such as schools, Colleges and Higher Education Institutions. The unit will draw on both UK and international perspectives including a focus on roles and responsibilities; complexities and tensions; relationship building; the role of culture and gender and Mentoring and Coaching in leadership development. Focusing on skills and strategies for effective Mentoring and Coaching is an important aspect of the unit developed through case studies and professional experiences of the participants.

Unit Aims:

The Unit aims to address important issues of Professional Development through Mentoring and Coaching. In particular, it aims to:

▶ introduce participants to concepts and models involved in Professional development, Mentoring and Coaching;

- provide an historical overview;
- clarify roles, responsibilities and organisational demands;
- reflect on building relationships in Mentoring and Coaching;
- explore complexities and tensions in Mentoring and Coaching; and
- develop practical skills and strategies for effective Mentoring and Coaching.

Intended Learning Outcomes

By the end of the unit students will be able to demonstrate that they:

- have a critical awareness of concepts and models of mentoring and coaching;
- can use these to explain and critique practice and evaluate outcomes;
- have a knowledge of a range of Mentoring and Coaching strategies and skills as a firm foundation on which to build further professional practice and understanding;
- have a readiness to apply these in their professional contexts;
- have an ability to independently source, manage and critique different sources of information on mentoring and coaching, including through use of digital and web-based tools; and ability to build and clearly articulate orally and in a writing a coherent and convincing argument relating to concepts, models and practice of mentoring and coaching.

Learning

Teaching will be interactive drawing on a mixture of formal tutor input, workshops, vignettes and video case studies and tutorials. The unit will employ a range of small group interactive teaching methods and will seek to demonstrate active learning techniques. It will employ participant presentations, work-based tasks (if applicable) that stem from participants normal practice. Participants are supported via our VLE Blackboard and through face-to-face tutorials.

The needs of a wide range of students, including those with disabilities, international students and those from ethnic minority backgrounds have been considered. It is not anticipated that the teaching and assessment methods used will cause disadvantage to any person taking the unit. The Graduate School of Education is happy to address individual support requests as necessary.

20 contact hours.

Assessment

Summative assessment:

Either a 4000 word essay on the theory and practice of Mentoring and Coaching, titles to be provided or negotiated; or a critique of two contrasting articles on Mentoring and/or Coaching.

In negotiation with the tutor it may be possible to be creative about ways of satisfying these criteria outside of the format of a standard assignment.

Contact Details

Educational leadership has been identified by the Ministry of Education as one of the key skillsets required to improve learning outcomes at all levels of the education system.

Reading and References

Reading and References

- Askew, S. and Carnell, E. (2011) Transformative coaching: a learning theory for practice, London: Institute of Education University of London. E-book.
- Brockbank, A. and McGill, I. (2006) Facilitating reflective learning through mentoring & coaching, London: Kogan Page. E-book.

▶ Gormley, B. (2008) An application of attachment theory: mentoring relationship dynamics and ethical concerns, Mentoring and Tutoring, 16, 1, 45-62.

▶ Hobson, A.J. & Malderez, A. (2013) Judgementoring and other threats to realizing the potential of schoolbased mentoring in teacher education, International Journal of Mentoring and Coaching in Education, 2(2), 89-108.

▶ Nangalia, L. and Nangalia, A. (2010) The Coach in Asian Society: Impact on social hierarchy on the coaching relationship, International Journal of Evidence Based Coaching and Mentoring, 8, 1, 51-66.

▶ Parsloe, E. and Leedham, M. (2009) (2nd Ed) Coaching and mentoring: practical conversations to improve learning, London: Kogan Page, E-book.

Cambridge University

MPhil Educational Leadership and School Improvement

Website

https://www.educ.cam.ac.uk/courses/graduate/masters/themes/educationalleadership/

Duration

1-year MPhil, 2 year Med

Course Description

Educational

Modules

Module 1 Leadership for Learning: The bedrock of the ELSI MEd/MPhil and of 'Leadership for Learning: the Cambridge Network' Both leadership and learning are viewed as shared as much as individual, activities, and agency, moral purpose and principles are key elements in their interrelationship. We relate the LfL framework to our own learning, examine its adoption in different settings, and consider implications.

Module 2 Policy, Structures and Change: We consider the different ways policy is conceived, and explore the underlying assumptions. We examine various organising principles, and what we know about change in a school context, relating theory to practice.

Module 3 School Effectiveness and School Improvement: In this theme we learn about and critique the school effectiveness movement. We also examine school improvement, asking what 'improvement' really means, and consider some of the complex issues relating to improving effective teaching and learning

Module 4 Networks and System Leadership: In this option we explore the nature of leadership as it manifests in networks and system leadership contexts. We will explore system thinking, collaborative leadership and the rewards and complexity of achieving systemic change.

Module 5 Perspectives on Leadership: Educational leadership research is a continually developing broad field encompassing many approaches and angles. We learn about various perspectives, concepts and issues, and relate our these to our experience and situations. Consideration goes beyond those in formal leadership positions to include everyone who can bring about change.

Module 6 Perspectives on Learning: We explore some of the complex issues around learning. We examine different theories of learning and conceptions of ability, and discuss their implications. Conditions and approaches that support and frustrate learning are considered.

Module 7 Schools, Cultures and Communities: We explore our understanding of 'a school', considering the different cultures that schools exhibit, and the community and wider societal influences on schools. The contributions

of various 'stakeholders' - particularly pupils, parents and teachers are discussed.

Module 8 Educational Evaluation: Whether we are evaluating the educational achievements of an individual pupil, a year group, a school or system, there are many issues to be understood and addressed. In this theme we consider a number of approaches to educational evaluation, their strengths, weaknesses and fitness for purpose.

Each theme will draw on research, practice and also explore issues and dilemmas and apply theory associated with the theme through group tasks and activities.

University of Ghana

M.A./M.Phil. – Educational Leadership and Management Sandwich Programme

The current educational landscape is characterised by challenges that require practitioners to develop cutting-edge solutions for the educational sector. It is in light of this that the University of Ghana School of Education and Leadership has developed the MA Educational Leadership and Management programme to offer prospective students the required expertise to resolve the numerous challenges faced by the educational sector. The programme prepares educational practitioners in school leadership and management, teaching and learning processes, health and safety in schools and educational contexts, participation and involvement of the school community and resource mobilisation and use.

Website

https://www.ug.edu.gh/esl/ma-sandwich-programme

Duration

The MA Educational Leadership and Management **Sandwich** programme is spread over two (2) semesters designed to include people from all sectors, especially educational practitioners at all levels.

Coursework for the programme will be completed in two semesters. The first semester will begin during the Easter break for two weeks (4th – 18th April, 2016) and continue during the long vacation period for six weeks (18th July – 26th August, 2016). A similar schedule will be repeated in 2017 for the second semester. Students will take a minimum of 15 credit hours per semester.

Course Description

The current educational landscape is characterised by challenges that require practitioners to develop cutting-edge solutions for the educational sector. It is in light of this that the University of Ghana School of Education and Leadership has developed the MA Educational Leadership and Management programme to offer prospective students the required expertise to resolve the numerous challenges faced by the educational sector. The programme prepares educational practitioners in school leadership and management, teaching and learning processes, health and safety in schools and educational contexts, participation and involvement of the school community and resource mobilisation and use.

Modules

First Semester

Core Courses

- ▶ Educational Policy and Planning
- ▶ Contemporary Issues in Educational Leadership
- ▶ Research Methods in Education
- ▶ Management Information Systems in Education
- ▶ Educational Management and Supervision

Elective Courses

- ▶ Educational Foundations
- ▶ Sustaining an Educational Enterprise
- ▶ The Practice of Teacher Education
- ▶ Higher Education Management

Second Semester

Core Courses

- ▶ Economics of Education
- ▶ Inclusive Education
- ▶ Human Resource Management in Education
- ▶ Education Law and Ethics
- ▶ Practice-Based Enquiry

Elective Courses

- ▶ Principles of Curriculum Development
- ▶ Education Financing and Budgeting
- ▶ International Education and Development
- ▶ Gender and Leadership
- ▶ Game-based Learning
- ▶ Extra-Curricular Programme

Learning

Contact Details

The Executive Secretary
School of Graduate Studies,
University of Ghana
Legon.
E-mails: soelinfo@ug.edu.gh **and** sgsadmissions@ug.edu.gh
Tel: 0502673636 / 0263585906

Harvard University

What does it take to run an effective school? What motivates teachers, makes them committed to their work, and helps them be successful in teams? Which organizational structures are most effective for accomplishing performance goals? How do you build a strong school culture and navigate power dynamics in informal networks? How do you manage external pressures and build effective partnerships? This course is designed to help future school, system, and sector level leaders answer such questions. Through interactive lectures, group activities, and case discussion, this course introduces students to major organization and management principles, which influence school operations and outcomes. By the end of the course, students will have gained the core content knowledge and analytical skills to better understand how school organizations work, and how school improvement policies can be better implemented in organizational contexts.

The primary aim of this course is to provide students with an introduction to seven fundamental principles of organizational management. This course introduces students to seven major principles of organizations and management, which influence school operations and outcomes. By the end of the course, students will have gained the core content knowledge and analytical skills to better understand how to build the organizational capacity of schools.

Career Focus:

This course is targeted primarily to students interested in understanding what makes school organizations work well for use in future roles in school leadership or policy. This course is least appropriate for students interested in learning about specific leadership traits, styles, or strategies; instead students master the fundamental principles of organizations, which allow them to develop their own strategies appropriate for the specific school contexts in which they will be working

Website

https://www.ug.edu.gh/esl/ma-sandwich-programme

Universtiy Of Leicester

This is for you if... you are working in an educational setting and have an interest in how leadership and learning are connected in driving change, or you wish to develop your skills to progress in educational leadership.

Website

https://le.ac.uk/courses/educational-leadership-msc-dl/2019

Duration

2 years

Course Description

The MSc in Educational Leadership offers a fascinating insight into an arena that has changed remarkably over recent years. Leading and promoting optimal learning is the key challenge that confronts educational leaders, advisers, policy makers and governments. Finding the connections between leadership and learning is not easy and involves change and reform in organisations. These three key themes - leadership, learning and change - are the basis of this course.

This postgraduate degree will enable you to reflect upon practice in your organisation, identify areas of professional concern and become equipped to find solutions and lead change. The course is designed to be relevant to a wide range of practitioners in diverse settings internationally who consider themselves involved in education.

We recognise the importance of connecting theory with practice. Throughout the course you will be supported in developing a flexible set of professional inquiry skills to inform practice in your work setting. Your personal development will equip you to lead change in your organisation.

Former students have also found gaining this respected MSc useful in gaining promotions and developing career pathways.

Modules

Year 1

- ▶ Educational Leadership, Learning and Change
- ▶ External Influences on Educational Leadership
- ▶ Research Methods part 1

Year 2

- ▶ Organisational Effectiveness, Improvement and Transformation
- ▶ Research Methods part 2
- ▶ Plus, your Dissertation

Educational Leadership, Learning and Change

Module code: ED7586

In this module you will explore current ideas about educational leadership which can support you in developing leadership in your own educational context.

You will use online discussion boards and wikis to engage in a focused way with your peers and with academic staff. You will also be supported in developing your critical reading and literature reviewing skills.

Topics covered

- ▶ Pupil, professional, and organisational learning
- ▶ Learning how to learn
- ▶ Educational leadership
- ▶ Educational change in different organisational and cultural contexts

Learning

- ▶ 15 hours of seminars
- ▶ 3 hours of tutorials
- ▶ 282 hours of guided independent study

Assessment

- ▶ Assignment 1, 1,000 words (20%)
- ▶ Assignment 2, 4,000-5,000 words (80%)

External Influences on Educational Leadership

Module code: ED7587

In this module you will consider external influences on educational leadership such as policy contexts, social justice and agency. The literature used will relate to working and learning within diverse educational settings globally. You will also be introduced to the methodological frameworks that underpin empirical work in the field of leadership, learning, and change.

This module is designed to increase your understanding of how your institution and local inquiry fit within wider contexts and discourses. Online activities will enable you to discuss issues with your peers internationally.

Topics covered

- ▶ Policy and how it relates to theory and practice
- ▶ The ways that external influences shape the development of policy, theory, and practice
- ▶ Frameworks for examining cultural and economic structures and systems

Learning

- ▶ 15 hours of seminars
- ▶ 3 hours of tutorials
- ▶ 282 hours of guided independent study

Assessment

- ▶ Reflective journal, 1,000 words (20%)
- ▶ Assignment, 4,000-5,000 words (80%)

Research Methods (Part 1)

Module code: ED7589

This module builds on the research skills you have developed in earlier modules. You will reflect on your experiences of inquiry and expand your understanding of analytical methods and techniques. These skills and reflections, along with the support of your tutor and a range of online activities, will enable you to develop a research proposal for your dissertation module.

Topics covered

- ▶ Major paradigms and debates in educational research
- ▶ Research methodologies
- ▶ Research design approaches and data collection tools
- ▶ Qualitative and quantitative analytical methods and techniques

Learning

- ▶ 15 hours of seminars
- ▶ 3 hours tutorials
- ▶ 15 hours of fieldwork
- ▶ 267 hours of guided independent study

Assessment

- ▶ Reflective journal, 1,000 words (20%)
- ▶ Research proposal, 4,000-5,000 words (80%)

Organisational Effectiveness, Improvement and Transformation

Module code: ED7588

In this module you will explore current thinking on how organisations are judged as effective or improving. You will be introduced to, and challenged to critique, contemporary research in these areas. We will focus on draw-

ing out the practical implications of these literatures and you will engage, through data collection and online activities, with the views of colleagues both in your own local context and globally. By the end of the module, you will be equipped with evidence-based ideas on how to develop your own organisation.

Topics covered

- Effective organisations
- Improving organisations
- Transforming organisations in different educational settings

Learning

- 15 hours of seminars
- 3 hours of tutorials
- 30 hours of fieldwork
- 252 hours of guided independent study

Assessment

- Reflective journal, 1,000 words (20%)
- Written assignment, 4,000-5,000 words (80%)

Research Methods (part 2)

Module code: ED7589

This module builds on the research skills you have developed in earlier modules. You will reflect on your experiences of inquiry and expand your understanding of analytical methods and techniques. These skills and reflections, along with the support of your tutor and a range of online activities, will enable you to develop a research proposal for your dissertation module.

Topics covered

- Major paradigms and debates in educational research
- Research methodologies

- Research design approaches and data collection tools
- Qualitative and quantitative analytical methods and techniques

Learning

- 15 hours of seminars
- 3 hours tutorials
- 15 hours of fieldwork
- 267 hours of guided independent study

Assessment

- Reflective journal, 1,000 words (20%)
- Research proposal, 4,000-5,000 words (80%)

Dissertation

Module code: ED7500

Your dissertation provides an exciting opportunity for you to explore a topic of particular interest in great depth. You will undertake the project independently, reviewing and evaluating literature relevant to your chosen topic, collecting and analysing data using appropriate methods – but support will be provided by a designated tutor and you will be given a comprehensive introduction to the research methodologies and skills that are needed to undertake, evaluate, and present a dissertation.

Learning

- 6 hours of tutorials
- 40 hours of fieldwork
- 554 hours of guided independent study

Assessment

- Dissertation, 15,000-20,000 words (100%)

Teaching and learning

Studying by distance learning allows you to choose when and where you study, meaning

you do not have to take a career break. Our award-winning library has world-class facilities for distance learning students. You will have full access to our support services and will be assigned a personal tutor. Our virtual learning environment offers a wide range of study support material, and you will be encouraged to connect with fellow students from around the world by engaging with e-tutor supported e-activities.

You can expect to work 19 hours per week. There is some scope in the course to block some of this workload into school holidays, reducing the demands during term time. We recognise the importance of connecting theory with practice. Throughout the course you will be supported in developing a flexible set of professional inquiry skills to inform practice in your work setting. Your personal development will equip you to lead change in your organisation.

We recognise colleagues may not have engaged with writing for academic purposes since their first degree, and/or Teaching Qualification, and therefore each of the modules has a reflective journal of 1,000 words. This forms a plan for your 4,000 - 5,000-word assessment at the end of each module.

The final 60-credit module is the dissertation, which is a report of 15,000 - 20,000 words that aims to underpin a sustainable improvement in your institution, potentially mapped to your School Evaluation Plan. The dissertation makes a significant contribution to your career professional development portfolio and demonstrates your readiness for a promotion in educational leadership. There are no exams on this course.

Learning

Educational leadership has been identified by the Ministry of Education as one of the key skillsets required to improve learning outcomes at all levels of the education system.

Assessment

Educational leadership has been identified by the Ministry of Education as one of the key skillsets required to improve learning outcomes at all levels of the education system.

Contact Details

Educational leadership has been identified by the Ministry of Education as one of the key skillsets required to improve learning outcomes at all levels of the education system.

Entry requirements

- ▶ A 2:2 degree or equivalent
- ▶ Plus UK Qualified Teacher Status (or equivalent)
- ▶ Plus three years› teaching experience (or three years with equivalent professional status in an educational organisation)

You must be currently employed in, or have access, to an educational organisation or provider. This could include working in a school, college, the military or in Government, or training roles in other sectors.

Accreditation of Prior Learning

You may be able to apply for exemption from these modules:

- ▶ Educational Leadership, Learning and Change (ELLC)
- ▶ External Influences on Educational Leadership (EIEL)

Accreditation for Prior Certified Learning (APCL)

If you have Masters-level (level 7) credits completed during the last five years you may be eligible to apply for 30 or 60 credits towards your MSc. You can apply for APCL if your certificates allow exemption from the modules above.

Accreditation for Prior Experiential Learning (APEL)

If you have significant relevant professional experience you may be eligible to apply for 30 or 60 credits towards your MSc. You can apply for APEL if you can demonstrate (by undertaking some written tasks) that your professional experience allows exemption from the modules above.

Exemptions are considered on a case by case basis.

Find out more about APCL and APEL.

English Language Requirements

IELTS 6.5 or equivalent. If your first language is not English, you may need to provide evidence of your English language ability.

Suffolk Ma Education Studies

To improve learning outcomes at all levels of the education system.

Website

Educational leadership

Duration

Educational

Course Description

Educational

Modules

Mentoring in Education (20 Credits)

This module provides a broad overview of the different uses of mentoring in education, including its use in classrooms, for progression and career development and as a management strategy. You will be encouraged to relate theoretical knowledge and concepts to your own professional practice and context.

Leadership for Educational Change and Improvement (20 credits)

This module provides underpinning knowledge of theory and practice, supports engagement with current educational debates and recent developments, and explores the relationship between leadership and management and continuing improvement of teaching and learning outcomes.

Strategic Leadership in Education (20 credits)

This module gives particular focus to the development and implementation of policy and the impact of changing contextual factors on educational organisations.

Learning

Educational required to improve learning outcomes at all levels of the education system.

Assessment

Educational to improve learning outcomes at all levels of the education system.

Contact Details

Educational leadership has been identified by the Ministry of Education as one of the key skillsets required to improve learning outcomes at all levels of the education system.

NPQ Pathways - England

Section 1: Overview

The National Professional Qualifications are a suite of qualifications aimed at developing leadership knowledge, skills and behaviours of staff working in an education setting. There are a range of pathways designed to meet the needs of managers and leaders at various stages of their professional development:

▶ National Professional Qualification for Middle Leadership (NPQML) for those

that are, or are aspiring to be, a middle leader with responsibility for leading a team

▶ National Professional Qualification for Senior Leadership (NPQSL) for leaders that are, or are aspiring to be, a senior leader with cross-organisation responsibilities

▶ National Professional Qualification for Headship (NPQH) for leaders that are, or are aspiring to be, a headteacher or head of organisation with responsibility for leading an organisation / faculty

▶ National Professional Qualification for Executive Leadership (NPQEL) for leaders that are, or are aspiring to be, an executive headteacher with responsibility for leading several education settings.

▶ National Professional Qualification for Women Leaders (NPQW) for female leaders that are, or are aspiring to be a leader at any level of seniority

To ensure that a participant's NPQ is accessible, high quality, and nationally consistent,

university provision must meet the requirements of the NPQ quality framework, which sets out the standards of provision that a provider must meet to retain their accreditation.

As part of the NPQ quality framework, and notably Section 4, universities must deliver provision and assess participants in accordance the NPQ content and assessment framework. This NPQ content and assessment framework sets out the:

▶ knowledge, skills and behaviours that a university's provision must cover

▶ criteria against which all NPQ participants must be assessed by universities

▶ assessment tasks through which all NPQ participants must be assessed by universities

NAB will hold universities to account against the ELQ and NPQ quality framework to ensure that participants are supported to develop the knowledge, skills and behaviours they need to become effective leaders for learning.

This document sets out the key features of the NPQ content and assessment framework for participants applying for, or participating in, an NPQ. There are four main elements to the framework, as set out in sections 2 to 5. These are:

▶ content areas

▶ leadership behaviours

▶ assessment criteria

▶ assessment tasks

Section 2: Content areas

There are six content areas for each NPQ, which set out what a leader should know or be able to do. The six content areas are common to each NPQ, but the knowledge and skills within them increases in sophistication, depth and breadth progressively through the NPQ levels. The six content areas are:

▶ strategy and improvement

▶ teaching and curriculum excellence

▶ leading with impact

▶ working in partnership

▶ managing resources and risks

▶ increasing capability

Annex E sets out the knowledge and skills that comprise these six content areas, for each of the NPQs.

Universities must design and deliver provision that covers all of the knowledge and skills in

the 'learning objectives' and 'learn about' columns at Annex E, for the NPQ levels that they are delivering.

A participant's knowledge and skills will then be assessed through corresponding assessment criteria and assessment tasks, as outlined in sections 4 and 5 below.

While universities' provision must cover all of the knowledge and skills in the content areas,

it need not follow a specific structure. The content areas are a framework within which

universities have the freedom to organise, structure, contextualise or prioritise provision to best suit the needs of their participants and their particular contexts.

Consequently, universities may deliver these content areas in a different order, organise them by different themes, add to them, or contextualise them.

Section 3: Leadership behaviours

There are seven leadership behaviours, common to each NPQ level, which set out how the best leaders operate. They are:

- ▶ commitment
- ▶ collaboration
- ▶ personal drive
- ▶ resilience
- ▶ awareness
- ▶ integrity
- ▶ respect

Annex J(B) sets out the seven leadership behaviours in full.

At the beginning of their NPQ, universities must work with participants to evaluate the

participant's strength in each leadership behaviour, and plan how the participant will develop these behaviours during their NPQ study.

Universities have freedom to determine how this should be done and a participant's strength in the leadership behaviours will not

be assessed through formal assessment tasks or criteria.

Section 4: Assessment criteria

For each content area, there are corresponding assessment criteria setting out the standards against which participants will be assessed.

Annex J (A) lists the assessment criteria by content area and Annex J (C) lists the assessment criteria by assessment task.

Universities must assess participants against the assessment criteria listed for the NPQ,

through a series of defined assessment tasks. Universities will use a Mark scheme when assessing participants against these criteria.

Universities must mark candidates in accordance with this mark scheme to ensure a nationally consistent approach is taken. However, the mark scheme will not name individual pieces of research or examples that must be referred to; rather participants will be expected to draw on the relevant bodies of research or examples that relate to the nature of their project.

Section 5: Assessment tasks

For each NPQ, there are defined tasks setting out how a participant must be assessed. These describe the project(s) a participant will need to complete, and the supporting evidence they will need to submit as part of the assessment stage. For:

- ▶ NPQML, participants must lead an organisational / faculty improvement project within their team, lasting at least 2 terms, aimed at improving learner progress (part A) and team capability (part B)
- ▶ NPQSL, participants must lead a organisational / faculty improvement project within their team, lasting at least 2 terms, aimed at reducing variation in learner progress and attainment (part A) and

improving the efficiency and effectiveness of teaching (part B)

▶ NPQH, participants must lead a organisational / faculty change programme, lasting at least 2 terms, to improve learner progress and attainment (task 1) and design an action plan to meet their placement organisational / faculty's resourcing and capability needs (task 2)

▶ NPQEL, participants must design a sustainable business development strategy for their organisation, analysing the benefits, costs, and risks of different options (task 1) and lead a project to improve progress and attainment in several education settings (task 2)

Annex C sets out full details of the assessment tasks for each NPQ.

Universities must assess participants using these tasks. Whilst these tasks define the key parameters for a project (for example, word count, duration and broad theme that the project must address), universities are free to work with participants to agree an appropriate topic, based on their current organisation's environment and its priorities.

Annex j (A)

Content Areas

NPQML content areas

NPQML universities must design and deliver provision that covers all of the knowledge and skills in the 'Learn how to' and 'Learn about' columns in tables 1 to 6 below.

Table 1: Strategy and improvement (NPQML)

Learn how to:	Learn about:	Assessment Criteria
Develop proportionate and sustainable approaches to managing data to ensure an effective balance between data collection and teacher workload, especially when analysing performance data to evaluate progress, identifying trends, defining team priorities and developing improvement strategies (for example, in relation learners with particular needs)	Data collection best practice Tools and techniques to manage and analyse performance data on progress and attainment at group and individual level (for example, databases, spreadsheets, formulae and graphs), which is purposeful and proportionate, and understand when to deploy these and not Statistical and data analysis concepts (for example, confidence intervals, statistical significance, sampling, correlation and causation)	1.1.1 Deploys tools and techniques to manage and analyse data on learner progress and attainment 1.1.2 Designs, evaluates and improves plans in light of data on learner progress and attainment
Implement successful change at team level	Tools and techniques that support change management, including the effective and efficient use of technology, such as resources to support workload reduction including the workload reduction toolkit Examples of successful change management drawn from a range of education institutions, such as workload reduction approaches	1.1.3 Deploys change management tools and/or techniques during the design and implementation of plans

Table 2: Teaching and curriculum excellence (NPQML)

Learn how to:	Learn about:	Assessment Criteria
Grow excellent, evidence-based teaching in a team underpinned by a high-quality curriculum that develops students academically and prepares them for adult life, and reflecting the education inspection handbook	Research into, and examples of, domestic and international teaching strategies, curriculum design, and pedagogical approaches with a proven impact (for example, the evidence base on the effective use of Phonics or mastery teaching)	2.1.1 Analyses research into, and examples of, domestic and international teaching strategies/ pedagogical approaches and applies findings to own plans
	Research into, and examples of, different models of student assessment, including their use to set challenging targets, monitor progress and raise standards for all students, including those working below the national curriculum.	
	The inspection handbook, particularly in relation to the quality of education, curriculum planning, marking, feedback and student performance data	
	The benefits, characteristics and examples of high-quality curriculum programmes (for example, a mastery-based maths curriculum, or knowledge-rich history curriculum)	2.1.2 Evaluates the strengths and weaknesses of curriculum taught by team, implementing improvements where necessary
Improve the progress, attainment and behaviour of all students, including those who are disadvantaged or have particular needs (for example, SEND or the most able students)	Research into, and examples of, interventions targeted at improving the progress/attainment of disadvantaged groups or those with particular needs, drawn from a range of education settings	2.1.3 Implements and evaluates an evidence-based project that improves student progress and/ or attainment
	Research into, and examples of, the use of specialist provision for students with particular needs, drawn from a range of education settings	

Table 3: Leading with impact (NPQML)

Learn how to:	Learn about:	Assessment Criteria
Anticipate other peoples' views or feelings and moderate your approach accordingly	Personal reflection and self-awareness tools	3.1.1 Exploits different leadership styles and justifies why these have been adopted
Adopt different leadership styles to ensure the team meets its objectives	Research into, and examples of, different leadership styles, including their associated benefits and risks	
Present, communicate or defend challenging messages confidently and positively to a range of audiences	A range of written and verbal communication and presentation styles, including why these have been adopted in different situations (for example, to communicate with students, parents/carers, colleagues and external parties)	3.1.2 Exploits different communication styles and justifies why these have been adopted

Table 4: Working in partnership (NPQML)

Learn how to:	Learn about:	Assessment Criteria
Realise the benefits of collaborating with others, including teachers, teaching assistants and non-teaching staff, other education settings, parents/ carers and other organisations	Research into, and examples of, effective partnership working, drawn from a range of education settings, including the evidence base on effective parental engagement	4.1.1 Establishes relationships with others within and outside of own team, deploying appropriate structures and/or processes to mitigate against any barriers
Support their team to build and sustain relationships with others which develop and share good practice and improve performance	Research into, and examples of, the main barriers to effective collaboration within and across education settings (for example, time, resources, aims, levels of commitment or operating models) and how these have been overcome	4.1.2 Designs and/or delivers plans in collaboration with others within and outside of own team
	Research into, and examples of, structures and processes that support collaboration (for example, with teachers, teaching assistants and non-teaching staff, other education settings, parents/carers and other organisations, drawn from a range of education settings	

Table 5: Managing resources and risks (NPQML)

Learn how to:	Learn about:	Assessment Criteria
Deploy staff, financial, estate and educational resources within a team efficiently, to enhance student progress and attainment	Resource and project management and techniques, including integrated curriculum and financial planning, budgeting, forecasting and project plans	5.1.1 Analyses the financial and staffing implications of own plans, during whole lifetime of plans, using a budget
	Examples of how a range of education settings and other organisations use the techniques of integrated curriculum and financial planning to ensure excellent resource management	5.1.2 Defines the steps required to successfully implement plans, using a project plan
Manage risks within a team effectively (for example, in relation to staffing, finances or teacher workload), using a risk register	Best practice in relation to managing risks, including the establishment and maintenance of risk registers, drawn from a range of education settings	5.1.3 Identifies and mitigates risks in plans, using a risk register
Deliver a safe environment for students and staff	Key legal requirements and statutory guidance in relation to safeguarding and health and safety in education settings	

Table 6: Increasing capability (NPQML)

Learn how to:	Learn about:	Assessment Criteria
Hold others to account, line manage and evaluate performance effectively	A range of performance management techniques, including setting SMART objectives, collecting and giving feedback effectively and efficiently, coaching/mentoring, and professional development plans	6.1.1 Assesses individuals' performance and capability methodically and identifies appropriate, targeted professional development opportunities within and beyond the education setting to support them
	The recommendations in the 'Making Data Work' report (2018) regarding the use of data in the performance management process	
	The Teachers' Standards and Teacher Appraisal Regulations	
Support all members of their team with appropriate, targeted opportunities for professional	The Standard for teachers' professional development and supporting guidance	
development, including newly-qualified teachers underpinned by the Early Career Framework, teaching assistants, and stronger or weaker performers	The Early Career Framework and supporting guidance	
	Professional development opportunities within and beyond the education setting	

Learn how to:	Learn about:	Assessment Criteria
Recognise their own strengths and weaknesses and identify learning linked to their needs	Tools to identify own and staff development needs (for example, 360 degree feedback)	6.1.2 Assesses their own performance and capability methodically, identifying appropriate, targeted professional development opportunities for self
Evaluate the impact of professional development on teacher development and students outcomes	Tools to evaluate the impact and cost-effectiveness of professional development activities, particularly in terms of student outcomes	6.1.3 Designs and implements plans to evaluate the impact and cost-effectiveness of professional development in terms of student outcomes

NPQSL content areas

NPQSL universities must design and deliver provision that covers all of the knowledge and skills in the 'Learn how to' and 'Learn about' columns in tables 7 to 12 below.

Table 7: Strategy and improvement (NPQSL)

Learn how to:	Learn about:	Assessment Criteria
Analyse performance data to identify the causes of variation within an education setting and against comparative education settings (for example, in relation to national benchmarks, historical performance or between different groups), routinely adopting a proportionate approach in the collection and use of data	Sources of internal, national and socio-economic data that can inform student progress and identify underachievement	1.2.1 Deploys statistical and/or data analysis concepts to identify variation in student performance and contributing factors, applying the findings to design of own plans
	Statistical and data analysis concepts, including confidence intervals, statistical significance, sampling, correlation and causation	
Ensure data collected is necessary, proportionate and manageable for staff	Data collection best practice, including the principles and recommendations identified by the 'Making Data Work' report (2018) and the clarification of inspection requirements	
Work with the governance board effectively to identify and agree approaches to organisational priorities, enabling the board to use the purposeful and appropriate data to challenge and old to account the organisational leadership	The key features of effective governance as set out in the Governance handbook and competency framework	1.2.2 Evaluates research into, and examples of, implementing change successfully and applies findings to the design and implementation of own plans
Design and implement sustainable change across an organisation	Research into the characteristics of successful change programmes, drawn from a range of education settings	

Table 8: Teaching and curriculum excellence (NPQSL)

Learn how to:	Learn about:	Assessment Criteria
Use a range of techniques to gather evidence on teaching and curriculum quality and the impact of interventions across an education setting	A range of techniques to gather a proportionate yet robust level of evidence in relation to teaching and curriculum quality and evaluate the impact of interventions	2.2.1 Evaluates teaching quality across an education setting accurately, exploiting appropriate techniques to gather evidence
Reduce variation within the education setting and against comparative education settings by improving student progress, attainment and behaviour	Research into, and examples of, leadership or management strategies that have improved student behaviour, progress and attainment and reduced variation across an organisation, drawn from a range of education settings	2.2.2 Analyses different leadership/management strategies aimed at improving student progress, attainment and behaviour and applies findings to own plans
	Legal frameworks and guidance relating to behaviour management, attendance, exclusions and bullying	2.2.3 Designs, implements and evaluates an improvement project that reduces variation in student progress and/or attainment across the organisation
Develop and maintain a rich, high-quality curriculum	Research into, and examples of, curriculum development approaches/techniques	2.2.4 Exploits opportunities to develop and grow the curriculum
	The benefits, characteristics and examples of high-quality curriculum programmes (for example, a mastery-based mathematics curriculum, or knowledge-rich history curriculum)	

Table 9: Leading with impact (NPQSL)

Learn how to:	Learn about:	Assessment Criteria
Lead, motivate and influence others, including beyond the line management chain, to deliver whole-organisation objectives	Research into, and examples of, leadership, motivation and influence, drawn from a range of education settings	3.2.1 Evaluates research into, and examples of, leadership and motivation and/or influence and applies findings to motivate or influence others across the organisation
Develop a communications plan that promotes or defends the organisation's performance, policies or decisions effectively	Examples of successful communications plans and techniques used by education settings	3.2.2 Designs and implements a communications plan to promote and/or defend plans, drawing on campaigns and techniques used by other education settings

Table 10: Working in partnership (NPQSL)

Learn how to:	Learn about:	Assessment Criteria
Identify a range of local and national partners that can support organisational improvement	Tools and techniques to identify the organisation's stakeholders and analyse their views (for example, stakeholder mapping)	4.2.1 Establishes and sustains partnerships that build capability and/or improve performance in priority areas for the organisation
Put in place systems, processes or structures which facilitate knowledge transfer and shared best practice within and beyond the organisation	Research into, and examples of, structured partnerships that have improved capability and performance, drawn from a range of education settings	
Identify the most effective partnerships for improving student progress	Tools and techniques to evaluate the impact of partnership working on student progress and attainment	4.2.2 Evaluates the effectiveness of partnerships in terms of student progress and/or attainment

Table 11: Managing resources and risks (NPQSL)

Learn how to:	Learn about:	Assessment Criteria
Deploy resources across a education setting effectively and efficiently to deliver education setting priorities (for example, in relation to the use of Student Premium funding)	Financial appraisal tools, techniques and concepts, including: - financial health and efficiency - building business cases - assessing value for money - cost drivers and behaviours Strategic planning and management of the education estate Strategic financial planning techniques, including integrated curriculum and financial planning	5.2.1 Analyses the value for money/cost effectiveness of different options and designs a business case for recommended approach
Monitor the use of resources across a education setting, identifying opportunities and pressures (for example, in relation to teacher workload)	Resource monitoring tools and techniques (for example, in relation to finances, staffing and workload), drawn from a range of education settings, including benchmarking	
Systematically identify, manage and mitigate risks to the education setting, its students and staff	Effective risk management tools, techniques and practice, drawn from a range of education settings	5.2.2 Implements a risk management plan that systematically assesses, monitors, mitigates and contingency plans for risks
	The requirements, and examples of, effective practice in relation to managing Single Central Records	

Table 12: Increasing capability (NPQSL)

Learn how to:	Learn about:	Assessment Criteria
Identify excellent professional development practice	Key research into, and examples of, excellent professional development, including for newly/recently qualified teachers underpinned by the Early Career Framework, drawn from a range of education settings	6.2.1 Analyses key research into, and examples of, effective professional development and talent management in education settings and applies findings to own plans
Identify talent within an organisation and put in place arrangements or tools to develop and retain it	Successful talent identification and retention strategies in a range of education settings	
Design professional development strategies, which engage all staff (including newly/recently qualified teachers) and anticipate future professional development needs	Structures, tools and techniques that facilitate joint, work-based and self-directed study	6.2.2 Analyses how professional development provision may need to change over time and applies findings to own plans
	Factors that drive changing professional development needs (for example, changes to legislation, the curriculum or student intake)	

NPQH content areas

NPQH universities must design and deliver provision that covers all of the knowledge and skills in the 'Learn how to' and 'Learn about' columns in tables 13 to 18 below.

Table 13: Strategy and improvement (NPQH)

Learn how to:	Learn about:	Assessment Criteria
Anticipate changes in the external and strategic environment	Horizon-scanning and drivers of political, social, economic, technological, legal and environmental change	1.3.1 Analyses the implications of changes in the external and strategic environment and applies findings to own plans
Develop a robust and reliable evidence-based organisational strategy, in collaboration with the governance board	Critical thinking, statistical and data analysis tools, techniques and concepts that support decision-making and strategy development	1.3.2 Deploys critical thinking and statistical and/or data analysis tools, techniques and concepts during the design of own plans
	Data collection best practice, including the principles and recommendations identified by the 'Making Data Work' report (2018), and clarification of inspection requirements	
	The role of the governance board in strategy development, as set out in the Governance handbook and competency framework, and the benefits of working with a visionary and robust governance board	1.3.3 Collaborates with the governance board during the design and implementation of plans, describing the benefits of doing so

Learn how to:	Learn about:	Assessment Criteria
Lead a successful whole-education setting change programme	Research into, and examples of, the effective leadership of change, drawn from a range of education settings	1.3.4 Analyses research into, and examples of, the leadership of change, drawn from a range of education settings and applies findings to the design and own leadership of plans

Table 14: Teaching and curriculum excellence (NPQH)

Learn how to:	Learn about:	Assessment Criteria
Lead and grow excellent teaching in a education setting, reflecting curriculum requirements, and the education inspection handbook	Research into, and examples of, the leadership of excellent teaching, domestically and internationally, including The National standards of excellence for headteachers and the Early Career Framework	2.3.1 Analyses a range of domestic and international research into, and examples of, the leadership of teaching and applies findings to own plans
	The benefits of involvement in Initial Teacher Training in terms of teaching quality (for example, through extended mentoring opportunities)	
	The benefits of early career teacher support underpinned by the Early Career Framework	
	Statutory curriculum requirements to ensure ambition, breadth, and balance; the subject requirements to achieve this;	
	The benefits, characteristics and examples of high-quality curriculum programmes (for example, a mastery-based mathematics, or knowledge-rich history curriculum)	
	Tools and techniques to improve teaching quality across several organisations (for example, through coaching and mentoring)	
Support students of all backgrounds, abilities and particular needs in the education setting to achieve high standards, including Student Premium, SEND, EAL or the most able students	Research into, and examples of, whole-organisations improvement strategies in relation to curriculum design, student progress, attainment and behaviour, drawn from a range of education settings, including interventions targeted at disadvantaged students or those with particular needs	2.3.2 Designs, leads, implements and evaluates an evidence-based change programme that improves student progress and/or attainment at whole organisation level
	Best practice in planning, commissioning and monitoring Alternative Provision	2.3.3 Evaluates, monitors and responds to the needs and performance of all students in an education setting, including through provision for groups of students with particular needs

Systematically review the cumulative impact of initiatives on teacher workload and make proportionate and pragmatic demands on staff	Tools to assess and manage the impact of new policies or initiatives (for example, impact assessments and prioritisation techniques from the workload reduction toolkit)	2.3.4 Assesses the impact of new initiatives on teacher workload, implementing options to minimise or mitigate this where necessary

Table 15: Leading with impact (NPQH)

Learn how to:	Learn about:	Assessment Criteria
Distribute responsibility and accountability throughout the education setting to improve performance	Research into the effectiveness of different leadership models or styles, including the distribution of responsibility and accountability	3.3.1 Analyses the effectiveness of different models of leadership, drawn from education settings including the distribution of accountability and responsibility
Be an inspiring leader in a range of different situations	Examples of how different leadership models or styles have been deployed to achieve different objectives (for example, in response to different stakeholders, time pressures or priorities), drawn from a range of education settings	3.3.2 Adapts or tailors their leadership style to lead effectively in different situations
Communicate and negotiate with different people effectively to make progress on objectives	Tools and techniques for gathering and analysing the perspectives, priorities and motivations of stakeholders	3.3.3 Analyses stakeholder views systematically and applies this understanding to communicate, negotiate or persuade
	Research into negotiation and persuasion techniques/strategies	
	Examples of communications/ stakeholder engagement strategies, including the use of media, drawn from a range of education settings	3.3.4 Evaluates different communications/stakeholder engagement strategies and applies findings to the design and implementation of own communications/stakeholder engagement strategy

Table 16: Working in partnership (NPQH)

Learn how to:	Learn about:	Assessment Criteria
Use different models of partnership working to improve educational provision, sustain a culture of mutual challenge and learn from others (including the governance board, parents/carers, the wider community and other organisations)	Different models of partnership working/collaboration and why these have been adopted in different circumstances (for example, to develop or share best practice) drawn from a range of education settings	4.3.1 Analyses the organisation's strengths and weaknesses and initiates relevant partnerships/collaborations to improve capability
	Guidance and examples of best practice in the joint commissioning of services	4.3.2 Analyses different models of partnership working/ opportunities for collaboration and their relevance to own plans

Learn how to:	Learn about:	Assessment Criteria
Lead an effective partnership which brings benefits to the education setting and wider education system, particularly in their organisation's area(s) of expertise or specialism	Opportunities to support other education settings (for example, through sponsorship, working with/ becoming a teaching organisation	4.3.3 Exploits opportunities to support other organisations, through collaboration and partnership in own organisation's area(s) of expertise

Table 17: Managing resources and risks (NPQH)

Learn how to:	Learn about:	Assessment Criteria
Ensure the education setting's resources are being used effectively to support organisational improvement, working effectively with the relevant governance board, and giving due consideration to staff workload	Strategic financial planning techniques, including integrated curriculum and financial planning (ICFP) based on a 3-5 year strategy, and the role that governance boards play in this process	5.3.1 Analyses resourcing challenges in terms of finances, staffing, teacher workload and educational resources, and designs plans to address these 5.3.2 Formulates a curriculum-led budget aligned to plans
	Examples of how a range of education settings and other organisations use techniques to ensure excellent resource management How to make sure the estate supports your education needs and goals	
Implement accountability arrangements to manage resources and risks effectively and in line with statutory requirements and guidance (such as the Governance Handbook)	The importance of strong accountability, including non-executive oversight	5.3.3 Evaluates the effectiveness of the education setting's accountability arrangements for managing resources and risks, recommending improvements where necessary to deliver plans successfully
	Examples of resource and risk management arrangements drawn from a range of education settings, including internal controls (for example, schemes of delegation, tolerances and risk appetite, internal and external reporting and scrutiny)	
	The principles of financial accountability and of effective governance	
	Statutory requirements in relation to risk assessment, employment, buildings and premises, procurement and safeguarding and underpinning processes (for example, risk audits and assessment, collective bargaining, recruitment, redundancy and contract management)	

Table 18: Increasing capability (NPQH)

Learn how to:	Learn about:	Assessment Criteria
Hold all staff to account (including senior leaders by the governance board) for performance using performance management, appraisal, misconduct and grievance systems	Employment law, practice and processes for managing misconduct, grievances and redundancy (including the Teacher Appraisal Regulations)	6.3.1 Designs systems to evaluate, manage and reward staff performance effectively
	Statutory requirements, flexibilities and supporting guidance on setting teachers' pay and conditions	
	The recommendations in the 'Making Data Work' report (2018) regarding the use of data in the performance management process and in pay progression	
	The role of the governance board in holding senior leaders to account	
Create and sustain an environment where all staff are encouraged to develop their own knowledge and skills, and support each other	Sources of high-quality professional development within and outside of the education setting, beyond formal professional development programmes	6.3.2 Evaluates research into, and examples of, high-quality professional development within and outside of the education setting, and applies findings to own plans
	Supporting early career teachers through the Early Career Framework	
	The main barriers to effective professional development in an education setting (for example, time, quality and resources) and how these have been overcome	
Work with the governance board to anticipate capability requirements or gaps in the education setting and design strategies to fill them	Workforce and capability planning tools and techniques, drawn from a range of education settings (for example, in relation to the knowledge and skills of teaching and non-teaching staff, educational resources or infrastructure)	6.3.3 Analyses current and future organisational capability challenges and designs plans to address these
	Research into, and examples of, effective succession planning, drawn from a range of education settings and the role the governance board plays in overseeing this process	

NPQEL content areas

NPQEL universities must design and deliver provision that covers all of the knowledge and skills in the 'Learn how to' and 'Learn about' columns in tables 19 to 24 below.

Table 19: Strategy and improvement (NPQEL)

Learn how to:	Learn about:	Assessment Criteria
Identify and anticipate changes in the external or strategic environment and understand their impact on different organisations	Techniques to analyse the external or strategic environment (for example, in political, social, economic, technological, legal and environmental terms), and appropriate engagement of the governance board on these subjects	1.4.1 Analyses the external and/or strategic environment, identifies implications for relevant organisations, and applies findings to own plans
	Conceptual, critical thinking, statistical and data analysis tools, techniques and concepts that support decision-making and strategy development at governance board level	
Design a sustainable business development strategy, whether for growth, stabilisation or specialisation	Research into, and examples of, successful business development strategies, including growth, stabilisation and specialisation, drawn from a range of education settings	1.4.2 Analyses research into, and examples of, successful business development and business failure, drawn from education settings and applies findings to own plans
	Research into, and examples of, the causes of business failure, drawn from a range of education settings	
Lead a programme of significant change across several education settings	Research into, and examples of, delivering change across a number of organisations, drawn from a range of education settings	1.4.3 Analyses research into, and examples of, delivering change across a number of organisations, drawn from education settings and applies findings to own plans

Table 20: Teaching and curriculum excellence (NPQEL)

Learn how to:	Learn about:	Assessment Criteria
Assess and improve teaching and curriculum quality, student progress and attainment in a range of different contexts, including for disadvantaged students or those with particular needs	Systems and techniques used to evaluate teaching and curriculum quality, student progress and attainment across several education settings	2.4.1 Evaluates teaching quality across several education settings accurately, using a systematic and rounded approach, and applies findings to own plans
	Domestic and international research into, and examples of, improvement strategies in relation to curriculum quality, student progress, attainment and behaviour, drawn from a range of different education settings, including interventions targeted at disadvantaged students or those with particular needs	2.4.2 Analyses domestic and international research into, and examples of, organisational improvement strategies in relation to progress, attainment and behaviour, including interventions targeted at disadvantaged students or those with particular needs, and applies findings to own plans

Learn how to:	Learn about:	Assessment Criteria
Develop an understanding of how the provision across several organisations' curriculum can help with teacher retention, and reducing teacher workload	Tools and techniques to improve teaching and curriculum quality across several education settings	2.4.3 Analyses research into, and examples of, effective support systems in relation to teaching quality, student progress and attainment and applies findings to own plans 2.4.4 Designs, implements and evaluates an improvement strategy that improves student progress and attainment across several education settings
	Research into, and examples of, support systems that have improved the curriculum, student progress and attainment, drawn from a range of education settings (for example, across academy chains)	

Table 21: Leading with impact (NPQEL)

Learn how to:	Learn about:	Assessment Criteria
Motivate and unite a wide range of people across organisations around visionary or challenging goals	Tool and techniques to identify the motivations and priorities of colleagues and external stakeholders	3.4.1 Analyses the motivations and/or priorities of colleagues/ stakeholders, integrating these in the design and communication of plans
	Techniques to identify their own motivations and moral purpose, and example of how to reflect these in policies or strategies, drawn from a range of education settings	3.4.2 Secures colleague and/ or stakeholder support for visionary or challenging goals
Act as a credible public advocate for the organisation, promoting and defending its aims, vision and reputation convincingly and robustly	Techniques, tools and strategies for marketing the organisation and handling the media, drawn from a range of education settings	3.4.3 Analyses their own motivations and moral purpose and integrates these in own design, communication and leadership of plans
Contribute to local and central government policy making	The machinery of central government, local government and other public services, including opportunities to collaborate in policy making	3.4.4 Evaluates different strategies to publically promote and/or defend plans, including in the media, and implements recommended approach

Table 22: Working in partnership (NPQEL)

Learn how to:	Learn about:	Assessment Criteria
Look beyond the education system to identify excellence, expertise or professional advice in other sectors and deploy it to achieve cross-organisational goals	Sources of expertise and professional advice (for example, in relation to legal, financial, commercial, procurement and marketing services) and how to access these	4.4.1 Exploits expertise, professional advice and/or best practice from beyond the education system and applies it to own plans
Use partnerships and collaboration to drive improvement in a range of different areas (for example, in relation to continuous improvement, governance, project management or financial efficiency)	Sources of best practice (for example, in relation to continuous improvement, governance, project management or financial efficiency)	
	Research into, and examples of, successful support partnerships and collaborations, drawn from a range of education settings	4.4.2 Analyses research into, and examples of, successful support partnerships and collaborations applies findings to own plans
Expand a partnership to successfully prepare an organisation to join a partnership effectively	Key research into, and examples of, preparing education settings to successfully expand or join partnerships	4.4.3 Analyses research into, and examples of, expanding and/or joining a partnership successfully, including an academy chain, and applies findings to own plans

Table 23: Managing resources and risks (NPQEL)

Learn how to:	Learn about:	Assessment Criteria
Deploy resources strategically across a number of organisations, to maximise efficiency whilst improving student outcomes	Research into, and examples of, how resource management has delivered economies of scale and improved efficiency and effectiveness across several organisations (for example, in terms of finances, staffing, workload, educational provision and resources), drawn from a range of education settings	5.4.1 Analyses the benefits, risks and costs of different business development strategies in resource terms (for example, in terms of finances, staffing, workload and educational resources)
	Indicators of the effective and ineffective use of resources (for example, timetable flexibility, procurement, trends in teacher retention, staff sickness or student progress)	5.4.2 Analyses opportunities to improve the efficiency and effectiveness of resources deployed sustainably and applies findings to the design of plans
Maximise financial resources available, through fundraising, sponsorship, grants, and income generation activities	Sources of funding (for example, sponsorships and grants) and examples of successful funding bids	

Learn how to:	Learn about:	Assessment Criteria
Hold those with responsibility for the management of resources and risks to account effectively, in line with statutory requirements and guidance	Examples of resource and risk management arrangements drawn from a range of education settings including budgeting and forecasting, self-assessment, internal controls, auditing and accounting, tolerances and risk appetite	5.4.3 Evaluates the effectiveness of different accountability arrangements for managing resources and risks and defines appropriate financial accountability and risk management arrangements for own plans
	The roles and professional standards of key resource management functions (for example, Business Managers; Chief Financial Officers)	

Table 24: Increasing capability (NPQEL)

Learn how to:	Learn about:	Assessment Criteria
Identify long-term or strategic capability gaps across several education settings, and develop plans to address these, making the most of the challenge from the governance board	Tools and techniques to assess workforce capability across several organisations	6.4.1 Analyses the organisation's capability to meet current and future requirements and applies findings to own plans
	Factors that impact on the supply and demand of teaching and non-teaching staff (for example, different curriculum requirements or student profiles; local and national trends in teacher recruitment and retention)	
	The value of receiving effective challenge from the governance board, and the risks of not receiving this challenge	
Ensure all leaders (including those held to account by the governance board) are held to account for their performance	Employment law, practice and processes for managing misconduct, grievances and redundancy (including the Teacher Appraisal Regulations)	
	The importance of the role of the governance board in holding senior leaders to account	
	The recommendations in the 'Making Data Work' report (2018) regarding the use of data in the performance management process, and pay progression	

Learn how to:	Learn about:	Assessment Criteria
Deploy staff strategically to increase the organisation's responsiveness and resilience to change	Examples of induction, succession planning and talent management techniques/systems drawn from education settings	Evaluates the benefits and risks of different strategies in terms of:
		6.4.2 professional development opportunities, including for new and the most talented staff
	Examples, drawn from education settings of how organisations have employed staff strategically to:	6.4.3 the supply and demand of staff, including in key posts
	▶ enhance professional development (for example, through the rotation of staff between special and mainstream provision)	6.4.4 the organisation's responsiveness and resilience to change
	▶ spread critical knowledge and skills (for example, in relation to key posts)	
	▶ increase responsiveness and resilience to change (for example, trends in student profile, or new legislation	

Leadership behaviours

Universities must work with participants to evaluate the participant's strength in each of the

seven leadership behaviours at the beginning of their NPQ, and plan how the participant will develop these behaviours during their NPQ study.

The seven leadership behaviours are set out in Table 25.

Table 25: NPQ leadership behaviours

Leadership behaviour	Description
Commitment	The best leaders are committed to their students and understand the power of world-class teaching to improve social mobility, wellbeing and productivity
Collaboration	The best leaders readily engage with, and invest responsibility in, those who are best placed to improve outcomes
Personal Drive	The best leaders are self-motivated and take a creative, problem-solving approach to new challenges
Resilience	The best leaders remain courageous and positive in challenging, adverse or uncertain circumstances
Awareness	The best leaders will know themselves and their teams, continually reflect on their own and others' practices, and understand how best to approach difficult or sensitive issues
Integrity	The best leaders act with honesty, transparency and always in the interests of the education setting and its students
Respect	The best leaders their respect the rights, views, beliefs and faiths of students, colleagues and stakeholders

Annex C

Assessment tasks

NPQML assessment task

Task summary

Participants must lead an organisational improvement project within their team, lasting at least 2 terms, aimed at improving student progress (part A) and team capability (part B) (4,500 words)

Content areas assessed

The content areas assessed in each part of the task are set out in Table 26 below.

Table 26: Content areas assessed in NPQML task parts A and B

Part A	Part B
Strategy and improvement	Managing resources and risks
Teaching and curriculum excellence	Increasing capability
Leading with impact	
Working in partnership	

Task requirements

In completing their project, NPQML participants must:

▶ **Lead** an improvement project in their team, lasting at least 2 terms, aimed at improving student progress and attainment (part A) and the capability of their team (part B)[3]

▶ **Submit** a written account of the project to the provider for assessment, demonstrating how they have met the criteria set out below. This should cover the initiation, implementation and evaluation of the project.

▶ **Submit** supporting documents/material as evidence where indicated below. Supporting evidence must be concise and directly related to the candidate's project and corresponding assessment criterion.

▶ **Not exceed** a total word count (across both parts of the project) of 4,500, excluding supporting documents or annexes.

Universities must:

▶ **Assess** project scripts and supporting evidence in accordance with the mark scheme provided by [...].

▶ **Comply** with the assessment requirements, including peer moderation, as described in the NPQ quality framework.

Assessment criteria

For parts A and B of their assessment task, NPQML participants will be assessed against the criteria in table 27 below.

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3. Where the candidate is unable to identify one project that meets the needs of both parts A and B, they may complete two separate projects, however the total overall word count of 4,500 still applies.

Content Area	NPQML Assessment Criteria	Supporting Documents Required
PART A		
Strategy and Improvement	1.1.1 Deploys tools and techniques to manage and analyse data on student progress and attainment	Raw Data Analysis
	1.1.2 Designs, evaluates and improves plans in light of data on student progress and attainment	
	1.1.3 Deploys change management tools and/or techniques during the design and implementation of plans	
Teaching and Curriculum Excellence	2.1.1 Analyses research into, and examples of, domestic and international teaching strategies/pedagogical approaches and applies findings to own plans	
	2.1.2 Evaluates the strengths and weaknesses of curriculum taught by team, implementing improvements where necessary	
	2.1.3 Implements and evaluates an evidence-based project that improves student progress and/or attainment	Student Performance data
Leading with Impact	3.1.1 Exploits different leadership styles and justifies why these have been adopted	
	3.1.2 Exploits different communication styles and justifies why these have been adopted	
Working in Partnership	4.1.1 Establishes relationships with others within and outside of own team, deploying appropriate structures and/or processes to mitigate against any barriers	Sponsor comments
	4.1.2 Designs and/or delivers plans in collaboration with others within and outside of own team	
PART B		
Managing Resources and Risks	5.1.1 Analyses the financial and staffing implications of own plans, during whole lifetime of plans, using a budget	Budget
	5.1.2 Defines the steps required to successfully implement plans, using a project plan	Project Plan
	5.1.3 Identifies and mitigates risks in plans, using a risk register	Risk Register

Content Area	NPQML Assessment Criteria	Supporting Documents Required
Increasing Capability	6.1.1 Assesses individuals' performance and capability methodically and identifies appropriate, targeted professional development opportunities within and beyond the education setting to support them	
	6.1.2 Assesses their own performance and capability methodically, identifying appropriate, targeted professional development opportunities for self	
	6.1.3 Designs and implements plans to evaluate the impact and cost-effectiveness of professional development in terms of student outcomes	

NPQSL assessment task

Task summary

Participants must lead an organisational improvement project within their team, lasting at least 2 terms, aimed at reducing variation in student progress and attainment (part A) and improving the efficiency and effectiveness of teaching (part B) (5,000 words)

Content areas assessed

The content areas assessed in each part of the task are set out in Table 28.

Table 28: Content areas assessed in NPQSL task parts A and B

Part A	Part B
Strategy and improvement	Managing resources and risks
Teaching and curriculum excellence	Increavsing capability
Leading with impact	
Working in partnership	

Task requirements

Participants must:

▶ Lead an improvement project across their education setting, lasting at least 2 terms, to reduce variation in student progress and attainment (part A) and improve the efficiency and effectiveness of teaching (part B)[4]

▶ Submit a written account of the project to the provider for assessment, which aims to evidence the criteria indicated. This should cover the design, implementation and evaluation of the project.

▶ Submit supporting documents/material as evidence where indicated below. Supporting evidence must be concise and directly related to the candidate's project and corresponding assessment criterion.

▶ Not exceed a total word count (across both parts of the project) of 5,000, excluding supporting documents or annexes.

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4. Where the candidate is unable to identify one project that meets the needs of both parts A and B, they may complete two separate projects, however the total overall word count of 4,500 still applies.

Universities must:

- ▶ Assess project scripts and supporting evidence in accordance with a mark scheme that will be provided by [...].

- ▶ Comply with the assessment requirements, including peer moderation, as described in the NPQ quality framework.

Assessment criteria

For parts A and B of their assessment task, NPQSL participants will be assessed

against the criteria in table 29 below.

Table 29: NPQSL assessment criteria

Content Area	NPQSL Assessment Criteria	Supporting Documents Required
PART A		
Strategy and Improvement	1.2.1 Deploys statistical and/or data analysis concepts to identify variation in student performance and contributing factors, applying the findings to design of own plans	Raw Data Analysis
	1.2.2 Evaluates research into, and examples of, implementing change successfully and applies findings to the design and implementation of own plans	
Teaching and Curriculum Excellence	2.2.1 Evaluates teaching quality across an education setting accurately, exploiting appropriate techniques to gather evidence	
	2.2.2 Analyses different leadership/management strategies aimed at improving student progress, attainment and behaviour and applies findings to own plans.	
	2.2.3 Designs, implements and evaluates an improvement project that reduces variation in student progress and/or attainment across the education setting	Student Performance data
	2.2.4 Exploits opportunities to develop and grow the curriculum	
Leading with Impact	3.2.1 Evaluates research into, and examples of, leadership and motivation and/or influence and applies findings to motivate or influence others across the education setting	
	3.2.2 Designs and implements a communications plan to promote and/or defend plans, drawing on campaigns and techniques used by other education settings	Communications plan
Working in Partnership	4.2.1 Establishes and sustains partnerships that build capability and/or improve performance in priority areas for the education setting	Sponsor comments
	4.2.2 Evaluates the effectiveness of partnerships in terms of student progress and/or attainment	

Content Area	NPQSL Assessment Criteria	Supporting Documents Required
PART B		
Managing Resources and Risks	5.2.1 Analyses the value for money/cost effectiveness of different options and designs a business case for recommended approach	Business Case
	5.2.2 Implements a risk management plan that systematically assesses, monitors, mitigates and contingency plans for risk	Risk Management Plan
Increasing Capability	6.2.1 Analyses key research into and examples of effective professional development and talent management and applies findings to own plans	
	6.2.2 Analyses how professional development provision may need to change over time and applies findings to own plans	

NPQH assessment task

Task summary

Participants must:

- lead an organiational change programme, lasting at least 2 terms, to improve student progress and attainment (task 1) (4,000 words)

- design an action plan to meet their placement organisation's resourcing and capability needs (task 2) (2,500 words)

Content areas assessed

Participants will be assessed against the assessment criteria set out in Table 30.

Table 30: Content areas assessed in NPQH tasks 1 and 2

Task 1 (own organisation)	Task 2 (placement organisation)
Strategy and improvement	Managing resources and risks
Teaching and curriculum excellence	Increasing capability
Leading with impact	
Working in partnership	

Task requirements

In task 1, participants must:

- **Lead** change programme at whole-organisation level, lasting at least 2 terms, to improve student progress and attainment.

- **Present** the plan to the Governing board prior to implementation, and gather their feedback.

- **Submit** a written account of the project to the provider for assessment, which aims to evidence the criteria indicated. This should cover the design, implementation and evaluation of the programme.

- **Submit** supporting documents/material as evidence where indicated below.

  Supporting evidence must be concise and directly related to the candidate's project and corresponding assessment criterion.

- **Not exceed** a total word count of 4,000, excluding supporting documents or annexes In task 2, participants must:

- **Undertake** a placement in a contrasting organisation (for example, by performance, student profile, geography etc.), lasting at least 9 working days.

- **Research** the placement organisation's current and/or projected resource and

capability challenges, and design an action plan to address these.

▶ **Present** the plan to the placement organisation's governing board and gather their feedback.

▶ **Submit** a written account of the project to the provider for assessment, which aims to evidence the criteria indicated

▶ **Submit** supporting documents/material as evidence where indicated below. Supporting evidence must be concise and directly related to the candidate's project and corresponding assessment criterion.

▶ **Not exceed** a total word count of 2,500, excluding supporting documents or annexes

Universities must:

▶ **Assess** project scripts and supporting evidence in accordance with a mark scheme that will be provided by [...].

▶ **Identify** a suitable organisation placement for Task 2, working with the candidate.

▶ **Comply with** assessment requirements, including peer moderation, as described in the NPQ quality framework.

Assessment criteria

For assessment tasks 1 and 2, NPQH participants will be assessed against the criteria in table 31 below.

Table 31: NPQH assessment criteria

Content Area	NPQH Assessment Criteria	Supporting Documents Required
TASK 1		
Strategy and Improvement	1.3.1 Analyses the implications of changes in the external and strategic environment and applies findings to own plans	Raw Data Analysis
	1.3.2 Deploys critical thinking and statistical and/or data analysis tools, techniques and concepts during the design of own plans	
	1.3.3 Collaborates with the governing board during the design and implementation of plans, describing the benefits of doing so	
	1.3.4 Analyses research into, and examples of, the leadership of change, drawn from a range of education settings and applies findings to the design and own leadership of plans	
Teaching and Curriculum Excellence	2.3.1 Analyses a range of domestic and international research into, and examples of, the leadership of teaching and applies findings to own plans	
	2.3.2 Designs, leads, implements and evaluates an evidence-based change programme that improves student progress and/or attainment at whole-organisation level	Student Performance data
	2.3.3 Evaluates, monitors and responds to the needs and performance of all students including through provision for groups of students with particular needs	
	2.3.4 Assesses the impact of new initiatives on teacher workload, implementing options to minimise or mitigate this where necessary	

Content Area	NPQH Assessment Criteria	Supporting Documents Required
Leading with Impact	3.3.1 Analyses the effectiveness of different models of leadership, drawn from education settings including the distribution of accountability and responsibility	
	3.3.2 Adapts or tailors their leadership style to lead effectively in different situations	Sponsor Comments
	3.3.3 Analyses stakeholder views systematically and applies this understanding to communicate, negotiate or persuade	Presentation recording and feedback
	3.3.4 Evaluates different communications/stakeholder engagement strategies and applies findings to the design and implementation of own communications/ stakeholder engagement strategy	Comms / stakeholder engagement plan
Working in Partnership	4.3.1 Analyses the education setting's strengths and weaknesses and initiates relevant partnerships/collaborations to improve capability	Sponsor comments
	4.3.2 Analyses different models of partnership working/opportunities for collaboration and their relevance to own plans	
	4.3.3 Exploits opportunities to support other education settings, through collaboration and partnership in own organisation's area(s) of expertise	
TASK 2		
Managing Resources and Risks	5.3.1 Analyses organisation's resourcing challenges in terms of finances, staffing, teacher workload and educational resources, and designs plans to address these	
	5.3.2 Formulates a curriculum-led budget aligned to plans	Curriculum-led Budget
	5.3.3 Evaluates the effectiveness of organisation's accountability arrangements for managing resources and risks, recommending improvements where necessary to deliver plans successfully	
Increasing Capability	6.3.1 Designs systems to evaluate, manage and reward staff performance effectively	
	6.3.2 Evaluates research into, and examples of, high-quality professional development within and outside of the organisation, and applies findings to own plans	
	6.3.3 Analyses current and future organisational capability challenges and designs plans to address these	

NPQEL assessment tasks description

Task summary

Participants must:

- design a sustainable business development strategy for their organisation, analysing the benefits, costs, and risks of different options (task 1) (4,000 words)

- lead a project to improve progress and attainment in several organisations (task 2) (4,000 words)

Content areas assessed

Participants will be assessed in against the assessment criteria set out in Table 32.

Table 32: Content areas assessed in NPQEL tasks 1 and 2

Task 1 (own organisation)	Task 2 (placement organisation)
Strategy and improvement	Strategy and improvement
Leading with impact	Teaching and curriculum excellence
Working in partnership	Leading with impact
Managing resources and risks	Working in partnership
Increasing capability	

Task requirements

In task 1, participants must:

▶ **Design** a sustainable business development strategy for their organisation, analysing the benefits, costs and risks of different options (for example, growth and stabilisation).

▶ Present their chosen strategy to their governing board/board of trustees, record it, answer questions, and gather its feedback.

▶ Submit a written account of the project to the provider for assessment, which aims to evidence the criteria indicated. This should cover the design, implementation and evaluation of the project.

▶ Submit supporting documents/material as evidence where indicated below. Supporting evidence must be concise and directly related to the candidate's project and corresponding assessment criterion.

▶ Not exceed a total word count of 4,000, excluding supporting documents or annexes.

In task 2, participants must:

▶ Lead a project to improve progress and attainment in several organisations. The precise focus of the project should be negotiated and agreed with representatives of the relevant organisations.

▶ Present their plans to a group of relevant stakeholders (for example, the relevant governing boards, teachers and community representatives), record it, answer questions and gather their feedback

▶ Submit a written account of the project to the provider for assessment, which aims to evidence the criteria indicated. This should cover the design, implementation and evaluation of the project.

▶ Submit supporting documents/material as evidence where indicated below.

Supporting evidence must be concise and directly related to the candidate's project and corresponding assessment criterion.

▶ Not exceed a total word count of 4,000, excluding supporting documents or annexes

Universities must:

▶ Assess project scripts and supporting evidence in accordance with a mark scheme that will be provided by […].

▶ Comply with the assessment requirements, including peer moderation, as

described in the NPQ quality framework.

Assessment criteria

For assessment tasks 1 and 2, NPQEL participants will be assessed against the criteria

in table 33 below.

Table 33: NPQEL assessment criteria

Content Area	NPQEL Assessment Criteria	Supporting Documents Required
TASK 1		
Strategy and Improvement	1.4.1 Analyses the external and/or strategic environment, identifies implications for relevant organisations, and applies findings to own plans	Raw Data Analysis
	1.4.2 Analyses research into, and examples of, successful business development and business failure, drawn from organisations and applies findings to own plans	
	1.4.3 Analyses research into, and examples of, delivering change across a number of organisations, drawn from education settings and applies findings to own plans	
Leading with Impact	3.4.1 Analyses the motivations and/or priorities of colleagues/ stakeholders, integrating these in the design and communication of plans	Presentation recording and feedback
	3.4.2 Secures colleague and/or stakeholder support for visionary or challenging goals	Presentation recording and feedback
Working in Partnership	4.4.1 Exploits expertise, professional advice and/or best practice from beyond the education system and applies it to own plans	
	4.4.3 Analyses research into and examples of expanding and/ or joining a partnership successfully and applies findings to own plans	
Managing Resources and Risks	5.4.1 Analyses the benefits, risks and costs of different business development strategies in resource terms (for example, in terms of finances, staffing, workload and educational resources)	
	5.4.2 Analyses opportunities to improve the efficiency and effectiveness of resources deployed sustainably and applies findings to the design of plans	Curriculum-led Budget
	5.4.3 Evaluates the effectiveness of different accountability arrangements for managing resources and risks and defines appropriate financial accountability and risk management arrangements for own plans	
Increasing Capability	6.4.1 Analyses organisation's capability to meet current and future requirements and applies findings to own plans	
	Evaluates the benefits and risks of different strategies in terms of:	
	6.4.2 professional development opportunities, including for new and the most talented staff	
	6.4.3 the supply and demand of staff, including in key posts	
	6.4.4 the organisation's responsiveness and resilience to change	
TASK 2		
Strategy and Improvement	1.4.1 Analyse the external and/or strategic environment, identifies implications for relevant organisations, and applies findings to own plans	Raw Data Analysis
	1.4.3 Analyses research into, and examples of, delivering change across a number of organisations, drawn from education settings and applies findings to own plans	

Content Area	NPQEL Assessment Criteria	Supporting Documents Required
Teaching & Curriculum Excellence	2.4.1 Evaluates teaching quality across several education settings accurately, using a systematic and rounded approach, and applies findings to own plans	
	2.4.2 Analyses domestic and international research into, and examples of, improvement strategies in relation to progress, attainment and behaviour, including interventions targeted at disadvantaged students or those with particular needs, and applies findings to own plans	
	2.4.3 Analyses research into and examples of effective support systems in relation to teaching quality, student progress and attainment and applies findings to own plans	
	2.4.4 Designs, implements and evaluates an improvement strategy that improves student progress and attainment across several education settings	Student performance data
Leading with Impact	3.4.1 Analyses the motivations and/or priorities of colleagues/stakeholders, integrating these in the design and communication of plans	Presentation recording and feedback
	3.4.2 Secures colleague and/or stakeholder support for visionary or challenging goals	Presentation recording and feedback
	3.4.3 Analyses their own motivations and moral purpose and integrates these in own design, communication and leadership of plans	
	3.4.4 Evaluates different strategies to publicly promote and/or defend plans, including in the media, and implements recommended approach	Communications/Stakeholder engagement plan, including Media handling
Working in Partnership	4.4.1 Exploits expertise, professional advice and/or best practice from beyond the education system and applies it to own plans	
	4.4.2 Analyses research into, and examples of, successful support partnerships and collaborations applies findings to own plans	

Acronyms

CETAG	College of Education Teachers Association of Ghana
CoE	Colleges of Education
CF	Curriculum Framework
DfID	Department for International Development, UK (Ministry)
PELQ	Professional Education Leadership Qualification
PELQCF	Professional Education Leadership Qualification Curriculum Framework
GES	Ghana Education Service
HEI	Higher education institution
KSBs	Knowledge, skills and behaviours
MoE	Ministry of Education
NAB	National Accreditation Board
NaCCA	National Council for Curriculum and Assessment
NCTE	National Council for Tertiary Education
NTECF	National Teacher Education Curriculum Framework
NTC	National Teaching Council
PRINCOF	National Conference of Principals of Teacher Training Colleges
T-TEL	Transforming Teacher Education and Learning
UCC	University of Cape Coast
UDS	UDS
UEW	University of Education, Winneba
UG	University of Ghana