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1. Introduction

Welcome to the Advanced Diploma of School Business Management (ADSBM). This programme is designed to support the professional learning of experienced school business managers (SBMs). The programme builds on the very successful Certificate of School Business Management (CSBM) and Diploma of School Business Management (DSBM). In particular, this programme will enhance your contribution to the leadership and management of your school as it faces the new challenges to education in the 21st century.

This handbook provides essential information for programme participants and is designed to act as a reference point throughout the programme. Facilitators will also have a copy of this handbook and will be able to respond to any queries SBMs might wish to raise about its content.

The ADSBM consists of five phases (Table 1).

Table 1: ADSBM structure and content

<table>
<thead>
<tr>
<th>Phase 1: Online induction</th>
<th>Phase 1 introduces participants to the programme as a whole and its blended learning strategy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 2: Preparatory phase</td>
<td>Phase 2 enables participants to define their starting point for professional learning as an advanced school business manager (ASBM).</td>
</tr>
<tr>
<td>Phase 3: Diagnostic phase</td>
<td>Phase 3 focuses directly on the key role of the ASBM in enabling learning and teaching to take place across the school.</td>
</tr>
<tr>
<td>Phase 4: Exploratory phase</td>
<td>Phase 4 introduces the broader conceptual frameworks that underpin the programme in relation to organisational transformation and leadership.</td>
</tr>
<tr>
<td>Phase 5: Planning phase</td>
<td>Phase 5 enables participants to develop their professional and technical skills in leading and managing initiatives and innovation.</td>
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</table>

Before engaging with any of the face-to-face elements of the programme, you need to undertake the online induction in phase 1. This is followed by the preparatory phase (phase 2), which will help you to define your role as a professional SBM and give you an insight into the research and development skills that you will need as you work through the programme.

You will be introduced to an online community of fellow participants who come from a wide range of business management backgrounds. We hope that you will take the opportunity of working and learning together. We feel that this programme will assist you in your professional role and that you will find it intellectually stimulating and challenging.
2. Programme aims and outcomes

The ADSBM programme aims to support the professional learning of experienced SBMs and to enhance their contribution to the leadership and management of schools facing new challenges in increasingly complex settings.

By the end of this programme, we expect you to have extended your knowledge in four key areas, as follows.

The role of SBMs

On completion of the programme, you will have:

- extended your knowledge and understanding of the changing role of SBMs within the context of economic and social trends, national education and welfare policies and local developments in the organisation and delivery of services to children and young people

- developed your self-knowledge to achieve high levels of personal effectiveness in your professional role

Learning and teaching in schools

On completion of the programme, you will have:

- extended your knowledge and understanding of learning and teaching in schools, policy initiatives related to children’s and young people’s learning and the management of resources for learning

- developed your professional skills in measuring the performance of schools and evaluating the effectiveness of the systems and processes that facilitate learning

School leadership

On completion of the programme, you will have:

- extended your knowledge and understanding of school leadership, consultancy roles, and coaching and mentoring techniques

- developed your professional skills, specifically in key areas of programme management, strategic financial management, organisational transformation and the leadership of change

Analytical and research skills

On completion of the programme, you will have:

- improved your research skills to understand the school as an organisation and critically evaluate its adaptation to the changing educational environment of the 21st century

- developed your decision-making skills, analysed complex dilemmas and exercised good professional judgement
3. The changing role of the SBM

3.1 Core purpose

The core purpose of the advanced school business manager is to ensure the leadership and management of essential resources in order to facilitate the effective teaching and learning of pupils at the school. Wood et al, 2007

The SBM’s role has expanded to encompass more and more aspects of resource management in schools and SBMs are playing an increasingly central role in relation to the core business of the school: to ensure effective learning and teaching for all learners within the school. However, this extension of professional responsibilities in the role of the SBM has been accompanied by increased sophistication in our understanding of the learning environment and increased complexity in the systems designed to facilitate pupils’ learning in schools. Wood et al (2007) argue that:

Effective school business managers understand learning and teaching issues, are aware of developments at the national, local and school level, are proactive in developing and supporting the learning environment and participate regularly in professional development activities.
Wood et al, 2007:13

This echoes other more recent commentators on education policy when they assert that economic challenges and scarcity of resources require school-level reform and the transformation of current models of school leadership and organisation.

Current policies on school management involve a shift of responsibility for strategic decision-making from central government and local authorities to individual (and groups of) schools, and SBMs have a key role in managing this transfer of accountability. This view was echoed by the PriceWaterhouseCoopers (2010) study of school business management. It concluded that suitably qualified advanced school business managers and school business directors can help run schools effectively and efficiently by improving financial, operational and strategic management.

Current education policy in the UK proposes a shift from a model of learning and teaching based on prescription and uniformity towards one that delegates a greater proportion of resources to school level and increases the school’s responsibility for the efficient and effective management of those resources and raises standards of achievement across the system as a whole. These new developments are captured both in the UK and internationally through the concept of ‘site-level school business management’. This concept can be used to encapsulate a broad range of current policy developments and structural innovations in which SBMs have been centrally involved in recent years and will continue to pursue in the future.

This view is echoed in the 2010 Coalition Government White Paper, which states that:

School Business Managers make a significant contribution to the effective financial management of a school, saving on average 20–33 per cent of a head’s time and covering their own salary in savings. Obtaining the services (shared or full time) of a high quality business manager should be a priority for all governors and head teachers, unless there is someone in the management team with the relevant skills to undertake the role. DfE, 2010a, 84

There is increasing evidence in the UK of a willingness to support international research into future scenarios for education and to base initiatives on its findings. This is evident in Coalition Government thinking and its use of international research into high-performing education systems to inform policy development. The DfE, 2010b, ‘The Case for Change’ argues:
A system in which schools are free to decide how things should be done and are then accountable for the results appears to be the most effective in raising achievement. DfE, 2010, b, 20

This approach underpins the pressure for more schools to convert to academy status and the encouragement for community members to establish free schools. However, with greater freedom comes the need for greater expertise within schools in terms of strategic direction, financial management and business risk assessment.

ASBMs need to have the capability to plan for the long-term future of learning and teaching, and to identify the significant trends that will impact on schools as organisations over time.

Taken together, these new ideas about the status of learners and the process of learning have profound implications for the work of ASBMs. They effectively transform the school’s aspirations for learning and teaching and its assumptions about how they should be facilitated.

In this respect, advanced school business managers are needed to bring complementary skills, grounded in business practices, to inform the strategic development of the school. Southworth's overview of the development of the profession states:

A key aim of the development and professionalisation of SBMs is that they play a central role in the strategic management of schools. Their membership of the senior leadership team (SLT) is an important indicator of the extent to which an SBM has input into the decision-making process within the school. McKinsey & Co (2007) found that for the SBM being on the SLT provides:

– a forum to provide business input into key decisions
– visibility of upcoming issues
– an understanding of the impact of business decisions on teaching and learning
– credibility and status for SBMs within schools

Southworth, 2011, 16

A key principle underpinning this programme for SBMs is that they need to have a strategic understanding of these fundamental shifts in thinking about school business management, so that they can engage in professional dialogue with colleagues about the future development of their school and can recognise the implications for the various systems and processes that enable effective learning to take place. They also require the professional skills to contribute further to the evaluation of the performance of the school and of the effectiveness of current systems and processes in adding value to pupil learning and progress. Evaluation studies into the role and contribution of business managers to the development of schools also emphasise the partnership between the SBM and the headteacher of the school, and the potential impact on the headteacher’s role and effectiveness as a leader. SBMs bring complementary skills to school leadership and management. This brings a broader benefit to the system in terms of the motivation and retention of headteachers, particularly in primary settings:

Though significant obstacles to impact exist, the findings of this study support the notion that, where the local context is favourable, the professionalisation of SBMs can offer a means of impacting positively on self-perceptions of confidence, job satisfaction and effectiveness among headteachers in English schools. Through reducing workload, enabling focus and acting as an advisor and assistant in key non teaching-related aspects of the job, the complementary professional preparation of the SBMs was enabling some hard-pressed headteachers in the study to re-establish a fuller commitment to the educational leader role that had attracted them to the job initially. Woods, Armstrong and Pearson, 2011, 13
3.2 Changing organisational context

The development of the SBM’s role is context-specific. This means that the focus and scope of the SBM’s role is determined primarily by the size of the school, relationship with key stakeholders (particularly the headteacher) and status of the school business manager within the school.

However, there is substantial evidence that the education system in the UK is currently undergoing a new process of organisational transformation, and that this is different from previous phases of organisational change in public sector settings. These broader shifts impact directly on schools and their role within a broader network of organisations.

The last few years have seen a significant change, for example, in terms of the way in which schools work with one another. There has been an increase in the number of schools working collaboratively to provide school-to-school support, and to work together to achieve higher standards and greater efficiency (Hargreaves, 2010). More schools are facing structural integration and the formation of federations and academy chains (Hill, 2009 and 2010). More headteachers, subject leaders and school business managers are working in system leader roles (for example as National Leaders of Education and Specialist Leaders of Education), to provide support for under-performing schools and to share good practice across different school settings (Hill and Matthews, 2010).

School business managers have played a significant role in transforming the landscape of schools in England, and this role looks likely to develop even further in its significance and complexity in future years.

This programme seeks to address the following questions in relation to these radical shifts in schools as organisations:

- What are the implications for school business management?
- How should SBMs respond to this process of organisational transformation?
- How can SBMs secure improvements in the efficiency of schools, reduce costs and increase value for money?
- How can SBMs enhance their contribution to the work of the school in raising standards, resourcing learning, promoting inclusion and building social capital?
- How can SBMs contribute to the continuing financial viability of schools by guiding the formation of collaboratives, federations and academy chains?
- How can SBMs enhance their contribution to the work of the school in leading innovation, building social partnerships and sustaining professional learning networks?
- What new forms of knowledge do SBMs need to acquire, what kinds of professional understanding do they need to develop and what key skills do they need to demonstrate?

The conclusions reached by Wood et al (2007) about the restructuring of schools are reinforced in School Leadership Today (National College, 2009a), which summarises the emerging role of SBMs as follows (Figure 1).

Since local management of schools was introduced in 1988, English schools have had significantly more autonomy than their counterparts in most other countries (Pont et al., 2008b). This has led many to employ business managers or bursars: their number has doubled to 8,100 since 1997 (DCSF, 2008h). Some 85 per cent of heads now have access to this kind of support, most commonly a bursar (40 per cent) or finance officer (38 per cent) ... Some 38 per cent have access to a school business manager or director [and] these roles are making a significant difference in schools. National College, 2009a:32
This suggests that SBMs are playing an increasingly important role in the transformation of schools today. The only certainty is that the system will face further changes and challenges in the future:

... the leaders of our schools have responded to many changes and will continue to face significant change in the future. School leadership is increasingly accountable and increasingly complex, and needs to become increasingly diverse. The number and type of school leadership roles are expanding. Schools are supporting each other, and increasingly working with other professions and organisations. National College, 2009a:100
4. Professional competencies for SBMs

Competency frameworks describe the knowledge, skills and behaviours relevant to all leaders and managers within a particular professional area. The school business management competency framework (National College, 2009b) has been developed in relation to the four key levels of school business management. The framework is designed so that pathways to progression can be easily identified and the core competencies needed in key leaders can be shared and understood. The framework helps school business management colleagues identify where there are gaps in their own knowledge, recognise the value and transferability of experience and take time out to reflect on the kind of development activities that will help with their ongoing continuing professional development (CPD).

The framework contributes to the development of a more flexible and qualified workforce. It is designed to support the expansion of a wide pool of expertise and experience that can be used to establish a significant leadership position within schools and education. The key areas of professional competency set out in this handbook can be applied to leaders and managers across all levels of the profession:

- managing self and personal skills
- providing direction
- facilitating change
- working with people
- using resources
- achieving results

Developing widespread use of the competency framework across the profession is an important priority for the future, for example, as the basis for performance review. Your use of the framework will be discussed in phase 2 and further details can be found in the Phase 2 Handbook.
5. ADSBM programme: overview

5.1 Design of the programme

Figure 2: Design of the programme

Phase 1: Online Induction
- Orientation activities
  - Viewpoints on Style diagnostic

Phase 2: Preparatory phase
- Unit 1: An introduction to practitioner research skills
  - Unit 2: Professional self-assessment and 360-degree feedback
  - Unit 3: Developing your practitioner research skills

Phase 3: Diagnostic phase
- Module 1: Enabling learning
  - Module 2: Measuring school performance
- Module 3: Transforming organisations
  - Module 4: Understanding the leadership of organisations

Phase 4: Exploratory phase
- Module 5: Managing strategic finances
  - Module 6: Managing programmes

Phase 5: Planning phase
- Reflection on professional role

Completion
5.2 Phases of the programme

Phase 1: online induction

The online induction will prepare you for the first face-to-face residential event and gives an overview of the ADSBM programme. Upon completion of the Online Induction you will have an understanding of the different elements that make up the ADSBM programme, be able to navigate your way around the online materials available and the online communities and also have completed a number of activities that will prepare you for the first face-to-face workshop.

Phase 2: preparatory

The preparatory phase enables you to define your starting point for professional learning as an advanced SBM (ASBM). You will conduct an enquiry into your own professional skills, based on a 360-degree feedback process. This will involve initial research into stakeholder perceptions of your role, based on the competency framework for ASBMs. The 360-degree feedback will be one early outcome of your initial investigations into your role. During phase 2, you will also conduct an audit of your research skills.

Phase 3: diagnostic

Phase 3 of the programme focuses on the key role of SBMs in enabling effective learning and teaching to take place across the school.

Module 1: Enabling learning focuses on different aspects of resource management (effective learning, design for learning, technology for learning and support for learning) to provide a leading-edge summary of the innovations that schools are taking forward to improve provision. The module also introduces the techniques needed to evaluate the effectiveness of a school's management of its resources.

Module 2: Measuring school performance focuses on the use of data to inform decisions to secure the improvement of the school. It enables you to develop and demonstrate the skills to analyse the effectiveness of a school, based on key indicators and performance measures, and to use different types of data to identify key areas for school improvement. Module 2 will also enable you to exercise good professional judgement in the use of appropriate approaches to performance measurement and improvement planning.

Phase 4: exploratory

Phase 4 introduces two modules focused on organisational transformation and leadership. These introduce the broader conceptual frameworks that underpin the programme: the key national, local and organisational trends and policies impacting on schools in the 21st century. Through the modules, you have the opportunity to research new fields of study, and to articulate and refine contested concepts and policy perspectives.

Module 3: Transforming organisations analyses the nature of organisations and the forces leading to their transformation in contemporary society. It explores the claim that the education system in the UK is currently undergoing a process of organisational transformation, and that this is different from previous phases of organisational change in public sector settings. Finally, it examines the implications of this process of organisational restructuring for school business management and
considers how SBMs should respond.

**Module 4**: Understanding the leadership of organisations provides you with the opportunity to develop your leadership skills, particularly in providing direction, offering inspiration, building teamwork, setting an example and gaining acceptance. Module 4 examines a range of different leadership styles and models of organisational leadership.

**Phase 5: planning**

The two modules that make up phase 5 enable you to develop your professional skills in key areas at the heart of the ASBM’s role in enabling effective learning and teaching to take place across the school: managing strategic finances and managing programmes. The key purpose of these modules is to develop the professional and technical skills required to lead and manage initiatives that will lead to income generation, sponsored innovation, service improvement and efficiency gains.

**Module 5**: Managing strategic finances focuses on the approaches and techniques required to build strong strategic, financial and resource management within schools. It focuses on issues related to probity, equity and the ethics of budget management. It also considers the leadership role of the SBM with regard to ensuring whole-school understanding and accountability in financial and resource management. Finally, there is particular emphasis on the role of the entrepreneurial SBM and the professional skills required to exercise that role.

**Module 6**: Managing programmes focuses on the development of programme management skills to enable you to ensure the strategic alignment of a series of related projects and to develop an outline business case for a new, complex change initiative in a school setting.
6. Programme learning

6.1 Professional study

This programme is intended to allow you, as a professional SBM, to reflect on, apply and evaluate the module content to your personal and professional development needs and those of your school. Because of the developmental nature of the programme, it is important that you are able to examine and evaluate your professional practice by use of relevant theory, literature and primary and secondary evidence. You will be expected to demonstrate that you:

- have developed a systematic understanding of key aspects of school business management (some leading edge)
- can critically evaluate current research in the area of school business management and related areas of study
- can make use of primary sources and scholarly work
- have applied your conceptual understanding of key areas of school business management to your practice
- are able to deal with ambiguity and uncertainty
- can manage your own learning

The result should be a synthesis of theory with practice that demonstrates that you have moved beyond theoretical knowledge to professional understanding (Figure 3).

Figure 3: The relationship of academic theory to professional practice

6.2 Research and development

During this programme you will be expected to research areas of your practice in order to apply theory and use the evidence to inform your thinking about how you might improve and develop the way in which you work.
6.3 Analysis and reflection

Analysis

During this programme you will find that you will be analysing a wide range of information such as:

- secondary data: government, local authority and school documents, and professional, academic and research articles and papers
- primary data: interviews, questionnaires, focus group findings and observational data that you have collected

In analysing the data, you will need to be aware of your own personal view and beware of allowing it to be overly influential of your interpretation. You should adopt appropriate approaches to help you to remain objective.

Reflection

Reflection is something that many leaders and managers use as an essential tool to improve their performance in their role. This comes more naturally to some people than to others. Reflecting could be described as being able to look back at what you have done, to look sideways at what theory tells you and being able to apply the outcomes of these actions to inform and improve your future behaviour and actions.

6.4 Activities

For each of the six core modules, each module, and the units within it, contain a series of learning activities. These are designed to enable you to meet the assessment requirements and learning outcomes for the module.

They are not compulsory, and are not formally assessed. As you progress through the module, you will need to make decisions about whether your learning will be advanced through completion of a specific activity and whether it will contribute to your successful completion of the module assessment requirements.

Some learning activities also involve a choice to focus on a specific area of study relevant to your organisational setting, the intention being to extend your discretion to shape activities according to your own needs and interests.

You are therefore encouraged to develop your research skills by engaging in the collection and analysis of the information you require to complete the assessment of each module. As you complete an activity, you may decide to share your ideas and develop your understanding of the various topics through contributions to the open forums and your online journal.

You will also be able to track the development of your research skills against the research diagnostic in unit 3 of Phase 2.
6.5 Guidance and support

This handbook

This handbook has been designed to provide basic information that will help you to complete the programme. Use it to help you to:

- take an overview of the content of each module
- understand the assessment process
- meet the requirements of the programme

Facilitators

Facilitators will provide you with support throughout the programme via comments in your online journal, feedback on your module planning checklists and by facilitating group discussion forums in the online community. During the face-to-face workshops you will have opportunities to engage in one-to-one learning conversations and/or group discussions. At key points in the programme, you may also have opportunities to take part in webex sessions.

As an adult learner and professional, we would expect you to manage your relationship with your facilitator. You will need to ensure that you meet deadlines and that you make your facilitator aware of any problems that might interfere with your work on the programme.

School colleagues and your mentor

We encourage you to discuss ideas, concepts and challenges with your mentor and your work colleagues as they will prove to be invaluable reference resources at the school level. Apart from providing insightful feedback, they can aid your exploration of how to apply the learning to your school’s context.

Both your mentor and work colleagues can help motivate you to complete the programme.

Fellow participants

Your fellow participants are the only group of people that really understand the challenges and opportunities of completing the ADSBM. By networking with your fellow participants, you will be able to maximise your support base using these experienced and knowledgeable people. As a group you can then build strong professional relationships and benefit from mutual support, advice and challenges. We suggest that you work with your fellow participants to help you to unravel issues or concepts you might find challenging, apply new concepts at the school level and motivate you to complete the programme on time. This is a reciprocal arrangement; hence you support others whilst they support you.

You will be able to network with members of your cohort at face-to-face workshops and via the online community.
Helping yourself

Self-directed study requires good time management, planning and motivation. You will need to read around each topic area, reflect on your learning and follow up your research with the required work to meet the assessment criteria. Additionally, you will need to manage your demanding workload and your personal life at the same time. You might find it useful to devise a timetable and monitor your progress (Figure 4). If you find you cannot meet the targets, let your facilitator know at the earliest opportunity.

Figure 4: Suggested timetable

<table>
<thead>
<tr>
<th>Activity</th>
<th>Completion date</th>
<th>Started</th>
<th>Think I am on time</th>
<th>Need to plan this or I might not get it done</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Ensure that you make enough space in your life to complete your work for the programme in the time available. For example, you could decide to set aside a half day at the weekend and/or an evening depending on the requirements of each stage of the programme.

Online learning

ADSBM has two online elements stored on the National College website: My Programmes and My Groups and Discussions.

The My Programmes area stores all the ADSBM programme materials, including:

- online induction
- participant handbook
- online modules
- other learning materials
- handbooks

The online learning materials provide you with a resource that you can access anywhere with an internet connection. Some of these materials can be downloaded onto your computer and all material can be printed to use as hard copy. This means that you can manage your studying to fit in with your work and personal commitments.
The modules are written so that you can choose the depth to which you cover each topic, depending on your prior knowledge and the context of your role. You should make informed decisions about how much of the materials you need to access, or how deep you need to go to understand a topic.

The online learning provision provides more than just module content. There are opportunities to discuss issues with other participants via discussion forums on My network and to record your progress and reflect on your development in your online journal.

**Face-to-face workshops**

The face-to-face workshops have a threefold purpose. They provide an introduction to each phase of the programme. They also provide some opportunities for one-to-one learning conversations or group tutorials with your facilitator to discuss progress and explore approaches to the module assessment requirements. Face-to-face workshops also provide a meeting ground with your group where you can challenge and discuss topics and module content in preparation for your continuing distance learning and also build supportive relationships.

**6.6 Key texts**

Each module will indicate the required reading to enable you to fully engage with the module content. If you wish to broaden your understanding of specific topics, further reading can be identified by referring to the reference list at the end of each module. There are a number of key texts that provide a broad spectrum of current educational theory, policy and practice across the whole of the programme and these are listed in the appendix below.
7. Structure of the ADSBM programme

7.1 Overview

Table 2: Structure of the ADSBM programme

<table>
<thead>
<tr>
<th>Phase</th>
<th>Content</th>
<th>Programme assessment requirements</th>
</tr>
</thead>
</table>
| **Phase 1: Online induction**      | Orientation  
Induction activities  
Viewpoints on Style diagnostic | None                                                                                             |
| **Phase 2: Preparatory**           | Unit 1: An introduction to practitioner research skills  
Unit 2: Professional self-assessment and 360-degree feedback  
Unit 3: Developing your practitioner research skills | Verified but not formally assessed  
- Assessment of yourself against the SBM competency framework and managing 360-degree feedback  
- Completion and analysis of your research skills diagnostic. |
| **Phase 3: Diagnostic**            | Module 1: Enabling learning  
Module 2: Measuring school performance | - School self-evaluation report  
- Presentation on the performance of your school  
- Critical evaluation of the school's use of data to inform its improvement planning |
| **Phase 4: Exploratory**           | Module 3: Transforming organisations  
Module 4: Understanding the leadership of organisations | - Report to a group of your professional peers based on practitioner research into characteristics of the school as an organisation and proposals for development  
- Interview based on the above  
- Compilation of a portfolio to demonstrate characteristics as a leader and understanding of different leadership models and styles |
| **Phase 5: Planning**              | Module 5: Managing strategic finances  
Module 6: Managing programmes | - The design of a training package for a group of key stakeholders/network of organisations that addresses key resource management issues  
- Research for and development of an outline business case for a multi-agency programme that will deliver educational benefits relevant to the implementation of a selected government policy initiative |
7.2 Phase 2 (preparatory): preparing for the emerging role of the ASBM

Structure and rationale: phase 2

The preparatory phase of the ADSBM is divided into three units that link together to enable you to provide a stakeholder-validated self-review of your role.

Learning outcomes: phase 2

Upon successful completion of the three phase 2 units, you will be expected to be able to:

– understand key concepts relating to practitioner research and professional competency
– analyse your current level of professional expertise in relation to the SBM competency framework (NASBM & National College, 2009)
– reflect upon the implications for your further professional learning on this programme
– demonstrate your awareness of key issues to be encountered in conducting practitioner research

Assessment: phase 2

Phase 2 is not formally assessed but your facilitator will verify that you have met the completion requirements for this preparatory phase. These comprise:

– a 750-word report on a self-assessment of your professional competency as an SBM, based on your personal reflections and existing evidence
– a 750-word report on the conduct and outcomes of a 360-degree feedback process which builds on your own evaluation of your competency and draws upon feedback from others

The two 750-word reports are based on the various activities completed for unit 2 of phase 2.


7.3 Phase 3 (diagnostic): evaluating the school’s effectiveness and resources for learning

Structure and rationale: module 1

Module 1: Enabling learning is divided into four units that explore the rationale for learning in schools and the resourcing and support of learning.

Learning outcomes: module 1

Upon successful completion of module 1, you will be expected to be able to:

- demonstrate knowledge and understanding of the key characteristics of effective learning in schools
- demonstrate knowledge and understanding of key concepts in enabling learning and of specific aspects of the improvement of the learning environment in schools
- develop knowledge and understanding of key aspects of building design, learning technology, and learning support
- evaluate the effectiveness of resource management in a school setting and identify priorities for development
- re-evaluate your understanding of your changing role in enabling effective learning and teaching to take place across the school

Assessment: module 1

The assessment of module 1 is through a completed school self-evaluation report.

<table>
<thead>
<tr>
<th>Coursework</th>
<th>100 per cent (5,000 words plus additional evidence)</th>
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</table>

Write a report on your evaluation of an aspect of the school’s resources for learning. You should select a specific area in which the school could improve its resource management to enable effective learning and teaching to take place.
Structure and rationale: module 2

Module 2: Measuring school performance is divided into three units that explore approaches to managing performance and their impact on learning.

Learning outcomes: module 2

Upon successful completion of module 2, you will be expected to be able to:

- articulate the rationale for measuring performance within schools
- summarise the policy context for measuring performance, raising standards and improving schools
- demonstrate understanding of the application of different techniques to measure the performance of schools and identify key areas for improvement
- exercise good professional judgement in the use of appropriate approaches to school self-evaluation
- demonstrate understanding of the role of the SBM in measuring school performance through management information systems, the application of techniques to ensure the quality of data, management of the flow of information to stakeholders and improvements in the use of data across the school

Assessment: module 2

The assessment of module 2 falls into two parts: an analysis of the performance of the whole school and a critical evaluation of the school’s use of data to inform its improvement planning.

### Structured presentation 50 per cent

Prepare and deliver a PowerPoint presentation summarising your findings from an analysis of the performance of the school against a range of measures. The presentation will be delivered to one assessor, but should be designed for an audience made up of members of your school leadership team or governing body.

### Critical evaluation of the use of school performance data (2,500 words plus additional evidence) 50 per cent

Write a report summarising your findings from a critical evaluation of the school’s use of data to inform its self-evaluation and improvement planning processes.
Phase 4 (exploratory): exploring the changing role of the ASBM

Structure and rationale: module 3

Module 3: Transforming organisations is divided into four units that explore the changing political and educational environment in which SBMs operate.

Learning outcomes: module 3

Upon successful completion of module 3, you will be expected to be able to:

- demonstrate an understanding of key concepts in organisation theory and have the ability to apply those concepts to educational settings
- integrate evidence from a range of sources to analyse the impact of forces for change, recent educational policy and current programmes of system-wide reform on schools as organisations
- evaluate critically the claim that the education system in the UK is currently undergoing a new process of organisational transformation, and that this is different from previous phases of organisational change in public sector settings
- demonstrate the ability to conduct an ethical programme of research to diagnose aspects of a school's organisational structures and cultures
- reflect on and review perceptions of the role of SBMs in a context of rapid organisational transformation
- demonstrate an understanding of the key processes involved in transforming schools as organisations and develop professional skills related to those processes

Assessment: module 3

There are two coursework requirements in the assessment of module 3: first, a report suitable for presentation to a group of your professional peers based on a piece of practitioner research, together with a reflective commentary on the research. This is followed by a structured interview on aspects of your practitioner research and the role of the advanced SBM in facilitating the transformation of schools as organisations.

<table>
<thead>
<tr>
<th>Coursework</th>
<th>50 per cent (2,500 words)</th>
</tr>
</thead>
</table>

Write a report (2,000 words) for a group of your professional peers summarising the outcomes from your research into characteristics of your school as an organisation and proposals for development. This should be accompanied by a reflective commentary on the research (500 words).
Structured interview  50 per cent

Prepare for a 20-minute structured interview focused on your research into the characteristics of your school as an organisation.

Structure and rationale: module 4

Module 4: Understanding the leadership of organisations is divided into four units that explore leadership as a concept and look at its application to the SBM’s role.

Learning outcomes: module 4

Upon successful completion of module 4, you will be expected to be able to:

– evaluate critically the nature of leadership and its role within an educational organisation with reference to, and synthesis of, appropriate contemporary literature and theory
– identify and conceptualise appropriate interpersonal and senior leadership skills in a way that demonstrates sensitivity to your situation and context
– demonstrate the ability to facilitate an environment of mutual respect and effective collaboration among school staff
– demonstrate the ability to operate as a reflective leader who challenges and examines practice

Assessment: module 4

Module 4 is assessed through the compilation of a portfolio of evidence.

Coursework  100 per cent (5,000 words)

Compile a critical and comparative portfolio of evidence that enables you to demonstrate your characteristics as a leader and your understanding of the application of different leadership models and styles in educational settings.
7.5 Phase 5 (developmental): planning for improvement in the school’s effectiveness and resources for learning

Structure and rationale: module 5

Module 5: Managing strategic finances is divided into four units that explore aspects and concepts of financial management and how they can be applied by the SBM.

Learning outcomes: module 5

Upon successful completion of module 5, you will be expected to be able to:

– demonstrate an understanding of how to build strong strategic financial and resource management within schools

– exercise good professional judgement over issues related to probity, equity and the ethics of managing a limited budget that supports learner attainment

– articulate the leadership role of SBMs with regard to ensuring whole-school understanding and accountability in regard to financial and resource management

– demonstrate an understanding of the role of the entrepreneurial SBM and the professional skills required to exercise that role

Assessment: module 5

Module 5 is assessed through the production of a training package.

<table>
<thead>
<tr>
<th>Coursework</th>
<th>100 per cent</th>
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</table>

Design a training package for a group of key stakeholders or a network of organisations. Your training package should address key resource management issues through a multi-agency or collaborative initiative designed to improve efficiency and effectiveness.
Structure and rationale: module 6

Module 6: Managing programmes is divided into three units that explore aspects and concepts of programme management and how they can be applied by the SBM.

Learning outcomes: module 6

Upon successful completion of module 6, you will be expected to be able to:

- demonstrate knowledge and understanding of the key concepts and techniques of programme management
- understand the potential significance of programme management in terms of government reform, organisational transformation and achieving social change
- analyse the different kinds of programmes in public sector organisations (change, work and policy programmes) and apply these to key challenges facing an individual school
- evaluate critically the applicability of different models of programme management to address key issues in policy implementation and organisational development in educational settings
- Appraise the degree to which programme management is already embedded in schools
- demonstrate the ability to prepare and present an outline business case for a complex change initiative in a school setting

Assessment: module 6

Module 6 is assessed through the submission of an outline business case. This should focus on the strategic development of a specific aspect of a school’s resources for learning in partnership with other agencies.

<table>
<thead>
<tr>
<th>Coursework</th>
<th>100 per cent (5,000 words)</th>
</tr>
</thead>
</table>

You will be required to research and develop an outline business case for a programme that involves other partners and will deliver educational benefits (in terms of improved efficiency and/or effectiveness) relevant to the implementation of a selected policy initiative.
8. Assessment of the ADSBM programme

8.1 Rationale

Assessment is an integral component of the learning approach and is designed to ensure that the module learning outcomes are achieved at the appropriate level, through engagement with theory and application to practice, within the context of the aims and objectives of the programme.

The assessment strategy reflects the overarching programme philosophy, which is to develop effective and reflective SBMs. The approach is designed to recognise level 6 work in terms of academic rigour, criticism and analysis in application to practice.

The programme has been accredited by the Institute of Administrative Management as a level 6 programme in the National Qualifications Framework (NQF). It consists of two preparatory units and six assessed modules. Each module comprises an equal number of notional learning hours and is intended to carry 20 credits at level 6.

Participants are assessed in relation to the standards specified for level 6 in the NQF. These standards state that participants should be able to:

- critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study
- critically evaluate new concepts and evidence from a range of sources
- transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations
- accept accountability for determining and achieving group and/or personal outcomes

These standards are reflected in both the generic and module-specific criteria for the assessment of the programme.

8.2 Aims of assessment

The principal aims of the assessment strategy for this programme are to:

- help SBMs develop their professional competencies by identifying areas for improvement, thereby helping improve both their personal and academic performance
- explore the SBM role to decide whether participants have reached the criteria set by the NQF for a qualification at level 6

8.3 Mode of assessment

The general features of assessment for this programme are that:

- each of the six modules is individually assessed
- the assessment requirements for each module reflect the learning outcomes of that module and contribute to the overall aims of the programme
- summative assessment of the work submitted is provided on completion of each phase of the programme
successful programme completion is dependent upon the achievement of a pass grade in each module
the minimum requirement for the award of ADSBM is the successful completion of all modules

8.4 Assessment criteria

The ADSBM programme is intended to allow you to relate your assessment tasks to your personal and professional development needs. Clear, simple, workable criteria for assessment are applied and all assessment items are assessed on the four core areas of:

- understanding and critique of theoretical concepts
- application of learning to professional practice
- analysis, reflection and personal learning
- communication skills

All work will be assessed in relation to the standards specified at level 6 in the NQF. For work to achieve a pass grade, it must reach an appropriate level in each of the four elements listed below.

Understanding and critique of theoretical concepts
- Demonstrate an understanding of theoretical models and frameworks.
- Justify the choice of concepts and models that are relevant to an issue.
- Critically evaluate abstract concepts, arguments and assumptions.
- Generate theoretical insights from reflection on experience.
- Devise and sustain an argument that identifies links, patterns and underlying issues.

Application of learning to professional practice
- Contribute to the creation and sharing of knowledge as part of a professional learning community.
- Design and/or execute a systematic enquiry into a named area of professional practice.
- Apply appropriate evidence-gathering techniques in a named area of professional practice.
- Apply theoretical concepts to inform understanding of evidence collected in relation to a given context.
- Present findings in a rigorous and coherent way.

Analysis, reflection and personal learning
- Demonstrate self-knowledge of personal effectiveness in a professional role.
- Identify own professional needs, plan to meet those needs and demonstrate sustained professional learning.
- Actively seek feedback and act on it to enhance professional effectiveness.
– Maintain productive relationships with co-learners on the programme to provide mutual support and develop professional learning networks.
– Demonstrate effective decision-making skills.
– Analyse complex dilemmas and exercise good professional judgement.
– Make informed judgements to improve practice.

**Communication skills**

– Report on professional practice in an objective and impartial manner.
– Model high standards of professional conduct and demonstrate an awareness of ethical issues in communicating with others.
– Demonstrate integrity and fairness in communicating with others.
– Communicate effectively in a format and style appropriate to a given audience.
– Apply effective organisational skills to a range of different communication settings.
– Use references effectively, applying the Harvard system.
– Observe the mechanics of language.

Module-specific assessment criteria based on the four overarching assessment strands identified above will be given to you at each phase of the programme.

**8.5 Assessment levels**

The work you do in relation to the assessment requirements at each phase of the programme will be marked and given a level in terms of your performance. There are four levels: referral, pass, good pass and excellent pass. The written feedback you receive for each module will clearly show the level you have achieved.

The meaning of each level is as follows:

**Referral:** The assessment criteria for the module have not been met, and the work submitted requires revision in order to achieve a pass grade.

**Pass:** The assessment criteria for the module have been achieved, and reflect a basic level of professional and academic competency.

**Good pass:** The assessment criteria for the module have been achieved in full, and reflect a secure level of professional and academic competency.

**Excellent pass:** The assessment criteria for the module have been achieved in full, and reflect a very high level of professional and academic competency. The work has many of the characteristics of level 7 of the NQF.

At the end of the programme, you will also be given an overall grade for your performance. This will be included in the written feedback you will receive on programme completion.

The matrix that is used to determine the level of your work for each module in reproduced in Appendix 3.
8.6 Assessment regulations

These provisions apply to all assessments on the ADSBM programme.

1. For reasons of disability or special needs proven by acceptable evidence, participants may be assessed by methods other than those normally approved for the programme.

2. Discretion will be used to ensure that participants are not unfairly disadvantaged or advantaged if they fail programme components by reason of:
   - absence
   - failure to submit work
   - poor performance (where it is established that this was due to proven illness or other circumstances found valid on production of evidence)

3. Permission for participants to be reassessed shall not be withheld without good cause.

8.7 Management of assessment

1. The assessment of participants on the ADSBM programme is conducted by a discrete group of assessors, not by the programme facilitators. The assessors have experience of the assessment of national professional learning programmes and of assessment of level 6 outcomes.

2. Each module is assessed separately and participants must pass each module to complete the programme successfully.

3. Participants submit their written assessment tasks electronically by a required submission date at the end of each phase of the programme.

4. Other assessment tasks (structured presentation and interview via telephone or webex) are assessed during the relevant phases of the programme.

5. Participants are given written summative feedback on their achievements in relation to the module assessment requirements.

6. Consistency in the assessment of learning outcomes is achieved through a standardisation process and moderation event at each phase of assessment.

7. A sample of work submitted by participants to meet module assessment requirements will be moderated to ensure parity and consistency.

8.8 Submission of work for assessment

All work for assessment is submitted electronically. Your provider will give you detailed guidance on the procedures for this.

When you are presenting your written work, in line with normal academic submission practice, please use:

- Arial font point 11 or Arial narrow font point 12 (MS Word documents only)
- line spacing 1.5
- Harvard referencing system
Each assessed piece of work needs a front cover that includes:
- your full name and participant identification number
- title of the module to which the work relates
- title of your piece of work

Your work should also include:
- table of contents (MS Word documents only)
- a signed statement as follows: ‘I confirm that this is my original work and that I have adhered to the written guidance on plagiarism received in the Participant handbook’ (see below)
- clear sections and sub-headings
- any additional evidence, attached as an appendix, clearly cross-referenced and signposted
- a list of references

You must ensure all that all documents have a header containing the following information:
- name of participant
- title of the module to which the work relates

And a footer containing:
- date of submission
- cohort number
- page number

The assessment requirements set out the required word counts for written work relating to each module. Participants must ensure that the work submitted falls within 10 per cent of the specified word count. Please note that the word count does not include the list of references, but does include any quotations cited and the text included in any tables or figures. Participants will be penalised for submitting work that falls outside this degree of variation.

**Appendices**

Participants may also, if they wish, use an appendix for additional information and primary evidence related to the assessment task. The material included in the appendix should be of direct relevance to the assessment requirements for the module for which it has been prepared, and should not include extraneous or irrelevant background material. The total word count for the material included in the appendix for a module should not exceed the length of the word count used for the assessment task itself.

Assessors will not assess the appendix, but will take the information provided there into account in assessing the main document (for example, the report or commentary).
8.9 Observing ethical standards

The programme involves writing down accounts of analyses and projects undertaken in your own school, and reflections on them, which may include expressing opinions about the work of colleagues. The programme also encourages critical enquiry and independent thinking, which should not be mistaken for criticism of the school. The following guidelines are intended to help participants ensure they are working within acceptable ethical standards.

– You should anonymise the school in your reports, but provide a brief description of the school setting and characteristics. References to colleagues and stakeholders should not identify individuals by name, but should specify their role (headteacher, chair of governors etc).

– Make sure that someone in the school, such as the headteacher or in-school mentor, knows what projects or investigations you are undertaking as part of the programme, and that they are, in general, happy with them. Discuss any potentially sensitive issues with this person before going ahead.

– Consider to what extent the project is an integral part of your job. If the project involves matters that others might regard as being outside your normal core responsibility, then it becomes more important for you to seek agreement, consent and co-operation from the colleagues who might be affected or involved.

– If you write anything down that could be perceived as critical of a colleague’s work (even if they are not identifiable), then you need to ask yourself the following questions. Do I have objective evidence to support this view? Have I discussed this with my mentor? Do I really need to include this in order to produce a complete and honest account? Could I manage the situation if I found the person concerned reading over my shoulder? Have I been professional in the way I have written about this?

Data Protection

When submitting work electronically, you might have to protect your document with a password if it contains personal or sensitive data. When saving a document using the ‘Save As’ option from the File menu, access ‘Tools’. Select ‘Security options’ (MS Word 2003) or ‘General options’ (MS Word 2007) and type in the password as advised by your provider. When prompted, retype the password and click ‘Save’.

8.10 Plagiarism

Plagiarism is the use of someone else’s work without proper acknowledgement, presenting the material as if it were your own. Plagiarism is regarded as a serious academic offence and the following advice is intended to clarify any uncertainties you might have.

Guidelines on plagiarism for participants

All work submitted for assessment and verification must be the participant’s own work.
Unacknowledged direct copying from the work of another person, or the close paraphrasing of somebody else’s work, is called plagiarism and is a serious offence, equated with cheating in examinations. This applies to copying both from other participants’ work and from published sources such as books, reports or journal articles. Plagiarised material may originate from any source. It is as serious to use material from the internet or from a computer-based encyclopaedia or literature archive as it is to use material from a printed source if it is not properly acknowledged.

The use of quotations or data from the work of others is entirely acceptable, and is often very valuable, provided that the source of the quotation or data is given. Failure to provide a source or put quotation marks around material that is taken from elsewhere gives the appearance that the comments are ostensibly one’s own. When quoting word for word from the work of another person, quotation marks or indenting (setting the quotation in from the margin) must be used and the source of the quoted material must be acknowledged.

Paraphrasing, when the original statement is still identifiable and has no acknowledgement, is plagiarism.

Sources of quotations used should be listed in full in a bibliography or references section at the end of the piece of work using the Harvard style of referencing (see Appendix 1).

Plagiarism is a serious offence and the National College gives providers the authority to take action against you if you have plagiarised someone else’s work or cheated in any way to gain an unfair advantage.

8.11 Extensions

Any application for an extension to submit assessed components after the deadline will be reviewed on an individual basis. Such applications must be submitted at least seven working days prior to the deadline to which they refer. You should discuss your intentions with your facilitator who will then advise you of the process. Any application is then made by completing an extension request form, giving detailed reasons why you need an extension and identifying when you would be ready to submit your work.

Comments from your facilitator will be taken into consideration when the application is reviewed. Applications will then be considered by two or more lead facilitators or programme team members. The decision will be made within three working days of receipt of the completed extension request form. As with deferrals on other school business manager development programmes, applications citing workload issues would not normally be grounds for a granting an extension to current assessment deadlines.

8.12 Moderation

Work completed for the assessment requirements relating to each module will be assessed throughout the programme. A sample of work will be second-marked. Further moderation will take place to ensure consistency of assessment across the programme, and in the case of borderline submissions.
8.13 Reassessment

Participants will normally be allowed to retrieve a referral in any of the module components by revision of the original task or submission of a new task. Revisions or resubmissions will normally be allowed on one further occasion only.

Where a participant’s work for a module has been assessed as a referral, the written feedback will state clearly what action needs to be taken. If requested, the participant may be given some additional guidance from a facilitator in the light of the feedback, but may not submit their revised work for further feedback prior to its resubmission.

Participants who achieve a referral for a module should take note of the resubmission guidance and dates that they were given at the start of the programme.

Resubmitted work may only be assigned a level of either referral or pass.

The minimum requirement for the award of ADSBM is the successful completion of all modules. Where resubmitted work still does not achieve a pass grade, the participant will be deemed to have failed the programme as a whole.

8.14 Programme completion

The conferment of the award of the Advanced Diploma of School Business Management (ADSBM) is subject to successful completion of each of the modules making up the programme. An assessment board will be convened to confirm that each participant has met the programme requirements. Participants should note that the certificate issued at graduation does not specify the level at which the participant has passed the programme.

8.15 Appeals

In line with the National College’s policy related to all school business management development programmes, appeals are only accepted when you have not reached the required level to pass the programme. No appeals can be made against the level and mark of an assessed module that has been deemed to meet the programme requirements.

If you wish to appeal against the outcome of an assessment activity you have completed, you should notify your provider in writing no later than eight weeks after being notified of your results. Your programme manager will establish an independent appeals panel to consider your appeal and will send you details of the formal procedure if required.

If the matter cannot be resolved satisfactorily by the provider, the complaint or appeal may be referred to the National College at the following address:

ADSBM programme co-ordinator
National College
School business management team
Lime House
Mere Way
Ruddington Fields Business Park
Nottingham, NG11 6JS

Email: SBM@nationalcollege.org.uk
9. Appendices

Appendix 1: Guidance on Harvard referencing system

Steps involved in referencing

Full bibliographical details including the page number(s) from which the information is taken should be noted. In the case of a book, bibliographical details refer to:

- author(s)/editor(s)
- year of publication
- title
- edition (if applicable)
- place of publication
- publisher

In the case of a journal article it refers to:

- author(s) of article
- year of publication
- title of article
- journal/series title
- volume number
- page numbers on which the article appears

In the case of electronic information it refers to:

- author(s)/editor(s)
- year of publication
- article title
- journal title
- online
- pages or length (if available)
- available statement (e.g., internet address, supplier and name of electronic database, email address, etc)
- date you accessed the material

Not all of these details will necessarily be applicable. The citation should be inserted at the appropriate place within the text of the document. These should refer to a reference list at the end of the document (see examples below).
How to cite references within the text of a document

When citing references, only the name of the author should be used followed by the year of publication thus: Larsen (1971) was the first to propound the theory, or The theory was first propounded in 1970s (Larsen, 1971). When quoting from another source, single quotation marks should be used and the relevant page number(s) given thus: Larsen (1971: pp.245-6) noted that ‘many of the facts in this case are incorrect’ or ‘Many of the facts in this case are incorrect’ (Larsen 1971: pp.245–6).

Works with no obvious author

When a work has no named author (for example, legal materials or government guidance), you may use either a corporate author (for example, DCSF or the National College) or, if this is not possible, use Anon. as the author name.

CDs, DVDs or videos without an obvious author should be cited using the title or series title of the CD, DVD or video as the author.

Multiple authors

When a work by two authors is cited in parentheses, the textual reference should be as: (Larsen & Green 1987). When the authors’ names are incorporated in the text, the ampersand is replaced by ‘and’ thus: Larsen and Green (1987) were unable.... For a work that has more than two authors, only the surname of the first author is used, followed by the expression ‘et al’ meaning ‘and others’. For example, a work by Larsen, Green, Withers and Gonzales becomes: Larsen et al (1987) have found....

Citing a website

To cite a specific web page or a website, give the name of the corporate author, ie the name of the organisation to which the website belongs. Provide the address of the site. Where no date is available, use the abbreviation n.d. in the in-text reference and in the reference list at the end of the document.

How to create a reference list

A list of references contains details only of those works cited in the text. If relevant sources that are not cited in the text are included, the list is called a bibliography. The reference list is arranged alphabetically by author. For works without a named author, use a corporate author or Anon. where the latter is not available. CDs, DVDs and videos are cited in the reference list by title, and ordered in the list by the first significant word of the title.

Note that the Harvard system requires the second and subsequent lines of each reference to be indented, as shown in the examples below, to highlight the alphabetical order.
Examples of types of printed references

For books, bibliographic details are arranged in the sequence author(s)/editor(s) (year of publication) title of book. edition of book (if applicable). place of publication, publisher as follows:


If the author is not known, use ‘Anon.’ or a corporate author such as DCSF or the Department of Health:


For journal articles, bibliographic details are arranged in the sequence: author(s)/editor(s), (year of publication) article title. title of journal, volume(number), article pages. Note that no details are given of the publisher or place of publication:


An article in an encyclopaedia should be done in the same way as an article in a journal as follows:


Newspaper articles are done in a similar way except that the date is given rather than the volume number:


For a chapter in a book, bibliographic details are arranged in the sequence: author(s) of chapter, (year of publication) chapter title. In: editor(s) of book (eds.), title of book. edition number (if applicable). place of publication, publisher, page numbers thus:


Where you are citing multiple works by the same author that were published in the same year, distinguish the different publications using secondary letters thus:


Examples of types of non-print references

For electronic journal articles, bibliographic details are arranged in the sequence: author(s), (year of publication) article title. *title of journal*. type of medium (use ‘electronic’ if you are unsure if it is online or a networked CD), volume(number), article pages or indication of length (if available), ‘available’ statement: supplier/database, name/identifier or DOI (if available) [access date].

Many electronic articles have a digital object identifier (DOI), which appears at the beginning of the article. This can be cited instead of the website URL:


Where you cite something from a **personal communication** such as an email or conversation, this is referenced as follows:

Personal conversation: Doe, J. Lecturer at Curtin University of Technology, 2000, conversation with the author, 14 April

Email: Peacock, L. (lpeacock@newcollege.ac.uk) (10 June 2009) Planning for budget allocation. Email to: Khan, S. W.

Forum or discussion list: Berry, P. (2007), 3 April, Conflicts in the SBM role, talk2learn [online], 3 April [Accessed 7 July 2008]

For a **video recording**, cite the title and date and then give details of the production:


A **full-text journal article from a CD** should be cited as follows:


For web pages or websites, use the following style:


More information

For more detailed information about the Harvard referencing system, and many more examples, refer to: *Style Manual for Authors, Editors and Printers* (1994) 5th edn. Canberra, AGPS. Detailed information about referencing electronic sources can be found in: Li, X. & Crane, N. B. (1996)
Electronic Styles: A handbook for citing electronic information. 2nd edn. Medford, NJ, Information Today. The examples in this guide have been adapted to the Harvard format from this source.

You can also find useful information regarding Harvard referencing at www.imperial.ac.uk/Library/pdf/Harvard_referencing.pdf

Appendix 2: Key texts


Collarbone, P, 2009, Creating Tomorrow: Planning, developing and sustaining change in education and other public services, London, Network Continuum Education


Department for Education, 2010b, The Case for Change, DfE


Hargreaves, D, 2010, *Creating a self-improving school system*, Nottingham, NCSL


PricewaterhouseCoopers (PwC), 2010, *Strategic Study of School Business Managers and School Business Directors*, Nottingham, NCSL


### Appendix 3: ADSBM level descriptor matrix

#### Understanding and critique of theoretical concepts

<table>
<thead>
<tr>
<th>Referral</th>
<th>Pass</th>
<th>Good pass</th>
<th>Excellent pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>No reference to, or limited understanding of, theoretical models and frameworks</td>
<td>Demonstrates understanding of some theoretical models and frameworks</td>
<td>Demonstrates a clear understanding of a range of theoretical models and frameworks</td>
<td>Confident expression of competing and contrasting theoretical models and frameworks</td>
</tr>
<tr>
<td>No reference to concepts and models relevant to the issue. Refers to concepts and models without justification for their use</td>
<td>Basic justification of choice of concepts and models that are relevant to the issue</td>
<td>Good justification of choice of concepts and models relevant to the issue</td>
<td>Makes relevant and informed choices about the range of concepts and models used or referred to</td>
</tr>
<tr>
<td>No critical evaluation. Accepts abstract concepts, arguments and assumptions at face value</td>
<td>Provides some evidence of evaluating concepts, arguments and assumptions based on reflection or experience</td>
<td>Critically evaluates some abstract concepts, arguments and assumptions</td>
<td>Challenges any bias in making a critical evaluation of abstract concepts, arguments and assumptions</td>
</tr>
<tr>
<td>Superficial or fragmented development of argument</td>
<td>Develops an argument that identifies links, patterns and underlying issues</td>
<td>Sustains an argument that identifies links, patterns and underlying issues</td>
<td>Develops a sustained and powerful argument around complex issues and concepts that add to a theoretical body of knowledge</td>
</tr>
</tbody>
</table>
## Application of learning to professional practice

<table>
<thead>
<tr>
<th>Referral</th>
<th>Pass</th>
<th>Good pass</th>
<th>Excellent pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and/or execution of investigation unsuitable. Limited ability to design and/or execute an investigation</td>
<td>Demonstrates the ability to design and/or execute an appropriate investigation that is largely fit for purpose</td>
<td>Clearly demonstrates the ability to design and/or execute an appropriate investigation, based on effective research methods and contributes to the professional learning community</td>
<td>Able to design and/or execute an investigation based on effective research methods, demonstrating secure validity and reliability. Extends and refines thinking through the professional learning community</td>
</tr>
<tr>
<td>No, or very limited, application of evidence-gathering techniques in the area of practice</td>
<td>Basic application of appropriate evidence-gathering techniques in the area of practice</td>
<td>Applies appropriate evidence-gathering techniques in the area of practice</td>
<td>Makes informed and critical use of appropriate evidence-gathering techniques which show use of wider research methods</td>
</tr>
<tr>
<td>No evidence of application of concepts or techniques to topic/field of practice, or misunderstood or misapplied concepts and techniques</td>
<td>Some evidence of application of theoretical concepts and techniques used to inform understanding</td>
<td>Applies a range of theoretical concepts to inform understanding and analysis of evidence collected in relation to the given context</td>
<td>Consistently demonstrates ability to apply appropriate wider reading and research methodology to the topic or field of practice</td>
</tr>
<tr>
<td>Limited or no application of the work undertaken to improve their organisation</td>
<td>Has focused the work undertaken on the improvement of the organisation</td>
<td>Has demonstrated clear potential or actual improvements for the organisation</td>
<td>The work undertaken is directly related to the improvement of the organisation, and has the capacity to produce significant benefits</td>
</tr>
</tbody>
</table>
## Analysis, reflection and personal learning

<table>
<thead>
<tr>
<th>Referral</th>
<th>Pass</th>
<th>Good pass</th>
<th>Excellent pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited awareness of theoretical frameworks, and does not apply them to professional practice or discusses them in general terms</td>
<td>Demonstrates an understanding of how theory informs own practice</td>
<td>Demonstrates a clear understanding of how theory and learning have informed and changed current practice</td>
<td>There is a clear analysis and consistent understanding of how their own practice has been shaped by theory and learning over time</td>
</tr>
<tr>
<td>Limited ability to make judgements about their personal effectiveness and interpersonal skills in a professional role</td>
<td>Demonstrates some self-knowledge of their personal effectiveness and interpersonal skills in a professional role</td>
<td>Demonstrates secure knowledge of their personal effectiveness and interpersonal skills, and their impact on the organisation</td>
<td>Has been proactive in deepening their knowledge of their own personal effectiveness and interpersonal skills, to enhance their impact on the organisation</td>
</tr>
<tr>
<td>Makes few suggestions about improving their own practice. Suggestions not based on evidence or clear action plans</td>
<td>Identifies own professional needs and plans to improve practice</td>
<td>Makes plans to improve their own professional effectiveness, and relates this to improving the organisation in which they work</td>
<td>Actively seeks feedback and acts upon it to enhance their own professional effectiveness and improve the organisation in which they work</td>
</tr>
<tr>
<td>Does not analyse evidence or demonstrate effective decision-making skills</td>
<td>Demonstrates emerging decision-making and problem-solving skills</td>
<td>Demonstrates ability to analyse problems and has effective decision-making skills</td>
<td>Analyses complex dilemmas, solves problems and exercises good professional judgement</td>
</tr>
</tbody>
</table>
## Communication skills

<table>
<thead>
<tr>
<th>Referral</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Communication in format and style not wholly appropriate to the given audience</td>
<td>Communicates in a format and style appropriate to the given audience</td>
<td>Communicates fluently in a format and style appropriate to the given audience that demonstrates awareness of ethical issues in communicating with others</td>
<td>Communicates with fluency and creativity in a style that engages the audience and models high standards of professional conduct and showing due consideration of ethical research</td>
</tr>
<tr>
<td>Poor organisational skills, reflected in flaws in design of communication</td>
<td>Applies organisational skills to design of communication</td>
<td>Applies effective organisational skills in design of communication through the use of good signposting and structuring devices</td>
<td>Highly effective organisational skills, reflected in structure and tenor of communication</td>
</tr>
<tr>
<td>Limited referencing, with some inaccuracy/inappropriate use</td>
<td>Uses references applying the Harvard system, but limited in scope</td>
<td>Use references effectively, applying the Harvard system across a range of resources</td>
<td>Extensive use of references, very accurate application of Harvard system demonstrating wider reading and research</td>
</tr>
<tr>
<td>Writing style mainly descriptive. Limited observation of mechanics of language (spelling, punctuation and grammar)</td>
<td>Observes the mechanics of language and writes in an impartial manner</td>
<td>Sophisticated observation of the mechanics of language</td>
<td>Explicit, convincing, well-argued and developed concepts, with ideas fluently expressed within a structured framework</td>
</tr>
</tbody>
</table>
The National College for School Leadership is committed to excellence and dedicated to inclusiveness. We exist to develop and inspire great leaders of schools, early years settings and children’s services. We share the same ambition – to make a positive difference to the lives of children and young people.

Membership of the National College gives access to unrivalled development and networking opportunities, professional support and leadership resources.